**College English 12 – Compare/Contrast Essay – *1984* & *Macbeth***

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|  | **0-2.5 Growing** | **3 Mastery** | **3.5 Strong** | **4 Exemplary** |
| **INTRODUCTION**  Grabs readers’ attention, provides detailed context for topics to be discussed, bridging sentences build and connect ideas, introduces a clear and concise thesis statement about the role of power, control or manipulation |  |  |  |  |
| **1984 /WINSTON PARAGRAPH**  Compelling topic sentence related to thesis statement |  |  |  |  |
| **QUALITY/APPROPRIATENESS OF QUOTED EVIDENCE X2**  Textual references are the best use of evidence from each source to support writer’s ideas |  |  |  |  |
| **CONTEXT /INTRODUCTION OF EVIDENCE**  Quality context is provided for all quotes (at least 2); reader knows who is speaking, to whom, under what circumstances |  |  |  |  |
| **EXPLANATION OF EVIDENCE**  Evidence is explained in detail and related directly to the topic and points of comparison/contrast |  |  |  |  |
| **ELABORATION OF EVIDENCE X2**  Evidence is used as part of argument made in support of the writer’s thesis statement |  |  |  |  |
| **MACBETH/MACBETH PARAGRAPH**  Compelling topic sentence related to thesis statement |  |  |  |  |
| **QUALITY/APPROPRIATENESS OF QUOTED EVIDENCE X2**  Textual references are the best use of evidence from each source to support writer’s ideas |  |  |  |  |
| **CONTEXT /INTRODUCTION OF EVIDENCE**  Quality context is provided for all quotes (at least 2); reader knows who is speaking, to whom, under what circumstances |  |  |  |  |
| **EXPLANATION OF EVIDENCE**  Evidence is explained in detail and related directly to the topic and points of comparison/contrast |  |  |  |  |
| **ELABORATION OF EVIDENCE X2**  Evidence is used as part of argument made in support of the writer’s thesis statement |  |  |  |  |
| **POINTS OF COMPARISON/CONTRAST X**  Discussion of relevant details from 1984 and Macbeth and their similarities/differences in relation to theme, etc. |  |  |  |  |
| **CONCLUSION**  Required parts of conclusion are present and concluding sentences are mature and wrap up the essay in a fluid way |  |  |  |  |
| **OVERALL ORGANIZATION**  Writer uses an organizational structure that makes sense for purpose of essay; overall paragraph structure includes required sentence types; transitional language between and within paragraphs aids reader movement through the essay |  |  |  |  |
| **MECHANICS**  Grammar, spelling, etc. aid and do not hinder the readability of the essay |  |  |  |  |
| **MLA FORMAT**  Writer includes required 4-line heading, header, and title. Page length is suitable for a detailed discussion of assigned topic |  |  |  |  |

Total: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/80=\_\_\_\_\_\_\_%