

Outcome (indicators)	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p><b>Context</b>  <b>CC4.1 Compose and create a range of visual and multimedia texts that explore: identity, community, and social responsibility through personal experiences and inquiry.</b></p> <p>(a) Creates representations that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> <li>• A specific message</li> <li>• A coherent organization of ideas</li> <li>• Ideas and information which are clear and complete</li> <li>• Appropriate use of language and conventions.</li> </ul>	<p>Creates <b>original</b> and <b>insightful</b> spoken and other representations that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> <li>• A <b>clear</b> and specific message</li> <li>• A <b>thoughtful</b> organization of ideas</li> <li>• Ideas and information are <b>richly developed</b></li> <li>• <b>Confident</b> control and use of language and conventions.</li> </ul>	<p>Creates spoken and other representations that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> <li>• A specific message</li> <li>• A coherent organization of ideas</li> <li>• Ideas and information are clear and complete</li> <li>• Appropriate use of language and conventions.</li> </ul>	<p>Creates <b>basic</b> spoken and other representations that that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> <li>• A <b>general</b> message</li> <li>• A <b>rudimentary</b> organization of ideas</li> <li>• <b>Some</b> of the ideas and information are <b>clear</b> and complete</li> <li>• Some control over and a basic use of language and conventions.</li> </ul>	<p>Creates <b>limited and/or unfocused</b> spoken and other representations that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> <li>• A <b>vague or unrelated</b> message</li> <li>• <b>Little</b> organization of ideas</li> <li>• Ideas and information are <b>limited, unclear or unfocused</b></li> <li>• <b>Inconsistent and/or inappropriate</b> use of language and conventions.</li> </ul>
<p><b>Message</b>  <b>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.</b></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"> <li>• <b>Detailed, thoughtful</b>, logical and <b>meaningfully illustrative</b> of the topic</li> <li>• <b>Consistently</b> properly labelled and captioned.</li> </ul> <p>Expresses <b>insightful</b> opinions about experiences through a variety of representations.</p> <p>Uses visual aids to <b>insightfully enhance</b> spoken or written products.</p>	<p>Organize information and ideas in visual and multimedia texts that are:</p> <ul style="list-style-type: none"> <li>• Clear, meaningful, logical, and illustrative of the topic</li> <li>• Properly labelled and captioned.</li> </ul> <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"> <li>• <b>Simplistic, general</b>, and may be <b>illustrative</b> of the topic</li> <li>• <b>Some</b> proper labels and captions.</li> </ul> <p>Expresses <b>simplistic</b> 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"> <li>• <b>Unclear, inconsistent</b>, and may be <b>unrelated</b> to the topic</li> <li>• <b>Limited</b> labels and captions.</li> </ul> <p>Expresses <b>limited or unrelated</b> opinions about experiences through a variety of representations.</p> <p>Visual aids <b>interfere</b> with or are <b>not present</b> in spoken or written products.</p>
<p><b>Use of Strategies</b>  <b>CC4.2</b></p> <p>(b) Select and use pertinent before, during, and after strategies to communicate meaning when using representing.</p>	<p><b>Insightfully</b> 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"> <li>• <b>Insightful</b> use of prior knowledge &amp; experience</li> <li>• <b>Thoughtfully</b> considers purpose &amp; audience</li> <li>• <b>Thoughtfully</b> gathers specific information that might be included</li> <li>• <b>Thoughtfully</b> plans and organizes ideas in an</li> </ul>	<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"> <li>• Activates prior knowledge &amp; experience</li> <li>• Considers purpose &amp; audience</li> <li>• Gathers specific information that might be included</li> <li>• Plans and organizes ideas for drafting</li> <li>• Explores and expands topic through discussion</li> </ul>	<p>Selects and uses <b>limited</b> Before, During and After representing strategies to construct meaning when representing.</p> <p>BEFORE</p> <ul style="list-style-type: none"> <li>• <b>Basic</b> use of prior knowledge &amp; experience</li> <li>• <b>Simplistically</b> considers purpose &amp; audience</li> <li>• Gathers <b>limited</b> information</li> <li>• Makes <b>basic</b> plans and organizes ideas</li> <li>• Discusses ideas with others in a structured format before and during representing</li> </ul>	<p><b>Has difficulty</b> selecting and use Before, During and After representing strategies to construct meaning when representing.</p> <p>BEFORE</p> <ul style="list-style-type: none"> <li>• <b>Unfocused and /or limited</b> use of prior knowledge &amp; experience</li> <li>• <b>Difficulty</b> considering purpose &amp; audience</li> <li>• Has <b>difficulty</b> gathering information</li> <li>• Has <b>difficulty</b> planning and organizing ideas when supported by the teacher</li> </ul>

	<p>appropriate manner</p> <ul style="list-style-type: none"> <li>Discussion with others adds <b>breadth and depth</b> to ideas before and during representing</li> </ul> <p>DURING</p> <ul style="list-style-type: none"> <li><b>Skillfully</b> creates draft(s) and experiments with possible product(s)</li> <li>Draft includes <b>thoughtful</b> attention to <b>enriching</b> detail</li> <li>When appropriate, includes examples from personal experience to <b>insightfully</b> illustrate main ideas</li> <li><b>Thoughtful</b> sequence and development of ideas</li> </ul> <p>AFTER</p> <ul style="list-style-type: none"> <li><b>Thoroughly</b> self-monitors, identifying strengths and needed changes</li> <li>Revisions demonstrate <b>meaningful</b> changes in response to feedback</li> </ul>	<p>with others before and during representing</p> <p>DURING</p> <ul style="list-style-type: none"> <li>Creates draft(s) and experiments with possible product(s)</li> <li>Draft includes details</li> <li>When appropriate, includes examples from personal experience to illustrate main ideas</li> <li><b>Straightforward</b> sequence and development of ideas</li> </ul> <p>AFTER</p> <ul style="list-style-type: none"> <li>Self-monitors, identifying strengths and needed changes</li> <li>Revisions respond to feedback</li> </ul>	<p>DURING</p> <ul style="list-style-type: none"> <li>Creates a <b>simple</b> draft(s) and <b>may</b> experiment with possible product(s)</li> <li>Draft includes <b>some</b> attention to detail</li> <li>When appropriate, includes examples from personal experience</li> <li><b>Rudimentary</b> sequence or development of ideas</li> </ul> <p>AFTER</p> <ul style="list-style-type: none"> <li>Identifies strengths and needed changes using a pre-determined framework</li> <li>Revisions shows <b>some evidence</b> of responding to feedback</li> </ul>	<ul style="list-style-type: none"> <li>May not discuss ideas with others</li> </ul> <p>DURING</p> <ul style="list-style-type: none"> <li><b>Has difficulty</b> creating draft(s) and considering possible product(s)</li> <li>Draft includes <b>little</b> detail</li> <li>When needed, examples from personal experience are <b>not evident</b></li> <li><b>Limited</b> sequence or development of ideas</li> </ul> <p>AFTER</p> <ul style="list-style-type: none"> <li><b>Little</b> evidence of ability to identify strengths and needed changes</li> <li>Revisions shows <b>little evidence</b> of responding to feedback</li> </ul>
<p><b>Cues &amp; Conventions</b></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"> <li>Representation is <b>well-crafted and well-chosen</b> to suit purpose &amp; audience</li> <li>Medium chosen <b>effectively illustrates</b> the communication needs of the message</li> <li><b>Thoughtfully</b> and <b>pointedly</b> uses different forms of representations</li> <li><b>Thoughtfully</b> and <b>pointedly</b> chooses elements such as colour, shape, movement, sound, space, layout that most effectively and <b>artistically</b> convey the message.</li> </ul>	<ul style="list-style-type: none"> <li>Representation is appropriate for purpose &amp; audience</li> <li>Medium chosen matches the communication needs of the message</li> <li>Recognizes and uses different forms of representations</li> <li>Chooses elements such as colour, shape, movement, sound, space, layout that most effectively convey the message.</li> </ul>	<ul style="list-style-type: none"> <li>Representation is <b>rudimentary when considering</b> purpose &amp; audience</li> <li>Medium <b>shows some evidence</b> of being chosen in order to communicate a specific message</li> <li>Uses different forms of representations</li> <li><b>May</b> choose elements such as colour, shape, movement, sound, space, layout to convey the message.</li> </ul>	<ul style="list-style-type: none"> <li>Representation is <b>unclear, inappropriate or immature</b> for purpose &amp; audience</li> <li>Medium <b>does not</b> match the communication needs of the message</li> <li>Uses different forms of representations when <b>directed or supported</b></li> <li>Chooses elements such as colour, shape, movement, sound, space, layout that convey the message when <b>directed or supported</b>.</li> </ul>