

Scoring Rubric: Comparison/Contrast

Name _____ Date _____

	4	3	2	1
Organization	The introduction contains a clearly stated topic sentence (in a paragraph) or clearly stated thesis sentence (in an essay); the body not only fully explores similarities and differences but reveals unexpected relationships through specific examples and details; the conclusion effectively ends the writing, without repetition, and contains a clincher statement; effective and varied transition words and phrases are used throughout.	The introduction contains a topic sentence (in a paragraph) or thesis sentence (in an essay); the body explores similarities and differences through the use of examples and details; the conclusion brings the writing to a close; transition words and phrases are used.	The introduction contains a topic sentence (in a paragraph) or thesis sentence (in an essay), but the sentence may be unclear, imprecise, or inadequate; the body explores at least one similarity or difference but does not use examples and details; a conclusion is present but it may be weak or repetitive; more transition words and phrases are needed throughout.	The introduction lacks a topic sentence (in a paragraph) or thesis sentence (in an essay); the body does not develop comparisons or contrasts; the conclusion is missing, contradictory, or repetitive; the writing lacks transitions.
Elements of Comparison/Contrast Writing	The overall purpose of informing, persuading, evaluating, or entertaining is clear and consistent throughout; transition words and phrases that help to organize comparisons and contrasts have been used effectively throughout; the writing is tailored to the audience. Word choice is consistently careful and often particularly precise, powerful, or apt.	The overall purpose of informing, persuading, evaluating, or entertaining is fairly clear and consistent; transition words and phrases that help to organize comparisons and contrasts have been used in most places; most of the writing is tailored to the audience. Word choice is generally precise.	The overall purpose of informing, persuading, evaluating, or entertaining is not clear or consistent; the writing has few transition words and phrases that help to organize comparisons and contrasts; the writing often misses its intended audience. Word choice is confusing, repetitive, or imprecise.	The purpose is not clear; the writing lacks any discussion of similarities and differences; the writing is not tailored for the intended audience. Word choice is consistently confusing or unclear.
Grammar, Usage, Mechanics, and Spelling	There are few or no errors in mechanics, usage, grammar, or spelling.	There are some errors in mechanics, usage, grammar, or spelling.	There are several errors in mechanics, usage, grammar, or spelling.	Expression is blocked by numerous errors in mechanics, usage, grammar, or spelling.

Comments _____

