

# MEL Summary Rubric

NAME:

Main Idea	5	4	3	2	1
	Writer has focused on the main issue related to the article. Topic sentence is clear and well stated.		Focus is somewhat vague; topic sentence could be worded better, but there is a topic sentence		Focus is unclear; do you know what the main point of the article is? Topic sentence is not evident.
Evidence	15	12	9	6	3
	Ample evidence is given to support topic statement. Examples are expressed in writers OWN words.		Evidence is somewhat vague and not specific enough or evidence is too closely copied from the article.		Evidence is basically taken verbatim from the article; evidence is unrelated to the main topic.
Link	15	12	9	6	3
	Paragraph contains a statements after each piece of evidence that clearly links information to the topic sentence.		Statement after each piece of evidence is related to the information in the topic sentence but not clearly linked.		Links are missing in the paragraph, only evidence; no real explanation of how the evidence supports main idea
Sentence	8	6	4	3	1
	There are no sentence errors. Writer uses sentence variety to create a readable paragraph.		1 or 2 sentence errors. Lacks sentence variety. Writer needs to vary sentences so that paragraph does not read choppy.		There is no sentence variety at all. Several sentence errors (fragments and run-ons) make this piece very difficult to read.
Grammar & Spelling	5	4	3	2	1
	Paragraph is basically mistake free; spelling and grammar errors do not distract from understanding		Paragraph contains some errors in punctuation, grammar, spelling which slightly distract the reader		Paragraph is a mess; the errors in punctuation, grammar, and spelling are distracting and make the paragraph difficult to understand
Transitions	7	5	4	3	2
	Writer uses clear and sensible transitions between each piece of evidence.		Writer uses some good transitions although they are somewhat typical.		Writer does not use clear transitions; paragraph is disorganized as a result, hard to follow
Concluding Statement	5	4	3	2	1
	Writer uses a final statement that "wraps up" the paragraph, refers back to the main idea		Writer uses a concluding statement that sort of wraps up the paragraph; could be stronger, but okay		Writer fails to conclude the paragraph with a final statement to "wrap it up"

**Total Points:**

- 54-60=A
- 48-53=B
- 42-47=C
- 36-41=D