

The Truman Show vs The Giver Compare/Contrast Essay Rubric - 1				
Category	5	3	1	0
Attention Grabber	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.
Supporting Paragraph #1: Main Idea: _____				
Topic Sentence	Included a topic sentence that was clear what was going to be included in the paragraph.	Included a topic sentence, but wasn't very clear on what specifically was going to be in the paragraph.	Included a sentence that was intended to be a topic sentence, but was very vague.	Did not include a topic sentence.
Support for Thesis	Includes 1 main piece of evidence to support the thesis statement.			Doesn't include 1 main piece of evidence to support the thesis.
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the thesis.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the thesis.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the thesis.	Evidence and examples are NOT relevant AND/OR are not explained.
Supporting Paragraph #2: Main Idea: _____				

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Topic Sentence	Included a topic sentence that was clear what was going to be included in the paragraph.	Included a topic sentence, but wasn't very clear on what specifically was going to be in the paragraph.	Included a sentence that was intended to be a topic sentence, but was very vague.	Did not include a topic sentence.
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the thesis.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the thesis.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the thesis.	Evidence and examples are NOT relevant AND/OR are not explained.
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Supporting Paragraph #3: Main Idea: _____				
Topic Sentence	Included a topic sentence that was clear what was going to be included in the paragraph.	Included a topic sentence, but wasn't very clear on what specifically was going to be in the paragraph.	Included a sentence that was intended to be a topic sentence, but was very vague.	Did not include a topic sentence.
Support for Thesis	Includes 1 main piece of evidence to support the thesis statement.			Doesn't include 1 main piece of evidence to support the thesis.

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Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the thesis.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the thesis.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the thesis.	Evidence and examples are NOT relevant AND/OR are not explained.
Sequencing	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.
Audience	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience.	Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.	It is not clear who the author is writing for.
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.

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Title	Title is included and enhances the paper. Goes beyond a general word	Title is included but doesn't enhance the paper.	Title is included but is a boring, general title.	Title is not included.
Graphic Organizer	Graphic Organizer was turned in with the final draft.			Graphic Organizer was not turned in with the final draft.
Rough Draft	Rough Draft was turned in with the final draft.			Rough Draft was not turned in with the final draft.
On Time	The Final Draft was turned in on time.			The final draft was not turned in on time.

Conventions

Category	<b>5: The writer demonstrates a good grasp of standard writing conventions and uses conventions effectively to enhance the readability. Errors to be so few that just minor touchups would get this piece ready to publish.</b>	<b>3: The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.</b>	<b>1: Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read. The writing reflects more than one of these problems.</b>
A.	Spelling is generally correct, even on more difficult words (2 errors or less).	Spelling is usually correct or reasonably phonetic on common words but more difficult words are problematic (3-5 errors).	Spelling errors are frequent, even on common words (more than 5 errors).
B.	The punctuation is accurate, even creative, and guides the reader through the text (2 errors or less).	End punctuation is usually correct; internal punctuation (commas, apostrophes, semicolons, dashes, colons, parentheses) is sometimes missing/wrong (3-5 errors).	Punctuation, including terminal punctuation) is often missing or incorrect (more than 5 errors).

Category	<b>5: The writer demonstrates a good grasp of standard writing conventions and uses conventions effectively to enhance the readability. Errors to be so few that just minor touchups would get this piece ready to publish.</b>	<b>3: The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.</b>	<b>1: Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read. The writing reflects more than one of these problems.</b>
C.	A thorough understanding and consistent application of capitalization skills are present (2 errors or less).	Most words are capitalized correctly; control over more sophisticated capitalization skills may be spotty (3-5 errors).	Capitalization is random and only the easiest rules show awareness of correct use (more than 5 errors).
D.	Grammar and usage are correct and contribute to the clarity and style (2 errors or less).	Problems with grammar or usage are not serious enough to distort meaning but may not be correct or accurately applied all of the time (3-5 errors).	Errors in grammar or usage are very noticeable, frequent, and affect meaning (more than 5 errors).
E.	Paragraphing tends to be sound and contribute to clarity and style.	Paragraphing is attempted but may run together or begin in the wrong places.	Paragraphing is missing, irregular, or so frequent that it has no relationship to the organizational structure of the text.

Total Points \_\_\_\_\_/120