



**Writing Assignment:** You will write a comparison/contrast paper about \_\_\_\_\_ and \_\_\_\_\_. Use this Checklist to guide you while writing and satisfy each point.

### IDEAS/CONTENT and ORGANIZATION

- I write a comparison/contrast paper focusing on **three aspects or topics about \_\_\_\_\_ and \_\_\_\_\_.**
- The writing clearly **addresses** all parts of the **assignment shown on this checklist.**
- I **indent** each paragraph appropriately.
- Each **paragraph** has **appropriate transitions** so the paper flows.
- I include an appropriate **title.**

#### Ø Introduction

- I **attract a reader's attention** so s/he wants to read more.
- I write a **thesis statement** at the end of my introductory paragraph that states each of my three topics.

#### Ø 3 Body Paragraphs

- I write **at least three body paragraphs.** Each paragraph **focuses on a different topic.**
- Each of my three **body paragraphs is clearly structured:** topic sentence, support, and ending sentence.
- Each topic sentence for each paragraph represents a **main idea** that **supports the thesis statement.**
- I **support each main idea** with clearly stated facts, details, examples, and explanations from many sources.
- Each body paragraph is organized to suit comparison/ contrast writing by stating **similarities and differences.**

#### Ø Conclusion

- My conclusion **sums up my best points** leaving the reader with a sense of closure. It is not too abrupt or long.

# Comparison/Contrast Writing

## SENTENCE FLUENCY

- I write **complete sentences** so there are no fragments.
- I **avoid run-on sentences.**
- I consistently use a **variety of sentence types:** compound, complex and simple sentences.
- I consistently use a **variety of sentence beginnings.**
- I include **appropriate transitions** to connect **sentences.**

## WORD CHOICE

- I use **specific and accurate vocabulary suited to my topic.**
- My paper **does not include unclear language.**

## CONVENTIONS

- Spelling** is correct, even on more difficult words.
- Punctuation** is accurate throughout paper and for the bibliography.
- I use **quotation marks** correctly when quoting sources.
- My **bibliography** is correctly formatted and reflects several sources.
- Appropriate words are **capitalized** correctly.
- Grammar** is correct.
- My writing is **legible**, and my paper is **neat.**

## VOICE

- I write in **third person point of view** throughout my paper
- I know **to whom** (audience) I am writing and **why** (purpose) I am writing.

# Comparison/Contrast Writing Rubric

	IDEAS AND CONTENT	ORGANIZATION	VOICE
<b>5</b>	<ul style="list-style-type: none"> <li>one clear, sophisticated main idea; stays on topic</li> <li>all concrete and specific reasons/evidence for support; beyond grade level in sophistication</li> <li>many interesting and original reasons/evidence for support</li> <li>similarities and differences completely addressed; grade level or more above in sophistication</li> <li>writer is knowledgeable about topic and understands it well</li> <li>includes all parts of assignment might even go beyond</li> </ul>	<ul style="list-style-type: none"> <li>clearly strong and sophisticated opening attracts reader</li> <li>strongly stated and sophisticated thesis</li> <li>thoughtful and sophisticated transitions connect main ideas between paragraphs</li> <li>clear and consistently structured body paragraphs: topic sentence, relevant/detailed support, concluding sentence (if needed); indents correctly and even creatively</li> <li>sequenced according to comparison/contrast writing</li> <li>effective and sophisticated ending gives closure</li> </ul>	<ul style="list-style-type: none"> <li>writer consistently maintains third person point of view throughout paper; no second person pronouns used (“you”)</li> <li>clear sense of purpose and audience</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>one clear, main idea; stays on topic</li> <li>concrete and specific reasons/evidence</li> <li>interesting reasons/evidence for support</li> <li>similarities and differences addressed</li> <li>writer understands topic</li> <li>addresses assignment requirements</li> </ul>	<ul style="list-style-type: none"> <li>opening attracts</li> <li>well-stated thesis</li> <li>appropriate transitions present to connect paragraphs</li> <li>each body paragraph structured; indents correctly</li> <li>sequenced according to comparison/contrast writing</li> <li>effective ending present</li> </ul>	<ul style="list-style-type: none"> <li>writer consistently maintains third person point of view throughout paper; no second person pronouns used (“you”)</li> <li>clear sense of purpose and audience</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>generally stays on topic and develops a clear theme or message</li> <li>some concrete and specific reasons/evidence; some general</li> <li>some predictable supporting reasons/evidence; some original ones</li> <li>similarities and differences mostly addressed</li> <li>writer has some understanding of topic</li> <li>addresses assignment, but might miss a minor detail</li> </ul>	<ul style="list-style-type: none"> <li>effective opening but does not create a strong sense of anticipation</li> <li>thesis stated, but lacks in strength</li> <li>transitions used and generally appropriate</li> <li>all aspects of paragraphing usually correct; indenting correctly except for one minor error</li> <li>mostly sequenced according to comparison/contrast writing</li> <li>effective ending attempted</li> </ul>	<ul style="list-style-type: none"> <li>third person point of view used, although author might get off track just once</li> <li>somewhat clear about purpose and audience</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>much of the text is repetitious and reads like a collection of disconnected thoughts</li> <li>minimal, general reasons/evidence; mostly listed</li> <li>predictable and sketchy reasons/evidence</li> <li>similarities and differences hardly addressed</li> <li>writer has little understanding of topic</li> <li>hardly addresses assignment</li> </ul>	<ul style="list-style-type: none"> <li>weak opening</li> <li>attempts thesis</li> <li>transitions used in some places; clearly missing in other places</li> <li>author unclear about a proper paragraph structure; little sense of indenting</li> <li>sequenced somewhat according to comparison/ contrast writing</li> <li>weak ending</li> </ul>	<ul style="list-style-type: none"> <li>point of view off track more than once as writer changes point of view; second person point of view used</li> <li>unclear sense of purpose and audience</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>unfocused, completely off-track; no identifiable point; length not adequate for development</li> <li>support is nonexistent, unclear, or trivial</li> <li>similarities and differences not addressed</li> <li>writer has no understanding of topic</li> <li>does not address assignment</li> </ul>	<ul style="list-style-type: none"> <li>no sense of beginning</li> <li>no thesis</li> <li>no transitions or inappropriate transitions used</li> <li>lacks overall organization; paragraphing incorrect</li> <li>sequencing haphazard</li> <li>lacks an ending</li> </ul>	<ul style="list-style-type: none"> <li>writer has no sense of point of view</li> <li>no idea of purpose and audience</li> </ul>

# Comparison/Contrast Writing Rubric

	<b>WORD CHOICE</b>	<b>SENTENCE FLUENCY</b>	<b>CONVENTIONS</b>
<b>5</b>	<ul style="list-style-type: none"> <li>writer chooses consistently accurate subject area vocabulary; vocabulary suits the subject and audience completely</li> <li>no repetition, overly technical jargon, and vague language</li> </ul>	<ul style="list-style-type: none"> <li>writes all complete sentences; no run-ons</li> <li>uses sentence variety consistently: compound, complex, simple</li> <li>uses variety of sentence beginnings consistently, purposefully, and even creatively</li> <li>uses consistent, appropriate, and sophisticated transitions between sentences</li> </ul>	<ul style="list-style-type: none"> <li>spelling correct even on difficult words</li> <li>accurate punctuation, even creative, and guides reader through the text</li> <li>thorough understanding and consistent application of capitalization skills present</li> <li>grammar and usage correct and contribute to clarity and style</li> <li>altogether legible and neat</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>vocabulary is accurate and suits subject and audience</li> <li>little repetition or overly technical jargon and vague language</li> </ul>	<ul style="list-style-type: none"> <li>may have 1 fragment or 1 run-on</li> <li>usually uses a variety of sentence types</li> <li>most of the sentences have varied beginnings</li> <li>appropriate transitions usually used</li> </ul>	<ul style="list-style-type: none"> <li>spelling usually correct</li> <li>punctuation accurate</li> <li>capitalization accurate</li> <li>grammar and usage correct</li> <li>generally legible and neat</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>vocabulary is usually accurate and usually suits subject and audience</li> <li>might use some repetition, overly technical jargon and/or vague language</li> </ul>	<ul style="list-style-type: none"> <li>may have 2 fragments or run-ons</li> <li>sometimes uses sentence variety</li> <li>some variety in sentence beginnings</li> <li>some use of appropriate transitions; some are clearly missing</li> </ul>	<ul style="list-style-type: none"> <li>some words misspelled</li> <li>punctuation usually correct</li> <li>capitalization usually correct</li> <li>grammar and usage usually correct</li> <li>writing is somewhat legible; paper is somewhat neat</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>vocabulary rarely accurate and hardly suits subject and audience</li> <li>relies on repetition, technical jargon, and vague language</li> </ul>	<ul style="list-style-type: none"> <li>paper has many fragments and/or run-ons</li> <li>only simple and compound sentences</li> <li>little variety in sentence beginnings</li> <li>little understanding or usage of appropriate transitions to connect sentences</li> </ul>	<ul style="list-style-type: none"> <li>frequent spelling errors</li> <li>many punctuation errors</li> <li>many capitalization errors</li> <li>grammar and usage are often incorrect and contribute to lack of clarity and style</li> <li>illegible handwriting makes reader stumble; messy</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>inappropriate vocabulary for subject; does not suit subject and audience</li> <li>technical jargon and/or persistent redundancy distracts or misleads reader</li> </ul>	<ul style="list-style-type: none"> <li>no sense of end punctuation or sentence structure</li> <li>only simple sentences or fragments</li> <li>all sentences begin the same</li> <li>endless transitions or complete lack of them</li> </ul>	<ul style="list-style-type: none"> <li>writing too difficult to read and interpret due to numerous spelling errors</li> <li>punctuation is missing</li> <li>repeatedly uses capitals and lower-case letters incorrectly</li> <li>grammar and usage are almost always incorrect</li> <li>illegible; beyond messy; reader cannot decipher text</li> </ul>

For papers that are completely off-topic, score a 1 for Ideas/Content **or** a 1 for whole paper, as agreed among teachers at your grade level.