Grade Nine **Outcomes** (Indicators)	**4 – Mastery**	**3 - Proficient**	**2 - Approaching**	**1 - Beginning**
Context **CC9.1 a/b Create various visual and multimedia texts that explore identity, social responsibility, and efficacy.**	Creates **insightful** and **thought-provoking** visual and multimedia texts that explore identity, social responsibility, and efficacy. These texts include: • A **purposeful , insightful** message with ideas and information which are **comprehensively** developed (Meaning) • A **skillfu**l organization of ideas (Form) • **Efficient** and **confident** control of language cues and conventions (Style and Language Choices)	Creates clear and original visual and multimedia texts that explore identity, social responsibility, and efficacy. These texts include: • A specific, relevant message with ideas and information which are clear and complete (Meaning) • A coherent, logical organization of ideas (Form) • Appropriate and deliberate use of language cues and conventions (Style and Language Choices)	Creates **predictable** visual and multimedia texts that explore identity, social responsibility, and efficacy. These texts include: • A **general** message with **simplistic** but generally **accurate** ideas and information (Meaning) • A **methodical** organization of ideas (Form) • **Partial** control over and a **basic** use of language and conventions (Style and Language Choices)	Creates **limited and/or unfocused** visual and multimedia texts that explore identity, social responsibility and efficacy. These texts include: • A **vague, incomplete** and/or **Ineffective** message with **limited**, **unclear** and/or **disconnected** ideas and information (Meaning) • **Ineffective** organization of ideas (Form) • **Uncertain and/or inappropriate** use of language cues and conventions. (Style and Language Choices)
Message **CC9.5a Create and present a variety of visual and multimedia presentations to best represent message for an intended audience and purpose.** **CC9.5b Create and present a variety of visual and multimedia presentations including addressing various audiences for one proposal.** c. Create multimedia presentations to communicate information. e. Create oral presentations using visual aids, media and other technology. j. Adapt a print work to another medium.	Creates **insightful** representations that: • **Effectively** analyze, organize, and convert information into different forms (e.g., charts, graphs, drawings, movement) • **Effectively** integrate a variety of media (e.g., sound effects, mime, graphics, physical movement, short video clip) to enhance the message • **Effectively** employ appropriate technology to organize and record information (charts, maps, and graphs)	Creates clear, straightforward representations that: • Analyze, organize, and convert information into different forms (e.g., charts, graphs, drawings, movement) • Integrate a variety of media (e.g., sound effects, mime, graphics, physical movement, short video clip) to enhance the message • Employ appropriate technology to organize and record information (charts, maps, and graphs)	Creates **satisfactory** representations that: • **Simplistically** analyze, organize, and convert information into different forms (e.g., charts, graphs, drawings, movement) • Integrate a variety of media (e.g., sound effects, mime, graphics, physical movement, short video clip) **related** to the message • Employ **some** appropriate technology to organize and record information (charts, maps, and graphs)	Creates **limited** representations that: • **Inadequately** analyze, organize, and convert information into different forms (e.g., charts, graphs, drawings, movement) • Integrate a variety of media (e.g., sound effects, mime, graphics, physical movement, short video clip) **unrelated** to the message • Employ **little or no** technology to organize and record information (charts, maps, and graphs)
Use of Strategies **CC9.3 (a,b) Select and use appropriate strategies to communicate meaning before, during, and after to construct meaning when representing.**	**BEFORE** • **Insightful, purposeful** use of prior knowledge and experience • **Careful** consideration of purpose and audience • **Skillfully** considers and generates **insightful** ideas and information that covers the breadth of topic • **Thoughtfully** considers and chooses/adapts an appropriate form to suit intended audience • **Independently** plans and organizes ideas for drafting after selecting an appropriate graphic organizer • **Skillfully** considers qualities of effective communication and language to use • Plan demonstrates **significant creativity**	**BEFORE** • Clear use of prior knowledge and experience • Considers purpose and audience • Considers and generates focused ideas and information that covers the breadth of topic • Considers and chooses/adapts form to suit audience • Plans and organizes ideas using a graphic organizer (e.g, storyboarding) • Considers qualities of effective communication and the language to use • Plan is straightforward	**BEFORE** • **Some** use of prior knowledge and experience • **Some** consideration of purpose and audience • Considers and generates **basic** ideas and information that **partially** covers the topic • **Some** consideration when choosing an appropriate form to suit intended audience • **Rudimentary** plan and organization of ideas for drafting • **Little evidence** of consideration of qualities of effective communication and the language to use • Plan is **simplistic**	**BEFORE** • **Unfocused and/or no evidence** of use of prior knowledge and experience • **Difficulty** considering purpose and audience • Generates **rudimentary/insufficient** ideas and information for topic • Using **teacher support** considers and chooses an appropriate form for intended audience • **Minimal and/or inadequate** plan and organization of ideas for drafting • **Inadequate** consideration of qualities of effective communication and the language to use • Plan is **non-existent**

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	DURING • Draft contains **thorough** attention to topic detail • **Careful and precise** use of language to construct message • **Purposeful** conferencing with others to solicit feedback • **Careful and thorough** use of a process to ensure clarity and conciseness of text • **Accurate** acknowledgement and citation of sources • **Innovative** experimentation with communication features and techniques to suit different audience **AFTER** • **Independently** revises for content, meaning, and organization • **Independent** revisions for sentence structure, spelling, word choice, punctuation as applicable • **Skillfully** proofreads and completes edits • **Purposefully** uses feedback to make meaningful revisions	**DURING** • Draft demonstrates attention and topic detail • Clear use of language to construct message • Confers with others to solicit feedback • Use of a process to ensure clarity and conciseness of text • Acknowledges and cites sources • Experiments with communication features and techniques to suit different audience **AFTER** • Revises for content, meaning, and organization as appropriate • Appropriate revisions for sentence structure, spelling, word choice, punctuation as applicable • Independently proofreads and completes edits • Demonstrates use of feedback to make meaningful revisions	**DURING** • Draft contains **some** attention to topic details • **Adequate** use of language to construct message • **Some** evidence of conferencing with others to solicit feedback • **Partial** use of a process to ensure clarity and conciseness of text • **Inaccurate** acknowledgement and citation of sources • **Basic** experimentation with communication features and techniques to suit audience **AFTER** • **Some** revision for content, meaning, and organization • **Partial** revisions of sentence structure, spelling, word choice, punctuation as applicable • Completes **basic** edits • **Some** evidence of use of feedback to make meaningful revisions	**DURING** • Draft contains **minimal attention** to topic detail • **Inadequate or inappropriate** use of language to construct message • **Little use** of conferencing with others to solicit feedback • **Insufficient** use of a process to ensure clarity and conciseness of text • **No** acknowledgement and citation of sources • **Little or no** evidence of experimentation with communication features and techniques to suit audience **AFTER** • **Minimal and/or insufficient** revision for content, meaning, and organization • **Partial** revisions of sentence structure, spelling, word choice, punctuation as applicable with support from adult • **Minimal** completion of edits with support from adult • **Little** evidence of use of feedback to make meaningful revisions
Cues and Convention **CC9.4a/b Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic and other cues to construct and communicate meaning.**	**PRAGMATIC** • A **skillful, thoughtful** use of inclusive language for audience and purpose that demonstrates respect for all • **Innovative** use of technology to communicate for audience and purpose • Tone, voice, and point of view **are clearly established and purposeful** • **Consistent** use of Canadian English **TEXTUAL** • **Effective** use of transitions to make representation flow • **Compelling** leads, **effective** bodies, and **insightful or original** conclusions for a variety of texts • **Strategic** and **effective** use of literary devices **SYNTACTICAL** • **Original** and **powerful use of** sequencing to convey meaning • **Effective** use of punctuation and capitalization	**PRAGMATIC** • Appropriate use of inclusive language for audience and purpose that demonstrates respect for all • Appropriate use of technology to communicate for audience and purpose • Tone, voice, and point of view are evident • Appropriate use of Canadian English **TEXTUAL** • Use of transitions to make representation flow • Use of strong leads, coherent bodies, and effective conclusions for a variety of texts • Purposeful use of literary devices **SYNTACTICAL** • Appropriate use of sequencing to convey meaning • Accurate use of punctuation and capitalization	**PRAGMATIC** • Language is **inconsistent** for purpose and audience may **not always** demonstrate respect for all • **Basic** use of technology to communicate for audience and purpose • Tone, voice, and point of view are **sometimes** evident • **Basic** use of Canadian English **TEXTUAL** • **Little** use of transitions so **flow is impeded** • **Inconsistent** use of leads, **incomplete** bodies, and **weak** conclusions for a variety of texts • **Some** use of literary devices **SYNTACTICAL** • **Basic** use of sequencing to convey meaning • **Inconsistent** use of correct punctuation and capitalization	**PRAGMATIC** • Language is **inappropriate** for purpose and audience • **Limited** use of technology to communicate for audience and purpose • Tone, voice, and point of view are **not evident** • **Limited** use of Canadian English **TEXTUAL** • **Improper or no** use of transitions blocks flow of representation • **Inadequate** use of leads, **incomplete** bodies, and **weak or unsupported** conclusions for a variety of texts • **Limited** use of literary devices **SYNTACTICAL** • **Inappropriate** use of sequencing to convey meaning • **Incorrect** use of capitalization and punctuation

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	SEMANTIC/LEXICAL/MORPHOLOGICAL • **Insightful** consideration of connotative and denotative word meaning s/usage • Demonstrates an **extensive** vocabulary	**SEMANTIC/LEXICAL/MORPHOLOGICAL** • Appropriate use of connotative and denotative word meanings/usage • Demonstrates an appropriate vocabulary	**SEMANTIC/LEXICAL/MORPHOLOGICAL** • **Some evidence** of understanding of connotative and denotative word meanings/ usage • Demonstrates a **basic** vocabulary	**SEMANTIC/LEXICAL/MORPHOLOGICAL** • **Little or no** demonstration of understanding of connotative and denotative word meanings/usage • Demonstrates a **limited** vocabulary

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