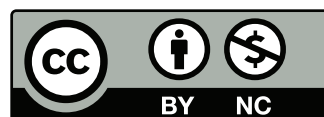


Outcome (indicators)	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p>Context CC4.1 Compose and create a range of visual and multimedia texts that explore: identity, community, and social responsibility through personal experiences and inquiry.</p> <p>(a) Creates representations that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> • A specific message • A coherent organization of ideas • Ideas and information which are clear and complete • Appropriate use of language and conventions. 	<p>Creates original and insightful spoken and other representations that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> • A clear and specific message • A thoughtful organization of ideas • Ideas and information are richly developed • Confident control and use of language and conventions. 	<p>Creates spoken and other representations that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> • A specific message • A coherent organization of ideas • Ideas and information are clear and complete • Appropriate use of language and conventions. 	<p>Creates basic spoken and other representations that that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> • A general message • A rudimentary organization of ideas • Some of the ideas and information are clear and complete • Some control over and a basic use of language and conventions. 	<p>Creates limited and/or unfocused spoken and other representations that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> • A vague or unrelated message • Little organization of ideas • Ideas and information are limited, unclear or unfocused • Inconsistent and/or inappropriate use of language and conventions.
<p>Message</p> <p>CC4.2 Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.</p> <p>(d) Organize information and ideas in visual and multimedia texts that are clear, meaningful, logical, and illustrative of the topic and are properly labelled and captioned.</p> <p>(e) Express relevant opinions about experiences (e.g., an incident) through a variety of representations (e.g., multimedia presentation, role play).</p> <p>(f) Use visual aids (e.g., pictograms, graphs, charts, tables, diagrams, maps, illustrations, movement) to enhance spoken or written products.</p>	<p>Organize information and ideas in visual and multimedia texts that are:</p> <ul style="list-style-type: none"> • Detailed, thoughtful, logical and meaningfully illustrative of the topic • Consistently properly labelled and captioned. <p>Expresses insightful opinions about experiences through a variety of representations.</p> <p>Uses visual aids to insightfully enhance spoken or written products.</p>	<p>Organize information and ideas in visual and multimedia texts that are:</p> <ul style="list-style-type: none"> • Clear, meaningful, logical, and illustrative of the topic • Properly labelled and captioned. <p>Expresses relevant opinions about experiences through a variety of representations.</p> <p>Uses visual aids to enhance spoken or written products.</p>	<p>Organize information and ideas in visual and multimedia texts that are:</p> <ul style="list-style-type: none"> • Simplistic, general, and may be illustrative of the topic • Some proper labels and captions. <p>Expresses simplistic opinions about experiences through a variety of representations.</p> <p>Uses visual aids in spoken or written products.</p>	<p>Organize information and ideas in visual and multimedia texts that are:</p> <ul style="list-style-type: none"> • Unclear, inconsistent, and may be unrelated to the topic • Limited labels and captions. <p>Expresses limited or unrelated opinions about experiences through a variety of representations.</p> <p>Visual aids interfere with or are not present in spoken or written products.</p>
<p>Use of Strategies CC4.2</p> <p>(b) Select and use pertinent before, during, and after strategies to communicate meaning when using representing.</p>	<p>Insightfully selects and uses and pertinent Before, During and After representing strategies to construct meaning when representing.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Insightful use of prior knowledge & experience • Thoughtfully considers purpose & audience • Thoughtfully gathers specific information that 	<p>Selects and uses and pertinent Before, During and After representing strategies to construct meaning when representing.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Activates prior knowledge & experience • Considers purpose & audience • Gathers specific information that might be included 	<p>Selects and uses limited Before, During and After representing strategies to construct meaning when representing.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Basic use of prior knowledge & experience • Simplistically considers purpose & audience • Gathers limited information • Makes basic plans and organizes ideas 	<p>Has difficulty selecting and use Before, During and After representing strategies to construct meaning when representing.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Unfocused and /or limited use of prior knowledge & experience • Difficulty considering purpose & audience • Has difficulty gathering information



	<p>might be included</p> <ul style="list-style-type: none"> • Thoughtfully plans and organizes ideas in an appropriate manner • Discussion with others adds breadth and depth to ideas before and during representing <p>DURING</p> <ul style="list-style-type: none"> • Skillfully creates draft(s) and experiments with possible product(s) • Draft includes thoughtful attention to enriching detail • When appropriate, includes examples from personal experience to insightfully illustrate main ideas • Thoughtful sequence and development of ideas <p>AFTER</p> <ul style="list-style-type: none"> • Thoroughly self-monitors, identifying strengths and needed changes • Revisions demonstrate meaningful changes in response to feedback 	<ul style="list-style-type: none"> • Plans and organizes ideas for drafting • Explores and expands topic through discussion with others before and during representing <p>DURING</p> <ul style="list-style-type: none"> • Creates draft(s) and experiments with possible product(s) • Draft includes details • When appropriate, includes examples from personal experience to illustrate main ideas • Straightforward sequence and development of ideas <p>AFTER</p> <ul style="list-style-type: none"> • Self-monitors, identifying strengths and needed changes • Revisions respond to feedback 	<ul style="list-style-type: none"> • Discusses ideas with others in a structured format before and during representing <p>DURING</p> <ul style="list-style-type: none"> • Creates a simple draft(s) and may experiment with possible product(s) • Draft includes some attention to detail • When appropriate, includes examples from personal experience • Rudimentary sequence or development of ideas <p>AFTER</p> <ul style="list-style-type: none"> • Identifies strengths and needed changes using a pre-determined framework • Revisions shows some evidence of responding to feedback 	<ul style="list-style-type: none"> • Has difficulty planning and organizing ideas when supported by the teacher • May not discuss ideas with others <p>DURING</p> <ul style="list-style-type: none"> • Has difficulty creating draft(s) and considering possible product(s) • Draft includes little detail • When needed, examples from personal experience are not evident • Limited sequence or development of ideas <p>AFTER</p> <ul style="list-style-type: none"> • Little evidence of ability to identify strengths and needed changes • Revisions shows little evidence of responding to feedback
<p>Cues & Conventions</p> <p>CC4.2 (c) Understands and applies, with control, cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to construct meaning when representing.</p>	<ul style="list-style-type: none"> • Representation is well-crafted and well-chosen to suit purpose & audience • Medium chosen effectively illustrates the communication needs of the message • Thoughtfully and pointedly uses different forms of representations • Thoughtfully and pointedly chooses elements such as colour, shape, movement, sound, space, layout that most effectively and artistically convey the message. 	<ul style="list-style-type: none"> • Representation is appropriate for purpose & audience • Medium chosen matches the communication needs of the message • Recognizes and uses different forms of representations • Chooses elements such as colour, shape, movement, sound, space, layout that most effectively convey the message. 	<ul style="list-style-type: none"> • Representation is rudimentary when considering purpose & audience • Medium shows some evidence of being chosen in order to communicate a specific message • Uses different forms of representations • May choose elements such as colour, shape, movement, sound, space, layout to convey the message. 	<ul style="list-style-type: none"> • Representation is unclear, inappropriate or immature for purpose & audience • Medium does not match the communication needs of the message • Uses different forms of representations when directed or supported • Chooses elements such as colour, shape, movement, sound, space, layout that convey the message when directed or supported.

