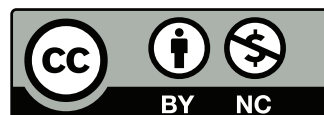


ELA 20 – Speaking Rubric	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p>Context CC 20.1 Create a range oral texts to explore identity, social responsibility and social action.</p>	<p>Create insightful, original, and thought-provoking written texts to explore identity, social responsibility 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>Create clear, original, and well-developed written texts 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>Create adequate, predictable, written texts 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>Create limited and/or unfocused written texts 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 CC20.3 Speak to present ideas and information appropriately in informal (including discussions and collaborative work) and formal (including an interview, a dramatic reading, and introducing and thanking a speaker) situations.</p> <p>d) Prepare and present oral presentations.</p> <p>e) Prepare and present an interview (real or imagined) with an important person from history (First Nations, Métis, Saskatchewan, Canadian, or international) that:</p>	<p>Compellingly prepare and present oral presentations that:</p> <ul style="list-style-type: none"> exhibit an explicit structure appropriate to the context, audience, and purpose perceptively group related ideas and maintain a consistent focus include precise transitions support judgments with insightful evidence and well-chosen details makes innovative use of rhetorical devices provide a comprehensive conclusion employ engaging eye contact (cognizant of cultural variations and norms), speaking rate, volume, enunciation, inflection and gestures to communicate ideas persuasively. <p>Prepare and present an interview (real or imagined) that:</p> <ol style="list-style-type: none"> Shows evidence of in-depth background research before the interview Includes much evidence of pre-planning (including thoughtful questions) about how to begin the interview, the purpose, facts that will be used in middle, and what might be used to conclude the interview Uses thoughtfully prepared open-ended questions that require more than yes/no answers Skillfully allows the character to speak in his/her true voice. 	<p>Prepare and present oral presentations that:</p> <ul style="list-style-type: none"> exhibit a structure appropriate to the context, audience, and purpose group related ideas and maintain a consistent focus include smooth transitions support judgments with sound evidence and well-chosen details make skillful use of rhetorical devices provide a coherent conclusion employ appropriate eye contact (cognizant of cultural variations and norms), speaking rate, volume, enunciation, inflection and gestures to communicate ideas effectively. <p>Prepare and present an interview (real or imagined) that:</p> <ol style="list-style-type: none"> shows evidence of background research before the interview includes evidence of pre-planning (including thoughtful questions) about how to begin the interview, the purpose, facts that will be used in middle, and what might be used to conclude the interview asks open-ended questions that require more than yes/no answers asks about the person’s place in history, as well as his/her successes and failures let’s the character speak in his/her true voice. 	<p>Simplistically prepare and present oral presentations that:</p> <ul style="list-style-type: none"> exhibits a weak structure to the context, audience, and purpose group related ideas and maintain an inconsistent focus include basic transitions support judgments with basic evidence and details make basic use of rhetorical devices provide a basic conclusion employ basic eye contact (cognizant of cultural variations and norms), speaking rate, volume, enunciation, inflection and gestures to communicate ideas. <p>Prepare and present an interview (real or imagined) that:</p> <ol style="list-style-type: none"> shows evidence of partial background research before the interview includes some evidence of pre-planning (including thoughtful questions) about how to begin the interview, the purpose, facts that will be used in middle, and what might be used to conclude the interview Asks some open-ended questions that elicit little more than a limited response asks about the person’s place in history, as well as his/her successes and failures Ignores the character’s true voice. 	<p>Inadequately prepare and present oral presentations that:</p> <ul style="list-style-type: none"> exhibits a disconnected structure to the context, audience, and purpose group unrelated ideas and/or has a confusing focus insufficient transitions support judgments with undeveloped evidence and insufficient details make ineffective use of rhetorical devices provide a vague conclusion employ ineffective eye contact (cognizant of cultural variations and norms), speaking rate, volume, enunciation, inflection and gestures. <p>Prepare and present an interview (real or imagined) that:</p> <ol style="list-style-type: none"> shows evidence of minimal background research before the interview includes little evidence of pre-planning (including thoughtful questions) about how to begin the interview, the purpose, facts that will be used in middle, and what might be used to conclude the interview Asks questions that require yes/no answers asks about the person’s place in history, as well as his/her successes and failures Replaces the character’s true voice



<p>f) Introduce and thank a speaker</p> <p>g) Present a dramatic reading</p>	<p>Introduce and thank a speaker and:</p> <p>e. Include an detailed sketch of the speaker's life, activities, interests, and job/occupation as they relate to the speech topic</p> <p>f. Provide insightful information in a clearly organized manner</p> <p>g. Proficiently outlines particular talents or experiences that would be of interest to the audience</p> <p>h. Effectively uses precise language, clarity, tone, and volume, and maintains effective postures</p> <p>Prepare and rehearse to enhance dramatic reading:</p> <ul style="list-style-type: none"> • Compelling and strategically introduce the text by telling the title, the type of text, who wrote it, and when, as well as engaging details about the life and times of the author • make a purposeful and efficient statement of the theme and why the text was chosen • Innovatively bring the text to life with expression and vigour, strategically using vocal interpretation • and appropriate gestures, to make the author's intended meaning, feeling, and mood clear. 	<p>Introduce and thank a speaker and:</p> <p>n. include a sketch of the speaker's life, activities, interests, and job/occupation as they relate to the speech topic</p> <p>o. provide appropriate information in a clearly organized manner</p> <p>p. mention particular talents or experiences that would be of interest to the audience</p> <p>q. use suitable language, clarity, tone, and volume, and maintains effective postures.</p> <p>Present a dramatic reading and:</p> <ul style="list-style-type: none"> • prepare and rehearse thoroughly • introduce the text by telling the title, the type of text, who wrote it, and when, as well as something about the life and times of the author • make a brief statement of the theme and why the text was chosen • bring the text to life with expression and vigour, using vocal interpretation • and appropriate gestures, to make the authors intended meaning, feeling, or mood clear 	<p>Introduce and thank a speaker and:</p> <p>w. include a sketch of the speaker's life, activities, interests, and job/occupation as they relate to the speech topic</p> <p>x. Provide partial information in a clearly organized manner</p> <p>y. Mentions a limited number of particular talents or experiences that would be of interest to the audience</p> <p>z. Partially use suitable language, clarity, tone, and volume, and maintains effective postures.</p> <p>Present a dramatic reading:</p> <ul style="list-style-type: none"> • Some preparation and rehearsal is evident • Partially introduce the text by telling the title, the type of text, who wrote it, and when, as well as something about the life and times of the author (missing one or two elements) • make a brief statement of the theme and/or why the text was chosen • Attempts to bring the text to life with some expression and vigour, inconsistent vocal interpretation and gestures, to make the authors intended meaning, feeling, or mood clear 	<p>Introduce and thank a speaker and:</p> <p>ff. include a sketch of the speaker's life, activities, interests, and job/occupation as they relate to the speech topic</p> <p>gg. Provide marginal amount of information in a clearly organized manner</p> <p>hh. Ignores particular talents or experiences that would be of interest to the audience</p> <p>ii. Uses inappropriate language, clarity, tone, and volume, and maintains effective postures.</p> <p>Present a dramatic reading:</p> <ul style="list-style-type: none"> • Inadequate preparation and rehearsal • Partially introduce the text by telling the title, the type of text, who wrote it, and when, as well as something about the life and times of the author (missing three or more elements) • make a brief and ineffective statement about the text • Unconvincingly bring the text to life ,with ineffective use of vocal interpretation • and gestures making the author's meaning unclear.
<p>Use of Strategies CC20.3 (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 speaking.</p>	<p>Skillfully and insightfully select, use, and evaluate critically a variety of before, during, and after strategies to construct and communicate meaning when speaking.</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>Select, use, and evaluate critically a variety of before, during, and after strategies to construct and communicate meaning when speaking.</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>Simplistically select, use, and evaluate critically a variety of before, during, and after strategies to construct and communicate meaning when speaking.</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>Ineffectively select, use, and evaluate critically a variety of before, during, and after strategies to construct and communicate meaning when speaking.</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>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>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>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>Cues and Conventions CC20.3 (c) Understand and apply the language cues and conventions (page 17) to construct and communicate meaning when speaking.</p>	<p>Skillfully and insightfully understand and apply the language cues and conventions to construct and communicate meaning when writing.</p>	<p>Understand and apply the language cues and conventions to construct and communicate meaning when writing.</p>	<p>Simplistically understand and apply the language cues and conventions to construct and communicate meaning when writing.</p>	<p>Ineffectively understand and apply the language cues and conventions to construct and communicate meaning when writing.</p>
	<p>Such As:</p> <p>Pragmatic</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 abusages 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. 			

