## Comparative Essay Final Rubric

N:	P:		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  Inch margins  Body of Paper  Title of assignment is centered, TNR, 12 pt	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  I inch margins  Body of Paper  Title of assignment is centered, TNR, 12 pt	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 Day Month Year I inch margins  Body of Paper Title of assignment is centered, TNR, 12 pt	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  I inch margins
	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).	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).	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).	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:	Intro paragraph  Hook (a sophisticated and factual sentence related topic	Intro Paragraph  Thesis statement is written in the form of a subordinating	Intro Pragraph  ☐ Thesis statement is written in the form of a subordinating	Intro Paragraph  ☐ No thesis is present in the paragraph; or thesis
Subordinating Conjunction (Yellow) Similarities (Green)	to catch reader's attention.  Does not use a question or opinion.)  Quick Background info on each essay introducing each	conjunction.  Thesis statement is written in the form of a subordinating conjunction with a 2-3 clause sentence in which clear claims	conjunction, but choice of word is awkward or creates a sentence that does not make sense.  Thesis is weak, a run-on	is simply an opinion, or generalization, or does not make sense;  Thesis may be off topic/not responding to
Differences (orange)  Label each ask from the prompt in	text, author, and context for their writing. (1-2 sent)  Thesis statement (which indicates the similar	are made about the following:  similarities  audience purpose	sentence and/or incomplete. It is missing the following:  similarities audience	the prompt, or show no comprehension of text  Word Choice is Elementary School
the thesis  audience purpose	diction/tone and different diction/tone ). (1 sent)  Thesis statement is written in the form of a	message differences diction tone	□ purpose □ message □ differences □ diction	appropriate.  Uses first person.
message diction tone	subordinating conjunction with a 2-3 clause sentence in which clear claims are made about the following:	<ul> <li>Claims is clearly stated and maintained but it is general and lacks specific details;</li> <li>May repeat 1-2 words unnecessarily; May be too</li> </ul>	☐ tone ☐ Claims is attempted, but confusing, or shows misunderstanding of prompt or texts.	
	similarities audience purpose message differences	wordy.Word Choice is High School appropriate.  Uses third person/formal	Repetitive, broken into two sentences rather than one and or the one sentence is a run-on sentence. Word Choice is Middle School appropriate	

**□** tone

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

	context. Uses an interesting verb to integrate a quote into the paragraph. Does not use "said," or "states."  #2 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 #).  #2 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 1 vocabulary word from quizlet or the textbook is more properly used  Analysis shows deep, thorough understanding of the text.  Deconstruction of the evidence is thoughtful, analytical, factual humorous, reflective, detailed, interactive, and connect back to prompt and larger understandings of the world and society, while weaving the point of thesis in a sophisticated way.  Concluding sentence: The final sentence of the paragraph restates the argument and how each piece of evidence proved your topic sentence correct. It seamlessly transitions to the	□ #2 Evidence #1: The quote is related to the argument, but perhaps not the strongest choice for the argument. □ Includes correct MLA parenthetical citation (Author Last Name Page #).) □ #2 Analysis #1: The 1-2 sentences following the evidence, attempts to deconstruct what the quote means but does not go below the surface, attempts to use vocabulary and explain HOW/WHY this evidence PROVES the argument in the topic sentence. □ 2 or more properly used vocabulary words □ Analysis shows proficient understanding of text. Analysis is clear and indicate understanding of the basic meaning of the text. Deconstruction of evidence consists of restating facts/obvious or making connections to the prompt on a simple and superficial level. □ Concluding sentence: The final sentence of the paragraph restates the argument and how each piece of evidence correct.	□ Vocabulary is attempted but improperly used, or awkwardly placed in sentence. □ Analysis shows an emerging understanding of the text. Short, rushed, and vague. 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.	
Body Paragraph (2)	topic of the next paragraph.  This paragraph contains all of the	This paragraph is missing 1 of the	This paragraph is missing 2 of the following. Circle 2:	This paragraph is missing the following. Circle all:
Highlight for:  Subordinating	following: TIEAIEAC	following. Circle 1:  T I E A I E A C	following. Circle 2:  T I E A I E A C	TIEAIEAC
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	□ 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.	□ 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	□ 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	□ 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.

	☐ Includes correct MLA parenthetical citation		(Author Last Name Page #).	the obvious or restate the quote with a simple or		<ul><li>□ No vocabulary</li><li>□ No analysis is</li></ul>
	(Author Last Name Page		#1 Analysis: The 1-2	incorrect connections to		present or the 1-2
	#).		sentences following the	vocabulary		sentences following
	#1 Analysis: The 1-2 sentences		evidence, attempts to	☐ Vocabulary is attempted		is just a summary
	following the evidence, explain		deconstruct what the quote	but improperly used, or		and makes no
	what the quote means at a deeper level using relevant		means but does not go below the surface, attempts to use	awkwardly placed in sentence.		connection to the prompt.
	vocabulary and connect the		vocabulary and explain	☐ Analysis shows an		#2 Introduced and
	HOW/WHY this evidence		HOW/WHY this evidence	emerging understanding	Ι_	Integrated evidence: No
	PROVES the argument in the		PROVES the argument in the	of the text. Short, rushed,		introduction/integration
	topic sentence.		topic sentence.	and vague.		of evidence.
	☐ At least 2 properly used		☐ At least 1 properly used	Deconstruction of the		<b>#2 Evidence</b> : The quote
	vocabulary words from		vocabulary words from	evidence is simple and/or		is alone in a sentence and
	quizlet or the textbook  Analysis shows deep.		quizlet or the textbook  Analysis shows proficient	reveals misunderstandings of the		or the quote does not back up the claim in the
	thorough understanding		understanding of text.	text.		paragraph. It may or may
	of the text.		Analysis is clear and	#2 Introduced and		not be cited.
	Deconstruction of the		indicate understanding of	<b>Integrated evidence:</b> The 1-2		#2 Analysis: The 1-2
	evidence is thoughtful,		the basic meaning of the	sentences following the		sentences following the
	analytical, factual		text. Deconstruction of	introduction simply say where		evidence are just a
	humorous, reflective,		evidence consists of	the evidence is from but		summary of what the
	detailed, interactive, and connect back to larger		restating facts/obvious or making connections to the	provide not context about what is happening in the text		evidence already says.  No vocabulary
	understandings of the		prompt on a simple and	when this is said.		☐ No vocabulary ☐ No analysis is
	world and society while		superficial level.	<b>#2 Evidence</b> : The quote is		present or the 1-2
	weaving the point of		# 2 Introduced and Integrated	relevant to the argument but		sentences following
	thesis in a sophisticated		evidence:: The 1-2 sentences	incorrectly cited.		is just a summary
	way.		following the introduction,	#2 Analysis: The 1-2		and makes no
	#2 Introduced and Integrated		introduce where the evidence is	sentences following the		connection to the
	<b>evidence:</b> The 1-2 sentences following the introduction,		coming from and provides basic context for what is happening	evidence, explain just restate the obvious or restate the		prompt.  Concluding sentence:
	introduce where the quote is		when the quote is said. Uses a	quote with a simple or	-	There is no concluding
	from and only the important		basic verb, such as says or	incorrect connections to		sentence and/or the
	details needed to understand the		states, to integrate a quote into	vocabulary		attempt is merely
	context. Uses an interesting		the paragraph.	☐ Vocabulary is attempted		opinion or summary.
	verb to integrate a quote into		<b>#2 Evidence #1</b> : The quote is	but improperly used, or		
	the paragraph. Does not use		related to the argument, but	awkwardly placed in		
	"said," or "states."  #2 Evidence : The quote is		perhaps not the strongest choice for the argument.	sentence.  Analysis shows an		
-	relevant to the argument and is		☐ Includes correct MLA	emerging understanding		
	well-chosen for proof of claim.		parenthetical citation	of the text. Short,		
	Includes correct MLA		(Author Last Name Page	rushed, and vague.		
	parenthetical citation		#).)	Deconstruction of the		
	(Author Last Name Page		<b>#2 Analysis #1:</b> The 1-2 sentences following the	evidence is simple		
	#). #2 Analysis: The 1-2 sentences		evidence, attempts to	and/or reveals misunderstandings of		
-	following the evidence, explain		deconstruct what the quote	the text.		
	what the quote means at a		means but does not go below	Concluding sentence: The		
	deeper level using relevant		the surface, attempts to use	final sentence simply restates		
	vocabulary and connect the		vocabulary and explain	the claim and/or is a run-on		
	HOW/WHY this evidence		HOW/WHY this evidence PROVES the argument in the	that shoves all of the evidence		
	PROVES the argument in the topic sentence.		topic sentence.	and claim into one sentence.		
	☐ At least 1 vocabulary		☐ 2 or more properly used			
	word from quizlet or the		vocabulary words			
	textbook is more properly		☐ Analysis shows <u>proficient</u>			
	used		understanding of text.			
	☐ Analysis shows deep,		Analysis is clear and			
	thorough understanding of the text.		indicate understanding of the basic meaning of the			
	Deconstruction of the		text. Deconstruction of			
	evidence is thoughtful,		evidence consists of			
	analytical, factual		restating facts/obvious or			
	humorous, reflective,		making connections to the			
	detailed, interactive, and		prompt on a simple and			
	connect back to prompt and larger understandings	<u> </u>	superficial level.  Concluding sentence: The			
	of the world and society,	_	final sentence of the paragraph			
	while weaving the point		restates the argument and how			
			~		•	

		of thesis in a sophisticated		each piece of evidence proved				
		way.		your topic sentence correct.				
		Concluding sentence: The						
		final sentence of the paragraph						
		restates the argument and how						
		each piece of evidence proved						
		your topic sentence correct. It						
		seamlessly transitions to the						
0 1 1	_	topic of the next paragraph.	_				_	
Concluding		Transition Sentence that		Transition Sentence that		Sentence that summarizes the		No conclusion paragraph,
Paragraph (4)		summarizes the First Claim		summarizes the First Claim		First Claim (from paragraph		and/or the concluding
		(from paragraph 2) in a		(from paragraph 2) in a basic		2).Lacks a transition word and		paragraph goes off topic,
Label each ask		sophisticated and intellectual		but not repetitive way.		is repetitive.		becomes an opinion
from the prompt in		way.		Summary of Second Claim		Sentence that summarizes the		piece, or is mostly just
the claim and then		Summary of Second Claim		(from paragraph 3) in a basic		Second Claim (from paragraph		copy and pasted from
again in the		(from paragraph 3) in a		but not repetitive way.		3). Repetitive and/or		other areas of the
analysis that proves		sophisticated and intellectual		Summary of Third Claim (from		confusing.		essay.May be confusing
it:  audience		•	-	paragraph 4) in a basic but not		Sentence that summarizes the		or just absolutely wrong
	_	way.		1 6 1 /	-			, ,
purpose		Summary of Third Claim (from	<u> </u>	repetitive way.		Third Claim (from paragraph		conclusion drawn from
☐ message		paragraph 4) in a sophisticated		Restatement of Thesis of		4).Repetitive and/or confusing.		their analysis of the two
☐ diction		and intellectual way.		overall topic in new words,		Restatement of Thesis which		texts.
□ tone		Restatement of Thesis of		while making sure not to add		feels pretty much copy and		
		overall topic in new words,		any new points.		paste with a few words		
		while making sure not to add		Basic and clear final Statement		changes or reordering of		
		any new points.		that wraps up topic.		sentences.		
		Strong/Memorable Final				No final statement		
	-	Statement that communicates			1	THE THIRD SMITCHES		
		the importance of the topic and						
		links back to the hook at the						
		start of the essay.						
Feedback:								
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