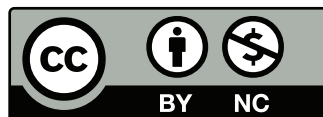


Grade 3 Representing Rubric

Outcome (indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 - Beginning
<p>Context CC3.1 Compose and create a range of visual and multimedia texts that explore: identity, community, social responsibility and make connections across areas of study.</p> <p>(c) Create visual/multimedia texts and other representations that include:</p> <ul style="list-style-type: none"> • A main idea with supporting details • A beginning, middle and end • Appropriate use of language and conventions <p>(b) Communicate thoughts, feelings, and ideas clearly and when appropriately, artistically.</p> <p>(d) Communicate ideas, findings and information pertaining to topics, problems, questions or issues by creating easy-to-follow visual, and oral formats with a clear purpose.</p>	<p>Composes and creates thoughtful visual/multimedia texts that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> • Main idea(s) with relevant details, • A clear beginning that introduces the topic • A middle that is connected to the topic • A clear ending <p>Insightfully communicates thoughts, feelings, ideas, findings and information on a topic by creating visual and oral formats with a strong purpose.</p>	<p>Composes and creates a range of visual/multimedia texts that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> • Main idea(s) with supporting details, • A beginning, middle and end <p>Clearly communicates thoughts, feelings, ideas, findings and information on a topic by creating visual and oral formats with a clear purpose</p>	<p>Composes and creates basic and/or simple visual/multimedia texts that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> • Main idea(s) with some details, • A beginning, middle and end most of the time <p>Simply communicates thoughts, feelings, ideas, findings and information on a topic by creating visual and oral formats with a purpose</p>	<p>Composes and creates limited, or unfocused visual/multimedia texts that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> • Main idea(s) • With teacher modelling and support, attempts a beginning, middle and end. <p>Attempts to communicate thoughts, feelings, ideas, findings and information on a topic by creating visual and oral formats</p>
<p>Message CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.</p> <p>(a) Demonstrate understanding of the topic, problem, question, or issue in a variety of ways (e.g., dance pieces, visual representations, drama in context, diagram, demonstration, chart).</p> <p>(d) Depict main ideas in a new form (e.g., designing a safety poster or three-dimensional safety object in response to a multimedia presentation or story).</p> <p>(e) Use visual aids to enhance spoken and written products (e.g., props, charts, sound, illustrations, or movement to accompany a story) and to clarify and enhance oral presentations.</p>	<p>Demonstrates a clear and thoughtful understanding of the topic, problem, question, or issue in a variety of ways.</p> <p>Thoughtfully depicts main ideas in a new form.</p> <p>Visual aids thoughtfully enhance and clarify spoken and written products.</p>	<p>Demonstrates an understanding of the topic, problem, question, or issue in a variety of ways.</p> <p>Depicts main ideas in a new form.</p> <p>Visual aids enhance and clarify spoken and written products.</p>	<p>Demonstrates a basic or simplistic understanding of the topic, problem, question, or issue in a variety of ways.</p> <p>Simplistically depicts main ideas in a new form.</p> <p>Visual aids are used in spoken and written products.</p>	<p>Demonstrates a limited, incomplete understanding of the topic, problem, question, or issue in a variety of ways.</p> <p>Vaguely depicts main ideas in a new form.</p> <p>Visual aids interfere or are not present in spoken and written products.</p>
<p>Use of Strategies CC3.2</p> <p>(b) Selects and uses appropriate strategies (before, during, and after) to communicate meaning when using other forms of representing.</p>	<p>Purposefully and insightfully uses appropriate strategies (before, during and after) to communicate meaning when representing.</p> <p>Before</p> <ul style="list-style-type: none"> • Uses prior knowledge & experience • Aware of purpose & audience • Generates/collects ideas • Uses organizers to plan 	<p>Selects and uses appropriate strategies (before, during and after) to communicate meaning when representing.</p> <p>Before</p> <ul style="list-style-type: none"> • Uses prior knowledge & experience • Aware of purpose & audience • Generates/collects ideas • Uses organizers to plan 	<p>Inconsistently and simplistically uses appropriate strategies (before, during and after) to communicate meaning when representing.</p> <p>Before</p> <ul style="list-style-type: none"> • Uses prior knowledge & experience • Aware of purpose & audience • Generates/collects ideas • Uses organizers to plan 	<p>Rarely and vaguely uses appropriate strategies (before, during and after) to communicate meaning when representing.</p> <p>Before</p> <ul style="list-style-type: none"> • Uses prior knowledge & experience • Aware of purpose & audience • Generates/collects ideas • Uses organizers to plan



	<p>During</p> <ul style="list-style-type: none"> • Creates drafts • Self-corrects • Uses “fix-up” strategies • Confers with others <p>After</p> <ul style="list-style-type: none"> • Revises content, organization and flow • Confers with others and considers feedback • Polishes work • Shares work 	<p>During</p> <ul style="list-style-type: none"> • Creates drafts • Self-corrects • Uses “fix-up” strategies • Confers with others <p>After</p> <ul style="list-style-type: none"> • Revises content, organization and flow • Edits • Confers with others and considers feedback • Polishes work • Shares work 	<p>During</p> <ul style="list-style-type: none"> • Creates drafts • Self-corrects • Uses “fix-up” strategies • Confers with others <p>After</p> <ul style="list-style-type: none"> • Revises content, organization and flow • Edits • Confers with others and considers feedback • Polishes work • Shares work 	<p>During</p> <ul style="list-style-type: none"> • Creates drafts • Self-corrects • Uses “fix-up” strategies • Confers with others <p>After</p> <ul style="list-style-type: none"> • Revises content, organization and flow • Edits • Confers with others and considers feedback • Polishes work • Shares work
<p>Cues & Conventions CC3.2 (c) Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and communicate meaning when using other forms of representing.</p>	<ul style="list-style-type: none"> • Purpose and focus are clearly established • The composition effectively sticks to the topic and shows insight • Awareness of audience is clearly addressed. • Ideas are thoughtful and well chosen 	<ul style="list-style-type: none"> • Purpose and focus are established • The composition sticks to the topic and makes sense • Awareness of audience is evident • Ideas are clear 	<ul style="list-style-type: none"> • Purpose and focus are usually established • The composition attempts to stick to the topic but is not fully clear • Limited awareness of audience • The composition lacks a clear flow of ideas 	<ul style="list-style-type: none"> • Purpose and focus are vague or unclear • The composition does not stick to the topic • Little awareness of audience • Ideas are limited

