

Blueprint to You Summary Paragraph

	Exceeds	Meets	Approaches	Does Not Meet	Score/Level
Accurately identifies 5 main ideas from the reading passage, "Blueprint to You".	The student clearly identifies 5 main ideas from the reading passage, "Blueprint to You".	The student identifies 4 main ideas from the reading passage, "Blueprint to You".	The student identifies 3 main ideas from the reading passage, "Blueprint to You".	The student identifies 2 or fewer main ideas from the reading passage, "Blueprint to You".	
<p>Standards AZ- Common Core State Standards (2012) Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Grade: Grades 9–10 students: Content Area: Literacy in Science and Technical Subjects Strand: Reading Standards Domain: Key Ideas and Details Standard: 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. Standard: 2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>					
Ideas are organized in a logical manner with supporting details.	The main ideas selected by the student are presented in a well-organized, logical manner that is easy for the reader to follow.	The main ideas selected by the student are presented in a well-organized, logical manner that is fairly easy for the reader to follow.	The main ideas selected by the student are included in the paper, but they are somewhat disorganized and may be difficult for a reader to follow.	The main ideas selected by the student are presented in a disorganized or illogical manner that is difficult for the reader to follow.	
<p>Standards AZ- Common Core State Standards (2012) Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Grade: Grades 9–10 students: Content Area: Literacy in History/Social Studies, Science, and Technical Subjects Strand: Writing Standards Domain: Text Types and Purposes Indicator: 2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Indicator: 2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Indicator: 2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>					
Basic conventions of spelling, punctuation and grammar are followed with only 1-2 errors.	Basic conventions of spelling, punctuation and grammar are followed with only 1-2 errors.	Basic conventions of spelling, punctuation and grammar are followed with only 3-4 errors.	Basic conventions of spelling, punctuation and grammar are followed with 5-6 errors.	Basic conventions of spelling, punctuation and grammar are followed with 7 or more errors.	
<p>Standards AZ- Common Core State Standards (2012) Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects</p>					
Basic conventions of spelling, punctuation and grammar are followed with only 1-2 errors.	Basic conventions of spelling, punctuation and grammar are followed with only 1-2 errors.	Basic conventions of spelling, punctuation and grammar are followed with only 3-4 errors.	Basic conventions of spelling, punctuation and grammar are followed with 5-6 errors.	Basic conventions of spelling, punctuation and grammar are followed with 7 or more errors.	

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followed.	<p>Grade: Grades 9–10 students: Content Area: Literacy in History/Social Studies, Science, and Technical Subjects Strand: Writing Standards Domain: Text Types and Purposes Indicator: 2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>				