

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

In the book *The Rogue Wave* by Theodore Taylor, Scoot and her older brother go on a sailboat named the *Old Sea Dog* on the Pacific Ocean. Sully, her older brother, was teaching her how to sail. On their adventure, they hit a huge rogue wave and the boat flipped upside down. They both got stuck in different places and Scoot blacked out. Sully wasn't able to hear her so he was absolutely terrified and worried. He was banging on the wall but Scoot was still blacked out. Eventually, Scoot woke up and was banging on the wall and he heard the banging but couldn't hear her voice. Sully had already tried the door but it was jammed, therefore he was unable to get to her any sooner. She was also unable to open the door from the other side. Scoot looked around and found a tool box with a screw in it. She opened the window and some nearby fishermen on a boat named the *Red Rooster* saved them.

## Parent Explanation Narrative

7th Grade

Score 4

This essay received an overall score of 4. This writing has a sharp focus that is easy to understand. The ideas are developed with examples and specific details. There is a clear beginning, middle, and end with transitions that add clarity to the essay. There are few, if any, errors in grammar, spelling, punctuation, and capitalization.

Common Core All-Subject Writing Rubric					Summary
Writing Type(circle one):					
	Argumentative	Informative/Explanatory	Narrative (ELA only)		
<b>CONTENT X4</b>	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.	<b>X4</b>
<b>ORGAN-IZATI ON</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.	
<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.	
Teacher Feedback:			{{Student Reflection on Back}}		<b>Total Points Earned</b>
					<b>Score</b>
					24