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| ENGLISH LANGUAGE ARTS 9 – COMPREHEND AND RESPOND RUBRIC |
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| 1 – Not Yet (No Evidence)Assignment submitted, but I do not know what I’m doing. | **2 – Beginning** **(Little Evidence)**With help, I understand parts of the simpler ideas and do a few of the simpler skills. | **3 – Partially Meeting (Partial Evidence)**I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills. | **4 – Meeting (Sufficient Evidence)**I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome. | **5 – Excels** **(Extensive Evidence)**I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class. |
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| CR9.2I can choose and use appropriate strategies to make meaning. | *Before, especially formulating focus questions.* | I have trouble creating/I did not create questions for viewing, listening, and reading with or without help.I do not use before reading strategies (or use inappropriate strategies) to make meaning. | I can create questions for viewing, listening and reading with help.I use a few before reading strategies with help to make meaning. | I can create questions to focus my viewing, listening and reading with support in the form of prompts.I use a few before reading strategies to make meaning. | I can create questions to focus my viewing, listening and reading.I use a variety of before reading strategies to make meaning. | I can create questions to focus my viewing, listening and reading and to extend my understanding.I use a wide variety of before reading strategies according to my purpose for reading to make meaning. |
| *During, especially adjusting reading rate.* | I cannot adjust my rate or strategy, with or without help.I do not use during reading strategies (or use inappropriate strategies) to make meaning. | I can adjust my rate or strategy with help.I use a few during reading strategies with help to make meaning. | I can adjust my rate or strategy when I notice meaning breakdown.I use a few during reading strategies to make meaning. | I can adjust my rate or strategy to suit the purpose of viewing, listening and reading.I use a variety of during reading strategies to make meaning. | I can adjust my rate or strategy and evaluate the effectiveness of the adjustment.I use a wide variety of during reading strategies according to my purpose for reading to make meaning. |
| *After, especially analyzing and evaluating.* | I cannot analyze main ideas with or without guidance.I do not use during reading strategies (or use inappropriate strategies) to make meaning. | I can analyze main ideas with guidance.I use a few after reading strategies with help to make meaning. | I can analyze and evaluate main ideas. I can explain the purpose or message of the text.I use a few after reading strategies to make meaning. | I can analyze and explain the purpose, message, values, and perspective presented in the text. I can evaluate the effectiveness of the text.I use a variety of after reading strategies to make meaning. | I can analyze and explain the purpose, message, values, techniques and perspective presented in the text. I can evaluate the effectiveness of the text and the author’s choices.I use a wide variety of after reading strategies according to my purpose for reading and responding to make meaning. |

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| CR9.3 I canuse cues to make meaningand confirmit. | *Language purpose, audience and register* | I cannot recognize changes in language according to audience and purpose, with or without help. | With help, I can recognize changes in language according to audience and purpose. | I can recognize when language in a text has changed according to audience. | I can recognize when language in a text has changed according to audience and purpose. | I can compare authors’ changes in language to suit purpose and audience in different texts. |
| *Text structures and features to create a dominant impression* | I cannot connect standard text features to a dominant impression and mood, with or without help. | I can connect a few standard text features to a dominant impression and mood, with help. | I can connect a few standard text features to a dominant impression and mood. | I can connect standard text features to dominant impression, mood, and style. | I can connect standard text features to dominant impression, mood, style and tone, and use those observations to evaluate the text. |
| *Sentence Patterns (parallel & balanced sentences)* | I cannot recognize parallel structure, with or without help. | I can recognize parallel structure, with help. | I can recognize parallel structure. | I can recognize parallel structure and balanced sentences and explain the difference. | I explain the effect of parallel structure or balanced sentences in a text. |
| *Word Patterns and Meanings (denotative & connotative meaning)* | I do not understand the different meanings of the same word. | I understand that the same word might have several different meanings, with help. | With prompting, I can differentiate the denotative & connotative meaning of words. | I can interpret the denotative and connotative meanings of words. | I can connect an author’s use of the denotative and connotative meanings of words to the purpose, audience or context. |
| *Spelling**Patterns* | I have trouble finding common spelling patterns and rules. | With help, I understand common spelling patterns and rules. | I can recognize common spellings and some variants. | I can recognize common spellings and variants used for dialect. | I can recognize common spellings and variants used for dialect and effect. |
| *Using sound, fonts, colours and technology to enhance a representation.* | I cannot identify different sound, fonts, colours or technology in a representation. | With help, I can identify sound, fonts, colours or technology in a representation. | I can identify sound, fonts, colours or technology in a representation, and explain the effects of a few. | I can identify sound, fonts, colours or technology in a representation, and explain the effects of each in a representation. | I can compare the impact of sound, fonts, colours and technology in several representations. |

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| CR9.4 I can view and interpret a variety of visual and multimedia texts to: a.Get ideas suitable for an identified audience and purposeb. Synthesize and summarize ideas | *I understand and evaluate what I view and can gather ideas.* | I cannot identify the topic of the text with or without help.I cannot gather ideas, with or without help. | I can identify the topic of the text with help.I can gather a few ideas, with help. | I can identify the topic and the details of what I view.I can gather ideas, but they may not be appropriate for the audience or purpose. | I understand and evaluate what I view, and provide some support.I can gather ideas suitable for an identified audience and purpose. | I can do a comparative evaluation of various multimedia texts and support my conclusions with specific examples.I can compare the merits of various multimedia texts to weigh the impact of ideas for my own projects. |
| *I can synthesize and summarize ideas.* | I cannot identify ideas, with or without help. | I can identify ideas with help. | I can summarize ideas. | I can synthesize (make new meaning from) and summarize ideas. | I synthesize ideas from several texts. |

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| CR9.5I can listen to understand, analyze, and evaluate oralinformationand ideas. | *Understanding, analyzing and evaluating information and ideas from an oral text.* | I did not listen, or I cannot set a purpose and maintain focus, with or without help.I do not understand what I heard, with or without help. | I try to listen, but may need help to set a purpose and maintain focus.With help, I understand part of what I heard. | I listen, but may not have a clear purpose.I understand most of what I heard. | I can demonstrate most of the behaviours of an effective active listener, including listening with a purpose, making notes, recognizing ideas and organization, or asking for clarification.I understand what was heard and can examine others’ ideas. | I can actively listen with a clearly defined purpose and employ a variety of active listening behaviours.I understand almost all of what was heard and can examine others’ ideas in discussion or by asking probing questions to extend understanding. |
| *I can analyze and evaluate train of thought and main points.* | I cannot recall any main points, with or without help. | With help, I can recall a few of the main points. | I can summarize and analyze some of the main points. | I can summarize, analyze and evaluate most of the main points. | I can effectively summarize, analyze and evaluate almost all of the main points. |
| *I can analyze and evaluate presentation techniques (propaganda, biases, stereotyping and verbal/non-verbal language).* | I cannot recognize presentation techniques, with or without help. | With help, I can recognize a few presentation techniques. | I can identify and analyze some of the presentation techniques. | I can recognize, analyze and evaluate most presentation techniques. | I can analyze and evaluate almost all presentation techniques. |

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| CR9.6 I read, understand, and interpret a variety of gradelevel appropriate fictional texts, including First Nations and Metis texts, to develop an insightful interpretation and response. | I cannot select strategies of an effective, active reader, with or without help.I cannot respond to text ideas.I cannot locate and analyze elements of setting, characterization and plot. | With help, I select a few strategies of an effective, active reader to understand some of what I read.I can respond to text ideas.I can locate and analyze some of the elements of setting, characterization and plot. | I use a few strategies of an effective, active reader to understand some of what I read.I can respond critically to text ideas.I can locate and analyze the elements of setting, characterization and plot. | I use many of strategies of an effective, active reader to understand most of what I read.I can respond critically to text ideas using textual evidence to support interpretations.I can demonstrate how characters influence the progression and resolution of plot by using setting, characterization, and plot. | I deliberately select from a variety of strategies according to my purpose in response, to understand all of what I read.I can respond critically and insightfully to text ideas using effective textual evidence to support interpretationsI can compare how characters influence the progression and resolution of plot in several texts. |
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| CR9.7 I read independently and understand a variety of information texts. | I cannot select texts and read independently. | With help, I can select texts and read somewhat independently. | I can usually select a text, read independently, and understand some of what I read. | I can select appropriate texts, read independently with a purpose and understand most of what I read. | I can select appropriate texts according to my own specific criteria, read independently with a purpose, and understand what I read. |
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| CR9.8I can read Grade 9 texts at an appropriate rate orally and silently. | I have troubles reading Grade 9 appropriate texts fluently and with expression, with or without help. | I need help to read Grade 9 appropriate texts fluently and with expression. | I can read Grade 9 appropriate texts with some fluency and expression. | I can read Grade 9 appropriate texts with fluency and expression. | I can read Grade 9 appropriate texts with exceptional fluency and expression. |