

In your own words, write a summary of *The Rogue Wave*. Be sure to include the main events from the story.

It's scoot's 14 birthday her brother is teaching her how to sail and he is going to tell scoot the different kind of waves. A rogue wave comes out of nowhere, and hits them and flips them over scoot is knocked out in the galley and her brother (sully) is outside trying to see if she is alive. scoot wakes up and is thinking sully will save her like all the other times she waits and waits but she is still stuck. She thinks to herself and thought sully must of died or is stuck or he can't help her. She found a way out through the skylight and is now stuck on the flipped boat with sully. A fisherman sees them and helps them out.

**Parent Explanation Narrative**  
**7th Grade**  
**Score 2**

This essay received an overall score of 2. The writing has a vague central idea and information is incomplete. Although the essay has a beginning, middle and end, there are gaps in the ideas presented. The formatting, grammar, spelling, and capitalization in this essay are very weak and affect the meaning of the writing.

Common Core All-Subject Writing Rubric					<i>Summary</i>
Writing Type(circle one):					
Argumentative	Informative/Explanatory	Narrative (ELA only)			
<b>CONTENT</b> X4	The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed.	The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed.	The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are <u>not</u> addressed.	The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are <u>not</u> addressed.	X4 8
<b>ORGANIZATION</b>	There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.	There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.	There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.	There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.	2.5
<b>SPELLING &amp; GRAMMAR (Conventions)</b>	The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.	The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.	The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.	The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.	1
Teacher Feedback:			{{Student Reflection on Back}}		Total Points Earned
					Score
					10.5