

Sec Cycle Two ELA Competency Scales

	Competency 1: Talk	Competency 2: Reading	Competency 3: Production
Level 5: Advanced	Considers audience and uses appropriate register as needed. Assumes various stances, points of view and/or roles when necessary. Extends ideas through talk by active listening in shared conversations. Promotes purposeful and constructive direction for talk by encouraging participants or by offering feedback. Uses specialized language in a variety of situations. Engages in inquiry to probe, question and provoke thought while working on group projects. Examines and justifies sources to ensure reliability. Justifies stance and position by defending interpretation or production decisions. Employs a variety of strategies to disagree constructively. Reflects insightfully on own learning and progress and sets attainable goals during conferences.	Analyzes and extends meaning of written and media texts. Discusses alternate points of view about an issue presented through texts. Examines universal issues and reflects on aspects of the human condition addressed in different genres. Communicates an understanding of how text can serve social and political purposes. Explains bias and propaganda in texts. Synthesizes ideas when researching opposing views related to issues under discussion. Responds with a world-view to texts. Interrelates the elements and techniques of texts to support understanding and interpretation. Analyzes and interprets structures, codes and conventions of unfamiliar texts, and notes the organization of the texts. Uses teacher-student conferences to articulate awareness of self as a reader and to set goals. Reflects on autonomy as a reader.	Analyzes characteristics of target audience and tailors elements and affordances of written texts, media texts, multimodal and multigenre texts to fit the purpose. Demonstrates a meticulous use of language conventions and techniques of both media texts and written texts consistent with purpose and audience. Enhances organization and coherence of texts through use of transitional devices. Evaluates the reliability of sources of information used in research. Offers for discussion questions arising from research. Provides and applies supportive feedback for written and media productions. Critiques own productions and justifies production decisions. Sets clearly stated, attainable goals for improving productions.
Level 4: Thorough	Uses appropriate vocabulary to communicate meaning to a specific audience. Asks focused questions to enhance learning. Uses talk to express and defend a specific point of view. Organizes material to effectively communicate a spoken message. Focuses talk to address a specific inquiry or problem when working in groups. Detects instances of bias in spoken text. Applies communication and language conventions in conjunction with audience and purpose. Negotiates and constructs meaning through talk. Defends own perspective and/or production processes with evidence. Collaborates verbally and assumes roles and responsibilities when working in groups. Discusses own learning based on personal goals. Offers and uses feedback to encourage and extend personal and group thinking.	Interprets meanings embedded in text. Elaborates meaning with textual details. Compares texts and synthesizes related ideas to extend understanding and interpretation. Supports ideas through specific quotations from the text when responding. Expresses meaningful connections between own experience and text. Detects instances of author's bias and stereotyping in texts. Communicates understanding of processes and strategies of own reading development. Considers feedback when setting goals and choosing texts.	Uses specific characteristics of target audience, such as age, interests and knowledge to craft a production. Uses suitable codes and conventions of form for different written and media texts that clearly meet the intended purpose. Compares and discusses for production decisions the impact of various forms of texts that cover the same subject. Respects language conventions and media conventions to develop a quality production. Consults a variety of appropriate sources to support production process and revision. Revises productions to better communicate message and offers supportive feedback to peers for purposes of revision. Evaluates own work with reference to criteria stipulated, such as the use of rubrics. Explains own use of strategies when producing written and media texts.
Level 3: Acceptable	Employs talk in a variety of situations to suit a range of audiences and purposes. Engages in a variety of spoken activities, such as discussions, plans, sharing research, speeches, improvisations, etc. Demonstrates basic listening strategies when working in groups and conveys meaning through talk. Uses language to support helpful talk exchanges. Negotiates within group to understand or produce text. Responds to written and visual texts, using suitable vocabulary, making limited connections. Identifies and applies codes and conventions of familiar spoken text. Identifies characteristics of target audience and adjusts language accordingly. Uses basic technical language appropriate to context such as literary terms, media production terms or stage directions. Uses rules, codes and conventions of spoken language suitable to the task. Reflects on own use of talk and sets goals when directed.	Adjusts own stance (perspective, viewpoint) in getting at meaning when reading a variety of genres. Demonstrates how the purpose for reading affects the stances taken by the reader. Constructs personal interpretations of texts, justifying opinions. Articulates inferred ideas in texts and clarifies meanings through discussion in class by going beyond an initial response and offering an explanation. Makes sense of a text in light of purpose and meaning, and cause and effect. Recognizes obvious bias in familiar texts. Applies and explains reliable strategies for working with different genres. Uses teacher-student conferences and reflections to describe self as reader and to explain rationale for choices made when selecting texts for reading.	Identifies target audience and purpose, and frames messages to meet the needs of the target audience. Makes decisions appropriate to the writing and/or media production. Uses elements of the production process as required by the context. Writes for a specific audience to inform or to express feelings and opinions. Conveys meaning of a text by means of a media and/or written production such as a slide show, poster, print ad, etc. Demonstrates through revision evidence of research, collaboration and application of feedback suggestions. Employs basic genre requirements and language conventions and codes and conventions for media production. Assumes roles and collaborates with peers to produce media and written texts. Shares productions for peer feedback. Evaluates own production and explains choices made in revision process. Approaches student-teacher conferences with general goals in mind.
Level 2: Partial	Draws on a limited repertoire of strategies to convey meaning in talk exchanges and production. Selects indiscriminately materials related to research topic with a general focus on the chosen topic. Requires teacher's guidance when using basic language conventions suitable to the spoken text. Shares ideas with group when encouraged. Contributes general and superficial information to the research and discussion. Follows group decisions without question. Uses simple or inaccurate vocabulary when communicating ideas. Reacts to others' work by voicing general opinions. Responds using limited vocabulary, making connections on an affective level. Talks about own learning when invited to do so.	Understands written and media texts at a literal level. Chooses texts based on visual images, size of font, preferred author or subject matter. Locates supporting information in text with prompting (e.g. will refer to a table, graph, headline, etc., that elaborate on the text when directed). Draws obvious connections from the text to self or to other texts. Recognizes basic differences among genres by comparing and contrasting. Articulates the basic purpose for the creation of a text when prompted. Participates in teacher-student conferences when invited to discuss learning or reading profile.	Engages in a writing process with support, using a limited repertoire of strategies. Adopts a point of view for a specific audience when prompted. Follows a research process with support from peers and teacher. Works with some elements of writing and/or media in a production. Employs basic conventions of form for written and media productions attending to purpose and/or target audience. Conveys meaning in spite of problems with structure and/or organization. Uses language conventions in an inconsistent manner. Attempts revisions of own production, when directed, using feedback to correct basic mechanical errors. Explains opinions, with prompting, about media and written texts studied in class. Talks about the production of own written and media texts when prompted with directed questions.
Level 1: Minimal	Participates in spoken production with direct prompting. Prepares and delivers a brief talk to a familiar audience. Proposes unrelated ideas and questions when undertaking research for a personal project. Applies some basic procedures and strategies with prompting when working in groups. Shares ideas when challenged. Completes tasks when monitored. Maintains conversations with teacher's supervision and will offer opinions when prompted. Reflects on own learning when asked direct, specific, short questions.	Retells the events sequentially when asked. Demonstrates a general understanding of text when questioned. Identifies obvious codes and literary conventions of familiar texts. Makes simple or literal connections to personal experiences when responding to texts. Focuses on unimportant or secondary events in a text. Makes superficial comparisons between one text and another with teacher prompting. Selects reading materials with assistance. Discusses reading habits, focusing on preferences when questioned.	Requires direct one-on-one support when working with rudimentary elements of writing or media productions. Applies basic processes and strategies, with assistance, when producing texts for a familiar audience. Attempts to follow a model, with sustained support, when working with a new genre. Plans written and media productions in a step-by-step fashion when assisted. Presents initial draft of text or media production as final product. Follows teacher's feedback to a limited extent with respect to basic mechanical errors. Expresses unsupported opinions about own or peers' written or media productions.