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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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| CR9.2  I 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 can  use cues to make meaning  and confirm  it. | *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 purpose  b. 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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| CR9.5  I can listen to understand, analyze, and evaluate oral  information  and 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 grade  level 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 interpretations  I 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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| CR9.8  I 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. |