

Rubric Score: 2(____) = ____
 Packet Score (out of 36) = ____
 Total Score = ____/100

Aptos High School, English 1 Writing Rubric

Writing: Compare and Contrast Essay

	4	3	2	1	SCORE
Introduction	<ul style="list-style-type: none"> Engaging opening (hook) that grabs reader's attention Character/situation that is being compared is clearly identified Thesis is clear, coherent, an includes a judgment about the difference between the characters/situations 	<ul style="list-style-type: none"> Takes reader into account but does not grab their attention, does not establish a solid hook Character/situation that is being compared may be introduced but connection may not be clear Thesis may include opinion but not specific judgment 	<ul style="list-style-type: none"> Partially successful at addressing reader's interest Character/situation that is being compared may not be identify Thesis is vague or confusing 	<ul style="list-style-type: none"> Lacks engaging opening and fails to interest reader Character/situation that is being compared is not identified Thesis is absent 	
Organizational Pattern (Body)	<ul style="list-style-type: none"> Organizational pattern (feature-by - feature or subject-by-subject) is obvious and easy to follow and appropriate for content 	<ul style="list-style-type: none"> Organizational pattern is easy to follow 	<ul style="list-style-type: none"> Organizational pattern is not maintained throughout essay 	<ul style="list-style-type: none"> Organizational pattern is confusing 	
Content: Similarities and differences	<ul style="list-style-type: none"> Similarities and differences explicitly discussed 	<ul style="list-style-type: none"> Similarities and differences discussed, but in general terms 	<ul style="list-style-type: none"> Distinctions between characters/situations are not clear 	<ul style="list-style-type: none"> Little attention given to similarities and differences 	
Content : Support (Body)	<ul style="list-style-type: none"> Each point of comparison adequately supported with specific details, references to character/situation , elaboration 	<ul style="list-style-type: none"> Each point is supported with specific details but may lack elaboration 	<ul style="list-style-type: none"> Support for points of comparison may be sparse or not specific to characters/situations 	<ul style="list-style-type: none"> Support for points of comparison is absent; may make assertions but does not support them 	
Style: Transitional words and phrases	<ul style="list-style-type: none"> Carefully chosen transitional words and phrases make points of comparison clear and guide the reader to connect ideas 	<ul style="list-style-type: none"> Several appropriate transitional words and phrases guide readers 	<ul style="list-style-type: none"> Few transitional words and phrases are used 	<ul style="list-style-type: none"> Transitional words and phrases are missing or inappropriate 	
Conclusion	<ul style="list-style-type: none"> Includes fresh restatement of thesis Mentions logical factors for similarities and differences Leaves reader with fresh insight to consider 	<ul style="list-style-type: none"> Adequately restates thesis May mentions somewhat reasonable factors or similarities and differences May leave reader with idea to consider 	<ul style="list-style-type: none"> May only mention thesis May only mention a single factor or unlikely factor for similarities and differences May not leave reader with idea to consider 	<ul style="list-style-type: none"> Essay may end abruptly with out restatement or discussion of factors for similarities or differences. 	
Language Conventions: Mechanics & Usage	<ul style="list-style-type: none"> Standard English spelling, punctuation, capitalization, grammar, usage, diction, and MLA manuscript form used appropriately throughout the essay 	<ul style="list-style-type: none"> Standard English spelling, punctuation, capitalization, grammar, usage, diction, and MLA manuscript form used appropriately throughout the essay, with few errors. 	<ul style="list-style-type: none"> Inconsistent use of standard English spelling, punctuation, capitalization, grammar, usage, diction, and MLA manuscripts form disrupts reader's comprehension 	<ul style="list-style-type: none"> Minimal use of Standard English spelling, punctuation, capitalization, grammar, usage, diction, and MLA manuscript form confuses the reader. 	
Language Conventions: Sentences Fluency and Organization	<ul style="list-style-type: none"> Standard English sentence and paragraph structure (complete, correct, varied sentences, well-developed paragraphs) used appropriately Follows Jane Shaffer's one- chunk paragraph model 	<ul style="list-style-type: none"> Standard English sentence and paragraph structure (complete, correct, varied sentences, well-developed paragraphs) used appropriately, with some errors Uses most of the techniques found in the Jane Shaffer's one chunk paragraph 	<ul style="list-style-type: none"> Inconsistent use of standard English sentence and paragraph structure (complete, correct, varied sentences, well-developed paragraphs) disrupts the reader's comprehension Does not seem to follow Jane Shaffer's writing tools 	<ul style="list-style-type: none"> Minimal use of standard English sentence and paragraph structure (complete, correct, varied sentences, well-developed paragraphs) confuses the reader No evidence of Jane Shaffer writing techniques 	

Student Name: _____ Period: ____ Teacher: _____ Rubric Score: _____ Total Sore: _____