Grade 3 Representing Rubric

Outcome (indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 - Beginning
Context **CC3.1 Compose and create a range of visual and multimedia texts that explore: identity, community, social responsibility and make connections across areas of study.** (c) Create visual/multimedia texts and other representations that include: • A main idea with supporting details • A beginning, middle and end • Appropriate use of language and conventions	Composes and creates **thoughtful** visual/multimedia texts that explore identity, community and social responsibility and include: • Main idea(s) with **relevant** details, • A **clear** beginning that introduces the topic • A middle that **is connected** to the topic • A **clear** ending	Composes and creates a range of visual/multimedia texts that explore identity, community and social responsibility and include: • Main idea(s) with supporting details, • A beginning, middle and end	Composes and creates **basic and/or simple** visual/multimedia texts that explore identity, community and social responsibility and include: • Main idea(s) with **some** details, • A beginning, middle and end **most of** the time	Composes and creates **limited, or unfocused** visual/multimedia texts that explore identity, community and social responsibility and include: • Main idea(s) • **With teacher modelling and support**, attempts a beginning, middle and end.
(b) Communicate thoughts, feelings, and ideas clearly and when appropriately, artistically. (d) Communicate ideas, findings and information pertaining to topics, problems, questions or issues by creating easy-to-follow visual, and oral formats with a clear purpose.	**Insightfully** communicates thoughts, feelings, ideas, findings and information on a topic by creating visual and oral formats with a **strong** purpose.	Clearly communicates thoughts, feelings, ideas, findings and information on a topic by creating visual and oral formats with a clear purpose	**Simply** communicates thoughts, feelings, ideas, findings and information on a topic by creating visual and oral formats with a purpose	**Attempts to** communicate thoughts, feelings, ideas, findings and information on a topic by creating visual and oral formats
Message **CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.** (a) Demonstrate understanding of the topic, problem, question, or issue in a variety of ways (e.g., dance pieces, visual representations, drama in context, diagram, demonstration, chart).	Demonstrates a **clear** and **thoughtful** understanding of the topic, problem, question, or issue in a variety of ways.	Demonstrates an understanding of the topic, problem, question, or issue in a variety of ways.	Demonstrates a **basic or simplistic** understanding of the topic, problem, question, or issue in a variety of ways.	Demonstrates a **limited, incomplete** understanding of the topic, problem, question, or issue in a variety of ways.
(d) Depict main ideas in a new form (e.g., designing a safety poster or three-dimensional safety object in response to a multimedia presentation or story). (e) Use visual aids to enhance spoken and written products (e.g., props, charts, sound, illustrations, or movement to accompany a story) and to clarify and enhance oral presentations.	**Thoughtfully** depicts main ideas in a new form. Visual aids **thoughtfully** enhance and clarify spoken and written products.	Depicts main ideas in a new form. Visual aids enhance and clarify spoken and written products.	**Simplistically** depicts main ideas in a new form. Visual aids are used in spoken and written products.	**Vaguely** depicts main ideas in a new form. Visual aids **interfere** or are **not present** in spoken and written products.
Use of Strategies CC3.2 (b) Selects and uses appropriate strategies (before, during, and after) to communicate meaning when using other forms of representing.	**Purposefully and insightfully** uses appropriate strategies (before, during and after) to communicate meaning when representing. **Before** • Uses prior knowledge & experience • Aware of purpose & audience • Generates/collects ideas	Selects and uses appropriate strategies (before, during and after) to communicate meaning when representing. **Before** • Uses prior knowledge & experience • Aware of purpose & audience • Generates/collects ideas	**Inconsistently and simplistically** uses appropriate strategies (before, during and after) to communicate meaning when representing. **Before** • Uses prior knowledge & experience • Aware of purpose & audience • Generates/collects ideas	**Rarely and vaguely** uses appropriate strategies (before, during and after) to communicate meaning when representing. **Before** • Uses prior knowledge & experience • Aware of purpose & audience • Generates/collects ideas

	• Uses organizers to plan **During** • Creates drafts • Self-corrects • Uses "fix-up" strategies • Confers with others **After** • Revises content, organization and flow • Confers with others and considers feedback • Polishes work • Shares work	• Uses organizers to plan **During** • Creates drafts • Self-corrects • Uses "fix-up" strategies • Confers with others **After** • Revises content, organization and flow • Edits • Confers with others and considers feedback • Polishes work • Shares work	• Uses organizers to plan **During** • Creates drafts • Self-corrects • Uses "fix-up" strategies • Confers with others **After** • Revises content, organization and flow • Edits • Confers with others and considers feedback • Polishes work • Shares work	• Uses organizers to plan **During** • Creates drafts • Self-corrects • Uses "fix-up" strategies • Confers with others **After** • Revises content, organization and flow • Edits • Confers with others and considers feedback • Polishes work • Shares work
Cues & Conventions CC3.2 (c) Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and communicate meaning when using other forms of representing.	• Purpose and focus are **clearly** established • The composition **effectively** sticks to the topic and **shows insight** • Awareness of audience is **clearly addressed**. • Ideas are t**houghtful** and **well chosen**	• Purpose and focus are established • The composition sticks to the topic and makes sense • Awareness of audience is evident • Ideas are clear	• Purpose and focus are **usually** established • The composition **attempts** to stick to the topic but is **not fully clear** • **Limited** awareness of audience • The composition **lacks** a clear flow of ideas	• Purpose and focus are **vague** or **unclear** • The composition **does not** stick to the topic • **Little** awareness of audience • Ideas are **limited**