**World War II Compare/Contrast Essay Rubric**

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| Prompt: Write an informative essay comparing and contrasting the technological advancements that were developed in World War I and World War II.  You must include at least two sources:   * One source must be from a database * One source must be a print source (books, magazines, etc.)   Final Draft must be typed. |

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|  | **Ideas & Content**  Writer knows the topic well and demonstrates understanding.  Essay includes similarities and differences between technological advancements from WWI to WWII. | **Development**  Facts and ideas are pulled from research sources to support the essay’s focus. Text evidence has been cited appropriately. | **Focus and Organization**  Introduction is inviting/ establishes a clear focus.  Ideas, important details, and paragraphs are grouped together.  Effective transitions used to connect ideas.  Ending is effective. | **Language AND Conventions**  Writer uses appropriate descriptive vocabulary; a variety of sentence types; & formal, objective style.  Writer shows clear under-standing of capitalization, punctuation, spelling, and grammar. |
| **Level 4** | •At least three similarities and three differences  •Cite appropriate textual evidence – 12 total pieces of text evidence included:  3 for **each** war to compare  (6 total) 3 for **each** war to contrast  (6 total) | •My facts and ideas support my focus. •I use 12 or more facts or examples from the articles/ research.  •I connect the facts and examples to my focus. | •My introduction has a clear focus. It hooks my readers!  •I organize my ideas by categories or topics.  •My ending relates to the information I presented. | •Topic-specific vocabulary used to explain the topic  •Different types of sentences  •Writing is formal/objective  •Correct spelling, grammar, punctuation, capitalization  •There may be a few errors, but they don’t interfere with meaning |
| **Level 3** | •At least two similarities and two differences  •Mostly cited appropriate textual evidence – 8 total pieces of text evidence included:  2 for **each** war to compare  (4 total) 2 for **each** war to contrast  (4 total) | •Most of my facts and ideas support my focus. •I use 8 facts or examples from the articles/research.  •I connect most of the facts and examples to my focus. | •My introduction has a clear focus but is not exciting to the reader.  •Most of my ideas are organized by categories or topics.  •My ending relates to most of the information. | •Some topic-specific vocab. used to explain the topic  •Some variety in sentences  •Most of the writing is formal and objective  •Correct spelling, grammar, punctuation, & capitalization is usually used.  •There are some errors, but they don’t interfere with meaning |
| **Level 2** | •At least one similarity and one difference  •Included some appropriate textual evidence – 4 total pieces of text evidence included:  1 for **each** war to compare  (2 total) 1 for **each** war to contrast  (2 total) | •Very few facts and ideas support my focus. •I used 4 facts or examples from the articles/ research.  •My facts are somewhat incorrect, repetitious, or merely listed. | •My introduction does not have a clear focus.  •My ideas are not organized by categories or topics.  •My ending doesn’t relate to the information. | •Very little topic-specific vocab. used to explain topic  •Very few different types of sentences  •Writing is not consistently formal and objective  •Spelling, grammar, punctuation, & capitalization is incorrectly used  •Errors occasionally interfere with meaning |
| **Level 1** | •Similarities and differences are not clearly defined  •Did not clearly cite appropriate textual evidence | •I did not support my focus with facts and ideas. •I did not use facts or examples from the articles/ research.  •I connect most of the facts and examples to my focus. | •I did not write an introduction.  •My ideas are not organized in any way.  •I did not write an ending. | •No topic-specific vocabulary used to explain the topic  •Most sentences sound or look the same  •Writing style is informal and conversational  •Little or no attention to conventions  •Errors make it hard to understand what is said |