

-Group Compare Contrast Essay-

Group Members: \_\_\_\_\_

Period: \_\_\_\_\_

**Introduction**

A	<p>The introduction includes:</p> <ol style="list-style-type: none"> <li>1) A well-developed, engaging catch</li> <li>2) A clear, logical preview of the thesis.</li> <li>3) Appropriate transition words, which fluidly move the reader from one main preview point to another.</li> <li>4) A clear, well-crafted persuasive thesis that will be the guiding purpose of the entire essay</li> <li>5) Effective use of grammar and spelling that lends fluidity, clarity and panache to the paragraph</li> </ol>
B	<p>The introduction includes:</p> <ol style="list-style-type: none"> <li>1) A somewhat developed, engaging catch</li> <li>2) A clear preview of the thesis.</li> <li>3) Appropriate transition words, which move the reader from one main preview point to another.</li> <li>4) A clear, persuasive thesis that will be the guiding purpose of the entire essay</li> <li>5) Use of grammar and spelling that lends clarity to the paragraph</li> </ol>
C	<p>The introduction includes:</p> <ol style="list-style-type: none"> <li>1) A catch</li> <li>2) A preview of the thesis.</li> <li>3) Transition words, which move the reader from one main preview point to another.</li> <li>4) A thesis that will be the guiding purpose of the entire essay</li> <li>5) Use of grammar and spelling which does not interfere with understanding the writer's message</li> </ol>
D	<p>The introduction includes:</p> <ol style="list-style-type: none"> <li>1) No catch or, if there is one, it is unacceptably undeveloped or poor</li> <li>2) No preview of the thesis, or if they are there, they are illogical or non-supportive of the thesis</li> <li>3) A lack of transition words, which move the reader from one main preview point to another.</li> <li>4) No thesis or if there is one, it lacks an opinion, is unclear or is undeveloped.</li> <li>5) Use of grammar and spelling which interferes with understanding the writer's message.</li> </ol>
F	<p>The introduction includes:</p> <ol style="list-style-type: none"> <li>1) No reasonable catch</li> <li>2) No reasonable preview</li> <li>3) No reasonable transition words between preview points.</li> <li>4) No reasonable thesis</li> <li>5) use of grammar and spelling which seriously interferes with understanding the writer's message</li> </ol>

**Conclusion**

A	<p>The conclusion includes:</p> <ol style="list-style-type: none"> <li>1) A clear, well-crafted persuasive thesis that will be the guiding purpose of the entire essay</li> <li>2) A clear, logical summary of the thesis.</li> <li>3) Appropriate transition words, which fluidly move the reader from one main summary point to another.</li> <li>4) A well-developed, engaging chew</li> <li>5) Effective use of grammar and spelling that lends fluidity, clarity and panache to the paragraph</li> </ol>
B	<p>The conclusion includes:</p> <ol style="list-style-type: none"> <li>1) A clear, persuasive thesis that will be the guiding purpose of the entire essay</li> <li>2) A clear summary of the thesis.</li> <li>3) Appropriate transition words, which move the reader from one main summary point to another.</li> <li>4) A somewhat developed, engaging chew</li> <li>5) Use of grammar and spelling that lends clarity to the paragraph</li> </ol>
C	<p>The conclusion includes:</p> <ol style="list-style-type: none"> <li>1) A thesis that will be the guiding purpose of the entire essay</li> <li>2) A summary of the thesis.</li> <li>3) Transition words, which move the reader from one main summary point to another.</li> <li>4) A chew</li> <li>5) Use of grammar and spelling which does not interfere with understanding the writer's message</li> </ol>
D	<p>The conclusion includes:</p> <ol style="list-style-type: none"> <li>1) No thesis or if there is one, it lacks an opinion, is unclear or is undeveloped.</li> <li>2) No preview of the thesis, or if they are there, they are illogical or non-supportive of the thesis</li> <li>3) A lack of transition words, which move the reader from one main summary point to another.</li> <li>4) No chew or, if there is one, it is unacceptably undeveloped or poor</li> <li>5) Use of grammar and spelling which interferes with understanding the writer's message</li> </ol>
F	<p>The conclusion includes:</p> <ol style="list-style-type: none"> <li>1) No reasonable thesis</li> <li>2) No reasonable summary</li> <li>3) No reasonable transition words between summary points.</li> <li>4) No reasonable chew</li> <li>5) Use of grammar and spelling which seriously interferes with understanding the writer's message</li> </ol>

Introduction Grade: \_\_\_\_\_

Conclusion Grade: \_\_\_\_\_

Intro/Con Total Grade: \_\_\_\_\_

Individual Student: \_\_\_\_\_

Body \*

A	<p>The paragraph includes:</p> <ol style="list-style-type: none"> <li>1) a clear, persuasive topic sentence.</li> <li>2) at least three main subpoints that clearly, effectively support the topic sentence</li> <li>3) convincing evidence (in the form of examples, quotes, and/or paraphrases) that clearly support each subpoint.</li> <li>4) appropriate transition words, which fluidly move the reader from one main subpoint to another.</li> <li>5) A logical transition or solid conclusion for the paragraph.</li> <li>6) Effective use of grammar and spelling that lends fluidity, clarity and panache to the paragraph</li> </ol>
B	<p>The paragraph includes:</p> <ol style="list-style-type: none"> <li>1) a clear topic sentence (suggesting an opinion or purpose).</li> <li>2) at least three main subpoints that clearly support the topic sentence</li> <li>3) convincing evidence (in the form of examples, quotes, and/or paraphrases) that support each subpoint.</li> <li>4) appropriate transition words between main subpoints</li> <li>5) An attempt at a logical transition or solid conclusion for the paragraph.</li> <li>6) Use of grammar and spelling that lends clarity to the paragraph</li> </ol>
C	<p>The paragraph includes:</p> <ol style="list-style-type: none"> <li>1) a topic sentence.</li> <li>2) at least three main subpoints that support the topic sentence</li> <li>3) evidence (in the form of examples, quotes, and/or paraphrases) that support each subpoint.</li> <li>4) transition words between main subpoints</li> <li>5) A transition or conclusion for the paragraph.</li> <li>6) Use of grammar and spelling which does not interfere with understanding the writer's message</li> </ol>
D	<p>The paragraph includes:</p> <ol style="list-style-type: none"> <li>1) no topic sentence. Or, if there is a topic sentence, it is unclear/lacks a purpose</li> <li>2) a lack of at least three main subpoints that support the topic sentence. Or, if they do exist, they do not clearly support the topic sentence.</li> <li>3) a lack of evidence (in the form of examples, quotes, and/or paraphrases) that support each subpoint.</li> <li>4) a lack of transition words between main subpoints</li> <li>5) no, or a poor, transition or conclusion for the paragraph.</li> <li>6) use of grammar and spelling which interferes with understanding the writer's message</li> </ol>
F	<p>The paragraph includes:</p> <ol style="list-style-type: none"> <li>1) no reasonable topic sentence.</li> <li>2) a lack of at three main subpoints that could support the topic sentence.</li> <li>3) a lack of evidence (in the form of examples, quotes, and/or paraphrases)</li> <li>4) a lack of transition words between main points</li> <li>5) no transition or conclusion for the paragraph.</li> <li>6) use of grammar and spelling which seriously interferes with understanding the writer's message</li> </ol>

Introduction/Conclusion	
Group Grade:	_____ (50%)
Body Paragraph	
Individual Grade	_____ (50%)
Total Grade:	_____