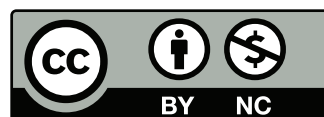


Outcome (indicator)	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p>Context CC7.1 Create various visual texts that explore identity, social responsibility, and efficacy</p> <p>(a) Create with clarity and correctness, and appropriate to a particular audience and purpose a variety of visual representations including multi-media texts, responses or reactions to texts, illustrations, diagrams, leaflets, storyboards, and cartoons.</p>	<p>With originality and sophistication, create visual representations to explore identity, social responsibility, and efficacy that include:</p> <ul style="list-style-type: none"> • Insightful message, content or idea (meaning) that creates a strong impact. • Sophisticated organization and coherence (form) • Complex use of language conventions (style and language choices) 	<p>With clarity and correctness, create visual representations to explore identity, social responsibility, and efficacy that include:</p> <ul style="list-style-type: none"> • Well-developed message content or idea (meaning) • Competent organization and coherence (form) • Effective use of language conventions (style and language choices) 	<p>Create basic visual representations to explore identity, social responsibility, and efficacy that include:</p> <ul style="list-style-type: none"> • Simple message content or ideas(meaning) • Uncomplicated organization and coherence (form) • Inconsistent use of language conventions (style and language choices) 	<p>Create limited visual representations to explore identity, social responsibility, and efficacy that include:</p> <ul style="list-style-type: none"> • Undeveloped and/or incomplete message content or ideas (meaning) • Limited organization and coherence (form) • Narrow use of language conventions (style and language choices)
<p>Message CC7.5 Create and present a variety of representations including visual and multimedia presentations, such as displays, illustrations, and videos, and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects.</p>	<p>Creates and presents engaging and insightful visual and multimedia representations.</p> <ul style="list-style-type: none"> • Creates original, thoughtful, and dynamic representations • Presents sophisticated and complex representations 	<p>Creates effective and coherent visual and multimedia representations.</p> <ul style="list-style-type: none"> • Creates original and well-developed representations • Presents clear and engaging representations 	<p>Creates, adequate and generally coherent visual and multimedia representations.</p> <ul style="list-style-type: none"> • Creates uncomplicated and general representations • Presents basic or inconsistent representations 	<p>Creates ineffective and/or confusing visual and multimedia representations.</p> <ul style="list-style-type: none"> • Creates unclear and/or incomplete representations • Presents vague and ineffective representations
<p>Use of Strategies CC7.3 Select and use the appropriate strategies to communicate meaning before, during, and after representing activities,</p>	<p>BEFORE</p> <ul style="list-style-type: none"> • Insightful use of prior knowledge and experience when considering the purpose and audience. • Thoughtfully considers and gathers specific and focused information that might be included in a representation • Thoughtfully and independently organizes ideas in an appropriate manner selecting a graphic organizer from a variety of organizers. • Plan is skillfully developed <p>DURING</p> <ul style="list-style-type: none"> • Draft or possible product includes thoughtful attention to thorough detail, examples, and explanations • Transitions support and strengthen the flow of ideas • Thoughtfully and skillfully explores and expands topic through discussion with others during and throughout the representing process. • Accurate acknowledgement of sources • Creatively and strategically experiments with communication features and techniques 	<p>BEFORE</p> <ul style="list-style-type: none"> • Clear use of prior knowledge and experience which considers purpose and audience • Considers and gathers specific and focused information to be included in a representation • Independently organizes ideas using a web or graphic organizer • Plan is well developed <p>DURING</p> <ul style="list-style-type: none"> • Draft or possible product includes significant and sufficient detail • Transitions support the flow of ideas • Explores and expands topic through discussion with others during and throughout the representing process. • Competent acknowledgement of sources • Experiments with communication features and techniques 	<p>BEFORE</p> <ul style="list-style-type: none"> • Predictive use of prior knowledge and experience which inconsistently considers purpose and audience • Inconsistently considers and gathers some information to be included in a representation that may or may not focus on the topic • Organizes ideas using a web or graphic organizer with teacher support • Plan is rudimentary; lacking refinement <p>DURING</p> <ul style="list-style-type: none"> • Draft or possible product includes some attention to detail • Transitions usually support the flow of ideas • Discusses ideas with others in a structured format during and throughout the representing process • Inaccurate acknowledgement of sources • Inconsistently experiments with communication features and techniques 	<p>BEFORE</p> <ul style="list-style-type: none"> • Unfocused use of prior knowledge and experience and difficulty considering purpose and audience • Difficulty considering and gathering information to be included in a representation • May organize ideas using a web or graphic organizer when supplied by the teacher and supported in use • There is little evidence of planning <p>DURING</p> <ul style="list-style-type: none"> • Draft or possible product includes little supporting detail • Transitions interrupt the flow of ideas or are not evident • May not discuss ideas with others • No acknowledgement of sources • Inappropriately experiments with communication features and techniques



	<p>AFTER</p> <ul style="list-style-type: none"> • Skillfully self-monitors, identifying strengths and needed changes • Independently edits • Revisions demonstrate meaningful changes in response to feedback concerning content, meaning, organization, and appearance 	<p>AFTER</p> <ul style="list-style-type: none"> • Self-monitors, identifying strengths and needed changes • Edits • Revisions appropriately respond to feedback concerning content, meaning, organization, and appearance. 	<p>AFTER</p> <ul style="list-style-type: none"> • Identifies strengths and needed changes using a pre-determined framework • Edits using a checklist. • Revisions shows some evidence of responding to feedback for content, meaning, organization, and appearance. 	<p>AFTER</p> <ul style="list-style-type: none"> • Identifies strengths and needed changes with adult support • • May edit using a checklist with adult support • Revisions shows little evidence of responding to feedback for content, meaning, organization, and appearance.
<p>Cues and Conventions CC7.4 Use cues to construct and communicate meaning</p> <ul style="list-style-type: none"> • pragmatic • textual • syntactical • semantic/lexical/morphological • graphophonic • other cues 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Insightful use of language for audience and purpose • Skillfully uses language that demonstrates respect for others • Tone and voice are imaginative and engaging • Function and purpose of the text (ie. informing, persuading, narrating and describing) is skillfully recognized and explained • Uses, in a sophisticated manner, standard Canadian English that follows accepted rules of usage <p>TEXTUAL</p> <ul style="list-style-type: none"> • Point of view (including third person) is established, purposeful and used with insight. • Purposefully uses and applies common organizational patterns • Strong coherence • Understands and effectively uses a sophisticated range of visual representations <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Skillfully varies sentences and phrases for special effect • Demonstrates a large vocabulary <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC /OTHER</p> <ul style="list-style-type: none"> • Uses words in a sophisticated and strategic way to enhance meaning • Consistently uses words correctly and appropriately • Spelling is consistently correct • Strategically uses sounds, visuals and multimedia aids to enhance presentation. • Effectively combines print and visual 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Language is appropriate for audience and purpose • Uses language that demonstrates respect for others • Tone and voice are appropriate for audience and text type • Function and purpose of the text (ie. informing, persuading, narrating and describing) is recognized and explained • Uses standard Canadian English that follows accepted rules of usage <p>TEXTUAL</p> <ul style="list-style-type: none"> • Point of view (including third person) is established • Uses and applies common organizational patterns • Coherence • Understands and uses a range of visual representations <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Contains a variety of sentences and phrases • Varies vocabulary <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC/ OTHER</p> <ul style="list-style-type: none"> • Uses words appropriately and for their intended meaning (ie. homonyms) • Uses precise words clearly and correctly • Spelling is usually correct • Appropriately uses sounds, visuals and multimedia aids to enhance presentation • Appropriately combines print and visual 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Language is inconsistent for audience and purpose • Inconsistently uses language that demonstrates respect for others • Tone and voice are sometimes appropriate for audience and text type • Function and purpose of the text (ie. informing, persuading, narrating and describing) is not easily recognized and/or explained • Inconsistently uses standard Canadian English that follows accepted rules of usage <p>TEXTUAL</p> <ul style="list-style-type: none"> • Point of view (including third person) is varied and/or inconsistent • Inconsistently uses and applies common organizational patterns: • Limited coherence • Uses limited visual representations <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Contains a basic variety of sentences and phrases • Demonstrates a basic vocabulary <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC/ OTHER</p> <ul style="list-style-type: none"> • Inconsistent use of words correctly for their intended meaning (ie. homonyms) • Sometimes uses precise words • Spelling is rarely correct • Basic use of sounds, visuals and multimedia aids to enhance presentation • Sometimes combines print and visual 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Language is inappropriate for audience and purpose • Language does not demonstrate respect for others • Tone and voice are not evident and/or are inappropriate for audience or text type • The function and purpose of the text are not evident (ie. informing, persuading, narrating and describing) • Inappropriately uses standard Canadian English that follows accepted rules of usage <p>TEXTUAL</p> <ul style="list-style-type: none"> • Point of view (including third person) is not evident or is confusing • Partially or ineffectively uses and applies common organizational patterns • Lacks coherence • Uses basic visual representations <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Repetitive sentences and phrases • Vocabulary is limited <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC/ OTHER</p> <ul style="list-style-type: none"> • Does not use words appropriately and for their intended meaning (ie. homonyms) • Uses vague words • Spelling is often incorrect • Inappropriate use of sounds, visuals and multimedia aids. • Rarely combines print and visual

