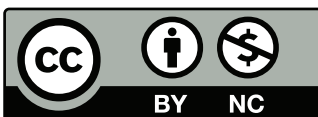


Outcome (Indicator)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<b>Context</b> <b>CC8.1 Create various visual representations that explore identity, social responsibility and efficacy</b>	Creates with <b>originality, sophistication</b> and variety, visual representations that explore identity, social responsibility, and efficacy that include: <ul style="list-style-type: none"> <li>• <b>Insightful</b> message content or idea (meaning) that creates a <b>strong</b> impact.</li> <li>• <b>Sophisticated</b> organization and coherence (form)</li> <li>• <b>Complex</b> use of language conventions (style and language choices)</li> </ul>	Creates with clarity, correctness and variety, visual representations that explore identity, social responsibility, and efficacy that include: <ul style="list-style-type: none"> <li>• Well-developed message content or ideas(meaning) that create an impact</li> <li>• Competent <b>organization</b> and coherence (form)</li> <li>• Competent use of language conventions (style and language choices)</li> </ul>	Creates <b>basic</b> visual representations that explore identity, social responsibility, and efficacy that include: <ul style="list-style-type: none"> <li>• <b>Basic</b> message content or ideas(meaning)</li> <li>• <b>Adequate</b> organization and coherence (form)</li> <li>• <b>Inconsistent</b> use of language conventions (style and language choices)</li> </ul>	Creates <b>limited</b> visual representations that explore identity, social responsibility, and efficacy that include: <ul style="list-style-type: none"> <li>• <b>Limited</b> message content or ideas (meaning)</li> <li>• <b>Limited</b> organization and coherence (form)</li> <li>• <b>Limited</b> use of language conventions (style and language choices)</li> </ul>
<b>Message</b> <b>CC8.5 Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends in a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain, to persuade, and to entertain.</b>	Creates and presents <b>engaging</b> and <b>insightful</b> visual and multimedia representations. <ul style="list-style-type: none"> <li>• <b>Purposefully</b> chooses media and/or technology to fully explore ideas and enhance communication</li> <li>• Presents <b>sophisticated</b> and <b>complex</b> representations</li> <li>• <b>Imaginatively</b> uses more than one type of media (familiar and unfamiliar forms) in a presentation</li> </ul>	Creates effective and coherent visual and multimedia representations. <ul style="list-style-type: none"> <li>• Chooses appropriate media and/or technology to fully explore ideas and enhance communication</li> <li>• Presents clear and engaging representations</li> <li>• Appropriately uses more than one type of media (familiar and unfamiliar forms) in a presentation</li> </ul>	Creates, <b>adequate</b> and <b>generally</b> coherent visual and multimedia representations. <ul style="list-style-type: none"> <li>• With <b>teacher support</b>, chooses appropriate media and/or technology</li> <li>• Presents <b>basic</b> or <b>inconsistent</b> representations</li> <li>• With <b>teacher support</b>, uses more than one type of media (familiar and unfamiliar forms) in a presentation</li> </ul>	Creates <b>ineffective</b> and/or <b>confusing</b> visual and multimedia representations. <ul style="list-style-type: none"> <li>• Chooses <b>inappropriate</b> media and/or technology</li> <li>• Presents <b>vague</b> and <b>ineffective</b> representations</li> <li>• <b>Ineffective</b> use of media (familiar and unfamiliar forms) in a presentation</li> </ul>
<b>Use of Strategies</b> <b>CC8.3 Select and use the appropriate strategies to communicate meaning with clarity, correctness and variety</b> <ul style="list-style-type: none"> <li>• before</li> <li>• during</li> <li>• after</li> </ul> <b>representing activities</b>	<b>BEFORE</b> <ul style="list-style-type: none"> <li>• <b>Insightful</b> use of prior knowledge &amp; experience</li> <li>• <b>Thoughtful</b> consideration of purpose &amp; audience</li> <li>• <b>Skillfully</b> considers, collects, and generates information to be included in representation <b>consistently</b> focusing on topic</li> <li>• <b>Thoughtfully</b> organizes ideas in an appropriate manner</li> <li>• Plan demonstrates <b>creativity</b></li> </ul> <b>DURING</b> <ul style="list-style-type: none"> <li>• Draft or possible product includes <b>thoughtful</b> attention to <b>thorough</b> detail, examples, &amp; explanations</li> <li>• Transitions support and <b>strengthen</b> the flow of ideas</li> <li>• <b>Purposefully</b> use conferring to improve visual representation</li> <li>• <b>Accurate</b> acknowledgement of sources</li> <li>• <b>Creatively and strategically</b> experiments with communication features and techniques</li> </ul>	<b>BEFORE</b> <ul style="list-style-type: none"> <li>• Clear use of prior knowledge &amp; experience</li> <li>• Considers purpose &amp; audience</li> <li>• Considers, collects and generates information to be included in representation focusing on topic</li> <li>• Organizes ideas in an appropriate manner</li> <li>• Plan is well developed</li> </ul> <b>DURING</b> <ul style="list-style-type: none"> <li>• Draft or possible product includes sufficient supporting detail</li> <li>• Transitions support the flow of ideas</li> <li>• Confer with others to improve visual representation</li> <li>• Competent acknowledgement of sources</li> <li>• Effectively experiments with communication features and techniques</li> </ul>	<b>BEFORE</b> <ul style="list-style-type: none"> <li>• <b>Predictive</b> use of prior knowledge &amp; experience evident</li> <li>• <b>Inconsistently</b> considers purpose &amp; audience</li> <li>• <b>Inconsistently</b> considers, collects and generates information <b>generally</b> focusing on topic</li> <li>• <b>Inconsistently</b> organizes ideas</li> <li>• Plan is <b>rudimentary</b>; lacking refinement</li> </ul> <b>DURING</b> <ul style="list-style-type: none"> <li>• Draft or possible product includes <b>some</b> attention to detail</li> <li>• Transitions <b>usually</b> support the flow of ideas</li> <li>• <b>Uses teacher support</b> to confer with others to improve visual representation</li> <li>• <b>Inaccurate</b> acknowledgement of sources</li> <li>• <b>Inconsistently</b> experiments with communication features and techniques</li> </ul>	<b>BEFORE</b> <ul style="list-style-type: none"> <li>• <b>Unfocused</b> use of prior knowledge &amp; experience</li> <li>• <b>Difficulty</b> considering purpose &amp; audience</li> <li>• <b>Difficulty</b> considering, collects and generates information and <b>may not consistently</b> focus on topic</li> <li>• Organizes ideas when <b>supported by an adult</b></li> <li>• There is <b>little evidence</b> of planning</li> </ul> <b>DURING</b> <ul style="list-style-type: none"> <li>• Draft or possible product includes <b>little</b> supporting detail</li> <li>• Transitions <b>interrupt</b> the flow of ideas or are not evident</li> <li>• Conferring with others <b>does not</b> improve visual representation</li> <li>• <b>No</b> acknowledgement of sources</li> <li>• <b>Little or no</b> experiments with communication features and techniques</li> </ul>



	<p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• <b>Purposefully</b> self-monitors, identifying strengths and needed changes</li> <li>• <b>Independently</b> edits</li> <li>• Revisions demonstrate <b>meaningful</b> changes in response to feedback</li> <li>• <b>Explicit, deliberate, and insightful</b> revisions for content, meaning, organization, and appearance.</li> </ul>	<p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• Self-monitors, identifying strengths and needed changes</li> <li>• Edits</li> <li>• Revisions appropriately respond to feedback</li> <li>• Revisions for content, meaning, organization, and appearance.</li> </ul>	<p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• Identifies strengths and needed changes using a <b>pre-determined framework</b></li> <li>• Edits using a <b>checklist</b>.</li> <li>• Revisions shows <b>some evidence</b> of responding to feedback</li> <li>• <b>Predictable</b> revisions include <b>for</b> content, meaning, organization, and appearance.</li> </ul>	<p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• Identifies strengths and needed changes <b>with adult support</b></li> <li>• <b>May</b> edit using a checklist with <b>adult support</b></li> <li>• Revisions shows <b>little evidence</b> of responding to feedback</li> <li>• <b>Little or no revisions for</b> content, meaning, organization, and appearance.</li> </ul>
<p><b>Cues &amp; Conventions</b>  <b>CC8.4 Use cues to construct and communicate meaning with clarity, correctness, and variety</b></p> <ul style="list-style-type: none"> <li>• <b>pragmatic</b></li> <li>• <b>textual</b></li> <li>• <b>syntactical</b></li> <li>• <b>semantic/lexical/morphological</b></li> <li>• <b>graphophonic</b></li> <li>• <b>other cues</b></li> </ul>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• <b>Insightful</b> use of language for audience and purpose</li> <li>• <b>Skillfully</b> uses language that demonstrates appropriate language register</li> <li>• Tone and voice are <b>imaginative</b> and <b>engaging</b></li> <li>• Function and purpose of the text (ie. informing, persuading, narrating and describing) is <b>skillfully</b> recognized and explained</li> <li>• Uses, in a <b>sophisticated</b> manner, standard Canadian English that follows accepted rules of usage</li> </ul> <p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>• Use of artistic devices is <b>purposeful</b> and used with <b>insight</b>.</li> <li>• <b>Purposefully</b> uses and applies common organizational patterns</li> <li>• <b>Strong</b> coherence</li> <li>• Understands and <b>effectively</b> uses a <b>sophisticated</b> range of visual representations to portray key ideas</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Skillfully</b> varies sentences and phrases for special effect</li> <li>• Demonstrates a <b>large</b> vocabulary</li> </ul> <p><b>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONIC /OTHER</b></p> <ul style="list-style-type: none"> <li>• Captures a particular aspect of intended meaning in a <b>sophisticated and strategic way</b></li> <li>• <b>Consistently</b> uses words correctly and appropriately</li> <li>• Spelling is <b>consistently</b> correct</li> <li>• <b>Strategically</b> uses sounds, visuals and multimedia aids to enhance presentation.</li> <li>• <b>Effectively</b> combines print and visual</li> <li>• <b>Effectively</b> arranges and balances words and visuals as well as fonts in order to send a coherent and clear message</li> </ul>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• Language is appropriate for audience and purpose</li> <li>• Uses language that demonstrates appropriate language register</li> <li>• Tone and voice are appropriate</li> <li>• Function and purpose of the text (ie. informing, persuading, narrating and describing) is recognized and explained</li> <li>• Uses standard Canadian English that follows accepted rules of usage</li> </ul> <p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>• Use of artistic devices is established</li> <li>• Uses and applies common organizational patterns</li> <li>• Coherence</li> <li>• Understands and uses a range of visual representations to portray key ideas</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li>• Contains a variety of sentences and phrases</li> <li>• Varies vocabulary</li> </ul> <p><b>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONIC/ OTHER</b></p> <ul style="list-style-type: none"> <li>• Uses words appropriately to capture a particular aspect of intended meaning</li> <li>• Uses precise words clearly and correctly</li> <li>• Spelling is usually correct</li> <li>• Appropriately uses sounds, visuals and multimedia aids to enhance presentation</li> <li>• Appropriately combines print and visual</li> <li>• Appropriately arranges and balances words and visuals as well as fonts in order to send a coherent and clear message</li> </ul>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• Language is <b>inconsistent</b> for audience and purpose</li> <li>• <b>Inconsistently</b> uses language that demonstrates appropriate language register</li> <li>• Tone and voice are <b>sometimes</b> appropriate</li> <li>• Function and purpose of the text (ie. informing, persuading, narrating and describing) is <b>not easily recognized</b> and/or explained</li> <li>• <b>Inconsistently</b> uses standard Canadian English that follows accepted rules of usage</li> </ul> <p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>• Use of artistic devices is varied and/or <b>inconsistent</b></li> <li>• <b>Inconsistently</b> uses and applies common organizational patterns:</li> <li>• <b>Limited</b> coherence</li> <li>• Uses <b>limited</b> visual representations to portray key ideas</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li>• Contains a <b>basic</b> variety of sentences and phrases</li> <li>• Demonstrates a <b>basic</b> vocabulary</li> </ul> <p><b>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONIC/ OTHER</b></p> <ul style="list-style-type: none"> <li>• <b>Inconsistent</b> use of words to capture a particular aspect of intended meaning</li> <li>• <b>Sometimes</b> uses precise words</li> <li>• Spelling is <b>rarely</b> correct</li> <li>• <b>Basic</b> use of sounds, visuals and multimedia aids to enhance presentation</li> <li>• <b>Sometimes</b> combines print and visual</li> <li>• <b>Sometimes</b> arranges and balances words and visuals as well as fonts in order to send a coherent and clear message</li> </ul>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• Language is <b>inappropriate</b> for audience and purpose</li> <li>• Language <b>does not</b> demonstrate appropriate language register</li> <li>• Tone and voice are <b>inappropriate</b></li> <li>• The function and purpose of the text are <b>not evident</b> (ie. informing, persuading, narrating and describing)</li> <li>• <b>Inappropriately</b> uses standard Canadian English that follows accepted rules of usage</li> </ul> <p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>• Use of artistic devices is <b>not evident</b> or is <b>confusing</b></li> <li>• <b>Partially</b> or <b>ineffectively</b> uses and applies common organizational patterns</li> <li>• <b>Lacks</b> coherence</li> <li>• Uses <b>basic</b> visual representations to portray some key ideas</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Repetitive</b> sentences and phrases</li> <li>• Vocabulary is limited</li> </ul> <p><b>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONIC/ OTHER</b></p> <ul style="list-style-type: none"> <li>• <b>Does not use</b> words appropriately or for their intended meaning</li> <li>• Uses <b>vague</b> words</li> <li>• Spelling is often <b>incorrect</b></li> <li>• <b>Inappropriate</b> use of sounds, visuals and multimedia aids.</li> <li>• <b>Rarely</b> combines print and visual</li> <li>• <b>Partially</b> or <b>rarely</b> arranges and balances words and visuals as well as fonts in order to send a coherent and clear message</li> </ul>

