ELA 20 Criteria

**Comprehend and Respond**

**Viewing**

Ideas and information

* Determine and analyze message and purpose
* Identify audience
* Identify point of view
* Critically evaluate information
* Examine intersections and conflicts

Text structures and features

* Identify and analyze text construction
* Recognize and analyze effects of visual, audio or design techniques and special effects
* Apply language cues and conventions

Responding

* Identify and analyze assumptions, interests, beliefs and values
* Identify and analyze credibility, purpose, tone, attitude, and bias of author or speaker
* Analyze methods for creating impact/ emotion
* Evaluate and critique persuasive techniques
* Interpret and use information given
* View, compare and analyze different presentations of the same ideas and issues

**Listening**

Ideas and information

* Determine and summarize or paraphrase the thesis or main idea and supporting points
* Identify key allusions and symbols from a variety of cultures
* Organize and share ideas acquired through a variety of means
* Asking relevant questions
* Distinguish fact from opinion

Text structures and features

* Demonstrate cultural protocols for listening (including FNM)
* Readiness for listening (concentrating, focusing, attending)
* Recognize organization (including transitional expressions)
* Analyze structure and style to support purpose
* Apply language cues and conventions

Responding

* Show a willingness to be open to ambiguity and multiple perspectives and interpretations
* Analyze and evaluate explicit and implicit messages, viewpoints, theme and tone
* Identify and analyze persuasive techniques
* Analyze viewpoints, biases and validity of ideas
* Respond to text personally, empathetically and critically
* Follow spoken instructions
* Evaluate speaker’s qualifications
* Listen to, analyze and compare different oral presentations on the same ideas and issues
* Analyze overall effectiveness in relation to specific criteria

**All Reading**

Ideas and Information

* Establish a purpose for reading and the author’s purpose
* Differentiate fact from opinion and literal from figurative
* Paraphrase
* Identify and assess the main ideas and themes
* Identify the elements of the text
* Identify the interrelationships between and among ideas and concepts
* Adjust reading rate to suit purpose
* Recognize and comprehend allusions and symbols
* Discuss meaning, ideas, language and literary quality

Text structures and features

* Assess the degree to which organization and elements support purpose
* Apply language cues and conventions

Responding

* Analyze explicit and implicit messages
* Analyze viewpoints and concepts, tone and techniques
* Recognize use of rhetorical devices (ambiguity, contradiction, paradox, irony, incongruity, overstatement, understatement) and effect on reader
* Relate texts to self, the world and other texts
* Identify and analyze persuasive techniques
* Test own values and opinions against texts
* Construct images based on text descriptions
* Evaluate credibility, logic, truthfulness, trust and validity
* Compare different points of view about the same ideas, themes and issues from multiple texts

**Additional criteria for:**

**Literary texts**

Ideas and information

* Analyze elements of literary texts (setting, plot, themes, characterization and narration)
* Interpret what text says about historical period

**Informational texts**Text Structures and features

* Evaluate texts for appropriateness of graphics and visual appeal

Responding

* Evaluate texts for clarity, simplicity and coherence
* Perform instructions and procedures in texts

**Poetry**

Text structures and features

* Demonstrate knowledge of poetry conventions (metre, rhyme scheme, rhythm, alliteration)

**Plays**Ideas and information

* Identify how elements of a play (soliloquy, direction, dialogue) articulate playwright’s vision

**Compose and Create**

**All Representing (Visual or multi-media)**

Message/ Meaning

* Central, strong message (a clear thesis)
* Logical points or details to support message
* Style, voice and format appropriate to audience and purpose
* Use various methods to create before and after representations

Organization and Coherence

* Logical and effective structures according to audience, purpose and context
* Logical sequence
* Unity, coherence and emphasis
* A valid and justifiable conclusion
* Document information

Language Choices and Conventions

* Smooth transitions
* Variety of forms and technologies (sound, photos, graphics, models)
* Utilize and express understanding of elements and principles of design (colour, shape, line, texture, proximity, alignment, repetition, contrast)
* Apply and adapt the principles of composition to create coherent, culturally appropriate media products
* Incorporate various visual and auditory aids to engage audience and suit purpose
* Enhance effect and information through combinations of language, visuals and sound

**Additional criteria for:**

 **Dramatization or Role Play Interview**

Message/ Meaning

* Interviewer obtains pertinent information
* Interviewer prepares questions that explore character and conflict
* Analyze situations and character from scene, event or story

Language Choices and Conventions

* Interviewer reflects tactful wording
* Stay in character and bring character to life

**Speaking**

**Small and Large Group Discussions**

Message/ Meaning

* Stick to topic and pose relevant questions
* Logical details to support ideas
* Extract essential information from others
* Clarify and elaborate on own ideas and ideas of others
* Assume responsibility for advancing discussion through questioning and paraphrasing
* Define roles and responsibilities and set clear goals for discussion and decision-making

Organization and Coherence

* Logical and effective structures according to audience, purpose and context
* A valid and justifiable conclusion
* Demonstrate effective group interaction skills and strategies (flexibility, adjust to roles, clarify purpose, build on ideas, getting attention respectfully)

Language Choices and Conventions

* Demonstrate courtesies of group discussion (develop harmony, balance of listening and speaking, respectful and critical, acknowledge the contributions of others)
* Suspend judgement and disagree courteously
* Interact purposefully, confidently and ethically

**Formal Speech**

Message/ Meaning

* A clear thesis and logical supporting details and evidence
* Style, voice and format appropriate to audience, context and purpose

Organization and Coherence

* Unity, coherence and emphasis
* Logical and effective structures according to audience, purpose and context
* A valid and justifiable conclusion

Language Choices and Conventions

* Smooth transitions
* Makes skillful use of rhetorical devices
* Voice (enunciation, inflection, pacing, speaking rate, volume, tone, dialect) for characterization and effect
* Oral presentation elements (eye contact, facial expressions, poise, gestures) to attend to purpose and audience
* Other cues and conventions attended to (syntactic, semantic, lexical, graphophonic, etc.)

**Interview (real or imagined) with historical figure**Message/ Meaning

* Evidence of background research
* Asks open-ended questions (place in history, successes and failures)

Organization and Coherence

* Evidence of pre-planning

Language Choices and Conventions

* Encourages open dialogue and character’s voice

**Introduce and Thank a Speaker**

Message/ Meaning

* Introduction and explains purpose of speech
* Relates aspects of speaker and connection to topic
* Identify unique or interesting talents and experiences

Organization and Coherence

* Clear organization of information
* Clear invitation and engagement with speaker

Language Choices and Conventions

* Exhibits courtesy, goodwill, sincerity and enthusiasm
* Uses suitable language, clarity, tone volume and posture

**Dramatic Reading**

Message/ Meaning

* Explain theme and choice of text

Organization and Coherence

* Appropriate introduction to dramatic reading

Language Choices and Conventions

* Deliver with expression and vigour
* Use vocal interpretation and appropriate gestures to make meaning, feeling or mood clear

**Writing
ALL essays/ writing**

Message/ Meaning

* Strong, focused message (a clear thesis)
* Style, voice and format appropriate to audience and purpose
* Relevant, logical details and facts from a variety of sources to support message, audience and purpose
* Use rhetorical devices to support assertions

Organization and Coherence

* Logical and effective structures according to audience, purpose and context
* Unity, coherence and emphasis
* Engaging introduction
* A valid and justifiable conclusion
* Create drafts using standard forms and predictable structures

Language Choices and Conventions

* Other cues and conventions attended to (syntactic, semantic, lexical, graphophonic, etc.)

**Additional criteria for:**

**Research essay**

Message/ Meaning

* Gathers evidence in support of thesis/ claims
* Paraphrases and summarizes (with accuracy and fidelity) the range of arguments

Organization

* Cites sources correctly
* Documents quotations, paraphrase and other information using standard format

 **Website to inform and foster social action (6-10 pages)**Message/ Meaning

* Engaging and promotes positive user action

Organization

* User-friendly navigation scheme (no dead-end pages)
* Clear site identification through design elements

Language Choices and Conventions

* Language and style appropriate for web content
* Incorporates original graphics and multi-media

**Essay of explanation (process, instructions)**

Organization and Coherence

* Steps are organized in a consistent, correct and clear order

Language Choices and Conventions

* Uses terms associated with the explanation accurately

**Letter of application**

Message/ Meaning

* Tailors letter to position and advertisement
* Analyzes own strengths
* Presents content unique from résumé

Organization and Coherence

* Introduction contains purpose and qualifications
* Body contains additional appropriate qualifications, experiences and support with evidence
* Closing contains appropriate components

Language Choices and Conventions

* Tone is confident, formal and respectful

**Résumé**Message/ Meaning

* Includes specific and necessary information and categories
* Demonstrates knowledge of the organization and targets résumé to position
* Presents relevant qualifications to stand out

Organization and Coherence

* Appearance is clean and visually appealing

**Essay of argument/ persuasion**

Message/ Meaning

* Clearly states a position
* Offer persuasive and realistic reason and solutions
* Addresses objections convincingly
* Supports arguments with accurate facts

Language Choices and Conventions

* Uses a persuasive voice (balance of facts and feelings)
* Uses inclusive and respectful language

**Inquiry**

Message/ Meaning

* Determines inquiry or research focus and parameters
* Formulates and revises questions to guide inquiry
* Explores group knowledge to guide inquiry
* Uses prior knowledge for personal perspective or focus
* Evaluates potential perspectives, contexts and biases for influence
* Summarizes and evaluates information
* Connects, shapes and clarifies ideas
* Addresses the why of the inquiry
* Current, reliable sources – cited

Organization

* Develops, uses and adapts an inquiry plan appropriate for content, audience, purpose, context, sources and procedures
* Evaluates and documents sources (credibility, reliability, consistency, strengths and limitations)
* Uses a variety of tools, skills and sources (including human sources)
* Organizes and reorganizes information in a variety of ways

**Essay of reflection/ personal commentary**

Message/ Meaning

* Expresses a unique view of aspect of life of personal significance

Organization

* Summarizes in a thoughtful way

**Analysis of literary text**

Message/ Meaning

* Introduces and stays focused on elements being analyzed
* Thoughtful explanations and references to text
* Complete, careful and insightful analysis

 **Assess and Reflect**

* Explains self-knowledge and insights gained
* Explains importance of new knowledge to self and others
* Establish criteria
* Evaluate own and others’ work and contributions
* Set personal language learning goals
* Select strategies to enhance growth
* Celebrate accomplishments