**Compare and Contrast Paragraph Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** | **0** |
| **Introduction** | Introduction places the essay in specific time and place, begins with a broad opening statement, has a clear, accurate, thesis and a **detailed** organizational statement. **In addition, thesis answers all parts of the question** | Introduction contains an acceptable thesis in a **detailed** organizational statement. Thesis is clear, analytical, and completely and accurately answers the question. | The introduction contains an acceptable thesis or a detailed organizational statement.  Thesis is clear but simplistic. | The introduction does not give the reader a clear idea of the argument or it does not give the reader a roadmap. Thesis is attempted but not clear or sufficient. |
| **Focus on Topic Sentence**  **(Knowledge)** | Topic sentence is direct. Contrasting or comparing two similar ideas. Student communicates and expresses topic sentences with a high degree of effectiveness. | Student attempts to contrast or compare two like ideas and expresses main  idea with considerable  effectiveness. Topic  sentence is clear and effective. | Student attempts to contrast or compare main idea with some  effectiveness. Topic  sentence is somehow clear. | Student attempts to contrast or compare main idea with limited  effectiveness. Topic  sentence is unclear and weak. |
| **Category** | **4** | **3** | **2** | **1** |
| **Evidence**  **(Thinking)** | Supportive facts are stated clearly and accurately | Almost all supportive facts are reported clearly and accurately | Some supportive facts are reported clearly and accurately | No facts are reported clearly and accurately |
| **Category** | **3** | **2** | **1** | **0** |
| **Analysis**  **(Application)** | **Analysis** clearly and effectively supports the thesis. | **Analysis** supports  thesis with some  relevant information | **Analysis** contains generalizations which may support the thesis | Contains no **analysis** or supporting information. |
| **Conclusion** | The conclusion clearly re-states the thesis, summarizes the main points of the essay and mirrors the intro w/o repeating it verbatim. | The conclusion clearly re-states the thesis and summarizes the main points of the essay. | The conclusion simply re-states the thesis. | Conclusion is attempted but not clear or is incomplete. |
| **Conventions and Sentence Structure** | Demonstrates full command of the  conventions of standard  English at an appropriate  level of complexity. There  may be a few minor errors  in mechanics, grammar, and usage, but meaning is clear | Demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear. | Demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding | Demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding. |