

**DOCUMENTED COMPARISON AND CONTRAST
SIXTH GRADE RESEARCH WRITING RUBRIC – CONTENT**

LEVEL	CENTRAL IDEA: COMPARISON AND CONTRAST	EVIDENCE/SUPPORT	UNITY	ORGANIZATION
4 CONSISTENT CONTROL	<ul style="list-style-type: none"> • States clearly in the beginning of the paper one topic being compared / contrasted • Maintains the focus of the central idea consistently throughout the writing 	<ul style="list-style-type: none"> • Uses three or more different sources to gain information • Presents sufficient information to fully develop a comparison/contrast of the topic • Presents information that is accurate and relevant from current sources • Uses summarization, paraphrasing, and quotations appropriately to develop the comparison/contrast 	<ul style="list-style-type: none"> • Synthesizes information effectively to balance points of comparison/contrast with the identified topic • Presents little or no distracting information • Interrelates and effectively analyzes the similarities and differences among sources 	<ul style="list-style-type: none"> • Uses the comparison/contrast organizational structure effectively throughout the paper • Reflects a logical, planned progression of ideas • Uses transitions to connect ideas at the paragraph and sentence level • Presents a compelling opening and informative evidence within the body to support the main idea • Provides a conclusion that explains a decision or a new understanding of the information presented
3 REASONABLE CONTROL	<ul style="list-style-type: none"> • States less clearly the topic being compared / contrasted • Maintains a general focus of the central idea 	<ul style="list-style-type: none"> • Uses two or more similar sources to gain information • Presents adequate information to develop the comparison/contrast; much of the information relates to the central idea • Presents information that is mostly accurate and relevant; most sources current 	<ul style="list-style-type: none"> • Synthesizes information to adequately balance points of comparison/contrast with the identified topic • Presents some minor distracting information • Generally interrelates and adequately addresses the similarities and differences among sources 	<ul style="list-style-type: none"> • Uses comparison and contrast of too many topics or does not develop the organizational structure fully • Generally provides a logical progression of ideas with few lapses • Uses some transitions between ideas at the paragraph and sentence level

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<p align="center">3 REASONABLE CONTROL (CONTINUED)</p>		<ul style="list-style-type: none"> • Uses summarization, paraphrasing, and quotations less effectively for a logical development of comparison/contrast 		<ul style="list-style-type: none"> • Presents an adequate introduction and a body that supports the identified topic but important relationships may have been omitted • Presents a conclusion referring to a decision made or a new understanding
<p align="center">2 INCONSISTENT CONTROL</p>	<ul style="list-style-type: none"> • Suggests, or vaguely implies, the topic being compared and contrasted • Provides an inconsistent focus of the central idea or presents many comparisons / contrasts randomly 	<ul style="list-style-type: none"> • Uses one source to gain information, or uses several inappropriate sources • Presents weak and inadequate information for supporting comparison/contrast • Presents some information that is inaccurate, irrelevant, or out-dated • Over-uses summarization, paraphrasing, or quotations 	<ul style="list-style-type: none"> • Presents information as more of a list, with facts and opinions not balanced • Presents some distracting information • Relates information somewhat to the identified topic but shows similarities and differences among sources ineffectively 	<ul style="list-style-type: none"> • Presents comparisons/contrasts randomly, or uses too many other types of organizational structures • Presents much information as separate facts with little logical progression • Uses few transitions to connect ideas • Presents an inadequate or unclearly defined introduction and body of supporting information • Presents a conclusion but does not explain a decision made or a new understanding
<p align="center">1 LITTLE OR NO CONTROL</p>	<ul style="list-style-type: none"> • Demonstrates no clear topic to be compared / contrasted from different selections • Presents no comparisons / contrasts or discusses many topics with little or no focus 	<ul style="list-style-type: none"> • Uses too few or uses only inappropriate sources • Presents distracting information that does not compare/contrast • Relates much inaccurate, irrelevant, or out-dated information 	<ul style="list-style-type: none"> • Presents a rambling lists of facts or opinions with no balance • Presents mostly distracting information 	<ul style="list-style-type: none"> • Discusses various comparisons with no logical development • Presents information that rambles and is difficult to follow • Lacks transitions to link ideas or paragraphs

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<p style="text-align: center;">1 LITTLE OR NO CONTROL (CONTINUED)</p>		<ul style="list-style-type: none">• Creates mainly an ineffective summary of information or uses quotations not supportive of a comparison/contrast development	<ul style="list-style-type: none">• Relates almost no information to the identified topic and does not address similarities or differences among sources	<ul style="list-style-type: none">• Presents information at random• Presents no conclusion
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**DOCUMENTED COMPARISON AND CONTRAST
SIXTH GRADE RESEARCH WRITING RUBRIC – STYLE**

LEVEL	VOCABULARY	AUDIENCE AWARENESS /PURPOSE	SENTENCE VARIETY
4 CONSISTENT CONTROL	<ul style="list-style-type: none"> • Uses vocabulary that is precise, convincing, and reflective of the specific content area knowledge specific to the writing • Chooses vocabulary to show evidence of comparison/contrast 	<ul style="list-style-type: none"> • Communicates to an audience with a clear purpose for comparison/contrast research • Shows a distinct tone, appropriate for content and research writing • Demonstrates strong voice through sustained interest in the topic • Uses third person point of view throughout the writing 	<ul style="list-style-type: none"> • Constructs sentences that are clear, correct, and of varying lengths
3 REASONABLE CONTROL	<ul style="list-style-type: none"> • Uses less precise vocabulary, not as reflective of specific content area knowledge; some routine lapses make the writing less convincing • Chooses vocabulary to convey meaning and adequately reflect comparison/contrast 	<ul style="list-style-type: none"> • Communicates to an audience less clearly the purpose for comparison/contrast research • Shows tone appropriate to content and research writing throughout most of the writing • Demonstrates some voice, but interest in the topic is not as sustained • Uses third person point of view throughout most of the writing 	<ul style="list-style-type: none"> • Constructs sentences that are correctly written; some attempts at complexity appear awkward
2 INCONSISTENT CONTROL	<ul style="list-style-type: none"> • Uses general, unconvincing vocabulary, not related specifically to the content area of the topic • Chooses vocabulary to convey meaning but not used to compare/contrast 	<ul style="list-style-type: none"> • Does not clearly communicate purpose for writing so the reader must work to understand the comparisons/contrasts • Uses ineffective tone for content and research • Demonstrates inconsistent voice 	<ul style="list-style-type: none"> • Constructs mainly simple sentences with some errors; any attempts at complexity appear awkward

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2 INCONSISTENT CONTROL (CONTINUED)		<p>by appearing more neutral about the topic</p> <ul style="list-style-type: none"> • Uses inconsistent point of view throughout the writing 	
1 LITTLE OR NO CONTROL	<ul style="list-style-type: none"> • Uses repetitious and mainly general vocabulary not specific to the content area topic, or the vocabulary is incorrectly used • Does not use vocabulary to convey comparison/contrast 	<ul style="list-style-type: none"> • Shows little or no awareness of audience or purpose • Reflects no specific tone to writing • Demonstrates little interest in the topic so voice is not recognizable • Fluctuates point of view among first, second, and third throughout the paper 	<ul style="list-style-type: none"> • Uses no variety in sentence structure

**DOCUMENTED COMPARISON AND CONTRAST
SIXTH GRADE RESEARCH WRITING RUBRIC – STRUCTURE**

LEVEL	SENTENCE FORMATION	MECHANICS	USAGE
4 CONSISTENT CONTROL	<ul style="list-style-type: none"> • Consistently writes complete sentences, using standard word order and subordination 	<ul style="list-style-type: none"> • Consistently uses correct capitalization, spelling, punctuation, division of words, and indentation for the grade level 	<ul style="list-style-type: none"> • Uses correct, standard grammar appropriate for grade level
3 REASONABLE CONTROL	<ul style="list-style-type: none"> • Generally writes complete sentences, using standard word order and subordination; errors do not interfere with the meaning of the writing 	<ul style="list-style-type: none"> • Makes occasional errors that do not distract from the flow of the writing in capitalization, spelling, punctuation, division of words, and indentation 	<ul style="list-style-type: none"> • Makes occasional errors in grammar that do not distract from the flow of writing
2 INCONSISTENT CONTROL	<ul style="list-style-type: none"> • Makes frequent errors including fragments and run-ons; errors begin to interfere with the meaning of the writing 	<ul style="list-style-type: none"> • Makes frequent errors which begin to distract from the flow of the writing in capitalization, spelling, punctuation, division of words, and indentation 	<ul style="list-style-type: none"> • Makes frequent errors in grammar which begin to distract from the flow of writing
1 LITTLE OR NO CONTROL	<ul style="list-style-type: none"> • Run-ons, sentence fragments, or other sentence formation errors make the writing difficult to read 	<ul style="list-style-type: none"> • Makes numerous errors in capitalization, spelling, punctuation, division of words, and indentation, making understanding of the writing difficult 	<ul style="list-style-type: none"> • Displays little/no understanding of correct grammar usage

**DOCUMENTED COMPARISON AND CONTRAST
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LEVEL	DOCUMENTATION	FORMAT OF PAPER
4 CONSISTENT CONTROL	<ul style="list-style-type: none"> • Uses correct MLA documentation consistently to cite information from multiple sources 	<ul style="list-style-type: none"> • Presents a neat and legible paper • Follows required format and correct page numbering
3 REASONABLE CONTROL	<ul style="list-style-type: none"> • Uses MLA format with few errors to cite information from multiple sources 	<ul style="list-style-type: none"> • Presents a reasonably neat and legible paper • Generally follows required format and correct page numbering
2 INCONSISTENT CONTROL	<ul style="list-style-type: none"> • Uses MLA format with many errors to cite information from sources 	<ul style="list-style-type: none"> • Presents a paper that is difficult to read • Makes several errors in required formatting or page numbering
1 LITTLE OR NO CONTROL	<ul style="list-style-type: none"> • Uses little or no documentation 	<ul style="list-style-type: none"> • Presents a paper that is very difficult to read • Does not follow required formatting or page numbering