

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>AFTER</p> <ul style="list-style-type: none"> • Skillfully self-monitors, identifying strengths and 	<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>AFTER</p> <ul style="list-style-type: none"> • Self-monitors, identifying strengths and needed changes 	<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>AFTER</p> <ul style="list-style-type: none"> • Identifies strengths and needed changes using a pre-determined framework 	<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"> • Identifies strengths and needed changes with adult support

	<p>needed changes</p> <ul style="list-style-type: none"> Independently edits Revisions demonstrate meaningful changes in response to feedback concerning content, meaning, organization, and appearance 	<ul style="list-style-type: none"> Edits Revisions appropriately respond to feedback concerning content, meaning, organization, and appearance. 	<ul style="list-style-type: none"> Edits using a checklist. Revisions shows some evidence of responding to feedback for content, meaning, organization, and appearance. 	<ul style="list-style-type: none"> 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