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Effective Summary Writing

The following are sample summaries from your own classmates. Use the following Summary Grading Rubric to grade each summary. For each summary, indicate why you gave them that particular score using words from the rubric itself.

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| Score: | 4 | 3 | 2 | 1 |
| Organization | The summary begins  with a clear topic sentence  that states the  main idea of the original  selection; all other  major points are stated  economically and  arranged in logical  order; a concluding  sentence effectively  brings the summary to  a close, but no details  or reflections are  added; the writing is  unified and coherent  throughout. | The summary begins  with a topic sentence  that states the main  idea of the original selection;  all other major  ideas are stated and  arranged in a generally  logical order; a concluding  sentence brings  the summary to a close,  but extraneous details  or reflections may be  added; the progression  of ideas and information  is, for the most  part, logical. | The summary may or  may not state the main  idea of the original selection,  or it may not  do so at the beginning;  it states some, but not  all, major ideas and not  necessarily in a logical  order; the summary  may lack a conclusion  or include extraneous  details or reflections;  the development of  ideas is not completely  logical or coherent. | The summary does not  state the main idea of  the original selection; it  states few major ideas  and does not use a logical  order; it lacks a conclusion  and includes  extraneous or minor  details or reflections;  the writing lacks unity  and coherence. |
| Elements of Summaries | The overall purpose  of the summary is  clear; the summary expresses  only the main  idea and major points  of the original selection;  the writing is tailored  to the audience.  Word choice is consistently  efficient and  concise. | The purpose is generally  clear; the summary  expresses only the  main idea and most  major points of the  original selection; most  of the writing is tailored  to the audience.  Word choice is fairly  concise. | The purpose wavers;  the summary does not  accurately express the  main idea or most  major points of the  original selection; most  of the writing is not tailored  to the audience.  Word choice is vague  or repetitive. | The purpose is unclear;  the summary does not  convey the main idea  or major points of the  original selection;  most of the writing  is not tailored to the  audience. Word  choice is confusing or  misleading. |
| Grammar, Usage, Mechanics and Spelling | There are few or no  errors in mechanics,  usage, grammar, or  spelling. | There are some errors  in mechanics, usage,  grammar, or spelling. | There are serious errors  in mechanics, usage,  grammar, or spelling. | Serious errors in mechanics,  usage, grammar,  or spelling make  the summary difficult  to understand. |

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| Sample summary 1  Scientific methods are methods to figure out phenomena and questions in the world. They begin with observations that lead to questions. Then you gather information to make a hypothesis. The hypothesis makes a theory.  Score/Reason: |

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| Sample summary 2:  Section 1.2 gives you the understanding of scientific methods. State the problem tells you to make an observation that will lead to questions. Gather info to measure and use accuracy and precision. To form a hypothesis, you need a possible explanation to a problem. To test the hypothesis you need evidence, experimentation to test a variable which is called a controlled experiment.  Score/Reason: |

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| Sample summary 3:  In this chapter, it explains the steps to discovery and how your hypothesis will be accepted by scientists. First, state the problem/question. Then gather information and facts. After that, form a hypothesis. Then you need to test your hypothesis with evidence to support it. And that is the steps of discovery.  Score/Reason: |

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| Sample summary 4:  Scientists didn’t know how dinosaurs went extinct so they observed rock and found more iridium in an area suggesting there was a meteorite crashed into the earth and then experimented with sunlight. They found the meteor killed plants which killed herbivores which killed carnivores leading to the extinction of the dinosaurs.  Score/Reason: |

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| Sample summary 5:  There are many ways scientists do methods. The three are observation, measurements, and hypothesis. They gather a lot of information before making a conclusion. The extinction of dinosaur theory is still not complete they still don’t know what completely happened even though the meteorite impact was a cause for extinction.  Score/Reason: |

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| Sample summary 6:  Scientists were making hypothesis of things that happened in the dinosaur time period. Scientists need evidence in order to show their hypothesis. The extinction of the dinosaur puzzled the scientist. Scientists started making investigations to find out how exactly the dinosaurs died. The dinosaurs died because they got hit by a meteor.  Score/Reason: |

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| Sample summary 7:  Scientific inquiry often begins as a result of observation. Observation is using the sense of sight, touch, taste, hearing and smell to gather info about the world. Observations often lead to questioning. For more than 135 million years huge reptiles dominated the earth. Then 65 million years ago, the dinosaurs extinctinated. Depending on how well the hypothesis fits the known facts, it may be accepted as stated, altered slightly or discarded altogether.  Score/Reason: |