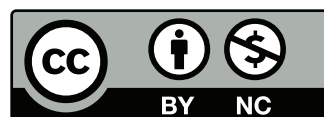
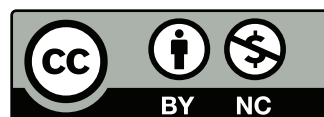


ELA 20 – Representing Rubric Outcomes (Indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p>Context CC 20.1 Create a range of visual and multimedia texts to explore identity, social responsibility and social action.</p>	<p>Skillfully connect ideas, observations, opinions, and emotions to respond to and create texts.</p> <p>Creates insightful, original, and thought-provoking representations to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> • an insightful thesis and logical points to support messages and arguments • thoughtful, appropriate, and convincing details to support thesis • a compelling style, voice, and format appropriate to audience and purpose • unity, coherence, and emphasis in a logical progression and with insightful support for ideas/thesis • strategic, effective, and clear organization patterns • convincing and insightful conclusions 	<p>Connect ideas, observations, opinions, and emotions to respond to and create texts.</p> <p>Creates clear, original, and well-developed representations to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> • a clear thesis and logical points to support messages and arguments • accurate, appropriate, and convincing details to support thesis • a style, voice, and format appropriate to audience and purpose • unity, coherence, and emphasis in a logical progression and with logical support for ideas/thesis • effective and clear organization patterns • valid and justifiable conclusions 	<p>Simplistically connect ideas, observations, opinions, and emotions to respond to and create texts.</p> <p>Creates adequate, predictable, representations to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> • a general thesis and points to support messages and arguments • adequate details to support thesis • a style, voice, and format connected to audience and purpose • basic coherence, progression and support for ideas/thesis • inconsistent organization patterns • general conclusions 	<p>Ineffectively connect ideas, observations, opinions, and/or emotions to respond to and/or create texts.</p> <p>Creates limited and/or unfocused representations to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> • a vague thesis and limited points to support messages and arguments • limited details generally related to thesis • a style, voice, and format inconsistent or appropriate to audience and purpose • limited coherence, and unclear ideas • limited organization • vague conclusions
<p>Message CC20.2 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>Thoughtfully create and skillfully present visual and multimedia presentations that:</p> <ul style="list-style-type: none"> • exhibit logical structures appropriate to audience, purpose, and context • have a central foci and strong messages • organize ideas in a logical and appropriate sequence • include smooth transitions • 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 • provide logical and convincing conclusions. 	<p>Create and present visual and multimedia presentations that:</p> <ul style="list-style-type: none"> • exhibit logical structures appropriate to audience, purpose, and context • have a central foci and strong messages • organize ideas in a logical and appropriate sequence • include smooth transitions • 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 • provide logical and convincing conclusions. 	<p>Simplistically create and basically present visual and multimedia presentations that may:</p> <ul style="list-style-type: none"> • exhibit logical structures appropriate to audience, purpose, and context • have a central foci and strong messages • organize ideas in a logical and appropriate sequence • include smooth transitions • 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 • provide logical and convincing conclusions. 	<p>Inadequately create and ineffectively present visual and multimedia presentations that may:</p> <ul style="list-style-type: none"> • exhibit logical structures appropriate to audience, purpose, and context • have a central foci and strong messages • organize ideas in a logical and appropriate sequence • include smooth transitions • 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 • provide logical and convincing conclusions.



<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"> • obtain pertinent information from interviewee • prepare questions that explore the character and his/her conflicts • ask relevant and open-ended questions • reflect tactful wording. <p>Role-play:</p> <ul style="list-style-type: none"> • analyze situations and character from a scene, event, or story • interview and stay in character • bring the literary character to life. 	<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"> • obtain new and enlightening information from interviewee • prepare probing and insightful questions that explore the character and his/her conflicts • ask intriguing and open-ended questions • reflect insightful and tactful wording. <p>Role-play:</p> <ul style="list-style-type: none"> • analyze situations and offer insight into the character from a scene, event, or story • interview and stay in character • bring the literary character to life. 	<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"> • obtain pertinent information from interviewee • prepare questions that explore the character and his/her conflicts • ask relevant and open-ended questions • reflect tactful wording. <p>Role-play:</p> <ul style="list-style-type: none"> • analyze situations and character from a scene, event, or story • interview and stay in character • bring the literary character to life. 	<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"> • obtain predictable information from interviewee • prepare simple questions that somewhat relate to his/her conflict • ask predictable questions with some open-ended questions • reflect appropriate wording. <p>Role-play:</p> <ul style="list-style-type: none"> • Describes situations and character from a scene, event, or story • interview and stay in character most of the time • Attempts to bring the literary character to life. 	<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"> • obtain trite information from interviewee • prepare irrelevant questions for character and his/her conflicts • ask irrelevant questions • reflect inappropriate wording. <p>Role-play:</p> <ul style="list-style-type: none"> • Briefly refer to situations and character from a scene, event, or story • Weak interview and unconvincing role play • Inadequately brings the literary character to life.
<p>Use of Strategies CC20.2 (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>Skillfully and insightfully 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>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) • confer with others • reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies • experiment with communication features and techniques 	<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>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) • confer with others • reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies • experiment with communication features and techniques 	<p>Simplistically 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>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) • confer with others • reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies • experiment with communication features and techniques 	<p>Ineffectively 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>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) • 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 • 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 • share final product, reflect, and consider feedback 	<p>After</p> <ul style="list-style-type: none"> • revise for content and meaning • revise for organization • 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 • share final product, reflect, and consider feedback 	<p>After</p> <ul style="list-style-type: none"> • revise for content and meaning • revise for organization • 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 • share final product, reflect, and consider feedback 	<p>After</p> <ul style="list-style-type: none"> • revise for content and meaning • revise for organization • 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 • share final product, reflect, and consider feedback
<p>Cues and Conventions CC20.2 (c) Understand and apply the language cues and conventions (page 17) to construct and communicate meaning when representing.</p>	<p>Skillfully and insightfully 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>Simplistically understand and apply the language cues and conventions to construct and communicate meaning when representing.</p>	<p>Ineffectively understand and apply the language cues and conventions to construct and communicate meaning when representing.</p>
	<p>Such As:</p> <p>Pragmatics</p> <ul style="list-style-type: none"> • select and use language and language registers to build and maintain collaborative relationships • select and use the conventional and formal registers when required • avoid colloquialisms, slang, euphemisms, clichés, and abuses unless used to enhance text <p>Textual</p> <ul style="list-style-type: none"> • create texts with clear and coherent organization including effective beginning, supporting middles, and smooth and logical endings <p>Syntactical</p> <ul style="list-style-type: none"> • create and use clear and varied sentences that link ideas logically • use active voice and appropriate punctuation • recognize and avoid using sentence fragments, run-ons, misplaced qualifiers, excessive co-ordination, and faulty subordination in formal communication <p>Semantic/Lexical/Morphological</p> <ul style="list-style-type: none"> • select and use words that are clear, fresh, economical, and alive <p>Graphophonic</p> <ul style="list-style-type: none"> • know and apply Canadian spelling patterns and conventions for familiar and new vocabulary <p>Other Cues and Conventions</p> <ul style="list-style-type: none"> • 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. 			

