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| **ELA 20 – Representing Rubric**  **Outcomes** (Indicators) | **4 – Mastery** | **3 – Proficient** | **2 – Approaching** | **1 – Beginning** |
| **Context**  **CC 20.1**  Create a range of visual and multimedia texts to explore identity, social responsibility and social action. | **Skillfully** connect ideas, observations, opinions, and emotions to respond to and create texts.  Creates **insightful, original**, and **thought-provoking** representations to explore identity, social responsibility and social action. These texts include:   * an **insightful** thesis and **logical** points to support messages and arguments * **thoughtful, appropriate,** and **convincing** details to support thesis * a **compelling** style, voice, and formatappropriate 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 | Connect ideas, observations, opinions, and emotions to respond to and create texts.  Creates **clear, original**, and **well-developed** representations to explore identity, social responsibility and social action. These texts include:   * 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 | **Simplistically** connect ideas, observations, opinions, and emotions to respond to and create texts.  Creates **adequate, predictable**, representations to explore identity, social responsibility and social action. These texts include:   * 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 | **Ineffectively** connect ideas, observations, opinions, **and/or** emotions to respond to **and/or** create texts.  Creates **limited and/or unfocussed** representations to explore identity, social responsibility and social action. These texts include:   * 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 |
| **Cues and Conventions**  **CC20.2 (c)**  Understand and apply the language cues and conventions (page 17) to construct and communicate meaning when representing. | **Skillfully and insightfully** understand and apply the language cues and conventions to construct and communicate meaning when representing. | Understand and apply the language cues and conventions to construct and communicate meaning when representing. | **Simplistically** understand and apply the language cues and conventions to construct and communicate meaning when representing. | **Ineffectively** understand and apply the language cues and conventions to construct and communicate meaning when representing. |

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| **Such As:**  **Pragmatics**   * 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   **Textual**   * create texts with clear and coherent organization including effective beginning, supporting middles, and smooth and logical endings   **Syntactical**   * 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   **Semantic/Lexical/Morphological**   * select and use words that are clear, fresh, economical, and alive   **Graphophonic**   * know and apply Canadian spelling patterns and conventions for familiar and new vocabulary   **Other Cues and Conventions**   * 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. |

This project will be marked out of 8 (4 marks per category).