Compare and Contrast Essay Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
|  **Thesis**  | * Thesis is a thoughtful and clear argument, which makes a unique claim about the differences and/or similarities between the texts or topics.
* Hook clearly engages the reader’s attention and orients to the topic.
 | Thesis is an argument that makes a claim about the differences and/or similarities between the texts or topics.* Hook engages the reader’s attention and orients to the topic.
 | * Thesis is an argument that may be unoriginal, or too simple.
* Attempts to hook or engage the reader’s attention but fails to orient to the topic.
 | * Thesis is not an argument or it is not related to the differences between the two texts.
* There is not a hook or the attempted hook is confusing or irrelevant.
 |
| **Organization Structure of Essay** | * Introduction clearly includes a short summary, overview of main ideas and a thesis.
* Body paragraphs each have a main idea/topic sentence as well as a concluding sentence
* Conclusion clearly summarizes argument and makes a link/connection to other texts or ideas.
 | * Introduction mostly includes a short summary, overview of main ideas and a thesis.
* Most of the body paragraphs have a main idea/topic sentence as well as a concluding sentence
* Conclusion summarizes argument and tries to make a link/ connection to other texts or ideas.
 | * Introduction may include a short summary, overview of main ideas and a thesis, but not all 3.
* Some body paragraphs have a main idea/topic sentence or concluding sentence
* Conclusion almost summarizes argument, though it fails to make a connection or there are “loose ends.”
 | * Introduction may not include a short summary, overview of main ideas or a thesis.
* Few or none of my body paragraphs have a main idea/topic sentence or concluding sentence

 * Conclusion does not summarize argument or brings up new ideas without explanation.
 |
| **Evidence** | * Body paragraphs each have 2 or more relevant examples/quotes to support thesis.
* Evidence is clearly accurate, relevant and well chosen to support specific ideas.
 | * Most of the body paragraphs include 2 relevant examples/quotes to support thesis.
* Evidence is mostly accurate, relevant and well chosen to support specific ideas.
 | * Body paragraphs include fewer than 2 examples or quotes to support thesis.
* Some evidence may be inaccurate, or irrelevant.
 | * Body paragraphs do not clearly include evidence or the evidence is not relevant to the thesis.
 |
| **Overall Cohesion & Thoughtfulness** | * Overall, essay clearly communicates thinking about the text and why the issues raised are important.
* Essay shows insight into why examples chosen are significant.
* There is a thorough analysis/interpretation of how evidence supports the main ideas and thesis.
* Whole essay flows smoothly with varied transitions between thoughts.
 | * Overall, essay communicates thinking about the text and why the issues raised are important.
* Essay shows why those examples chosen are significant.
* There is an explanation of how the evidence supports the main ideas.
* Essay flows well with transitions between paragraphs.
 | * Essay attempts to communicate thinking about the text but fails to address why the issues raised are important.
* Essay attempts to show why those examples chosen are significant.
* OR they do not explain how the evidence supports main ideas or thesis
* Essay is choppy. The sections feel separate and do not flow well.
 | * Essay does not demonstrate thinking about issues in the text.
* Examples are mainly re-telling parts of the story.
* May be mostly a summary without an analysis or interpretation that explains how it supports the thesis.
* Essay is choppy and difficult to follow.
 |
| **Grammar and Editing** | * Final draft had fewer than 3 errors in spelling, grammar, or punctuation.
* Tense consistent throughout the essay.
* Used MLA citation format for quotes.
 | * Final draft had between 3 to 6 errors in spelling, grammar, or punctuation.
* Tense mostly consistent throughout the essay.
* Used some aspect of MLA citation for quotes.
 | * Final draft had more than 6 errors in spelling, grammar, or punctuation.
* Some errors in tense consistency.
* Used one aspect of MLA citation for quotes.
 | * Final draft had many more than 6 errors in spelling, grammar, or punctuation.
* Many errors in tense consistency.
* No MLA citation for quotes.
 |

Grading Scale:

(4-) - (4+) = 91 – 99

(3-) - (3+) = 81 – 89

(2-) - (2+) = 71 – 79

(1-) - (1+) = 60 – 69