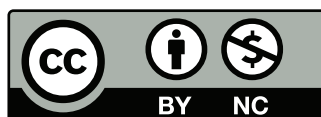
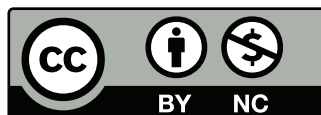


Outcome (indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p><b>Message</b>  <b>CC 6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.</b></p>	<p>Creates and presents ideas using representations to communicate, to inform or persuade and to entertain in an <b>engaging and insightful</b> manner.</p> <p>Utilizes different representations in an <b>engaging, sophisticated and insightful</b> manner that <b>purposefully</b>:</p> <ul style="list-style-type: none"> <li>• Explores ideas and expresses understanding</li> <li>• Uses appropriate technology to communicate or enhance</li> <li>• Conveys understanding of topics</li> <li>• Conveys key images or ideas</li> <li>• Incorporates aids in presentation</li> <li>• Displays visual aids in an easy to understand fashion</li> <li>• Presents ideas clearly at an appropriate rate</li> <li>• Considers ways to enhance clarity and impact of representations</li> <li>• Experiments with representing in a variety of forms</li> </ul>	<p>Creates and presents ideas using representations that are effective and coherent.</p> <p>Utilizes different representations in an <b>well developed, skillful</b> manner that <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>• Explores ideas and expresses understanding</li> <li>• Uses appropriate technology to communicate or enhance</li> <li>• Conveys understanding of topics</li> <li>• Conveys key images or ideas</li> <li>• Incorporates aids in presentation</li> <li>• Displays visual aids in an easy to understand fashion</li> <li>• Presents ideas clearly at an appropriate rate</li> <li>• Considers ways to enhance clarity and impact of representations</li> <li>• Experiments with representing in a variety of forms</li> </ul>	<p>Creates and presents ideas using representations that are <b>adequate and generally coherent</b>.</p> <p>Utilizes different representations in a <b>basic, functional</b> manner that <b>inconsistently</b>:</p> <ul style="list-style-type: none"> <li>• Explores ideas and expresses understanding</li> <li>• Uses appropriate technology to communicate or enhance</li> <li>• Conveys understanding of topics</li> <li>• Conveys key images or ideas</li> <li>• Incorporates aids in presentation</li> <li>• Displays visual aids in an easy to understand fashion</li> <li>• Presents ideas clearly at an appropriate rate</li> <li>• Considers ways to enhance clarity and impact of representations</li> <li>• Experiments with representing in a variety of forms</li> </ul>	<p>Creates and presents ideas using representations that are <b>ineffective and confusing</b>.</p> <p>Utilizes different representations in an <b>limited, awkward</b> manner that <b>rarely</b>:</p> <ul style="list-style-type: none"> <li>• Explores ideas and expresses understanding</li> <li>• Uses appropriate technology to communicate or enhance</li> <li>• Conveys understanding of topics</li> <li>• Conveys key images or ideas</li> <li>• Incorporates aids in presentation</li> <li>• Displays visual aids in an easy to understand fashion</li> <li>• Presents ideas clearly at an appropriate rate</li> <li>• Considers ways to enhance clarity and impact of representations</li> <li>• Experiments with representing in a variety of forms</li> </ul>
<p><b>Use of Strategies</b>  <b>CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g. identifying purpose and audience), during (e.g. acknowledging sources) and after (e.g. revising to enhance clarity) speaking, writing, and other representing activities.</b></p>	<p><b>Thoughtfully and independently</b> selects and use the appropriate strategies to communicate meaning with clarity, correctness and variety.</p> <p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• <b>Insightful</b> use of prior knowledge &amp; experience</li> <li>• <b>Skillfully</b>, considers purpose &amp; audience</li> <li>• <b>Thoughtfully</b>, considers and generates a <b>variety</b> of ideas and information that might be included in topic</li> <li>• <b>Thoughtfully</b> organizes ideas in an appropriate manner</li> <li>• Discussion with others adds breadth and depth to ideas before and throughout the representing process</li> <li>• Plan demonstrates <b>creativity</b></li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft includes <b>thoughtful</b> attention to enriching detail</li> <li>• Transitions support and <b>strengthen</b> the flow of ideas</li> <li>• <b>Thoughtful</b> sequence and development of ideas</li> <li>• <b>Purposefully</b> use conferring to improve representation</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• <b>Purposefully</b> self-monitors, identifying strengths and needed changes</li> <li>• <b>Independently</b> edits to enhance representation</li> <li>• Revisions demonstrate <b>meaningful</b> changes in</li> </ul>	<p>Selects and uses the appropriate strategies to communicate meaning with clarity, correctness and variety.</p> <p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• Clear use of prior knowledge &amp; experience are evident</li> <li>• Considers purpose &amp; audience</li> <li>• Considers and generates specific ideas and information that might be included in topic</li> <li>• <b>Independently</b> organizes ideas in an appropriate manner</li> <li>• Explores and expands topic through discussion with others before and throughout the representing process</li> <li>• Plan is <b>straightforward</b></li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft includes enriching detail</li> <li>• Transitions support the flow of ideas</li> <li>• Straightforward sequence and development of ideas</li> <li>• Confer with others to improve representation</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• Self-monitors, identifying strengths and needed changes</li> <li>• Independently edits</li> <li>• Revisions appropriately respond to feedback</li> </ul>	<p><b>Inconsistently</b> selects and uses the appropriate strategies to communicate meaning with <b>some</b> clarity, correctness and variety.</p> <p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• <b>Straightforward</b> use of prior knowledge &amp; experience evident</li> <li>• <b>Sometimes</b> considers purpose &amp; audience</li> <li>• <b>Sometimes</b> considers and generates specific ideas and information that might be included in topic</li> <li>• <b>Sometimes</b> organizes ideas in an appropriate manner</li> <li>• Discusses ideas with others in a structured format before and throughout the representing process</li> <li>• Plan is <b>rudimentary; lacking refinement</b></li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft includes <b>some</b> attention to detail</li> <li>• Transitions <b>usually</b> support the flow of ideas</li> <li>• <b>Rudimentary</b> sequence or development of ideas</li> <li>• <b>Uses teacher support</b> to confer with others to improve representation</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• Identifies strengths and needed changes using a <b>pre-determined framework</b></li> <li>• Edits using a <b>checklist</b>.</li> <li>• Revisions shows <b>some evidence</b> of responding to</li> </ul>	<p><b>Rarely</b> selects and uses the appropriate strategies to communicate meaning with <b>little</b> clarity, correctness and variety.</p> <p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• <b>Unfocused</b> use of prior knowledge &amp; experience</li> <li>• <b>Difficulty</b> considering purpose &amp; audience</li> <li>• <b>Difficulty</b> considering and generating specific ideas and information that might be included in topic</li> <li>• <b>Difficulty</b> organizing ideas unless supported by teacher</li> <li>• May not discuss ideas with others</li> <li>• There is <b>little evidence of planning</b></li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft includes <b>little</b> supporting detail</li> <li>• Transitions <b>interrupt</b> the flow of ideas or are not evident</li> <li>• <b>Limited</b> sequence or development of ideas</li> <li>• Conferring with others <b>does not</b> improve representation</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• Identifies strengths and needed changes <b>with adult support</b></li> <li>• <b>May</b> edit using a checklist with adult</li> </ul>



	response to feedback include corrections to mechanics when necessary	including corrections to mechanics	feedback and includes <b>some</b> corrections to mechanics	<ul style="list-style-type: none"> <li>support</li> <li>Revisions shows <b>little evidence</b> of responding to feedback and <b>few noticeable changes</b> have been made to mechanics</li> </ul>
<p><b>Cues &amp; Conventions</b>  <b>CC6.3 Use cues to construct and communicate meaning with clarity, correctness, and variety</b></p> <ul style="list-style-type: none"> <li>pragmatic</li> <li>textual</li> <li>syntactical</li> <li>semantic/lexical/morphological</li> <li>graphophonic</li> <li>other cues</li> </ul>	<p><b>Thoughtfully</b> and <b>independently</b> uses language cues and conventions to construct and communicate meaning.</p> <p>PRAGMATIC</p> <ul style="list-style-type: none"> <li>Language is <b>thoughtfully</b> used for audience and purpose</li> <li>Tone and voice are <b>imaginative</b> and <b>engaging</b></li> <li>Language <b>skillfully</b> demonstrates a high level of respect for others</li> <li>Consistently and in a <b>sophisticated</b> manner uses standard Canadian English that follows accepted rules of usage</li> <li><b>Skillfully</b> recognizes and explains the function and purpose of the text (e.g. informing, persuading, narrating and describing)</li> </ul> <p>TEXTUAL</p> <ul style="list-style-type: none"> <li><b>Thoughtfully</b> and <b>independently</b> uses a range of text forms</li> <li><b>Thoughtfully</b> and <b>independently</b> uses a logical sequence for ideas</li> </ul> <p>SYNTACTICAL</p> <ul style="list-style-type: none"> <li><b>Thoughtfully</b> and <b>independently</b> uses clear sentence structure containing verb and its subject</li> <li><b>Thoughtfully</b> and <b>independently</b> uses conjunctions and adjoining words</li> <li><b>Thoughtfully</b> and <b>independently</b> uses complete sentences with appropriate subordination and modification</li> <li><b>Thoughtfully</b> and <b>independently</b> varies sentence beginnings</li> <li><b>Thoughtfully</b> and <b>independently</b> ensures agreement of subject – verb – pronouns</li> </ul> <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONICAL/OTHER</p> <ul style="list-style-type: none"> <li><b>Thoughtfully</b> and <b>independently</b> uses words that are appropriate for audience, purpose and context</li> <li><b>Thoughtfully</b> and <b>independently</b> avoids overused and misused words (e.g. really good)</li> </ul>	<p><b>Deliberately</b> uses language cues and conventions to construct and communicate meaning.</p> <p>PRAGMATIC</p> <ul style="list-style-type: none"> <li>Language is appropriately used for audience and purpose</li> <li>Tone and voice are appropriate for audience and text</li> <li>Language demonstrates a high level of respect for others</li> <li>Uses standard Canadian English that follows accepted rules of usage</li> <li>Recognizes and explains the function and purpose of the text (e.g. informing, persuading, narrating and describing)</li> </ul> <p>TEXTUAL</p> <ul style="list-style-type: none"> <li>Uses a range of text forms</li> <li>Uses a logical sequence for ideas</li> </ul> <p>SYNTACTICAL</p> <ul style="list-style-type: none"> <li>Uses clear sentence structure containing verb and its subject</li> <li>Uses conjunctions and adjoining words</li> <li>Uses complete sentences with appropriate subordination and modification</li> <li>Varies sentence beginnings</li> <li>Ensures agreement of subject – verb – pronouns</li> </ul> <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONICAL/OTHER</p> <ul style="list-style-type: none"> <li>Uses words that are appropriate for audience, purpose and context</li> <li>Avoids overused and misused words (e.g. really good)</li> <li>Uses reference tools to determine meaning of words</li> </ul>	<p><b>Inconsistently</b> uses language cues and conventions to construct and communicate meaning</p> <p>PRAGMATIC</p> <ul style="list-style-type: none"> <li>Language is <b>inconsistently</b> appropriate for audience and purpose</li> <li>Tone and voice are <b>sometimes</b> evident for audience and text</li> <li>Language <b>inconsistently</b> demonstrates a high level of respect for others</li> <li><b>Inconsistently</b> uses standard Canadian English that follows accepted rules of usage</li> <li><b>Inconsistently</b> recognizes and explains the function and purpose of the text (e.g. informing, persuading, narrating and describing)</li> </ul> <p>TEXTUAL</p> <ul style="list-style-type: none"> <li><b>Basic</b> use of text forms</li> <li><b>Basic</b> use of a logical sequence for ideas</li> </ul> <p>SYNTACTICAL</p> <ul style="list-style-type: none"> <li>Uses <b>basic</b> sentence structure containing verb and its subject</li> <li><b>Inconsistently</b> uses conjunctions and adjoining words</li> <li><b>Inconsistently</b> uses complete sentences with appropriate subordination and modification</li> <li><b>Inconsistently</b> varies sentence beginnings</li> <li><b>Inconsistently</b> ensures agreement of subject – verb – pronouns</li> </ul> <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONICAL/OTHER</p> <ul style="list-style-type: none"> <li><b>Inconsistently</b> use words that are appropriate for audience, purpose and context</li> <li>Uses some <b>overused</b> and <b>misused</b> words (e.g. really good)</li> </ul>	<p><b>Rarely</b> uses language cues and conventions to construct and communicate meaning.</p> <p>PRAGMATIC</p> <ul style="list-style-type: none"> <li>Language is <b>inappropriate</b> for audience and purpose</li> <li>Tone and voice are <b>not evident</b></li> <li>Language <b>rarely</b> demonstrates respect for others</li> <li><b>Inappropriately</b> uses standard Canadian English that follows accepted rules of usage</li> <li><b>Limited</b> use of sentences with standard English usage</li> <li>Rarely recognizes the function and purpose of the text (e.g. Informing, persuading, narrating and describing)</li> </ul> <p>TEXTUAL</p> <ul style="list-style-type: none"> <li><b>Limited use</b> of text forms</li> <li><b>Limited use</b> of logical sequence for ideas</li> </ul> <p>SYNTACTICAL</p> <ul style="list-style-type: none"> <li><b>Limited use</b> of clear sentence structure containing verb and its subject</li> <li><b>Limited use</b> of conjunctions and adjoining words</li> <li><b>Limited use</b> of complete sentences with appropriate subordination and modification</li> <li><b>Limited variety</b> of sentence beginnings</li> <li><b>Rarely</b> ensures agreement of subject – verb – pronouns</li> </ul> <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONICAL/OTHER</p> <ul style="list-style-type: none"> <li><b>Rarely</b> use words that are appropriate for audience, purpose and context</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Independently</b> uses reference tools to determine meaning of words</li> <li>• <b>Thoughtfully</b> and <b>independently</b> uses words figuratively (personification, similes and metaphors) for imagery</li> <li>• <b>Skillfully</b> uses appropriate font size and style when using technology</li> </ul>	<ul style="list-style-type: none"> <li>• Uses words figuratively (personification, similes and metaphors) for imagery</li> <li>• Uses appropriate font size and style when using technology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Basic</b> use of reference tools to determine meaning of words</li> <li>• <b>Inconsistently</b> uses words figuratively (personification, similes and metaphors) for imagery</li> <li>• <b>Inconsistent</b> use of appropriate font size and style when using technology</li> </ul>	<ul style="list-style-type: none"> <li>• Often uses <b>overused</b> and <b>misused</b> words (e.g. really good)</li> <li>• <b>Limited</b> use of reference tools to determine meaning of words</li> <li>• <b>Rarely</b> uses words figuratively (personification, similes and metaphors) for imagery</li> <li>• <b>Rarely</b> uses appropriate font size and style when using technology</li> </ul>
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