# 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, punctuationand 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 punctuationmake 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** |  |