

## ARTHUR MILLER COMPARISON PAPER RUBRIC

<b>COMPARISON PAPER</b> 50 Points Total	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Far Below Expectations</b>
<b>PAPER FOCUS and THESIS</b>  10 points	The topic is focused narrowly enough for the scope of this assignment. A concise thesis statement provides direction for the paper. The thesis is a complex sentence and covers all parts of the prompt.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a clear thesis, or fails to cover all parts of the prompt.	The topic is too broad for the scope of this assignment; it simply compares the texts with little insight or theme.	The topic is not clearly defined.
<b>EVIDENCE</b>  20 points	In-depth discussion and elaboration with examples from <i>Death of a Salesman</i> and <i>The Crucible</i> . Examples are specific, accurate, relevant, and relate specifically to thesis.	Discussion of both texts is present, but is summary rather than specific examples.	Writer mentions both texts. Relationship between the texts and the thesis is unclear. Examples may be inaccurate.	Writer attempts to compare both stories.
<b>CONCLUSION</b>  5 points	Conclusion is clear, concise, and well written. It restates thesis, but not word for word.	Conclusion is identical to thesis.	Conclusion exists, but is poorly written, or does not mirror the concepts of the thesis.	Conclusion is not clearly defined or is not on topic.
<b>ORGANIZATION</b>  5 points	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.
<b>CONVENTIONS</b>  10 points	Author makes virtually no errors in grammar, spelling or punctuation that distract the reader from the content.	Author makes few errors in grammar, spelling or punctuation that distract the reader from the content.	Author makes some errors in grammar, spelling or punctuation that distract the reader from the content	Author makes excessive errors in grammar, spelling or punctuation that distract the reader from the content.

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## CCSS (Standards) Taught in this Unit and Assessed in this Paper:

- CC11-12RL2:** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- CC11-12RL3:** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CC11-12RL4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- CC11-12RL5:** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact
- CC11-12RL6:** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- CC11-12RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CC11-12RI2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- CC11-12RI6 :** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- CC11-12RL9:** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- CC11-12W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CC11-12W2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CC11-12W2b:** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CC11-12W2c:** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- CC11-12W2f:** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- CC11-12W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CC11-12W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
- CC11-12SL2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CC10-12L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC10-12L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC10-12L2b:** Spell correctly.