Compose and Create (Representing, Speaking, and Writing) continued

Analytic Features

Message Content and Ideas

The message is original and insightful.	The message is clear and thoughtful.	The message is clear and straightforward.	The message is apparent but unrefined.	The message is limited and over-generalized.	The message is unclear and unfocused.
It has a well-defined central focus in keeping with audience and purpose. It demonstrates a deep understanding of the subject matter. Supporting details are engaging, relevant, and appropriate for the intended message.	It has a clear focus, shows a clear awareness of audience, and demonstrates a logical understanding of subject matter. Supporting details are relevant and appropriate for the intended message.	It has a recognizable focus and an awareness of audience. It demonstrates a clear understanding of the subject matter. Most ideas are correct. Supporting details are appropriate for the intended message.	It has a limited focus and some awareness of audience. It demonstrates a basic or uneven understanding of the subject matter. Some of the ideas are correct. Supporting details are adequate for the intended message.	It has an unclear focus and shows little awareness of audience. Ideas are poorly developed; they are often rambling and superficial. Supporting details are vague, inappropriate, or incorrect in relation to the intended message.	It lacks focus and shows no awareness of audience. Ideas may be elementary or unclear. Few supporting details are included. Details provided may be incorrect.

Organization and Coherence

The text shows thoughtful and coherent organization and development.	The text shows sufficient and logical organization and development.	The text shows predictable and straightforward organization and development.	The text shows acceptable but unrefined organization and development.	The text shows limited and fragmented organization and development.	The text shows poor, unclear, and unfocused organization and development.
The text reflects careful and considered planning. All ideas are coherently sequenced and fully developed. Transitions are used to create effective connections. The introduction clearly states the direction of the text. The conclusion thoughtfully and effectively captures key ideas to complete the text.	The text is sufficiently and logically planned. Key ideas are clearly developed and sequenced, and logically developed. Transitions clearly show connections. The introduction provides a direction for the text and attempts to capture the interest of the audience. The conclusion captures key ideas and completes the text.	The text is planned and sufficient ideas are presented coherently and in an order that conveys a clear message. Transitions are used to show connections. The introduction identifies the topic or main idea. The conclusion simply and predictably ends the text.	The text shows some evidence of planning. The central idea is not sufficiently or logically developed. Transitions do not always clearly show basic connections between ideas, but the structure moves the viewer, listener, reader through the text without confusion. The introduction is recognizable but minimal. The conclusion is recognizable but not clearly related to key ideas in text.	The text shows little evidence of planning. Main idea or focus is unclear and poorly supported. There are few transitions. The structure fails to move audience through the text without some confusion. The introduction is vague or unrelated to body; the conclusion is vague or does not relate to key ideas from text.	The text does not show evidence of planning. It is difficult to determine main ideas or method of development. Details are unclear or unrelated. There is little evidence of any transitions. It is difficult to follow reasoning. The introduction is ineffective or non-existent. The conclusion is ineffective or non-existent.