

Scale		Levels of Proficiency	Name	
5	Strong	<input type="checkbox"/> Proficient: Score 4's or higher on all traits in a high school level essay <input type="checkbox"/> Proficient with Honors: Score 4.5's or higher on all traits in a high school honors-level essay	Assignment	Title
4	Proficient			
3	Developing			
2	Emerging			
1	Not Yet			
Rubric for the Evaluation of a Compare/Contrast Essay			Date	
			Teacher	
5	<p>Ideas and Content: The paper contains an <u>insightful</u> and/or <u>sophisticated</u> thesis that fully addresses the prompt and is <u>fully</u> supported by <u>relevant, accurate and specific</u> evidence from appropriate sources. The writer <u>always</u> explains <i>how</i> evidence communicates what it does and justifies inclusion.</p> <p>Organization: The paper follows a <u>clear and logical</u> train of thought <u>set by</u> the thesis. The paper's introduction and conclusion are <u>effective</u> and the writer <u>always</u> uses topic sentences and effective transitions to reflect either a point-by-point or block organization.</p> <p>Style: Tone, voice, and point of view are <u>always</u> appropriate to the audience and purpose. Diction and sentence fluency are <u>excellent throughout</u> and the paper is <u>rich</u> in accurate and specific details.</p> <p>Conventions/Presentation: The writer uses <u>perfect</u> citation format, grammar, spelling, punctuation, fonts, and layout.</p>			
4	<p>Ideas and Content: The paper contains a <u>clear and intelligent</u> thesis that fully addresses the prompt and is supported by <u>relevant, accurate and sufficient</u> evidence from appropriate sources. The writer explains <i>how</i> evidence communicates what it does <u>in almost all instances</u> thus offering justification for inclusion.</p> <p>Organization: The paper follows a <u>logical</u> train of thought <u>related to</u> the thesis. The paper's introduction and conclusion are <u>functional</u> and the writer <u>always</u> uses topic sentences but less effective transitions to reflect either a point-by-point or block organization.</p> <p>Style: Tone, voice, and point of view are <u>appropriate</u> to the audience and purpose. Diction and sentence fluency are <u>good</u> and the paper contains <u>many</u> accurate and specific details.</p> <p>Conventions/Presentation: The writer uses <u>correct</u> citation format, grammar, spelling, punctuation, fonts, and layout.</p>			
3	<p>Ideas and Content: The paper contains a thesis that <u>addresses</u> the prompt and is supported by <u>some relevant</u> evidence. The writer provides a <u>superficial</u> explanation of <i>how</i> evidence communicates what it does offering limited justification.</p> <p>Organization: The paper follows a train of thought <u>related to the thesis</u>. The paper <u>has</u> an introduction and conclusion and the writer uses <u>some</u> topic sentences and adequate transitions to reflect the point-by-point or block organization.</p> <p>Style: Tone, voice, and point of view are <u>usually</u> appropriate to the audience and purpose. Diction and sentence fluency are <u>inconsistent</u> and the paper contains <u>some</u> accurate and specific details.</p> <p>Conventions/Presentation: The writer uses <u>generally</u> correct citation format, grammar, spelling, punctuation, fonts, and layout.</p>			
2	<p>Ideas and Content: The paper contains a thesis that <u>attempts to address</u> the prompt, but the writer <u>provides little</u> clear, relevant evidence. The writer <u>fails to</u> explain <i>how</i> evidence communicates what it does and/or justify inclusion.</p> <p>Organization: The paper <u>does not</u> follow a train of thought related to the thesis. The paper is <u>missing</u> an introduction or conclusion and the writer uses <u>few</u> topic sentences and/or transitions to reflect the point-by-point or block organization.</p> <p>Style: Tone, voice, and point of view are <u>sometimes</u> appropriate to the audience and purpose. Diction and sentence fluency are <u>poor</u> and the paper contains <u>few</u> accurate or specific details.</p> <p>Conventions/Presentation: The writer uses <u>poor</u> citation format, grammar, spelling, punctuation, fonts, and layout.</p>			
1	<p>Ideas and Content: The paper contains <u>no thesis</u> or a thesis that <u>does not necessarily address</u> the prompt. The writer <u>fails to provide</u> accurate, relevant evidence. The writer <u>fails to</u> explain <i>how</i> evidence communicates what it does or justify inclusion.</p> <p>Organization: The paper <u>does not</u> follow a train of thought related to the thesis. The paper is <u>missing</u> an introduction and conclusion and the writer <u>fails to</u> use topic sentences and/or transitions to reflect the point-by-point or block organization.</p> <p>Style: Tone, voice, and point of view are <u>not</u> appropriate to the audience and purpose. Diction and sentence fluency are <u>poor</u> and the paper <u>does not</u> contain accurate or specific details.</p> <p>Conventions/Presentation: The writer uses <u>incorrect</u> citation format, grammar, spelling, punctuation, fonts, and layout.</p>			
Teacher Comments				

