

“A” range essays:

- The first one or two sentences grab the audience’s attention.
- The introduction clearly identifies both subjects and presents the thesis of the essay.
- A developed thesis is at the end of the first paragraph that presents the main idea of the essay and the three points that will be discussed regarding the two subjects
- Focuses and develops ideas in a sustained and compelling manner, showing creativity and insight.
- Topic sentences address a specific point regarding the two subjects that will be discussed. Clear transitions from topic to topic are utilized in the topic sentences.
- Clarifies important attributes of the subjects that can provide insight into the points of those items being compared.
- Effectively organizes ideas in a clear, logical, detailed, and coherent manner using the point-by-point structure to enhance the central idea or theme.
- End each paragraph with a strong statement that draws conclusions from the similarities and differences.
- The essay ends with a strong conclusion that provides an epiphany regarding the two subjects after the comparison.
- Avoid vague language and repetitive diction. Uses multiple sentence structures and word choices effectively.
- Concluding paragraph draws insightful and thoughtful conclusions from the similarities and differences, usually highlighting either one or the other.
- Does not include second-person “you”, first person “I”, or contractions.
- Free of distracting grammatical errors (spelling, punctuation, sentence mechanical errors).
- The paper adheres to the prescribed MLA formatting requirements.
- Demonstrate the writer’s knowledge and comprehension of the subject being compared at a high level.
- Submit to SafeAssign.

“B” range essays:

- The first one or two sentences grab the audience’s attention.
- The introduction identifies both subjects and the thesis of the essay.
- A thesis is at the end of the first paragraph that presents the main idea of the essay and the three points that will be discussed regarding the two subjects; not as developed as an “A” thesis
- Focuses and develops ideas in an effective and detailed manner.
- Topic sentences lack development. Student tends to start with the same word and struggle to provide focus for the body paragraph. Topic sentences may include simplistic transitions.
- Selects features or attributes of the subjects to be discussed; provides some insight into the features of those items being compared.
- Ends with some conclusions from the comparison but they can be vague and repetitive.
- The essay ends with a conclusion that attempts to provide an epiphany regarding the comparison of the two subjects. Further development and explanation may be needed.
- Organizes ideas in a satisfactory manner with adequate coherence and logic following the point-by-point structure.
- Uses a voice that is appropriate to audience and purpose.
- Uses a variety of sentence structures and word choice, but occasionally displays some wordiness or ineffective diction; sentences may be predictable.
- Avoid vague language and repetitive diction. Attempt to utilize a variety of sentence structures.
- May contain one or two uses of second-person “you” and first-person “I”, along with contractions.
- Adhere to the prescribed MLA formatting requirements.
- May include a few minor grammatical and mechanical errors.
- Submit to SafeAssign.

“C” range essays:

- Attempts to grab the audience’s attention.
- The introduction states both subjects and the thesis of the essay.
- Thesis is near the end of the first paragraph but may fail to state the purpose of the paper or subjects being discussed.
- There is an intended focus for each paragraph, but it may not display mature or well-developed content that supports the main idea of the essay.
- Includes points for discussion regarding the subjects but are minimal and difficult to develop through comparison
- Comparison of subjects is vague and does not show thoughtful and analytical insight
- Include weak topic sentences or they do not provide focus for the body paragraph. Transitions are weak or not included.
- Displays minimal organization; does not completely follow point-by-point structure, contains irrelevancies, digresses, rambles, or lacks logic.
- Body paragraphs do not end strong concluding sentences that provide a conclusion about the subjects at hand.
- The conclusion attempts to provide an epiphany, but it mainly summarizes the main points discussed.
- Uses sentence structure and word choice that are somewhat limited, repetitive, simplistic, or inappropriate for the subjects at hand.
- May use vague language and repetitive diction. (Should not include things, stuff, a lot, etc.)
- Do not adhere to the prescribed MLA formatting requirements.
- Contain numerous instances of “you” or “I,” along with contractions.
- Contain many distracting grammatical and mechanical errors.
- Submit to SafeAssign (May be late)

“D” range essays:

- Reflect an incomplete understanding of the compare/contrast format.
- Discusses two subjects, but does so in a disorganized manner through incomplete comparisons throughout the body paragraphs.
- Three points are not discussed regarding the subjects; the point-by-point structure is non-existent.
- Lack topic sentences and/or concluding sentences.
- The conclusion is just a summary of the essay; no further insight is attempted or provided.
- Use vague language and repetitive diction.
- Do not adhere to the prescribed MLA formatting requirements.
- Contain numerous instances of “you” or “I,” along with contractions.
- Major grammatical errors make the essay hard to read and understand.
- No or late submission to SafeAssign.

“F” range essays:

- Did not follow directions for the assignment or provide a comparison between two subjects
- Contains serious flaws in structure, organization and coherence.
- Do not adhere to the prescribed MLA formatting requirements.
- Major grammatical errors make the essay hard to read and understand.