

The Truman Show vs The Giver Compare/Contrast Essay Rubric - 3				
Category	5	3	1	0
Attention Grabber	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience.	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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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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Supporting Paragraph #4: 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 #5: 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.

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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.

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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.
Compare/ Contrast	Student successfully compared <i>The Giver</i> and <i>The Truman Show</i> to either his/her own life or reality tv.			Student did not even attempt to compare <i>The Giver</i> and <i>The Truman Show</i> to either his/her own life or reality tv.
Above and Beyond (x3)	The student really took it upon themselves to delve deep into the comparison of the book, movie and either his/her life or reality tv.	The student started to delve deep into the comparison of the book, movie and either his/her life or reality tv, but could have gone further.	The student tried to compare the book, movie and either his/her life or reality tv, but didn't delve deep into it.	The student didn't even attempt to compare the book, movie to his/her life or reality tv.
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.
Spelling	Spelling is generally correct, even on more difficult words.	Spelling is usually correct or reasonably phonetic on common words but more difficult words are problematic.	Spelling errors are frequent, even on common words.	Spelling errors are so frequent, it is impossible to make it through the piece.

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Punctuation	The punctuation is accurate, even creative, and guides the reader through the text.	End punctuation is usually correct; internal punctuation (commas, apostrophes, semicolons, dashes, colons, parentheses) is sometimes missing/wrong.	Punctuation, including terminal punctuation) is often missing or incorrect.	Punctuation is barely present making it impossible to make it through the piece.
Capitalization	A thorough understanding and consistent application of capitalization skills are present.	Most words are capitalized correctly; control over more sophisticated capitalization skills may be spotty.	Capitalization is random and only the easiest rules show awareness of correct use.	Capitalization is barely present making it impossible to make it through the piece.
Grammar and Usage	Grammar and usage are correct and contribute to the clarity and style.	Problems with grammar or usage are not serious enough to distort meaning but may not be correct or accurately applied all of the time.	Errors in grammar or usage are very noticeable, frequent, and affect meaning.	Errors in grammar and/or usage is so distracting, it is impossible to make it through the piece.
Paragraphing	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 attempted at least once, but doesn't make sense where it begins.	Paragraphing is missing, irregular, or so frequent that it has no relationship to the organizational structure of the text.

Total Points _____ /170