

# COMPARE CONTRAST ESSAY RUBRIC

Written Response

	<b>Level 1</b> Not Yet Within Expectations	<b>Level 2</b> Minimally Meeting Expectations	<b>Level 3</b> Meeting Expectations	<b>Level 4</b> Exceeding Expectations	<b>Score</b>
Structure	<ul style="list-style-type: none"> <li>• No identifiable introduction</li> <li>• No identifiable conclusion</li> <li>• Transitions are missing.</li> <li>• Information is organized illogically or unclearly</li> <li>• Too short to achieve the task</li> <li>• Does not address both passages</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction lacks a thesis</li> <li>• Conclusion is incomplete</li> <li>• Transitions are inconsistently used; may be used incorrectly</li> <li>• Information is organized in a confusing manner</li> <li>• Barely addresses both passages</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction contains a thesis and some supporting context</li> <li>• Conclusion restates thesis and/may provide(s) insight</li> <li>• Transitions are used correctly</li> <li>• Information is organized and clear</li> <li>• Addresses both passages</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction contains originality and a strong thesis</li> <li>• Conclusion restates thesis, provides insight, and may provide reader(s) with a take-away message</li> <li>• Transitions are appropriate and effectively used</li> <li>• Information is organized in a logical, effective, synthesizing manner that address both passages clearly</li> </ul>	1 1.5 2 2.5 3 3.5 4
Language	<ul style="list-style-type: none"> <li>• Extremely limited range of vocabulary; little to no variety</li> <li>• Words are oftentimes misused</li> <li>• Poorly constructed sentences with little variety; often too short or long</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is mundane and/or simple; some variety in word choice</li> <li>• Words are sometimes misused</li> <li>• Adequately constructed sentences with some variety</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is functional with a broad range of word choice</li> <li>• Words are mostly used appropriately</li> <li>• Well-constructed sentences with good variety</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is sophisticated and/or mature</li> <li>• Words are used appropriately</li> <li>• Effective variation in sentence patterns</li> <li>• Writing is clearly designed for a specific audience: engaging, appropriate tone</li> </ul>	1 1.5 2 2.5 3 3.5 4
Conventions	<p><b>Simple errors:</b></p> <ul style="list-style-type: none"> <li>• capital letters, periods, quotations, spelling, commas, coordinating conjunctions, incomplete sentences, run-on sentences, article use, punctuation, starting sentences with quotes</li> </ul> <p><b>Grammar errors:</b></p> <ul style="list-style-type: none"> <li>• subject-verb agreement, tense, word-form</li> </ul>			<ul style="list-style-type: none"> <li>• Little to no convention errors</li> <li>• Errors in grammar, spelling, punctuation, and word forms do not noticeably impede clarity or meaning</li> </ul>	1 1.5 2 2.5 3 3.5 4
	<ul style="list-style-type: none"> <li>• Above errors noticeably interfere with meaning and distract the reader</li> <li>• Too short to achieve the task</li> </ul>	<ul style="list-style-type: none"> <li>• Above errors somewhat interfere with meaning and sometimes distract the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Above errors rarely interfere with meaning and rarely distract the reader</li> </ul>		3 3.5 4

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## Comprehension and Ideas

	<b>Level 1</b> Not Yet Within Expectations	<b>Level 2</b> Minimally Meeting Expectations	<b>Level 3</b> Meeting Expectations	<b>Level 4</b> Exceeding Expectations	<b>Score</b>
Comprehension	<ul style="list-style-type: none"> <li>▪ Severe misunderstanding of the task or text</li> <li>▪ Points are missing</li> <li>▪ Evidence is missing</li> <li>▪ Writing is off-topic and/or irrelevant</li> <li>▪ Too short to achieve the task</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some misunderstanding of the task or text</li> <li>▪ Points are sometimes unclear or incorrect</li> <li>▪ Evidence does not support points or is used incorrectly</li> <li>▪ Writing is somewhat off-topic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Proficient understanding of the task and establishes relationship(s) between both text(s)</li> <li>▪ Points are mostly clear, correct, and coincide with argument</li> <li>▪ Evidence supports points and is incorporated correctly</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exemplary understanding of the task, establishes clear relationship(s) between text(s), and may reflect originality</li> <li>▪ Points are insightful, effective and coincide with argument</li> <li>▪ Evidence is incorporated seamlessly</li> </ul>	1 1.5 2 2.5 3 3.5 4
Ideas	<ul style="list-style-type: none"> <li>▪ The discussion of ideas is underdeveloped</li> <li>▪ Majority of writing is a summary of the text</li> <li>▪ Ideas are not connected to the prompt</li> <li>▪ Too short to achieve the task</li> <li>▪ No synthesis of both passages</li> </ul>	<ul style="list-style-type: none"> <li>▪ The discussion of ideas is simplistic or superficial</li> <li>▪ Relies heavily on summary of the text</li> <li>▪ Ideas partially connect to the prompt</li> <li>▪ Weak attempt at synthesis of both passages</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ideas are communicated proficiently with some interpretation</li> <li>▪ Ideas are mostly original with little reliance on summary</li> <li>▪ Ideas appropriately connect to the prompt</li> <li>▪ Synthesis of both passages is evident</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ideas are insightful and articulated clearly; interpretation is evident</li> <li>▪ Ideas are logical and original</li> <li>▪ Ideas effectively connect to the prompt</li> <li>▪ Synthesis of both passages is efficient, clear, and convincing</li> </ul>	1 1.5 2 2.5 3 3.5 4
Comments:				Total: ____ / 20	