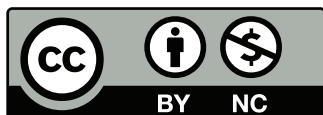
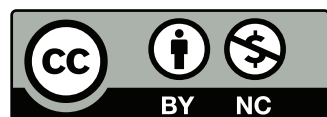


ELA 30A/B – Speaking Rubric Outcomes (indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p>Context CC A30.1 Create oral texts that explore: identity, social responsibility, and social action.</p>	<p>Create insightful, original, and thought-provoking oral texts to explore identity, 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 oral 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, oral 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 oral 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 oral texts that explore: identity, social responsibility, and social action.</p>	<p>Skillfully develop and insightfully articulate 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 articulate 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 articulate 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 articulate 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 A30.3 Present and express a range of ideas and information, for differing audiences and purposes, in formal situations including :</p> <ul style="list-style-type: none"> • a panel presentation • a business or community meeting <p>informal situations including:</p> <ul style="list-style-type: none"> • discussions and collaborative work situations 	<p>Create and present engaging oral presentations:</p> <ul style="list-style-type: none"> • employ and exhibit a logical structure appropriate to the context, audience, and purpose • group related ideas and maintain a consistent focus • includes smooth transitions • support judgements with sound evidence and well-chosen details • makes skillfully use of rhetorical devices • provide coherent conclusions • employ appropriate eye contact, speaking rate, volume, enunciation, inflection, and gestures to communicate ideas. 	<p>Create and present oral presentations:</p> <ul style="list-style-type: none"> • employ and exhibit a logical structure appropriate to the context, audience, and purpose • group related ideas and maintain a consistent focus • includes smooth transitions • support judgements with sound evidence and well-chosen details • makes skillfully use of rhetorical devices • provide coherent conclusions • employ appropriate eye contact, speaking rate, volume, enunciation, inflection, and gestures to communicate ideas. 	<p>Create and present simplistic oral presentations:</p> <ul style="list-style-type: none"> • employ and exhibit a structure appropriate to the context, audience, or purpose • group related ideas and maintain a focus • includes transitions • support judgements with evidence and details • makes use of rhetorical devices • provide conclusions • employ eye contact, speaking rate, volume, enunciation, inflection, and gestures. 	<p>Create and present ineffective presentations:</p> <ul style="list-style-type: none"> • employ structure • maintain at focus • support judgements with evidence or details • provide conclusions • employ eye contact, speaking rate, volume, enunciation, inflection, and/or gestures.
<p>CC B30.3 Create and defend an informed critical response to a global issue in formal situations including:</p> <ul style="list-style-type: none"> • a workshop presentation, • a debate, and • an oral reading of poetry or a prose passage related to the issue <p>informal situations including:</p> <ul style="list-style-type: none"> • discussion and collaborative group work 	<p>Create and present engaging oral presentations:</p> <ul style="list-style-type: none"> • communicate orally in a clear, coherent manner, using a structure and style appropriate for a variety of purposes, subject matters, and intended audiences • employ a logical structure appropriate to the context, audience, and purpose • group related ideas and maintain a consistent focus • include smooth transitions • support judgements with sound evidence and well-chosen details • make skillful use of rhetorical devices • provide engaging introductions and coherent conclusions • identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them 	<p>Create and present oral presentations:</p> <ul style="list-style-type: none"> • communicate orally in a clear, coherent manner, using a structure and style appropriate for a variety of purposes, subject matters, and intended audiences • employ a logical structure appropriate to the context, audience, and purpose • group related ideas and maintain a consistent focus • Include smooth transitions • support judgements with sound evidence and well-chosen details • make skillful use of rhetorical devices • provide engaging introductions and coherent conclusions • identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them 	<p>Create and present simplistic oral presentations:</p> <ul style="list-style-type: none"> • communicate orally using a structure and style appropriate for a variety of purposes, subject matters, and/or intended audiences • employ a structure appropriate to the context, audience, and/or purpose • group related ideas and maintain a focus • include transitions • support judgements with evidence and details • make use of rhetorical devices • provide introductions and conclusions • identify a vocal strategy, such as: tone, pace, pitch, and volume, and use it appropriately • identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them to help convey meaning • recognize and adjust oral presentation in keeping 	<p>Create and present ineffective oral presentations:</p> <ul style="list-style-type: none"> • communicate orally for a variety of purposes, subject matters, or intended audiences • employ a structure • maintain a focus • support judgements with evidence or details • provide introductions and conclusions • identify a variety of vocal strategies, including tone, pace, pitch, and volume • identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them.



	<p>appropriately and with sensitivity to audience needs and cultural differences</p> <ul style="list-style-type: none"> • identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them appropriately to help convey meaning and sensitivity to audience needs and cultural differences • recognize and adjust oral presentation in keeping with purpose, audience needs, and individual cultural and linguistic background. 	<p>appropriately and with sensitivity to audience needs and cultural differences</p> <ul style="list-style-type: none"> • identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them appropriately to help convey meaning and sensitivity to audience needs and cultural differences • recognize and adjust oral presentation in keeping with purpose, audience needs, and individual cultural and linguistic background. 	<p>with purpose, audience needs, or individual cultural and linguistic background.</p>	
<p>Use of Strategies CC A/B30.3 (b) Select, use, and evaluate deliberately a wide variety of before (page 31), during (page 32), and after (page 33) strategies to construct and communicate meaning when speaking.</p>	<p>Skillfully and insightfully select, use, and evaluate deliberately 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) • 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 • 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>Select, use, and evaluate deliberately 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) • 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 • 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>Simplistically select, use, and evaluate deliberately 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) • 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 • 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>Ineffectively select, use, and evaluate deliberately 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) • 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 • 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 A30.3 (c) Apply accurately and effectively the language cues and conventions (page 24) to construct and communicate meaning when speaking.</p> <p>CC B20.3 (c) Apply accurately and effectively the language cues and conventions (page 25) to construct and communicate meaning when speaking.</p>	Apply skillfully, insightfully , and effectively the language cues and conventions to construct and communicate meaning when speaking.	Apply accurately and effectively the language cues and conventions to construct and communicate meaning when speaking.	Simplistically apply accurately and effectively the language cues and conventions) to construct and communicate meaning when speaking.	Ineffectively apply the language cues and conventions to construct and communicate meaning when speaking.
	<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) <p>Other Cues and Conventions</p> <ul style="list-style-type: none"> • 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) 			

