

Summary draft Response Rubric

Read each of the essays in your group. For each element, provide the following score and explain how you arrived at this score:

0 Absent/missing: should be self explanatory; 1 Emerging: visible but hardly noticeable, have to guess at it; 2 Discernible: You can see it, no guess work needed, but you aren't as sure about it as you'd like to be; 3 Workable/clear: Nicely done, no mistaking the element for what it is, but might be better; 4 Mastery: it would be hard to do better.

Introduction: The introduction should do the following: provide authors name (full name on first mention), the title of the text being summarized, and the point the summary is seeking to make. Additionally, there should be some general background information the text about the point that will be raised by the thesis. Let the writer know if any of these elements are missing, what they might do to strengthen any of the elements, and what you think they have done well. Don't just tell them "good thesis" but explain why you think it is good. Same goes for the other points.

Clearly and Objectively Reflects Original Text: An effective summary does a number of things in order to describe as accurately and briefly as possible the substance or main ideas contained in a text:

1. presents material in the same order as the original,
2. provides a clear indication of each major/main detail,
3. maintains the main idea and perspective of the original,
4. devotes a proportional amount of material to that provided in the original,
5. refrains from interjecting the summarizer's opinions (I think Locke believes that . . .), and
6. the ideas are clearly acknowledged as those of the original author (Mill writes . . .).

As with the introduction, let the writer know what they've done well in your eyes, what major details might be missing, what minor details might be deleted, and just how well they have met the above criteria. In short, does the summary faithfully represent the original by touching on each of the main points in the same order and proportion as the original. A few specific examples are okay, but the summary should not be overload with them nor consist almost completely of them.

Response presents student views on text: The response should develop and/or refine your idea(s) on some part(s) of the original. You need not respond to the whole thing (in fact, responding to all the reading or all the ideas in the reading will result in an under-developed response, which is why I suggest no more than three response points; the fewer points responded to, the better), but the more the response encompasses the over-arching ideas and concepts found wending their way through in the original, the more effective the response is likely to be received. An effective response will link each of its points to a clearly and readily identifiable portion of the original and/or its summary. Further, these connections provide specific examples and the relationship between the response and the summary is clearly articulated. There are specific examples to illustrate the relationship between each point of the response and the summary/original. How do the various points/ideas fit with what you see happening in the world today? In making your views clear, this is the place to use specific examples from the original text as well as examples you might pull from elsewhere. If you do either quote or paraphrase, provide a citation. If necessary, give the writer suggestions on ways they might better develop their response through the use of specific examples from Mill or the world at large.

Conclusion: Generally speaking, a conclusion should drive home the point of the essay (as expressed by the thesis), creating a sense of finality and understanding. Not only does an effective conclusion go beyond restating points raised by the thesis and essay, it does so in a way that leaves the present essay concluded while also leaving the reader wanting to know more. Do you see something along these line happening in the draft essay? If not, give the writer a suggestion on two on what they might do. If you think they do well, explain why that's the case.

Paragraphs: Paragraphs should be coherent units of thought. Each should contain a topic statement/sentence that limits development to one idea/point, general and/or specific examples to illustrate the point, and some explanation establishing the relationship between the paragraph and the thesis. There is a clear topic sentence/statement, exemplary development through the use of examples both general and specific, and a clear explanation tying the material to the thesis. Ideally the material is ordered for greatest effectiveness. What do you think of the writer's work in this vein? Can you suggest ways for them to strengthen their paragraphing? If so, provide them. If you think they have done well, explain how their paragraphs meet the above criteria in your view.

Conventions of Standard American English: Even the best ideas will be undermined by a sloppy presentation, whether that's spelling, grammatical or punctuations errors (the few things about which there is a right and wrong in writing, as opposed to effective and ineffective) or formatting errors. These are important concerns. If there are consistent surface errors that interfere with readability, point them out to the writer. Be sure to check the [online handbook](#) before offering particular critiques to make sure you are correct in your critique, the [Writer's Handbook](#) in particular.