

Comparative Essay

Final Rubric

N: _____

P: _____

Self Score ____/25

Peer Score ____/25
Graded by: _____

Final Score ____/25

Category	4	3	2	1
MLA Format	All of The following: Heading ☐ Time New Roman Font ☐ Size 12 pt ☐ Double Spaced ☐ Running Head on every page ☐ Last Name ☐ Page numbers ☐ Full Heading on first page only ☐ First and Last Name ☐ Teacher's Name ☐ Course Name/Period ☐ Day Month Year ☐ 1 inch margins Body of Paper ☐ Title of assignment is centered, TNR, 12 pt only (no bold/underline) ☐ Paragraphs begin with ½ (0.5) inch indent ☐ No space between paragraphs ☐ Evidence is followed by parenthetical citations inside the same sentence (Witherspoon 92).	Missing two of the following: Heading ☐ Time New Roman Font ☐ Size 12 pt ☐ Double Spaced ☐ Running Head on every page ☐ Last Name ☐ Page numbers ☐ Full Heading on first page only ☐ First and Last Name ☐ Teacher's Name ☐ Course Name/Period ☐ Day Month Year ☐ 1 inch margins Body of Paper ☐ Title of assignment is centered, TNR, 12 pt only (no bold/underline) ☐ Paragraphs begin with ½ (0.5) inch indent ☐ No space between paragraphs ☐ Evidence is followed by parenthetical citations inside the same sentence (Witherspoon 92).	Missing three of the following: Heading ☐ Time New Roman Font ☐ Size 12 pt ☐ Double Spaced ☐ Running Head on every page ☐ Last Name ☐ Page numbers ☐ Full Heading on first page only ☐ First and Last Name ☐ Teacher's Name ☐ Course Name/Period ☐ Day Month Year ☐ 1 inch margins Body of Paper ☐ Title of assignment is centered, TNR, 12 pt only (no bold/underline) ☐ Paragraphs begin with ½ (0.5) inch indent ☐ No space between paragraphs ☐ Evidence is followed by parenthetical citations inside the same sentence (Witherspoon 92).	Missing 4+ of the following: Heading ☐ Time New Roman Font ☐ Size 12 pt ☐ Double Spaced ☐ Running Head on every page ☐ Last Name ☐ Page numbers ☐ Full Heading on first page only ☐ First and Last Name ☐ Teacher's Name ☐ Course Name/Period ☐ Day Month Year ☐ 1 inch margins Body of Paper ☐ Title of assignment is centered, TNR, 12 pt only (no bold/underline) ☐ Paragraphs begin with ½ (0.5) inch indent ☐ No space between paragraphs
Intro Paragraph (1) Highlight for: ☐ Subordinating Conjunction (Yellow) ☐ Similarities (Green) ☐ Differences (orange) Label each ask from the prompt in the thesis ☐ audience ☐ purpose ☐ message ☐ diction ☐ tone	Intro paragraph ☐ Hook (a sophisticated and factual sentence related topic to catch reader's attention. Does not use a question or opinion.) ☐ Quick Background info on each essay introducing each text, author, and context for their writing. (1-2 sent) ☐ Thesis statement (which indicates the similar diction/tone and different diction/tone). (1 sent) ☐ Thesis statement is written in the form of a <u>subordinating conjunction</u> with a 2-3 clause sentence in which clear claims are made about the following : ☐ similarities ☐ audience ☐ purpose ☐ message ☐ differences ☐ diction ☐ tone ☐ Claims is clearly stated and maintained but it is general and lacks specific details; ☐ May repeat 1-2 words unnecessarily; May be too wordy. Word Choice is High School appropriate. ☐ Uses third person/formal	Intro Paragraph ☐ Thesis statement is written in the form of a subordinating conjunction. ☐ Thesis statement is written in the form of a subordinating conjunction with a 2-3 clause sentence in which clear claims are made about the following : ☐ similarities ☐ audience ☐ purpose ☐ message ☐ differences ☐ diction ☐ tone ☐ Claims is clearly stated and maintained but it is general and lacks specific details; ☐ May repeat 1-2 words unnecessarily; May be too wordy. Word Choice is High School appropriate. ☐ Uses third person/formal	Intro Paragraph ☐ Thesis statement is written in the form of a subordinating conjunction, but choice of word is awkward or creates a sentence that does not make sense. ☐ Thesis is weak, a run-on sentence and/or incomplete. It is missing the following: ☐ similarities ☐ audience ☐ purpose ☐ message ☐ differences ☐ diction ☐ tone ☐ Claims is attempted, but confusing, or shows misunderstanding of prompt or texts. ☐ Repetitive, broken into two sentences rather than one and or the one sentence is a run-on sentence. Word Choice is Middle School appropriate.	Intro Paragraph ☐ No thesis is present in the paragraph; or thesis is simply an opinion, or generalization, or does not make sense; ☐ Thesis may be off topic/not responding to the prompt, or show no comprehension of text ☐ Word Choice is Elementary School appropriate. ☐ Uses first person.

	☐ original, nuanced and sophisticated argument that develops clearly and reasonably ☐ Not repetitive; diction (word choice) is college-ready ☐ Uses third person/formal		☐ Uses third person/may be informal	
Body Paragraph (2) Highlight for: ☐ Subordinating Conjunction (Yellow) ☐ Similarities (Green) ☐ Differences (orange) Label each ask from the prompt in the claim and then again in the analysis that proves it: ☐ audience ☐ purpose ☐ message ☐ diction ☐ tone	This paragraph contains all of the following: T I E A I E A C ☐ Topic Sentence/Claim: Paragraph contains a topic sentence that clearly states the claim/argument that will be proved in the paragraph. The sentence supports the overall thesis of the paper, and addresses a specific aspect of the prompt. ☐ #1 Introduced and Integrated evidence: The 1-2 sentences following the introduction, introduce where the quote is from and only the important details needed to understand the context. Uses an interesting verb to integrate a quote into the paragraph. Does not use “said,” or “states.” ☐ #1 Evidence : The quote is relevant to the argument and is well-chosen for proof of claim. ☐ Includes correct MLA parenthetical citation (Author Last Name Page #). ☐ #1 Analysis: The 1-2 sentences following the evidence, explain what the quote means at a deeper level using relevant vocabulary and connect the HOW/WHY this evidence PROVES the argument in the topic sentence. ☐ At least <u>2 properly used vocabulary words</u> from quizlet or the textbook ☐ Analysis shows <u>deep, thorough understanding</u> of the text. Deconstruction of the evidence is thoughtful, analytical, factual, humorous, reflective, detailed, interactive, and connect back to larger understandings of the world and society while weaving the point of thesis in a sophisticated way. ☐ #2 Introduced and Integrated evidence: The 1-2 sentences following the introduction, introduce where the quote is from and only the important details needed to understand the	This paragraph is missing 1 of the following. Circle 1: T I E A I E A C ☐ Topic Sentence/Claim: First sentence is a claim that mirrors the first clause of the thesis, but does not repeat it. It is clear but basic. ☐ #1 Introduced and Integrated evidence: The 1-2 sentences following the introduction, introduce where the evidence is coming from and provides basic context for what is happening when the quote is said. 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It may only partially answer the prompt, may be a run-on, or simply convoluted and difficult to understand. ☐ #1 Introduced and Integrated evidence: The 1-2 sentences following the introduction simply say where the evidence is from but provide not context about what is happening in the text when this is said. ☐ #1 Evidence : The quote is relevant to the argument but incorrectly cited. ☐ #1 Analysis: The 1-2 sentences following the evidence, explain just restate the obvious or restate the quote with a simple or incorrect connections to vocabulary ☐ Vocabulary is attempted but improperly used, or awkwardly placed in sentence. ☐ Analysis shows an emerging understanding of the text. Short, rushed, and vague. 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Body Paragraph (2) Highlight for: ☐ Subordinating Conjunction (Yellow) ☐ Similarities (Green) ☐ Differences (orange) Label each ask from the prompt in the claim and then again in the analysis that proves it: ☐ audience ☐ purpose ☐ message ☐ diction ☐ tone	This paragraph contains all of the following: T I E A I E A C ☐ Topic Sentence/Claim: Paragraph contains a topic sentence that clearly states the claim/argument that will be proved in the paragraph. The sentence supports the overall thesis of the paper, and addresses a specific aspect of the prompt. ☐ #1 Introduced and Integrated evidence: The 1-2 sentences following the introduction, introduce where the quote is from and only the important details needed to understand the context. Uses an interesting verb to integrate a quote into the paragraph. Does not use “said,” or “states.” ☐ #1 Evidence : The quote is relevant to the argument and is well-chosen for proof of claim.	This paragraph is missing 1 of the following. Circle 1: T I E A I E A C ☐ Topic Sentence/Claim: First sentence is a claim that mirrors the first clause of the thesis, but does not repeat it. It is clear but basic. ☐ #1 Introduced and Integrated evidence: The 1-2 sentences following the introduction, introduce where the evidence is coming from and provides basic context for what is happening when the quote is said. Uses a basic verb, such as says or states, to integrate a quote into the paragraph. ☐ #1 Evidence : The quote is related to the argument, but perhaps not the strongest choice for the argument. ☐ Includes correct MLA parenthetical citation	This paragraph is missing 2 of the following. Circle 2: T I E A I E A C ☐ Topic Sentence/Claim: First sentence is a claim that is repetitive of the thesis, nearly word for word. It may only partially answer the prompt, may be a run-on, or simply convoluted and difficult to understand. ☐ #1 Introduced and Integrated evidence: The 1-2 sentences following the introduction simply say where the evidence is from but provide not context about what is happening in the text when this is said. ☐ #1 Evidence : The quote is relevant to the argument but incorrectly cited. ☐ #1 Analysis: The 1-2 sentences following the evidence, explain just restate	This paragraph is missing the following. Circle all: T I E A I E A C ☐ Topic Sentence/Claim: No claim and/or the claim is confusing, off topic, or more like a summary or opinions about the topic/texts. Uses first person. ☐ #1 Introduced and Integrated evidence: No introduction/integration of evidence. ☐ #1 Evidence : The quote is alone in a sentence and or the quote does not back up the claim in the paragraph. It may or may not be cited. ☐ #1 Analysis: The 1-2 sentences following the evidence are just a summary of what the evidence already says.

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Deconstruction of the evidence is simple and/or reveals misunderstandings of the text. ☐ Concluding sentence: The final sentence simply restates the claim and/or is a run-on that shoves all of the evidence and claim into one sentence.	☐ No vocabulary ☐ No analysis is present or the 1-2 sentences following is just a summary and makes no connection to the prompt. ☐ #2 Introduced and Integrated evidence: No introduction/integration of evidence. ☐ #2 Evidence : The quote is alone in a sentence and or the quote does not back up the claim in the paragraph. It may or may not be cited. ☐ #2 Analysis: The 1-2 sentences following the evidence are just a summary of what the evidence already says. ☐ No vocabulary ☐ No analysis is present or the 1-2 sentences following is just a summary and makes no connection to the prompt. ☐ Concluding sentence: There is no concluding sentence and/or the attempt is merely opinion or summary.
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Concluding Paragraph (4) Label each ask from the prompt in the claim and then again in the analysis that proves it: ☐ audience ☐ purpose ☐ message ☐ diction ☐ tone	☐ Transition Sentence that summarizes the First Claim (from paragraph 2) in a sophisticated and intellectual way. ☐ Summary of Second Claim (from paragraph 3) in a sophisticated and intellectual way. ☐ Summary of Third Claim (from paragraph 4) in a sophisticated and intellectual way. ☐ Restatement of Thesis of overall topic in new words, while making sure not to add any new points. ☐ Strong/Memorable Final Statement that communicates the importance of the topic and links back to the hook at the start of the essay.	☐ Transition Sentence that summarizes the First Claim (from paragraph 2) in a basic but not repetitive way. ☐ Summary of Second Claim (from paragraph 3) in a basic but not repetitive way. ☐ Summary of Third Claim (from paragraph 4) in a basic but not repetitive way. ☐ Restatement of Thesis of overall topic in new words, while making sure not to add any new points. ☐ Basic and clear final Statement that wraps up topic.	☐ Sentence that summarizes the First Claim (from paragraph 2).Lacks a transition word and is repetitive. ☐ Sentence that summarizes the Second Claim (from paragraph 3). Repetitive and/or confusing. ☐ Sentence that summarizes the Third Claim (from paragraph 4).Repetitive and/or confusing. ☐ Restatement of Thesis which feels pretty much copy and paste with a few words changes or reordering of sentences. ☐ No final statement.	☐ No conclusion paragraph, and/or the concluding paragraph goes off topic, becomes an opinion piece, or is mostly just copy and pasted from other areas of the essay.May be confusing or just absolutely wrong conclusion drawn from their analysis of the two texts.

Feedback: