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