

## ELA 30 Rubric – Compose and Create

<b>Compose and Create (Representing, Speaking, and Writing)</b>					
Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
<b>Holistic</b>					
<b>Composition and Presentation Overall</b>					
<p>The visual, multimedia, oral, or written text is original and insightful.</p> <p>Text is well-crafted, fully developed, and appropriate to purpose and audience.</p> <p>Planning is evident, and the text or presentation comes together as a coherent whole.</p> <p>The student demonstrates confident control of the language elements of composition and presentation.</p> <p>The few errors in mechanics are likely the result of risk-taking.</p>	<p>The visual, multimedia, oral, or written text is clear and thoughtful.</p> <p>Text is fully developed and appropriate to purpose and audience.</p> <p>Planning is evident, and the text seems complete.</p> <p>The student effectively controls the language elements and techniques.</p> <p>The few mechanical errors do not impede communication.</p>	<p>The visual, multimedia, oral, or written text is logical and straightforward.</p> <p>Text is adequately developed, appropriate to purpose, and shows some awareness of audience.</p> <p>Planning identifies main ideas.</p> <p>The student demonstrates control over the language elements and techniques.</p> <p>Minor errors, though noticeable, do not impede audience understanding.</p>	<p>The visual, multimedia, oral, or written text is satisfactory but unrefined.</p> <p>Text is understandable but uneven in its development. Text maintains the purpose on a basic level, but may not show awareness of audience.</p> <p>Planning shows an awareness of purpose.</p> <p>The student shows a basic control over the language elements and techniques.</p> <p>Some errors in mechanics may impede understanding.</p>	<p>The visual, multimedia, oral, or written text is limited and over-generalized.</p> <p>Text demonstrates uneven/uncertain control over the language elements relative to the purpose. Text may not show awareness of audience.</p> <p>Less than adequate planning results in inconsistent development.</p> <p>The student shows some control over the language elements and techniques, but attempts at variety result in awkwardness and/or obscured meaning.</p> <p>Frequent mechanical errors impede understanding.</p>	<p>The visual, multimedia, oral, or written text is unfocused and unclear.</p> <p>Text is difficult to follow. The purpose is unclear, and/or the subject may be off topic.</p> <p>Evidence of planning is absent.</p> <p>The student shows an uncertain grasp of the basic language elements relative to purpose. Sentences are incomplete, run-on, or simple in structure.</p> <p>Frequent mechanical and structural errors impede understanding.</p>