

ELA A/B30 – Representing Rubric Outcomes (Indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p>Context CC A30.1 Create visual texts that explore: identity, social responsibility, and social action.</p>	<p>Create insightful, original, and thought-provoking visual texts to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> • an insightful, logical thesis or main idea • thoughtful, appropriate, and convincing details that logically and effectively support the thesis or main idea • a compelling style, voice, format and organizational pattern to audience and purpose • unity, coherence, and emphasis • convincing and insightful conclusions 	<p>Create clear, original, and well-developed visual texts to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> • a clear thesis or main idea • details that logically and effectively support the thesis or main idea • style, voice, format and organizational pattern appropriate to audience and purpose • unity, coherence, and emphasis • a plausible and effective conclusion 	<p>Create adequate, predictable, visual texts to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> • a general thesis or main idea • adequate details that logically and effectively support the thesis or main idea • style, voice, format and organizational pattern appropriate to audience and purpose • unity, coherence, and emphasis • general conclusions 	<p>Create limited and/or unfocused visual texts to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> • a vague thesis or main idea • limited details that logically and effectively support the thesis or main idea • style, voice, format and organizational pattern inconsistent or appropriate to audience and purpose • limited coherence, and unclear ideas • vague conclusions
<p>CC B30.1 Create visual texts that explore: identity, social responsibility, and social action.</p>	<p>Skillfully develop and insightfully represent defensible positions on individual, community, national, and world issues.</p> <p>Insightfully critique the effectiveness of a piece of satire as a commentary on current events.</p>	<p>Develop and represent defensible positions on individual, community, national, and world issues.</p> <p>Critique the effectiveness of a piece of satire as a commentary on current events.</p>	<p>Develop and simplistically represent defensible positions on individual, community, national, and world issues.</p> <p>Simplistically critique the effectiveness of a piece of satire as a commentary on current events.</p>	<p>Attempt to develop and vaguely represent defensible positions on individual, community, national, or world issues.</p> <p>Ineffectively critique the effectiveness of a piece of satire as a commentary on current events.</p>
<p>Message CC A30.2 Create and present visual and multimedia representations including using photographs to explain a range of contemporary course-related perspectives or landscapes.</p>	<p>Prepare an engaging visual or multi-media presentation on a contemporary Canadian landscape or perspective.</p> <ul style="list-style-type: none"> • Develop a presentation that is appropriate to the subject, audience, and purpose, including informing, persuading, and entertaining • Focus on main points of presentation and include only details that strongly support main points • Use question, fact, anecdote, or visual aid to get audience’s attention • Sequence visuals in best possible order and support them with sound, maps, charts, objects, or other visual or auditory aids • Conclude by restating main point in a memorable way • Use posture, gestures, and facial expressions to send the same message as visuals and words. 	<p>Prepare a visual or multi-media presentation on a contemporary Canadian landscape or perspective.</p> <ul style="list-style-type: none"> • Develop a presentation that is appropriate to the subject, audience, and purpose, including informing, persuading, and entertaining • Focus on main points of presentation and include only details that strongly support main points • Use question, fact, anecdote, or visual aid to get audience’s attention • Sequence visuals in best possible order and support them with sound, maps, charts, objects, or other visual or auditory aids • Conclude by restating main point in a memorable way • Use posture, gestures, and facial expressions to send the same message as visuals and words. 	<p>Prepare a straightforward visual or multi-media presentation on a contemporary Canadian landscape or perspective.</p> <ul style="list-style-type: none"> • Develop a presentation that is appropriate to the subject, audience, or purpose, including informing, persuading, or entertaining • Focus on main points of presentation and include details that support main points • Use question, fact, anecdote, or visual aid to get audience’s attention • Sequence visuals and support them with visual or auditory aids • Conclude by restating main point • Use posture, gestures, or facial expressions to send the same message as visuals and words. 	<p>Prepare an ineffective visual or multi-media presentation on a contemporary Canadian landscape or perspective.</p> <ul style="list-style-type: none"> • Develop a presentation • Focus on main points of • Attempt to get audience’s attention • Sequence visuals in order • Conclude

<p>CC B30.2 Create a visual or multimedia presentation that suits the topic, purpose, and audience; teaches others about a global social issue; and persuades them to act on the issue in a responsible manner</p>	<p>Create and present a compelling visual or multimedia presentation persuading an audience to act on an issue using presentation techniques most appropriate to audience and purpose:</p> <ul style="list-style-type: none"> Identify and establish that a problem exists Analyze the problem Provide possible solutions Select a solution Persuade audience to implement solution Use digital presentation tools or other media to highlight the problem and point to possible solutions 	<p>Create and present a visual or multimedia presentation persuading an audience to act on an issue using presentation techniques most appropriate to audience and purpose:</p> <ul style="list-style-type: none"> Identify and establish that a problem exists Analyze the problem Provide possible solutions Select a solution Persuade audience to implement solution Use digital presentation tools or other media to highlight the problem and point to possible solutions 	<p>Create and present a basic visual or multimedia presentation persuading an audience to act on an issue using presentation techniques most appropriate to audience and purpose:</p> <ul style="list-style-type: none"> Identify and establish that a problem exists Analyze the problem Provide possible solution(s) Select a solution Persuade audience to implement solution Use digital presentation tools or other media to highlight the problem and point to possible solutions 	<p>Create and present an ineffective visual or multimedia presentation persuading an audience to act on an issue using presentation techniques appropriate to audience or purpose:</p> <ul style="list-style-type: none"> Identify that a problem exists Analyze the problem Provide a possible solution Attempt to persuade audience to implement solution Use digital presentation tools or other media
<p>Use of Strategies CC A/B30.2 (b) Select, use, and evaluate deliberately a wide variety of before (page 31), during (page 32), and after (page 33) strategies to communicate meaning when representing.</p>	<p>Skillfully and insightfully select, use, and evaluate deliberately a variety of before, during, and after strategies to construct and communicate meaning when representing.</p> <p><u>Such as:</u></p> <p>Before</p> <ul style="list-style-type: none"> consider prompts or find a topic and activate prior knowledge consider audience and purpose consider and generate specific ideas and information consider and choose/adapt possible form collect and focus ideas and information plan and organize ideas for drafting consider qualities of effective communication and the language to use <p>During</p> <ul style="list-style-type: none"> create draft(s) and experiment with possible product(s) use language and its cues and conventions to create a message confer with others reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies experiment with communication features and techniques <p>After</p> <ul style="list-style-type: none"> revise for content and meaning revise for organization 	<p>Select, use, and evaluate deliberately a variety of before, during, and after strategies to construct and communicate meaning when representing.</p> <p><u>Such as:</u></p> <p>Before</p> <ul style="list-style-type: none"> consider prompts or find a topic and activate prior knowledge consider audience and purpose consider and generate specific ideas and information consider and choose/adapt possible form collect and focus ideas and information plan and organize ideas for drafting consider qualities of effective communication and the language to use <p>During</p> <ul style="list-style-type: none"> create draft(s) and experiment with possible product(s) use language and its cues and conventions to create a message confer with others reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies experiment with communication features and techniques <p>After</p> <ul style="list-style-type: none"> revise for content and meaning revise for organization revise for sentence structure and flow 	<p>Simplistically select, use, and evaluate deliberately a variety of before, during, and after strategies to construct and communicate meaning when representing.</p> <p><u>Such as:</u></p> <p>Before</p> <ul style="list-style-type: none"> consider prompts or find a topic and activate prior knowledge consider audience and purpose consider and generate specific ideas and information consider and choose/adapt possible form collect and focus ideas and information plan and organize ideas for drafting consider qualities of effective communication and the language to use <p>During</p> <ul style="list-style-type: none"> create draft(s) and experiment with possible product(s) use language and its cues and conventions to create a message confer with others reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies experiment with communication features and techniques <p>After</p> <ul style="list-style-type: none"> revise for content and meaning revise for organization revise for sentence structure and flow 	<p>Ineffectively select, use, and evaluate deliberately a variety of before, during, and after strategies to construct and communicate meaning when representing.</p> <p><u>Such as:</u></p> <p>Before</p> <ul style="list-style-type: none"> consider prompts or find a topic and activate prior knowledge consider audience and purpose consider and generate specific ideas and information consider and choose/adapt possible form collect and focus ideas and information plan and organize ideas for drafting consider qualities of effective communication and the language to use <p>During</p> <ul style="list-style-type: none"> create draft(s) and experiment with possible product(s) use language and its cues and conventions to create a message confer with others reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies experiment with communication features and techniques <p>After</p> <ul style="list-style-type: none"> revise for content and meaning revise for organization

	<ul style="list-style-type: none"> • revise for sentence structure and flow • revise for word choice, spelling, and usage • proofread and review for mechanics and appearance • confer with peers, teacher, or other • polish, practice, and decide how the work will be shared and/or published • share final product, reflect and consider feedback, and celebrate learning 	<ul style="list-style-type: none"> • revise for word choice, spelling, and usage • proofread and review for mechanics and appearance • confer with peers, teacher, or other • polish, practice, and decide how the work will be shared and/or published • share final product, reflect and consider feedback, and celebrate learning 	<ul style="list-style-type: none"> • revise for word choice, spelling, and usage • proofread and review for mechanics and appearance • confer with peers, teacher, or other • polish, practice, and decide how the work will be shared and/or published • share final product, reflect and consider feedback, and celebrate learning 	<ul style="list-style-type: none"> • revise for sentence structure and flow • revise for word choice, spelling, and usage • proofread and review for mechanics and appearance • confer with peers, teacher, or other • polish, practice, and decide how the work will be shared and/or published • share final product, reflect and consider feedback, and celebrate learning
<p>Cues and Conventions CC A30.2 (c) Apply accurately and effectively the language cues and conventions (page 24) to construct and communicate meaning when representing.</p> <p>CC B20.2 (c) Apply accurately and effectively the language cues and conventions (page 25) to construct and communicate meaning when representing.</p>	Apply skillfully, insightfully , accurately, and effectively the language cues and conventions to construct and communicate meaning when representing.	Apply accurately and effectively the language cues and conventions to construct and communicate meaning when representing.	Simplistically apply accurately and effectively the language cues and conventions to construct and communicate meaning when representing.	Ineffectively apply the language cues and conventions to construct and communicate meaning when representing.
	<p>Such As:</p> <p>Pragmatics</p> <ul style="list-style-type: none"> • use language, language register, style, and tone appropriate to the subject, audience, purpose, and situation (A) • use appropriate language register, including formal (B) • recognize and avoid abusages (ex, nowhere, anyways, this here) (B) • establish a distinctive voice, skillfully modifying language and tone to suit the form, audience, and purpose for communicating (B) <p>Textual</p> <ul style="list-style-type: none"> • use the features and conventions of different text types to ensure that oral, written, and other texts are unified, coherent, and emphatic (A) • structure texts so that the progression of ideas is logical and effective (A) • organize written text in a coherent and unified whole that is appropriate to topic, audience, and purpose (B) <p>Syntactical</p> <ul style="list-style-type: none"> • use clear, concise, varied, and forceful sentences and appropriate punctuation in visual, oral, written, and multimedia communication (A) • apply appropriate punctuation to clarify message of print communications (A) • use purposeful and satisfying sentence patterns and punctuation for a variety of purposes including emphasis or other rhetorical effects (B) • recognize and avoid sentence fragments, run-on sentences, misplaced qualifiers, misused pronouns, unnecessary verb tense or point of view shifts, subject-verb disagreement, double negatives, and non-parallelism in formal communication (B) <p>Semantic/Lexical/Morphological</p> <ul style="list-style-type: none"> • use appropriate words to achieve particular purpose and effect in visual, oral, multimedia, and written communication (A) • avoid euphemisms, inappropriate and overtaxed metaphors, jargon, wordiness, redundancy, triteness, clichés, and overused words (A) • recognize that Canadian English is marked by certain word choices (A) • choose and use correctly “proper words in proper places” to achieve the intended tone and style for both subject matter and audience (B) <p>Graphophonic</p> <ul style="list-style-type: none"> • use Canadian English and spelling (A) • apply Canadian spelling conventions for familiar and new vocabulary (A) • enunciate clearly (A) • pronounce, carefully and correctly, words with proper emphasis (A) • apply capitalization to clarify intended meaning (A) 			

- respect and use the spelling preferences of different audiences and organizations (B)
- recognize that letters are usually the reason for errors – through inversion, omission, doubling, addition, or substitution – of frequently misspelled words (B)

Other Cues and Conventions

- use graphics, visuals, dramatizations, sound, models, multimedia, and digital technology to enhance the impact of presentations (A)
- use the appropriate form, language, and presentation techniques to communicate a message for a specific purpose and audience (B)