Compare and Contrast Essay Rubric

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|  | 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