

Compare/Contrast Rubric

| Attribute | Emerging | Competent | Exemplary |
|--|---|---|---|
| Introduction serves a meaningful purpose in paper. | Introductory paragraph is unclear or does not suit the purpose of the paper. Subjects to be compared in paper are not clearly stated. Thesis statement is not present or is unclear. Large gaps in logic. | Introductory paragraph suits the purpose of the paper. Subjects to be compared in paper are stated. Thesis is included. Some gaps appear in the logic of relating ideas together. | Introductory paragraph suits purpose in a well, thought-out way. Subjects to be compared in paper are stated and arouse the reader's interest. Thesis is well developed. Introduction avoids gaps in logic by clearly relating ideas. |
| Writer identifies similarities between identified items. | Writer identifies at least one similarity between identified items. | Writer identifies two or more similarities between identified items. | Writer identifies two or more complex similarities between identified items. |
| Writer identifies differences between identified items. | Writer identifies at least one difference between identified items. | Writer identifies two or more differences between identified items. | Writer identifies two or more complex differences between identified items. |
| Supporting examples are used to back up reasons. | Few or no supporting examples are given to support reasons of argument. No examples are cited. | Supporting examples are given to support reasons of argument. Some examples are cited. | Well-developed examples are given to support reasons of argument. All examples are cited properly. |
| Paper follows a compare/ contrast method with transitions that make the paper flow smoothly. | Few or no transitions are present. Paper does not use a compare/contrast organizational method. | Transitions from paragraph to paragraph sometimes work. Paper uses a compare/contrast organizational method. | Transitions work well from paragraph to paragraph. Paper uses a compare/contrast method that fits the topic. |
| Conclusion serves a meaningful purpose in paper. | Concluding paragraph does not fit or is unclear. Concluding paragraph leaves reader with questions or loose ends. | Concluding paragraph suits purpose. Concluding paragraph ends the paper with a sense of finality. | Concluding paragraph cleverly suits the purpose of the paper. An appropriate type of concluding paragraph ends the paper with a sense of finality. |
| Writing demonstrates sentence fluency. | Paper difficult to follow or read aloud. Sentences choppy, incomplete, rambling, irregular, or awkward. Monotonous word patterns. | Sentences tend to be mechanical rather than smooth. Occasional awkward constructions are used. Sentences sometimes sound stiff. Little variety in sentence length or structure. | Writing has an easy flow and rhythm. Strong and varied sentence structure. Sentences sound natural. Easy to read aloud. |
| Conventions are accurately followed. | Numerous errors in usage, sentence structure, spelling, or punctuation distract and make text difficult to read. Paragraphing is irregular or absent. Extensive editing required. | Errors in usage, sentence structure, spelling, or punctuation tend to distract but are not overwhelming. Paragraphs sometimes run together or start in the wrong places. Moderate editing required. | Demonstrates correct usage, sentence structure, spelling, and punctuation. Paragraphing is sound. Writer may manipulate conventions for style. Only light editing required. |
| Format of paper is complete and accurate. | Paper is single-spaced. Heading is missing. <i>MCA format ignored</i> | Paper is double-spaced. Heading is present but not correct. <i>some MCA evident</i> | Paper is double-spaced. Heading is complete and correct. <i>MCA format followed</i> |
| Writer uses the writing process. | Final work reflect little revision. Rough draft and/or think sheet is absent. | Final work reflects some revision. Rough draft and think sheet are present. | Final work is polished and reflects numerous revisions and conscientious editing. Rough draft/s and think sheet are present. |

Compare/Contrast Essay Outline: Point-by-point order

I. Introduction: Use a strategy from handout & refer to rubric

II. Contrast point (e.g. parentage)

A. Hercules

i. Elaborate w/ 3+ sentences

B. Herakles

i. Elaborate w/ 3+ sentences

III. Contrast point

A. Hercules

i. Elaborate w/ 3+ sentences

B. Herakles

i. Elaborate w/ 3+ sentences

IV. (Contrast point)

A. Hercules

i. Elaborate w/ 3+ sentences

B. Herakles

i. Elaborate w/ 3+ sentences

V. Comparison Point (e.g. requirements for immortality)

A. Hercules

i. Elaborate w/ 3+ sentences

B. Herakles

i. Elaborate w/ 3+ sentences

VI. Comparison Point

A. Hercules

i. Elaborate w/ 3+ sentences

B. Herakles

i. Elaborate w/ 3+ sentences

VII. (Comparison Point)

A. Hercules

i. Elaborate w/ 3+ sentences

B. Herakles

i. Elaborate w/ 3+ sentences

VIII. Conclusion: Use a strategy from handout and refer to rubric