

SAMPLE Rubric for Compare and Contrast Writing Assignments

	Unacceptable (F)	Weak (D)	Acceptable (C)	Accomplished (B)	Expert (A)
<p>Content Comparison</p> <p>Chooses appropriate characteristics from articles for comparison.</p> <p>Identifies similarities and differences between two or more items.</p> <p>Used identified similarities and differences to reach developed conclusions or insights.</p> <p>Integrates personal opinion and development with conclusions reached (if required).</p>	<p>Fails to identify major similarities and differences.</p> <p>Fails to draw conclusions from the compared items.</p> <p>Fails to attempt this part of the task.</p>	<p>Selects characteristics that are not important and don't lead to insightful conclusions.</p> <p>Inaccurately identifies major similarities and differences.</p> <p>Does not get far beyond noting similarities and differences.</p>	<p>Selects characteristics that provide for a partial comparison of the items.</p> <p>Identifies some of the major similarities and differences.</p> <p>Attempts to make conclusions about the compared items but has some difficulty explaining the significance of those conclusions.</p> <p>Acknowledges personal opinion though integration with compared material is incomplete.</p>	<p>Selects characteristics that can provide for a meaningful comparison.</p> <p>Identifies similarities and differences for each item selected.</p> <p>Draws some thoughtful conclusions from the comparison.</p>	<p>Selects important characteristics that can provide insight into the nature of those items being compared.</p> <p>Accurately selects all major similarities and differences for each item selected.</p> <p>Draws some thoughtful conclusions from the comparison, usually highlighting either the similarities or the differences.</p> <p>Integrates personal opinion and development with compared material fully and thoughtfully.</p>
<p>Organization and Development</p> <p>Showcases the main idea. Has an introduction and a reasonable conclusion.</p> <p>Makes effective transitions and builds coherence throughout assignment.</p>	<p>No main idea (thesis) apparent to indicate purpose. Ineffective or absent introduction and/or conclusion.</p> <p>Connections between ideas are confusing or not present.</p>	<p>Main idea (thesis) unclear and not adequately developed in introduction and/or conclusion (if present).</p> <p>Some sequencing and transitions are logical. Overuse of conjunctions in place of sequential and transitional vocabulary.</p>	<p>Main idea (thesis) reflects the purpose of the assignment. Introduction and conclusion are present if incompletely developed.</p> <p>Makes coherent connections between sentences; use of transitions between paragraphs and within them.</p>	<p>Main idea (thesis) is clear; the introduction and conclusion are thoughtfully developed.</p> <p>Most of the connections and transitions are well-developed.</p>	<p>Main idea (thesis) indicates a clear purpose, is established in the introduction, and is fully developed throughout the assignment; reasonable conclusion is articulated.</p> <p>Strong connections and transitions throughout assignment that facilitate understanding.</p>

	Unacceptable (F)	Weak (D)	Acceptable (C)	Accomplished (B)	Expert (A)
Sentence Fluency	<p>Demonstrates a lack of sentence variety. Sentences follow the same pattern.</p> <p>Phrasing interferes with reader understanding.</p>	<p>Attempts to use sentence variety, though ineffectively.</p> <p>Phrasing occasionally interrupts the reader and interferes with communication.</p>	<p>Some use of sentence variety that aids in communication.</p> <p>Phrasing is thoughtful and attempts to assist reader, though not always effectively.</p>	<p>Sentences are varied and aid in communication.</p> <p>Most sentences are constructed both to express ideas and show how they are related.</p>	<p>Writing flows and has rhythm. Contains varied sentence length and structure.</p> <p>Contains well-constructed sentences that show how ideas relate.</p>
Conventions and Editing	<p>No editing apparent; an accumulation of error and/or syntactic/lexical imprecision; reasonable interpretation very difficult.</p>	<p>Incomplete editing and accumulation of error interferes with reasonable interpretation.</p>	<p>Syntactic/lexical imprecision may disrupt effectiveness; quantity of sentence level error may occasionally interfere with reasonable interpretation.</p>	<p>Competence in sentence-level editing apparent.</p>	<p>Strong competence in sentence-level editing apparent; style consistent with purpose and genre.</p>