

ELA 20 – Speaking Rubric	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p><b>Context</b>  <b>CC 20.1</b> Create a range oral texts to explore identity, social responsibility and social action.</p>	<p>Create <b>insightful, original, and thought-provoking</b> written texts to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> <li>• an <b>insightful</b> thesis and <b>logical</b> points to support messages and arguments</li> <li>• <b>thoughtful, appropriate, and convincing</b> details to support thesis</li> <li>• a <b>compelling</b> style, voice, and format appropriate to audience and purpose</li> <li>• <b>unity, coherence, and emphasis</b> in a <b>logical</b> progression and with <b>insightful</b> support for ideas/thesis</li> <li>• <b>strategic, effective, and clear</b> organization patterns</li> <li>• <b>convincing and insightful</b> conclusions</li> </ul>	<p>Create <b>clear, original, and well-developed</b> written texts to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> <li>• a <b>clear</b> thesis and <b>logical</b> points to support messages and arguments</li> <li>• <b>accurate, appropriate, and convincing</b> details to support thesis</li> <li>• a style, voice, and format <b>appropriate</b> to audience and purpose</li> <li>• <b>unity, coherence, and emphasis</b> in a <b>logical</b> progression and with <b>logical</b> support for ideas/thesis</li> <li>• <b>effective and clear</b> organization patterns</li> <li>• <b>valid and justifiable</b> conclusions</li> </ul>	<p>Create <b>adequate, predictable,</b> written texts to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> <li>• a <b>general</b> thesis and points to support messages and arguments</li> <li>• <b>adequate</b> details to support thesis</li> <li>• a style, voice, and format <b>connected</b> to audience and purpose</li> <li>• <b>basic</b> coherence, progression and support for ideas/thesis</li> <li>• <b>inconsistent</b> organization patterns</li> <li>• <b>general</b> conclusions</li> </ul>	<p>Create <b>limited and/or unfocused</b> written texts to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> <li>• a <b>vague</b> thesis and <b>limited</b> points to support messages and arguments</li> <li>• <b>limited</b> details <b>generally</b> related to thesis</li> <li>• a style, voice, and format <b>inconsistent or appropriate</b> to audience and purpose</li> <li>• <b>limited</b> coherence, and <b>unclear</b> ideas</li> <li>• <b>limited</b> organization</li> <li>• <b>vague</b> conclusions</li> </ul>
<p><b>Message</b>  <b>CC20.3</b>  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><b>Compellingly</b> prepare and present oral presentations that:</p> <ul style="list-style-type: none"> <li>• exhibit an <b>explicit</b> structure appropriate to the context, audience, and purpose</li> <li>• <b>perceptively</b> group related ideas and maintain a consistent focus</li> <li>• include <b>precise</b> transitions</li> <li>• support judgments with <b>insightful</b> evidence and well-chosen details</li> <li>• makes <b>innovative</b> use of rhetorical devices</li> <li>• provide a <b>comprehensive</b> conclusion</li> <li>• employ <b>engaging</b> eye contact (cognizant of cultural variations and norms), speaking rate, volume, enunciation, inflection and gestures to communicate ideas <b>persuasively</b>.</li> </ul> <p><b>Prepare and present an interview (real or imagined) that:</b></p> <ol style="list-style-type: none"> <li>Shows evidence of <b>in-depth</b> background research before the interview</li> <li>Includes <b>much</b> 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</li> <li><b>Uses thoughtfully prepared</b> open-ended questions that require more than yes/no answers</li> <li><b>Skillfully allows</b> the character to speak in his/her true voice.</li> </ol>	<p>Prepare and present oral presentations that:</p> <ul style="list-style-type: none"> <li>• exhibit a structure appropriate to the context, audience, and purpose</li> <li>• group related ideas and maintain a consistent focus</li> <li>• include smooth transitions</li> <li>• support judgments with sound evidence and well-chosen details</li> <li>• make skillful use of rhetorical devices</li> <li>• provide a coherent conclusion</li> <li>• employ appropriate eye contact (cognizant of cultural variations and norms), speaking rate, volume, enunciation, inflection and gestures to communicate ideas effectively.</li> </ul> <p><b>Prepare and present an interview (real or imagined) that:</b></p> <ol style="list-style-type: none"> <li>shows evidence of background research before the interview</li> <li>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</li> <li>asks open-ended questions that require more than yes/no answers</li> <li>asks about the person’s place in history, as well as his/her successes and failures</li> <li>let’s the character speak in his/her true voice.</li> </ol>	<p><b>Simplistically</b> prepare and present oral presentations that:</p> <ul style="list-style-type: none"> <li>• exhibits a <b>weak</b> structure to the context, audience, and purpose</li> <li>• group related ideas and maintain an <b>inconsistent</b> focus</li> <li>• include <b>basic</b> transitions</li> <li>• support judgments with <b>basic</b> evidence and details</li> <li>• make <b>basic</b> use of rhetorical devices</li> <li>• provide a <b>basic</b> conclusion</li> <li>• employ <b>basic</b> eye contact (cognizant of cultural variations and norms), speaking rate, volume, enunciation, inflection and gestures to communicate ideas.</li> </ul> <p><b>Prepare and present an interview (real or imagined) that:</b></p> <ol style="list-style-type: none"> <li>shows evidence of <b>partial</b> background research before the interview</li> <li>includes <b>some</b> 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</li> <li>Asks <b>some</b> open-ended questions that <b>elicit little more</b> than a limited response</li> <li>asks about the person’s place in history, as well as his/her successes and failures</li> <li><b>Ignores</b> the character’s true voice.</li> </ol>	<p><b>Inadequately</b> prepare and present oral presentations that:</p> <ul style="list-style-type: none"> <li>• exhibits a <b>disconnected</b> structure to the context, audience, and purpose</li> <li>• group <b>unrelated</b> ideas and/or has a <b>confusing</b> focus</li> <li>• <b>insufficient</b> transitions</li> <li>• support judgments with <b>undeveloped</b> evidence and <b>insufficient</b> details</li> <li>• make <b>ineffective</b> use of rhetorical devices</li> <li>• provide a <b>vague</b> conclusion</li> <li>• employ <b>ineffective</b> eye contact (cognizant of cultural variations and norms), speaking rate, volume, enunciation, inflection and gestures.</li> </ul> <p><b>Prepare and present an interview (real or imagined) that:</b></p> <ol style="list-style-type: none"> <li>shows evidence of <b>minimal</b> background research before the interview</li> <li>includes <b>little</b> 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</li> <li>Asks questions that require yes/no answers</li> <li>asks about the person’s place in history, as well as his/her successes and failures</li> <li><b>Replaces</b> the character’s true voice</li> </ol>

<p>f) Introduce and thank a speaker</p> <p>g) Present a dramatic reading</p>	<p><b>Introduce and thank a speaker and:</b></p> <p>e. Include an <b>detailed</b> sketch of the speaker's life, activities, interests, and job/occupation as they relate to the speech topic</p> <p>f. Provide <b>insightful</b> information in a clearly organized manner</p> <p>g. <b>Proficiently outlines</b> particular talents or experiences that would be of interest to the audience</p> <p>h. <b>Effectively uses precise</b> 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"> <li>• 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</li> <li>• make a purposeful and efficient statement of the theme and why the text was chosen</li> <li>• Innovatively bring the text to life with expression and vigour, strategically using vocal interpretation</li> <li>• and appropriate gestures, to make the author's intended meaning, feeling, and mood clear.</li> </ul>	<p><b>Introduce and thank a speaker and:</b></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"> <li>• prepare and rehearse thoroughly</li> <li>• 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</li> <li>• make a brief statement of the theme and why the text was chosen</li> <li>• bring the text to life with expression and vigour, using vocal interpretation</li> <li>• and appropriate gestures, to make the authors intended meaning, feeling, or mood clear</li> </ul>	<p><b>Introduce and thank a speaker and:</b></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 <b>partial</b> information in a clearly organized manner</p> <p>y. Mentions a <b>limited number of</b> particular talents or experiences that would be of interest to the audience</p> <p>z. <b>Partially</b> use suitable language, clarity, tone, and volume, and maintains effective postures.</p> <p>Present a dramatic reading:</p> <ul style="list-style-type: none"> <li>• Some preparation and rehearsal is evident</li> <li>• 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)</li> <li>• make a brief statement of the theme and/or why the text was chosen</li> <li>• 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</li> </ul>	<p><b>Introduce and thank a speaker and:</b></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 <b>marginal amount of</b> information in a clearly organized manner</p> <p>hh. <b>Ignores</b> particular talents or experiences that would be of interest to the audience</p> <p>ii. Uses <b>inappropriate</b> language, clarity, tone, and volume, and maintains effective postures.</p> <p>Present a dramatic reading:</p> <ul style="list-style-type: none"> <li>• Inadequate preparation and rehearsal</li> <li>• 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)</li> <li>• make a brief and ineffective statement about the text</li> <li>• Unconvincingly bring the text to life ,with ineffective use of vocal interpretation</li> <li>• and gestures making the author's meaning unclear.</li> </ul>
<p><b>Use of Strategies</b> <b>CC20.3 (b)</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><b>Skillfully and insightfully</b> 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><b>Before</b></p> <ul style="list-style-type: none"> <li>• consider prompts or find a topic and activate prior knowledge</li> <li>• consider audience and purpose</li> <li>• consider and generate specific ideas and information</li> <li>• consider and choose/adapt possible form</li> <li>• collect and focus ideas and information</li> <li>• plan and organize ideas for drafting</li> <li>• consider qualities of effective communication and the language to use</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>• create draft(s) and experiment with possible product(s)</li> <li>• confer with others</li> <li>• reflect, clarify, self-monitor, self-correct,</li> </ul>	<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><b>Before</b></p> <ul style="list-style-type: none"> <li>• consider prompts or find a topic and activate prior knowledge</li> <li>• consider audience and purpose</li> <li>• consider and generate specific ideas and information</li> <li>• consider and choose/adapt possible form</li> <li>• collect and focus ideas and information</li> <li>• plan and organize ideas for drafting</li> <li>• consider qualities of effective communication and the language to use</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>• create draft(s) and experiment with possible product(s)</li> <li>• confer with others</li> <li>• reflect, clarify, self-monitor, self-correct,</li> </ul>	<p><b>Simplistically</b> 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><b>Before</b></p> <ul style="list-style-type: none"> <li>• consider prompts or find a topic and activate prior knowledge</li> <li>• consider audience and purpose</li> <li>• consider and generate specific ideas and information</li> <li>• consider and choose/adapt possible form</li> <li>• collect and focus ideas and information</li> <li>• plan and organize ideas for drafting</li> <li>• consider qualities of effective communication and the language to use</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>• create draft(s) and experiment with possible product(s)</li> <li>• confer with others</li> <li>• reflect, clarify, self-monitor, self-correct,</li> </ul>	<p><b>Ineffectively</b> 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><b>Before</b></p> <ul style="list-style-type: none"> <li>• consider prompts or find a topic and activate prior knowledge</li> <li>• consider audience and purpose</li> <li>• consider and generate specific ideas and information</li> <li>• consider and choose/adapt possible form</li> <li>• collect and focus ideas and information</li> <li>• plan and organize ideas for drafting</li> <li>• consider qualities of effective communication and the language to use</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>• create draft(s) and experiment with possible product(s)</li> <li>• confer with others</li> </ul>

	<ul style="list-style-type: none"> <li>and use a variety of fix-up strategies</li> <li>experiment with communication features and techniques</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>revise for content and meaning</li> <li>revise for organization</li> <li>revise for sentence structure and flow</li> <li>revise for word choice, spelling, and usage</li> <li>proofread and review for mechanics and appearance</li> <li>confer with peers, teacher, or other</li> <li>polish, practice, and decide how the work will be shared</li> <li>share final product, reflect, and consider feedback</li> </ul>	<ul style="list-style-type: none"> <li>and use a variety of fix-up strategies</li> <li>experiment with communication features and techniques</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>revise for content and meaning</li> <li>revise for organization</li> <li>revise for sentence structure and flow</li> <li>revise for word choice, spelling, and usage</li> <li>proofread and review for mechanics and appearance</li> <li>confer with peers, teacher, or other</li> <li>polish, practice, and decide how the work will be shared</li> <li>share final product, reflect, and consider feedback</li> </ul>	<ul style="list-style-type: none"> <li>and use a variety of fix-up strategies</li> <li>experiment with communication features and techniques</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>revise for content and meaning</li> <li>revise for organization</li> <li>revise for sentence structure and flow</li> <li>revise for word choice, spelling, and usage</li> <li>proofread and review for mechanics and appearance</li> <li>confer with peers, teacher, or other</li> <li>polish, practice, and decide how the work will be shared</li> <li>share final product, reflect, and consider feedback</li> </ul>	<ul style="list-style-type: none"> <li>reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies</li> <li>experiment with communication features and techniques</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>revise for content and meaning</li> <li>revise for organization</li> <li>revise for sentence structure and flow</li> <li>revise for word choice, spelling, and usage</li> <li>proofread and review for mechanics and appearance</li> <li>confer with peers, teacher, or other</li> <li>polish, practice, and decide how the work will be shared</li> <li>share final product, reflect, and consider feedback</li> </ul>
<p><b>Cues and Conventions</b>  <b>CC20.3 (c)</b>  Understand and apply the language cues and conventions (page 17) to construct and communicate meaning when speaking.</p>	<p><b>Skillfully and insightfully</b> 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><b>Simplistically</b> understand and apply the language cues and conventions to construct and communicate meaning when writing.</p>	<p><b>Ineffectively</b> understand and apply the language cues and conventions to construct and communicate meaning when writing.</p>
	<p><b>Such As:</b></p> <p><b>Pragmatic</b></p> <ul style="list-style-type: none"> <li>select and use language and language registers to build and maintain collaborative relationships</li> <li>select and use the conventional and formal registers when required</li> <li>avoid colloquialisms, slang, euphemisms, clichés, and abuses unless used to enhance text</li> </ul> <p><b>Textual</b></p> <ul style="list-style-type: none"> <li>create texts with clear and coherent organization including effective beginning, supporting middles, and smooth and logical endings</li> </ul> <p><b>Syntactical</b></p> <ul style="list-style-type: none"> <li>create and use clear and varied sentences that link ideas logically</li> <li>use active voice and appropriate punctuation</li> <li>recognize and avoid using sentence fragments, run-ons, misplaced qualifiers, excessive co-ordination, and faulty subordination in formal communication</li> </ul> <p><b>Semantic/Lexical/Morphological</b></p> <ul style="list-style-type: none"> <li>select and use words that are clear, fresh, economical, and alive</li> </ul> <p><b>Graphophonic</b></p> <ul style="list-style-type: none"> <li>know and apply Canadian spelling patterns and conventions for familiar and new vocabulary</li> </ul> <p><b>Other Cues and Conventions</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>			