# COMPARE/CONTRAST WRITING RUBRIC

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|  | **20-16**  EXCELLENT | **15-11**  VERY GOOD | **10-6**  SATISFACTORY | **5-1**  NEED IMPROVEMENT | **0** |  |
| **INTRODUCTORY PARAGRAPH** | \*include the 3 main elements  \*Thesis statement is clear, strong and encapsulates the main ideas of the essay.  \*clearly states subject of essay and captures reader's attention well. | \*include the 3 main elements  \*Thesis statement is clear and encapsulates the main ideas of the essay.  \*states subject of essay but is not particularly inviting to the reader. | \*lack one of the 3 main elements  \*Thesis statement does not prepare readers for the arguments that are to follow.  \*attempts to state subject of essay but does not capture reader's attention. | \*lack more than one of the 3 main elements  \*Weak thesis statement that does not support the writing topic.  \*No attempt is made to state the subject of the essay. | PLAGIARISED! |  |
| **ORGANIZATION** | Breaks the information into whole-to-whole, similarities -to-differences, or point-by-point structure. It follows a consistent order when discussing the comparison. | Breaks the information into whole-to-whole, similarities -to-differences, or point-by-point structure but does not follow a consistent order when discussing the comparison. | Breaks the information into whole-to-whole, similarities -to-differences, or point-by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and are distracting. | Many details are not in a logical or expected order. There is little sense that the writing is organized. |  |
| **IDEA DEVELOPMENT** | \*Compares and contrasts items clearly. \* points to specific examples to illustrate the comparison.  \*includes only the information relevant to the comparison.  \*good and flexible uses comparison and contrast transition words to show relationships between ideas. | \*Compares and contrasts items clearly. \*points to specific examples to illustrate the comparison.  \* includes only the information relevant to the comparison.  \* appropriate uses comparison and contrast transition words to show relationships between ideas. | \*Compares and contrasts items clearly, but the supporting information is incomplete.  \* include information that is not relevant to the comparison.  \*Some transitions work well; but connections between other ideas are fuzzy. | \*Does not compare and/or contrast two literary selections.  \*There is no supporting information or support is incomplete.  \*The transitions between ideas are unclear or nonexistent. |  |
| **LANGUAGE (grammar, word choice, convention)** | \*proper grammar, usage  \*correct spelling  \*correct punctuation  \*correct capitalization  \*precise, vivid and interesting word choices  \*wide variety of word choices | \*few errors of grammar and usage  \*mostly correct spelling, punctuation  and capitalization  \*fairly precise, interesting and somewhat varied word choices  \*wording could be more specific | \*errors in grammar, usage and spelling sometimes make understanding difficult  \*some errors in punctuation and capitalization  \*vague, mundane word choices  \*wording is sometimes repetitive  \*more descriptive words are needed | \*frequent errors in grammar, usage, spelling, capitalization and punctuation  make understanding difficult or impossible  \*very limited word choices  \*wording is bland and not descriptive |  |
| **SENTENCE STRUCTURES** | \*uses complete sentences  \*varying sentence structure and lengths | \*uses complete sentences  \*generally simple sentence structures | \*occasional sentence fragment or run-on sentences  \*simple sentence structure is used repeatedly | \*frequent use of sentence fragments or run-on sentences  \*sentences are difficult to understand |  |
| **TOTAL** | | | | | |  |