Grade One Representing Rubric

Outcome (indicators)	4 – Mastery	3 - Proficient	2 - Approaching	1 - Beginning
Context ***CC1.1: Compose and create a range of visual and multi-media texts that explore and present thoughts on: identity, community, and social responsibility that include:*** *(a) words, symbols, and other forms including appropriate technology, to express understanding of topics, themes, and issues related to identity, community, and social responsibility*	Composes and creates a range of **insightful** visual and multi-media texts that explore and present thoughts on identity, community, and social responsibility that include: • Words, symbols, and other forms including appropriate technology	Composes and creates a range of visual and multi-media texts that explore and present thoughts on identity, community, and social responsibility that include: • Words, symbols, and other forms including appropriate technology	Composes and creates **rudimentary** visual and multi-media texts that explore and present thoughts on: identity, community, and social responsibility that include: • Words, symbols, and other forms including appropriate technology,	**Attempts** to compose and create visual and multi-media texts that explore and present thoughts on: identity, community, and social responsibility that may include some of: • Words, symbols, and other forms including appropriate technology,
Message **CC1.2** ***Represent key ideas and events, in a logical sequence and with detail in different ways (including dramatization, pictures, sounds, physical movement, charts, models, and drawings).*** *(e)Dramatize a story (e.g. traditional First Nations, Metis, or Inuit story.)* *(f)Explore electronic technology to represent ideas and events.* *(a) understand that making pictures, illustrations and other representations clarify and extend understanding*	Creates **clear and insightful** representations including dramatization (story), pictures, sounds, physical movement, charts, models, electronic technology and drawings that include: • Key ideas • A logical sequence • details **Clear and insightful** use of pictures, illustrations and other representations to clarify and extend understanding	Creates representations including dramatization (story), pictures, sounds, physical movement, charts, models, electronic and drawings that include: • Key ideas • A logical sequence • details Uses pictures, illustrations other representations to clarify and extend understanding.	Creates **rudimentary** representations including dramatization (story), pictures, sounds, physical movement, charts, models, electronic technology and drawings that include: • Key ideas • A logical sequence • details **Attempts** to use pictures, illustrations and other representations to clarify and extend understanding.	**Attempts** to create representations (including dramatization, pictures, sounds, physical movement, charts, models, and drawings) that include: • idea(s) • a sequence • details **Attempts** to use pictures, illustrations and other representations but these do not clarify and extend understanding.
Use of Strategies *CC1.2 (b) Select and use the appropriate before, during, and after strategies when representing to communicate meaning.*	**Consistently** selects and uses the appropriate before, during and after strategies when representing to communicate meaning. **BEFORE** • Uses background knowledge • Considers task, prompt or topic • Considers purpose and audience • Consider and generate specific ideas and information that might be included • Collecting and focusing ideas and information **DURING** • Experiment with possible products • Experiment with communication features and techniques **AFTER** • Asks reflective questions • Revise for structure and effect	Selects and uses the appropriate before, during and after strategies when representing to communicate meaning. **BEFORE** • Uses background knowledge • Considers task, prompt or topic • Considers purpose and audience • Consider and generate specific ideas and information that might be included • Collecting and focusing ideas and information **DURING** • Experiment with possible products • Experiment with communication features and techniques **AFTER** • Asks reflective questions • Revise for structure and effect	**Attempts** to use some of the appropriate before, during and after strategies when representing to communicate meaning. **BEFORE** • Uses background knowledge • Considers task, prompt or topic • Considers purpose and audience • Consider and generate specific ideas and information that might be included • Collecting and focusing ideas and information **DURING** • Experiment with possible products • Experiment with communication features and techniques **AFTER** • Asks reflective questions • Revise for structure and effect	**Inconsistently** uses before, during and after strategies when representing to communicate meaning. **BEFORE** • Uses background knowledge • Considers task, prompt or topic • Considers purpose and audience • Consider and generate specific ideas and information that might be included • Collecting and focusing ideas and information **DURING** • Experiment with possible products • Experiment with communication features and techniques **AFTER** • Asks reflective questions • Revise for structure and effect
Cues & Conventions *CC1.2 (c) Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when representing.*	• I**ntentional** use of pictures charts, graphs, and physical movements to show what is learned • **Consistent** use of language appropriate to situation • **Intentional** recognition and use of different forms of representations • **Consistently** chooses and uses words to add interest or to clarify.	• Uses pictures charts, graphs, and physical movements to show what is learned • Uses language appropriate to situation • Recognizes and uses different forms of representations • Chooses and uses words to add interest or to clarify.	• Uses **some** pictures charts, graphs, and physical movements to show what is learned • **Inconsistently** uses language appropriate to situation • **Attempts** to recognize and use different forms of representation • Chooses and uses **some** words to add interest or to clarify.	• **Begins** to use pictures charts, graphs, and physical movements to show what is learned • **Begins** to use language appropriate to situation • **Limited** recognition and use of different forms of representations • **Limited** word choice