

ELA 20 – Representing Rubric Outcomes (Indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p><b>Context</b>  <b>CC 20.1</b> Create a range of visual and multimedia texts to explore identity, social responsibility and social action.</p>	<p><b>Skillfully</b> connect ideas, observations, opinions, and emotions to respond to and create texts.</p> <p>Creates <b>insightful, original, and thought-provoking</b> representations to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> <li>• an <b>insightful</b> thesis and <b>logical</b> points to support messages and arguments</li> <li>• <b>thoughtful, appropriate, and convincing</b> details to support thesis</li> <li>• a <b>compelling</b> style, voice, and format appropriate to audience and purpose</li> <li>• <b>unity, coherence, and emphasis</b> in a <b>logical</b> progression and with <b>insightful</b> support for ideas/thesis</li> <li>• <b>strategic, effective, and clear</b> organization patterns</li> <li>• <b>convincing and insightful</b> conclusions</li> </ul>	<p>Connect ideas, observations, opinions, and emotions to respond to and create texts.</p> <p>Creates <b>clear, original, and well-developed</b> representations to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> <li>• a <b>clear</b> thesis and <b>logical</b> points to support messages and arguments</li> <li>• <b>accurate, appropriate, and convincing</b> details to support thesis</li> <li>• a style, voice, and format <b>appropriate</b> to audience and purpose</li> <li>• <b>unity, coherence, and emphasis</b> in a <b>logical</b> progression and with <b>logical</b> support for ideas/thesis</li> <li>• <b>effective and clear</b> organization patterns</li> <li>• <b>valid and justifiable</b> conclusions</li> </ul>	<p><b>Simplistically</b> connect ideas, observations, opinions, and emotions to respond to and create texts.</p> <p>Creates <b>adequate, predictable</b>, representations to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> <li>• a <b>general</b> thesis and points to support messages and arguments</li> <li>• <b>adequate</b> details to support thesis</li> <li>• a style, voice, and format <b>connected</b> to audience and purpose</li> <li>• <b>basic</b> coherence, progression and support for ideas/thesis</li> <li>• <b>inconsistent</b> organization patterns</li> <li>• <b>general</b> conclusions</li> </ul>	<p><b>Ineffectively</b> connect ideas, observations, opinions, <b>and/or</b> emotions to respond to <b>and/or</b> create texts.</p> <p>Creates <b>limited and/or unfocused</b> representations to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> <li>• a <b>vague</b> thesis and <b>limited</b> points to support messages and arguments</li> <li>• <b>limited</b> details <b>generally</b> related to thesis</li> <li>• a style, voice, and format <b>inconsistent or appropriate</b> to audience and purpose</li> <li>• <b>limited</b> coherence, and <b>unclear</b> ideas</li> <li>• <b>limited</b> organization</li> <li>• <b>vague</b> conclusions</li> </ul>
<p><b>Message</b>  <b>CC20.2</b>  Create visual or multimedia presentations using dramatization or role-play, including a presentation of an interview of a literary character (or author or historical or contemporary person) from a First Nations, Métis, Saskatchewan, Canadian, or international text.</p>	<p><b>Thoughtfully</b> create and <b>skillfully</b> present visual and multimedia presentations that:</p> <ul style="list-style-type: none"> <li>• exhibit logical structures appropriate to audience, purpose, and context</li> <li>• have a central foci and strong messages</li> <li>• organize ideas in a logical and appropriate sequence</li> <li>• include smooth transitions</li> <li>• use a variety of forms and technologies such as sound, photographs, graphics, models, and understand how ideas are communicated through elements of design such as colour, shape, line, texture, and principles of design, including proximity, alignment, repetition, and contrast</li> <li>• provide logical and convincing conclusions.</li> </ul>	<p>Create and present visual and multimedia presentations that:</p> <ul style="list-style-type: none"> <li>• exhibit logical structures appropriate to audience, purpose, and context</li> <li>• have a central foci and strong messages</li> <li>• organize ideas in a logical and appropriate sequence</li> <li>• include smooth transitions</li> <li>• use a variety of forms and technologies such as sound, photographs, graphics, models, and understand how ideas are communicated through elements of design such as colour, shape, line, texture, and principles of design, including proximity, alignment, repetition, and contrast</li> <li>• provide logical and convincing conclusions.</li> </ul>	<p><b>Simplistically</b> create and <b>basically</b> present visual and multimedia presentations that <b>may</b>:</p> <ul style="list-style-type: none"> <li>• exhibit logical structures appropriate to audience, purpose, and context</li> <li>• have a central foci and strong messages</li> <li>• organize ideas in a logical and appropriate sequence</li> <li>• include smooth transitions</li> <li>• use a variety of forms and technologies such as sound, photographs, graphics, models, and understand how ideas are communicated through elements of design such as colour, shape, line, texture, and principles of design, including proximity, alignment, repetition, and contrast</li> <li>• provide logical and convincing conclusions.</li> </ul>	<p><b>Inadequately</b> create and <b>ineffectively</b> present visual and multimedia presentations that <b>may</b>:</p> <ul style="list-style-type: none"> <li>• exhibit logical structures appropriate to audience, purpose, and context</li> <li>• have a central foci and strong messages</li> <li>• organize ideas in a logical and appropriate sequence</li> <li>• include smooth transitions</li> <li>• use a variety of forms and technologies such as sound, photographs, graphics, models, and understand how ideas are communicated through elements of design such as colour, shape, line, texture, and principles of design, including proximity, alignment, repetition, and contrast</li> <li>• provide logical and convincing conclusions.</li> </ul>

<p>d.) Create and present a visual or multimedia presentation of an interview with a literary character (or author or historical or contemporary person) using dramatization or role-play:</p> <p>Interviewer:</p> <ul style="list-style-type: none"> <li>• obtain pertinent information from interviewee</li> <li>• prepare questions that explore the character and his/her conflicts</li> <li>• ask relevant and open-ended questions</li> <li>• reflect tactful wording.</li> </ul> <p>Role-play:</p> <ul style="list-style-type: none"> <li>• analyze situations and character from a scene, event, or story</li> <li>• interview and stay in character</li> <li>• bring the literary character to life.</li> </ul>	<p>Create and present a visual or multimedia presentation of an interview with a literary character using dramatization or role-play:</p> <p>Interviewer:</p> <ul style="list-style-type: none"> <li>• obtain <b>new and enlightening</b> information from interviewee</li> <li>• prepare <b>probing and insightful</b> questions that explore the character and his/her conflicts</li> <li>• ask <b>intriguing</b> and open-ended questions</li> <li>• reflect <b>insightful</b> and tactful wording.</li> </ul> <p>Role-play:</p> <ul style="list-style-type: none"> <li>• analyze situations and offer <b>insight</b> into the character from a scene, event, or story</li> <li>• interview and stay in character</li> <li>• bring the literary character to life.</li> </ul>	<p>Create and present a visual or multimedia presentation of an interview with a literary character using dramatization or role-play:</p> <p>Interviewer:</p> <ul style="list-style-type: none"> <li>• obtain pertinent information from interviewee</li> <li>• prepare questions that explore the character and his/her conflicts</li> <li>• ask relevant and open-ended questions</li> <li>• reflect tactful wording.</li> </ul> <p>Role-play:</p> <ul style="list-style-type: none"> <li>• analyze situations and character from a scene, event, or story</li> <li>• interview and stay in character</li> <li>• bring the literary character to life.</li> </ul>	<p>Create and present a visual or multimedia presentation of an interview with a literary character using dramatization or role-play:</p> <p>Interviewer:</p> <ul style="list-style-type: none"> <li>• obtain <b>predictable</b> information from interviewee</li> <li>• prepare <b>simple</b> questions that somewhat relate to his/her conflict</li> <li>• ask <b>predictable</b> questions with some open-ended questions</li> <li>• reflect <b>appropriate</b> wording.</li> </ul> <p>Role-play:</p> <ul style="list-style-type: none"> <li>• <b>Describes</b> situations and character from a scene, event, or story</li> <li>• interview and stay in character <b>most of the time</b></li> <li>• <b>Attempts to</b> bring the literary character to life.</li> </ul>	<p>Create and present a visual or multimedia presentation of an interview with a literary character using dramatization or role-play:</p> <p>Interviewer:</p> <ul style="list-style-type: none"> <li>• obtain <b>trite</b> information from interviewee</li> <li>• prepare <b>irrelevant</b> questions for character and his/her conflicts</li> <li>• ask <b>irrelevant</b> questions</li> <li>• reflect <b>inappropriate</b> wording.</li> </ul> <p>Role-play:</p> <ul style="list-style-type: none"> <li>• <b>Briefly refer to</b> situations and character from a scene, event, or story</li> <li>• <b>Weak interview and unconvincing role play</b></li> <li>• <b>Inadequately</b> brings the literary character to life.</li> </ul>
<p><b>Use of Strategies</b> <b>CC20.2 (b)</b> Select, use, and evaluate critically a variety of before (page 23), during (page 24), and after (page 25) strategies to construct and communicate meaning when representing.</p>	<p><b>Skillfully and insightfully</b> select, use, and evaluate critically a variety of before, during, and after strategies to construct and communicate meaning when representing.</p> <p>Such as:</p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• consider prompts or find a topic and activate prior knowledge</li> <li>• consider audience and purpose</li> <li>• consider and generate specific ideas and information</li> <li>• consider and choose/adapt possible form</li> <li>• collect and focus ideas and information</li> <li>• plan and organize ideas for drafting</li> <li>• consider qualities of effective communication and the language to use</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>• create draft(s) and experiment with possible product(s)</li> <li>• confer with others</li> <li>• reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies</li> <li>• experiment with communication features and techniques</li> </ul>	<p>Select, use, and evaluate critically a variety of before, during, and after strategies to construct and communicate meaning when representing.</p> <p>Such as:</p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• consider prompts or find a topic and activate prior knowledge</li> <li>• consider audience and purpose</li> <li>• consider and generate specific ideas and information</li> <li>• consider and choose/adapt possible form</li> <li>• collect and focus ideas and information</li> <li>• plan and organize ideas for drafting</li> <li>• consider qualities of effective communication and the language to use</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>• create draft(s) and experiment with possible product(s)</li> <li>• confer with others</li> <li>• reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies</li> <li>• experiment with communication features and techniques</li> </ul>	<p><b>Simplistically</b> select, use, and evaluate critically a variety of before, during, and after strategies to construct and communicate meaning when representing.</p> <p>Such as:</p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• consider prompts or find a topic and activate prior knowledge</li> <li>• consider audience and purpose</li> <li>• consider and generate specific ideas and information</li> <li>• consider and choose/adapt possible form</li> <li>• collect and focus ideas and information</li> <li>• plan and organize ideas for drafting</li> <li>• consider qualities of effective communication and the language to use</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>• create draft(s) and experiment with possible product(s)</li> <li>• confer with others</li> <li>• reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies</li> <li>• experiment with communication features and techniques</li> </ul>	<p><b>Ineffectively</b> select, use, and evaluate critically a variety of before, during, and after strategies to construct and communicate meaning when representing.</p> <p>Such as:</p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• consider prompts or find a topic and activate prior knowledge</li> <li>• consider audience and purpose</li> <li>• consider and generate specific ideas and information</li> <li>• consider and choose/adapt possible form</li> <li>• collect and focus ideas and information</li> <li>• plan and organize ideas for drafting</li> <li>• consider qualities of effective communication and the language to use</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>• create draft(s) and experiment with possible product(s)</li> <li>• confer with others</li> <li>• reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies</li> <li>• experiment with communication features and techniques</li> </ul>

	<p><b>After</b></p> <ul style="list-style-type: none"> <li>• revise for content and meaning</li> <li>• revise for organization</li> <li>• revise for sentence structure and flow</li> <li>• revise for word choice, spelling, and usage</li> <li>• proofread and review for mechanics and appearance</li> <li>• confer with peers, teacher, or other</li> <li>• polish, practice, and decide how the work will be shared</li> <li>• share final product, reflect, and consider feedback</li> </ul>	<p><b>After</b></p> <ul style="list-style-type: none"> <li>• revise for content and meaning</li> <li>• revise for organization</li> <li>• revise for sentence structure and flow</li> <li>• revise for word choice, spelling, and usage</li> <li>• proofread and review for mechanics and appearance</li> <li>• confer with peers, teacher, or other</li> <li>• polish, practice, and decide how the work will be shared</li> <li>• share final product, reflect, and consider feedback</li> </ul>	<p><b>After</b></p> <ul style="list-style-type: none"> <li>• revise for content and meaning</li> <li>• revise for organization</li> <li>• revise for sentence structure and flow</li> <li>• revise for word choice, spelling, and usage</li> <li>• proofread and review for mechanics and appearance</li> <li>• confer with peers, teacher, or other</li> <li>• polish, practice, and decide how the work will be shared</li> <li>• share final product, reflect, and consider feedback</li> </ul>	<p><b>After</b></p> <ul style="list-style-type: none"> <li>• revise for content and meaning</li> <li>• revise for organization</li> <li>• revise for sentence structure and flow</li> <li>• revise for word choice, spelling, and usage</li> <li>• proofread and review for mechanics and appearance</li> <li>• confer with peers, teacher, or other</li> <li>• polish, practice, and decide how the work will be shared</li> <li>• share final product, reflect, and consider feedback</li> </ul>
<p><b>Cues and Conventions</b>  <b>CC20.2 (c)</b>  Understand and apply the language cues and conventions (page 17) to construct and communicate meaning when representing.</p>	<p><b>Skillfully and insightfully</b> understand and apply the language cues and conventions to construct and communicate meaning when representing.</p>	<p>Understand and apply the language cues and conventions to construct and communicate meaning when representing.</p>	<p><b>Simplistically</b> understand and apply the language cues and conventions to construct and communicate meaning when representing.</p>	<p><b>Ineffectively</b> understand and apply the language cues and conventions to construct and communicate meaning when representing.</p>
	<p><b>Such As:</b></p> <p><b>Pragmatics</b></p> <ul style="list-style-type: none"> <li>• select and use language and language registers to build and maintain collaborative relationships</li> <li>• select and use the conventional and formal registers when required</li> <li>• avoid colloquialisms, slang, euphemisms, clichés, and abuses unless used to enhance text</li> </ul> <p><b>Textual</b></p> <ul style="list-style-type: none"> <li>• create texts with clear and coherent organization including effective beginning, supporting middles, and smooth and logical endings</li> </ul> <p><b>Syntactical</b></p> <ul style="list-style-type: none"> <li>• create and use clear and varied sentences that link ideas logically</li> <li>• use active voice and appropriate punctuation</li> <li>• recognize and avoid using sentence fragments, run-ons, misplaced qualifiers, excessive co-ordination, and faulty subordination in formal communication</li> </ul> <p><b>Semantic/Lexical/Morphological</b></p> <ul style="list-style-type: none"> <li>• select and use words that are clear, fresh, economical, and alive</li> </ul> <p><b>Graphophonic</b></p> <ul style="list-style-type: none"> <li>• know and apply Canadian spelling patterns and conventions for familiar and new vocabulary</li> </ul> <p><b>Other Cues and Conventions</b></p> <ul style="list-style-type: none"> <li>• make oral, written, and other texts clear and visually appealing by choosing the appropriate font, borders, line spaces, colour, space, white space, and visuals that enhance the message.</li> </ul>			