Rubric: Analysis Essay

Criteria A: Analysing	1-2	3-4	5-6	7-8
i. Analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts. ii. Analyse the effects of the creator's choices on an audience. iii. Justify opinions and ideas, using examples, explanations and terminology. iv. Evaluate similarities and differences by connecting features across and within genres and texts.	i. Provides **limited** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts. ii. Provides **limited** analysis of the effects of the creator's choices on an audience. iii. **Rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology. iv. Evaluates **few** similarities and differences by making **minimal** connections in features across and within genres and texts.	i. Provides **adequate** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts. ii. Provides **adequate** analysis of the effects of the creator's choices on an audience. iii. Justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some t**erminology. iv. Evaluates **some** similarities and differences by making **adequate** connections in features across and within genres and texts.	i. **Competently** analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts. ii. **Competently** analyses the effects of the creator's choices on an audience. iii. **Sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology. iv. Evaluates similarities and differences by making **substantial** connections in features across and within genres and texts.	i. Provides **perceptive** analysis of the content, context, language, structure, technique, style of chosen text and the relationship among texts. ii. **Perceptively** analyses the effects of the creator's choices on an audience. iii. Gives **detailed justification of** opinions and ideas with a range of examples, and **thorough** explanations; uses **accurate** terminology appropriate to the selected text type. iv. **Perceptively compares and contrasts** by making **extensive** connections in features across and within genres and texts.
Criteria B: Organizing	**1-2**	**3-4**	**5-6**	**7-8**
i. Employ organizational structures that serve the context and intention. ii. Organize opinions and ideas in a sustained, coherent and logical manner.	i. Makes **minimal** use of organizational structures such as PEELE and though these may not always serve the context and intention. ii. Organizes opinions and ideas with a **minimal degree of coherence and logic.**	i. Makes **adequate** use of organizational structures such as PEELE that serve the context and intention. ii. Organizes opinions and ideas with **some degree of coherence and logic** using thesis, links and topic sentences **.**	i. Makes **competent** use of organizational structures such as PEELE that serve the context and intention. ii. Organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other using thesis, links and topic sentences**.**	i. Makes **sophisticated** use of organizational structures such as PEELE that serve the context and intention **effectively.** ii. **Effectively** organizes opinions and ideas in a **sustained, coherent and logical** manner with ideas building on each other in a sophisticated way using thesis, links and topic sentences**.**

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Criteria A: Analysing	1-2	3-4	5-6	7-8
i. Analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts. ii. Analyse the effects of the creator's choices on an audience. iii. Justify opinions and ideas, using examples, explanations and terminology. iv. Evaluate similarities and differences by connecting features across and within genres and texts.	i. Provides **limited** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts. ii. Provides **limited** analysis of the effects of the creator's choices on an audience. iii. **Rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology. iv. Evaluates **few** similarities and differences by making **minimal** connections in features across and within genres and texts.	i. Provides **adequate** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts. ii. Provides **adequate** analysis of the effects of the creator's choices on an audience. iii. Justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some t**erminology. iv. Evaluates **some** similarities and differences by making **adequate** connections in features across and within genres and texts.	i. **Competently** analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts. ii. **Competently** analyses the effects of the creator's choices on an audience. iii. **Sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology. iv. Evaluates similarities and differences by making **substantial** connections in features across and within genres and texts.	i. Provides **perceptive** analysis of the content, context, language, structure, technique, style of chosen text and the relationship among texts. ii. **Perceptively** analyses the effects of the creator's choices on an audience. iii. Gives **detailed justification of** opinions and ideas with a range of examples, and **thorough** explanations; uses **accurate** terminology appropriate to the selected text type. iv. **Perceptively compares and contrasts** by making **extensive** connections in features across and within genres and texts.
Criteria B: Organizing	**1-2**	**3-4**	**5-6**	**7-8**
i. Employ organizational structures that serve the context and intention. ii. Organize opinions and ideas in a sustained, coherent and logical manner.	i. Makes **minimal** use of organizational structures such as PEELE and though these may not always serve the context and intention. ii. Organizes opinions and ideas with a **minimal degree of coherence and logic.**	i. Makes **adequate** use of organizational structures such as PEELE that serve the context and intention. ii. Organizes opinions and ideas with **some degree of coherence and logic** using thesis, links and topic sentences **.**	i. Makes **competent** use of organizational structures such as PEELE that serve the context and intention. ii. Organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other using thesis, links and topic sentences**.**	i. Makes **sophisticated** use of organizational structures such as PEELE that serve the context and intention **effectively.** ii. **Effectively** organizes opinions and ideas in a **sustained, coherent and logical** manner with ideas building on each other in a sophisticated way using thesis, links and topic sentences**.**
Indicators	**1-2**	**3-4**	**5-6**	**7-8**
	• Off topic • No clear topic sentences • Little or no analysis - descriptive • No thesis statement	• Topic sentences are appropriate • Topic sentences are not connected • Analysis is basic and chronological	• Topic Sentences are logical • Topic Sentences connect to the Thesis Statement • Analysis not necessarily chronological	• Topic Sentences are persuasive • Topic Sentences Make a clear case for the thesis statement • Analysis is unlikely to be chronological

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