

Comparison and Contrast Rubric

| Category | 20-18 | 17-15 | 14-12 | 11-0 | Total |
|-----------------------------------|---|---|---|---|----------|
| Purpose | The response uses a clear thesis/claim. | N/A | N/A | The response lacks a clear thesis/claim. | _____/20 |
| Text Support | Essay uses at least 6 quotes or paraphrases from at least two different texts. Each support is properly introduced, cited, and explained. | Essay uses at least four quotes or paraphrases from at least two different texts. Supports may not be properly introduced, cited or explained. | Essay uses two quotes or paraphrases from at least two different texts. Supports are not properly introduced, cited or explained. | Essay does not use quotes and paraphrases, or quotes and paraphrases are off-topic or irrelevant. | _____/20 |
| Organization and Structure | The response breaks the information into comparison and contrast. Ideas are consistently in logical order. The response progresses smoothly from one idea to the next and shows strong relationships and connections among ideas. | The response breaks the information into comparison and contrast, but ideas may not be presented in a consistently logical order. The response progresses from one idea to the next, showing some relationship between ideas. | The response breaks the information into comparison and contrast, but ideas may be presented in the wrong section, or in such an illogical or unexpected order that the reader is distracted. | There is little sense that the writing is organized. Many ideas are presented in an illogical or unexpected order. | _____/20 |
| Language Use And Voice | Varied transition words support the natural flow of the response and the relationships between ideas. The response uses a variety of sentence structures and word choice. Voice is sophisticated and engaging. | Transition words may be simple but generally support the relationships between ideas. There is some variety of sentence structure and word choice. Voice is appropriate. | Transition words are artificial or simple, and may not clearly connect ideas. There is little variety of sentence structure or word choice. Voice lacks command of the topic. | Transitions, if any, are simple and do not support the connections among ideas. Sentences structure and word choice may be repetitious, simple, and limited. Voice is inconsistent and unclear. | _____/20 |
| | 10-9 | 8 | 7-6 | 5-0 | |
| Annotations | The reader makes his/her thinking visible through reading strategies which include asking questions, making connections, making predictions, identifying significant words or phrases, etc. | N/A | The reader's thinking is visible sporadically throughout the text using reading strategies which include asking questions, making connections, making predictions, identifying significant words or phrases, etc. | The reader's thinking is barely or not visible throughout the text and uses no reading strategies to annotate the text. | _____/10 |
| Grammar and Spelling | There are few, if any, errors to distract the reader | There may be errors, but they generally do not distract the reader from the content. | Errors may distract the reader from the content. | Multiple errors may make the content difficult to understand. | _____/10 |

Total Points _____/100