

ELA 30A/B – Listening Rubric Outcomes (Indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p><b>Comprehension</b> <b>CR A30.1</b> Listen to, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address: identity, social responsibility, and social action.</p>	<p><b>Skillfully</b> analyze:</p> <ul style="list-style-type: none"> <li>and respond to extend understanding of the ideas, themes, and issues explored in the texts.</li> <li>to identify particular perspectives presented, and the forms and stylistic means used to communicate those perspectives.</li> <li>how historical, regional, cultural, political, and social contexts and events influence the presentation and interpretation of ideas, issues, and themes in texts.</li> <li>ways in which language and texts reflect and influence the values and behaviours of people and diverse communities.</li> </ul> <p><b>Accurately and insightfully</b> identify connections and the various elements of style and explain how the elements help communicate meaning and enhance the effectiveness of the texts.</p> <p><b>Thoroughly</b> explain how texts raise awareness about a variety of regional issues, ideas, cultures, events, and people, and promote social and personal change.</p>	<p>Analyze:</p> <ul style="list-style-type: none"> <li>and respond to extend understanding of the ideas, themes, and issues explored in the texts.</li> <li>to identify particular perspectives presented, and the forms and stylistic means used to communicate those perspectives.</li> <li>how historical, regional, cultural, political, and social contexts and events influence the presentation and interpretation of ideas, issues, and themes in texts.</li> <li>ways in which language and texts reflect and influence the values and behaviours of people and diverse communities.</li> </ul> <p>Identify connections and the various elements of style and explain how the elements help communicate meaning and enhance the effectiveness of the texts.</p> <p>Explain how texts raise awareness about a variety of regional issues, ideas, cultures, events, and people, and promote social and personal change.</p>	<p><b>Simplistically</b> analyze:</p> <ul style="list-style-type: none"> <li>and respond to extend understanding of the ideas, themes, and issues explored in the texts.</li> <li>to identify particular perspectives presented, and the forms and stylistic means used to communicate those perspectives.</li> <li>how historical, regional, cultural, political, and social contexts and events influence the presentation and interpretation of ideas, issues, and themes in texts.</li> <li>ways in which language and texts reflect and influence the values and behaviours of people and diverse communities.</li> </ul> <p><b>Partially</b> identify connections and the various elements of style and explain how the elements help communicate meaning and enhance the effectiveness of the texts.</p> <p><b>Simplistically</b> explains how texts raise awareness about a variety of regional issues, ideas, cultures, events, and people, and promote social and personal change.</p>	<p><b>Inaccurately</b> analyze:</p> <ul style="list-style-type: none"> <li>and respond to extend understanding of the ideas, themes, and issues explored in the texts.</li> <li>to identify particular perspectives presented, and the forms and stylistic means used to communicate those perspectives.</li> <li>how historical, regional, cultural, political, and social contexts and events influence the presentation and interpretation of ideas, issues, and themes in texts.</li> <li>ways in which language and texts reflect and influence the values and behaviours of people and diverse communities.</li> </ul> <p><b>Inaccurately</b> identify connections and the various elements of style and explain how the elements help communicate meaning and enhance the effectiveness of the texts.</p> <p><b>Vaguely</b> explains how texts raise awareness about a variety of regional issues, ideas, cultures, events, and people, and promote social and personal change.</p>
<p><b>CR A30.3</b> Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, and Canadian speakers and authors from various communities.</p>	<p><b>Thoroughly</b> outline and summarize an oral presentation.</p> <p><b>Critically</b> compare and contrast interpretations of oral texts with the interpretations of others and research points of contention.</p> <p>Provide <b>insightful and thorough</b> feedback in a variety of situations including discussions and informative, persuasive, and artistic presentations.</p>	<p>Outline and summarize an oral presentation.</p> <p>Compare and contrast interpretations of oral texts with the interpretations of others and research points of contention.</p> <p>Provide appropriate feedback in a variety of situations including discussions and informative, persuasive, and artistic presentations.</p>	<p><b>Partially</b> outline and summarize an oral presentation.</p> <p><b>Simplistically</b> compare and contrast interpretations of oral texts with the interpretations of others and research points of contention.</p> <p>Provide <b>simplistic</b> feedback in a variety of situations including discussions <b>and/or</b> informative, persuasive, and artistic presentations.</p>	<p><b>Inaccurately</b> outline and summarize an oral presentation.</p> <p><b>Ineffectively</b> compare and contrast interpretations of oral texts with the interpretations of others and research points of contention.</p> <p>Provide <b>inappropriate</b> feedback in a variety of situations including discussions <b>or</b> informative, persuasive, and artistic presentations.</p>

<p><b>CR B30.1</b> Listen to, comprehend, and respond to a variety of grade-appropriate international, including indigenous, texts that address: identity, social responsibility, and social action.</p>	<p><b>Critically</b> listen and <b>insightfully</b> respond to a variety of historical and contemporary literary and informational texts by authors from a variety of cultures, backgrounds, and time periods.</p> <p><b>Insightfully</b> make connections between the ideas in texts and personal knowledge, experiences, and insights; between other texts; and between texts and the world.</p> <p><b>Critically</b> analyze texts in terms of messages, ideas, information, universal questions, themes, and issues; provide evidence from the texts to support analysis.</p> <p><b>Thoroughly</b> explain how informational and literary texts contribute to an understanding of human nature and of self, and raise awareness about a range of topics, ideas, cultures, events, people, and issues.</p>	<p>Listen and respond to a variety of historical and contemporary literary and informational texts by authors from a variety of cultures, backgrounds, and time periods.</p> <p>Make connections between the ideas in texts and personal knowledge, experiences, and insights; between other texts; and between texts and the world.</p> <p>Analyze texts in terms of messages, ideas, information, universal questions, themes, and issues; provide evidence from the texts to support analysis.</p> <p>Explain how informational and literary texts contribute to an understanding of human nature and of self, and raise awareness about a range of topics, ideas, cultures, events, people, and issues.</p>	<p>Listen and <b>simplistically</b> respond to a variety of historical and contemporary literary and informational texts by authors from a variety of cultures, backgrounds, and time periods.</p> <p><b>Simplistically</b> make connections between the ideas in texts and personal knowledge, experiences, and insights; between other texts; and between texts and the world.</p> <p><b>Generally</b> analyze texts in terms of messages, ideas, information, universal questions, themes, and issues; provide evidence from the texts to support analysis.</p> <p><b>Partially</b> explain how informational and/or literary texts contribute to an understanding of human nature and of self, and/or raise awareness about a range of topics, ideas, cultures, events, people, and issues.</p>	<p>Listen and <b>ineffectively</b> respond to a variety of historical and contemporary literary <b>and/or</b> informational texts by authors from a variety of cultures, backgrounds, and time periods.</p> <p><b>Ineffectively</b> make connections between the ideas in texts and personal knowledge, experiences, and insights; between other texts; and between texts and the world.</p> <p><b>Vaguely</b> analyze texts in terms of messages, ideas, information, universal questions, themes, <b>or</b> issues; provide evidence from the texts to support analysis.</p> <p><b>Ineffectively</b> explain how informational and/or literary texts contribute to an understanding of human nature and of self, and/or raise awareness about a range of topics, ideas, cultures, events, people, and issues.</p>
<p><b>CR B30.3</b> Listen to and comprehend grade-appropriate informational and literary texts created by international, including indigenous, speakers and authors, and analyze the perspectives, biases, beliefs, values, identities, and power presented in each text.</p>	<p><b>Accurately</b> identify the purpose of a variety of listening tasks and set goals for specific tasks.</p> <p><b>Skillfully</b> use evidence from the texts to support interpretations.</p> <p><b>Critically</b> identify and <b>insightfully</b> analyze the perspectives and biases evident in oral texts.</p> <p>Listen to, discuss, <b>make in-depth interpretations</b>, and <b>critically</b> evaluate spoken texts in terms of their structure and their social, cultural, political, and historical contexts.</p> <p><b>Critically and thoroughly</b> analyze historically significant to find rhetorical devices and features that make them memorable.</p> <p><b>Insightfully</b> describe and <b>critically</b> analyze potential sources of bias in oral presentations including those that attempt to persuade.</p>	<p>Identify the purpose of a variety of listening tasks and set goals for specific tasks.</p> <p>Use evidence from the texts to support interpretations.</p> <p>Identify and analyze the perspectives and/or biases evident in oral texts.</p> <p>Listen to, discuss, interpret, and evaluate spoken texts in terms of their structure and their social, cultural, political, and historical contexts.</p> <p>Analyze historically significant speeches to find rhetorical devices and features that make them memorable.</p> <p>Describe and analyze potential sources of bias in oral presentations including those that attempt to persuade.</p>	<p><b>Generally</b> identify the purpose of a variety of listening tasks and set goals for specific tasks.</p> <p>Use <b>some</b> evidence from the texts to <b>partially</b> support interpretations.</p> <p><b>Basically</b> identify and <b>simplistically</b> analyze the perspectives and/or biases evident in oral texts.</p> <p>Listen to, discuss, <b>make simplistic interpretations</b>, and <b>simplistically</b> evaluate spoken texts in terms of their structure and their social, cultural, political, and historical contexts.</p> <p><b>Simplistically</b> analyze historically significant speeches to find <b>some</b> rhetorical devices and features that make them memorable.</p> <p><b>Partially</b> describe and <b>simplistically</b> analyze potential sources of bias in oral presentations including those that attempt to persuade.</p>	<p><b>Inaccurately</b> identify the purpose of a variety of listening tasks and set goals for specific tasks.</p> <p><b>Ineffectively</b> use evidence from the texts to attempt to support interpretations.</p> <p><b>Attempts to identify</b> and <b>ineffectively</b> analyze the perspectives or biases evident in oral texts.</p> <p>Listen to, discuss, <b>vaguely</b> interpret, and <b>inaccurately</b> evaluate spoken texts in terms of their structure and their social, cultural, political, and historical contexts.</p> <p><b>Vaguely</b> analyze historically significant speeches to find rhetorical devices and features that make them memorable.</p> <p><b>Vaguely</b> describe and <b>inaccurately</b> analyze potential sources of bias in oral presentations.</p>
<p><b>Use of Strategies</b> <b>CR A/B30.3 (b)</b> Select deliberately and use effectively a variety of before (page 27), during (page 28), and after (page 29) strategies to construct and confirm meaning when listening to texts.</p>	<p><b>Skillfully and insightfully</b> select deliberately and use effectively a variety of before, during, and after strategies to construct meaning when listening.</p>	<p>Select deliberately and use effectively a variety of before, during, and after strategies to construct meaning when listening.</p> <p><u>Such as:</u></p>	<p><b>Simplistically</b> select deliberately and use effectively a variety of before, during, and after strategies to construct meaning when listening.</p>	<p><b>Ineffectively</b> select and use a variety of before, during, <b>and/or</b> after strategies to construct meaning when listening.</p> <p><u>Such as:</u></p>

	<p><u>Such as:</u></p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• tap, activate, and build prior knowledge</li> <li>• ask questions</li> <li>• preview text</li> <li>• anticipate message and author's/presenter's intent</li> <li>• predict what text will be about</li> <li>• set purpose</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>• connect and construct meaning</li> <li>• note key ideas and what supports them</li> <li>• construct mental images</li> <li>• make, confirm, and adjust predictions</li> <li>• make, confirm, adjust inferences and draw conclusions</li> <li>• ask questions and self-monitor comprehension</li> <li>• use language and its cues and conventions to infer meaning</li> <li>• adjust rate and/or strategy</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>• recall, paraphrase, summarize, and synthesize</li> <li>• reflect and interpret</li> <li>• evaluate</li> <li>• analyze craft and technique</li> <li>• respond personally</li> <li>• view, listen, read again to deepen understanding and pleasure</li> </ul>	<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• tap, activate, and build prior knowledge</li> <li>• ask questions</li> <li>• preview text</li> <li>• anticipate message and author's/presenter's intent</li> <li>• predict what text will be about</li> <li>• set purpose</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>• connect and construct meaning</li> <li>• note key ideas and what supports them</li> <li>• construct mental images</li> <li>• make, confirm, and adjust predictions</li> <li>• make, confirm, adjust inferences and draw conclusions</li> <li>• ask questions and self-monitor comprehension</li> <li>• use language and its cues and conventions to infer meaning</li> <li>• adjust rate and/or strategy</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>• recall, paraphrase, summarize, and synthesize</li> <li>• reflect and interpret</li> <li>• evaluate</li> <li>• analyze craft and technique</li> <li>• respond personally</li> <li>• view, listen, read again to deepen understanding and pleasure</li> </ul>	<p><u>Such as:</u></p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• tap, activate, and build prior knowledge</li> <li>• ask questions</li> <li>• preview text</li> <li>• anticipate message and author's/presenter's intent</li> <li>• predict what text will be about</li> <li>• set purpose</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>• connect and construct meaning</li> <li>• note key ideas and what supports them</li> <li>• construct mental images</li> <li>• make, confirm, and adjust predictions</li> <li>• make, confirm, adjust inferences and draw conclusions</li> <li>• ask questions and self-monitor comprehension</li> <li>• use language and its cues and conventions to infer meaning</li> <li>• adjust rate and/or strategy</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>• recall, paraphrase, summarize, and synthesize</li> <li>• reflect and interpret</li> <li>• evaluate</li> <li>• analyze craft and technique</li> <li>• respond personally</li> <li>• view, listen, read again to deepen understanding and pleasure</li> </ul>	<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• tap, activate, and build prior knowledge</li> <li>• ask questions</li> <li>• preview text</li> <li>• anticipate message and author's/presenter's intent</li> <li>• predict what text will be about</li> <li>• set purpose</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>• connect and construct meaning</li> <li>• note key ideas and what supports them</li> <li>• construct mental images</li> <li>• make, confirm, and adjust predictions</li> <li>• make, confirm, adjust inferences and draw conclusions</li> <li>• ask questions and self-monitor comprehension</li> <li>• use language and its cues and conventions to infer meaning</li> <li>• adjust rate and/or strategy</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>• recall, paraphrase, summarize, and synthesize</li> <li>• reflect and interpret</li> <li>• evaluate</li> <li>• analyze craft and technique</li> <li>• respond personally</li> <li>• view, listen, read again to deepen understanding and pleasure</li> </ul>
<p><b>Cues and Conventions</b>  <b>CR A30.3 (c)</b>  Use language cues and conventions (page 24) of a variety of informational and literary texts to construct and confirm meaning when listening.</p> <p><b>CR B30.3 (c)</b></p>	<p><b>Skillfully and insightfully</b> use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when listening.</p>	<p>Use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when listening.</p>	<p><b>Simplistically</b> use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when listening.</p>	<p><b>Ineffectively</b> use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when listening.</p>

<p>Use language cues and conventions (page 25) of a variety of informational and literary texts to construct and confirm meaning when listening.</p>				
	<p>Such As:</p> <p><b>Pragmatic</b></p> <ul style="list-style-type: none"> <li>recognize and explain how different purposes and audiences for a text have affected the style and tone of communication used and how an individual dialect(s) varies according to geography and community (A)</li> <li>recognize and comprehend how communication registers and styles are influenced by their geographical, social, and historical contexts (B)</li> <li>the English language is influenced by geography and tradition and is constantly evolving (B)</li> <li>develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles (B)</li> </ul> <p><b>Textual</b></p> <ul style="list-style-type: none"> <li>recognize and explain how texts have been structured so that the progression of ideas is logical and effective (A)</li> <li>identify the characteristics/text features of informational and literary texts, and explain how the features help communicate meaning (A)</li> <li>identify a variety of elements of style in texts, and explain how the elements help communicate meaning and enhance the effectiveness of the texts (A)</li> <li>recognize and comprehend the distinctive features, techniques, and conventions of different contemporary and traditional texts from Western and non-Western traditions (B)</li> </ul> <p><b>Syntactical</b></p> <ul style="list-style-type: none"> <li>recognize and comprehend how texts use sentence variety as an important component of style including length, structure, purpose, and order (A)</li> <li>recognize and comprehend how sentences have been structured to communicate messages and achieve a satisfying stylistic effect in keeping with an intended purpose and audience (B)</li> </ul> <p><b>Semantic/Lexical/Morphological</b></p> <ul style="list-style-type: none"> <li>recognize and comprehend words that have been selected for their shade of meaning and impact (A)</li> <li>recognize and comprehend the emotional appeal and social implications of words chosen to achieve a desired effect within a culture (B)</li> <li>know the meanings of the common Greek and Latin prefixes, suffixes, and roots in the English language (B)</li> <li>recognize the colourful and varied history of English words (B)</li> <li>comprehend analogies (B)</li> </ul> <p><b>Graphophonic</b></p> <ul style="list-style-type: none"> <li>recognize and comprehend words chosen for their Canadian usage and spelling (A)</li> <li>recognize sound patterns including rhyme, rhythm, meter, alliteration, consonance, assonance, sibilance, and repetition (A)</li> <li>recognize and comprehend the different geographical regions pronounce English words differently(B)</li> <li>not the effect of voice production factors including articulation, pronunciation, tone, volume, pitch, pause, stress, and juncture (B)</li> </ul> <p><b>Other Cues and Conventions</b></p> <ul style="list-style-type: none"> <li>recognize and explain how placement, visibility, design, and legibility enhance the appeal and affect the impact and artistry of a message (A)</li> <li>identify and analyze the characteristics and artistry of effective presentations from the Western and non-Western traditions including the forms, elements of style and organization, performance techniques, and use of audio-visual aids (B)</li> </ul>			