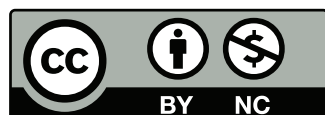


Outcome (Indicators)	4-Mastery	3-Proficient	2-Approaching	1-Beginning
<p>Context CC2.1 <i>Compose and create a range of visual and multi-media texts that explore: identity, community, social responsibility and make connections to own life.</i></p>	<p>Composes and creates insightful and original visual and multi-media texts using words, symbols, and other forms including appropriate technology that explore: identity, community, social responsibility and make connections to own life.</p> <p>Representations include:</p> <ul style="list-style-type: none"> • A richly detailed message • Several related ideas which are deliberately organized and developed • Ideas and information which are richly developed • Deliberate use of language and conventions <p>Creates an original representation about self, family, community, and family/community traditions to clearly and comprehensively express ideas and depth of understanding</p>	<p>Composes and creates visual and multi-media texts using words, symbols, and other forms including appropriate technology that explore: identity, community, social responsibility and make connections to own life.</p> <p>Representations include:</p> <ul style="list-style-type: none"> • A specific message • Several related ideas which are logically organized and developed • Ideas and information which are clear and complete • Appropriate use of language and conventions <p>Creates a representation about self, family, community, and family/community traditions to express ideas and understanding.</p>	<p>Composes and creates basic visual and multi-media texts using words, symbols, and other forms including appropriate technology that explore: identity, community, social responsibility and make connections to own life.</p> <p>Representations include:</p> <ul style="list-style-type: none"> • A predictable general message • Few related ideas which are simply organized and developed • Some of the ideas and information are clear and complete • Basic use of language and conventions <p>Creates a rudimentary representation about self, family, community, and family/community traditions to express basic ideas and some understanding.</p>	<p>Composes and creates limited and/or unfocused visual and multi-media texts using words, symbols, and other forms including appropriate technology that explore: identity, community, social responsibility and make connections to own life.</p> <p>Representations include:</p> <ul style="list-style-type: none"> • A vague message • Minimal ideas which are unorganized and undeveloped • The ideas and information are unclear and/or unrelated • Uncertain use of language and conventions <p>Attempts to create a representation about self, family, community, and family/community traditions to express minimal ideas and limited understanding.</p>
<p>Message CC2.2: <i>Use a variety of ways to represent understanding and to communicate ideas procedures, stories, and feelings in a clear manner with essential details.</i></p>	<p>Use a variety of ways (visual, sound, movements, 3-D objects, dramatizations) in an original and elaborate manner with rich details to demonstrate</p> <ul style="list-style-type: none"> • Understanding • To communicate ideas procedures, stories, and feelings <p>Skillfully combine illustrations and written text (captions and labels) to clearly express ideas, feelings and information</p>	<p>Use a variety of ways (visual, sound, movements, 3-D object, dramatizations) in a clear manner with essential details to demonstrate</p> <ul style="list-style-type: none"> • Understanding • To communicate ideas procedures, stories, and feelings <p>Combine illustrations and written text (captions and labels) to express ideas, feelings and information</p>	<p>Use a variety of ways (visual, sound, movements, 3-D objects, dramatizations) in a simple and basic manner with basic details to demonstrate</p> <ul style="list-style-type: none"> • Understanding • To communicate ideas procedures, stories, and feelings <p>Attempts to combine illustrations and written text (captions and labels) to express ideas, feelings and information</p>	<p>Use a variety of ways(visual, sound, movements, 3-D objects, dramatizations) in a vague manner with limited details to demonstrate</p> <ul style="list-style-type: none"> • Understanding • To communicate ideas procedures, stories, and feelings <p>Illustrations and written text are unrelated and unorganized</p>
<p>Use of Strategies CC2.4 (b). <i>Selects and uses task-relevant before, during, and after strategies when using other forms of representing to communicate meaning.</i></p>	<p>Purposefully selects and uses task-relevant before, during and after strategies when using other forms of representing to communicate meaning.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Uses background knowledge • Considers task, prompt or topic • Considers purpose and audience <p>DURING</p> <ul style="list-style-type: none"> • Experiment with possible products • Experiment with communication features and techniques <p>AFTER</p> <ul style="list-style-type: none"> • Asks reflective questions • Revises to create a polished product with teacher support 	<p>Selects and uses task-relevant before, during and after strategies when using other forms of representing to communicate meaning.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Uses background knowledge • Considers task, prompt or topic • Considers purpose and audience <p>DURING</p> <ul style="list-style-type: none"> • Experiment with possible products • Experiment with communication features and techniques <p>AFTER</p> <ul style="list-style-type: none"> • Asks reflective questions • Revises to create a polished product with teacher support 	<p>Inconsistently selects and uses task-relevant before, during and after strategies when using other forms of representing to communicate meaning.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Uses background knowledge • Considers task, prompt or topic • Considers purpose and audience <p>DURING</p> <ul style="list-style-type: none"> • Experiment with possible products • Experiment with communication features and techniques <p>AFTER</p> <ul style="list-style-type: none"> • Asks reflective questions • Revises to create a polished product with teacher support 	<p>Rarely uses task-relevant before, during and after strategies when using other forms of representing to communicate meaning.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Uses background knowledge • Considers task, prompt or topic • Considers purpose and audience <p>DURING</p> <ul style="list-style-type: none"> • Experiment with possible products • Experiment with communication features and techniques <p>AFTER</p> <ul style="list-style-type: none"> • Asks reflective questions • Revises to create a polished product with teacher support



<p>Cues and Conventions CC2.2 (c) Understands and applies the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/ morphological, graphophonic, and other) to construct and communicate meaning when using other forms of representing.</p>	<ul style="list-style-type: none"> • Has a clear understanding of purpose and audience. Sets, independently, a purpose, and identifies ideas and information that the intended audience might need. • Chooses and experiments with elements such as colour, shape, movement, sound, and space to create a particular effect. 	<ul style="list-style-type: none"> • Has an understanding of purpose and audience. Sets a purpose and a focus, and shows awareness of audience. • Chooses elements such as colour, shape, movement, sound, space, layout that most effectively convey the message. 	<ul style="list-style-type: none"> • Has some awareness of purpose and audience. Considers task and sets purpose, with prompting, but not always certain of purpose. • Has some awareness of some visual formats and elements and, with prompting, chooses the elements that most effectively convey the message. 	<ul style="list-style-type: none"> • Has little or no awareness of audience and/or task and is not always clear about purpose or focus. Sets, with teacher modelling and support, a purpose. • Follows, with teacher modelling and support, a given visual or multimedia format for a specific purpose; begins to choose and use a range of elements (colour, shape, movement, sound, and space) to represent ideas and understanding.
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