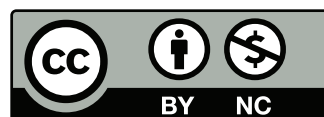| Outcome (indicators)	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
Context – Overall Product **CC5.1 Compose and create a range of visual and multimedia texts that explore, identity, community, social responsibility and express personal thoughts shaped through inquiry.** (a) Create representations that include: • A clear and specific message • A logical and coherent organization of ideas • A competent use of language and conventions.	Create representations that include: • An **insightful** message • A **thoughtful** organization of ideas • A **purposeful and precise** use of language and conventions.	Create representations that include: • A clear and specific message • A logical and coherent organization of ideas • A competent use of language and conventions.	Create representations that include: • A **general** message • A **basic** organization of ideas • A **simple** use of language and conventions.	Create representations that include: • A **vague or unrelated** message • **Little** organization of ideas • **Uncertain** and/or **unsuitable** use of language and conventions.
CC5.2 (e) Prepare a clearly organized multimedia presentation using pre- established organizers and criteria.	Prepares a **thoughtfully** organized multimedia presentation using pre-established organizers and criteria.	Prepares a clearly organized multimedia presentation using pre-established organizers and criteria.	Prepares a **simply** organized multimedia presentation using pre-established organizers and criteria.	**Requires support** to organize a multimedia presentation using pre-established organizers and criteria.
CC5.2 (h) Use computers and authoring software to compose texts and graphic representations.	**Skillfully** uses computer and authoring software to compose texts and graphic representations.	Uses computer and authoring software to compose texts and graphic representations.	Uses **limited** computer and authoring software to compose texts and graphic representations.	**Needs support** to use computer and authoring software to compose texts and graphic representations.
Message **CC5.2 Demonstrate a variety of ways to communicate understanding and response including illustrated reports, dramatizations, posters, timelines, multimedia presentations, and summary charts.** (a)Consider which form (e.g., drama, drawings, dance, diagrams, music, three-dimensional objects, posters, cartoons, maps, graphs, photographs, pictures, charts, and videos) is most appropriate for various tasks and identified purposes.	Form is **insightfully** selected for the task and purpose.	Form is appropriate for the task and purpose.	Form is **somewhat appropriate** for the task and purpose.	Form is **inappropriate** for the task and purpose.
(d) Use graphic organizers to clarify and shape understanding	**Skillfully** uses graphic organizers to clarify and shape understanding	Uses graphic organizers to clarify and shape understanding	Makes **limited use** of graphic organizers to clarify and shape understanding	**Unable** to use graphic organizers to clarify and shape understanding
(f) Integrate a variety of representations including illustrations, graphs, maps, and graphics into written and oral presentations.	**Skillfully** integrates a variety of representations including illustrations, graphs, maps, and graphics into written and oral presentations.	Integrates a variety of representations including illustrations, graphs, maps, and graphics into written and oral presentations.	**Attempts** to integrate a variety of representations including illustrations, graphs, maps, and graphics into written and oral presentations.	**Requires support** to iintegrate a variety of representations including illustrations, graphs, maps, and graphics into written and oral presentations.

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Use of Strategies				
CC5.2 Demonstrate a variety of ways to communicate understanding and response including illustrated reports, dramatizations, posters, timelines, multimedia presentations, and summary charts. (b) Select and flexibly use appropriate strategies (before, during, and after) to communicate meaning when representing.	**Confidently selects and flexibly** uses appropriate strategies (before, during, and after) to communicate meaning when representing. Such as: Before Skillfully uses prior knowledge and a **variety** of strategies to: • Consider role, audience, forms, topic, and purpose (RAFTS) • Generate and develop ideas **Effectively** uses organizers while planning. During • Creates **well-crafted** drafts and experiments with end product. • **Skillfully**, experiments with communication features and techniques • Confers with others during and after **purposefully**. After • Self and peer edit **independently**. • Thoughtful revisions made **independently**. • **Confidently** and **enthusiastically** shares polished final product with audience.	Select and flexibly use appropriate strategies (before, during, and after) to communicate meaning when representing. Such as: Before Uses prior knowledge a variety of strategies to: • Consider role, audience, forms, topic, and purpose (RAFTS) • Generate and develop ideas, with some direction Uses organizers while planning. During • Creates drafts and often experiments with end product. • Experiments with communication features and techniques. • Confers with others during and after. After • Self and peer edits • Makes revisions • Polishes, practices, and shares final product with audience.	Selects and uses **limited strategies** (before, during, and after) to communicate meaning when representing. Such as: Before **Occasionally** uses prior knowledge and a variety of strategies to: • Consider role, audience, forms, topic, and purpose (RAFTS) • Generate and develop ideas, with prompting Makes **limited use** of organizers while planning. During Creates **simple** drafts and may experiment with end product, **if encouraged**. Experiments with **some** communication features and techniques **if encouraged** Confers with others, **sometimes**. After • Self and/or peer edits with **teacher support**. • **Basic** revisions made with **teacher direction.** • Practices, **with guidance**, and shares, **with prompting**, final product.	**Needs support** to use strategies (before, during, and after) to communicate meaning when representing. Such as: Before Shows **little awareness** of prior knowledge and strategies to: • Consider role, audience, forms, topic, and purpose (RAFTS) • Generate and develop ideas, with direction Uses teacher-selected organizers, **with support**, while planning. During Creates drafts **rarely**. **Rarely** experiments with communication features and techniques Confers, **with prompting**, with adults. After • May self-edit with explicit teacher support. • Revising, **with direction**, in a **limited** way • **Refuses or rarely** shares final product.
Cues & Conventions (c) Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning, and to help the audience to understand when representing.	Understands and applies **relevant and engaging** pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when representing. Such as: • **Confidently** demonstrates an awareness of audience appropriate to purpose and intended audience • **Effectively** and **purposefully** uses knowledge of forms to communicate ideas in a clear and logical manner. • **Effectively** and **purposefully** selects and uses elements of representation to create specific effects	Understands and applies relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when representing. Such as: • Demonstrates an awareness of audience appropriate to purpose and intended audience. • Uses knowledge of forms to communicate ideas in a clear and logical manner. • Selects and uses elements of representation to create specific effects	**Attempts** to apply some pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when representing. Such as: • Demonstrates a **rudimentary** awareness of audience appropriate to purpose and intended audience • Uses a **basic** knowledge of forms to communicate ideas • **May** select and use elements of representation to create effects	**Uncertain and simplistic** use of pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and/or other cues and conventions to communicate meaning when representing. Such as: • Demonstrates a **limited** awareness of audience appropriate to purpose and intended audience • Has **limited** knowledge of forms for making choices when communicating ideas • Has a **limited awareness** of elements of representation

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