Compare and Contrast Writing Rubric

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Criterion | 4-Proficient | 3-Basic | 2-Below Basic | 1-Far Below Basic |
| Focus and Claim | -Completely addresses all aspects of the prompt  -Introduces reasonable claims in a clear thesis statement | -Superficially addresses all aspects of the prompt  -Introduces claims in a thesis statement | -Partially addresses aspects of the prompt  -Introduces superficial or flawed claims in a weak thesis statement | -Minimally addresses some aspect of the prompt  -Fails to introduce relevant claim and/or lacks a thesis statement |
| Organization and Structure | -Orients readers to topic in introduction -Develops claims with relevant body paragraphs  -Provides a conclusion that follows from an supports claims  -Creates cohesion through transition and linking words, phrases, and clauses within and between paragraphs  -Includes logical progression of ideas from beginning to end | -Partially orients reader to topics in introduction  -Superficially develops claims with body paragraphs  -Provides a conclusion which repetitively or partially supports claims  -Creates some cohesion through basic transition/linking words, phrases, and/or clauses within or between paragraphs  -Includes adequate progression of ideas from beginning to end | -Inadequately orients reader to topic in introduction  -Inadequately develops claims with minimal body paragraphs  -Provides an inadequate conclusion  -Uses limited and/or inappropriate transition/linking words, phrases, or clauses  -Includes uneven progression of ideas from beginning to end | -Fails to orient reader to topics in introduction or introduction is missing  -Fails to develop claims with body paragraphs  -Omits conclusion  -Uses few to no transition/linking words, phrases, or clauses  -Includes little or no discernable organization of ideas |
| Evidence and Support | -Provides sufficient and relevant evidence to support claims  -Competently integrates and cites credible sources and/or text evidence  -Effectively shows similarities between topics  -Effectively shows differences between topics | -Provides limited and/or superficial evidence to support claims  -Ineffectively integrates or cites adequate sources and/or text evidence  -Partially shows similarities between topics  -Partially shows differences between topics | -Provides minimal and/or irrelevant evidence to support claims  -Incorrectly integrates or cites sources and/or text that may not be credible  -Minimally shows similarities between topics  -Minimally shows differences between topics | -Provides inaccurate, little, or no evidence to support claims  -Does not use or cite sources and/or text evidence  -Does not show similarities between topics  -Does not show differences between topics |
| Analysis | -Shows competent understanding of topic or texts  -Uses valid reasoning to connect evidence with claims | -Show superficial understanding of topic or text  -Uses some valid and accurate reasoning to connect evidence with claims | -Shows limited and/or flawed understanding of topic or text  -Used limited, simplistic and/or flawed reasoning to connect evidence with claims | -Shows no/and or inaccurate understanding of topic or text  -Reasoning is missing or does not connect evidence with claims |
| Language | -Uses correct and varied sentence structure  -Contains few, minor errors in conventions  -Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose | -Uses mostly correct and some varied sentence structure  -Contains some errors in conventions which may cause confusion  -Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose | -Uses limited and/or repetitive sentence structure  -Contains numerous errors in conventions which cause confusion  -Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose | -Lacks sentence mastery  -Contains serious and pervasive errors in conventions  -Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose |