Outcome (indicator)	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
Context **CC7.1 Create various oral texts that explore identity, social responsibility, and efficacy** (a) Create with clarity and correctness, and appropriate to a particular audience and purpose a variety of oral compositions that represent ideas and information about identity, social responsibility and efficacy.	With **originality and sophistication**, create oral texts that include: • **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) .	With clarity and correctness, create oral texts that include a: • well-developed message content or idea (meaning) • competent organization and coherence (form) • effective use of language conventions (style and language choices)	Create **basic** oral texts that include: • **simple** message content or ideas(meaning) • **uncomplicated** organization and coherence (form) • **inconsistent** use of language conventions (style and language choices)	Create **limited** oral texts that include: • **undeveloped and/or incomplete** message content or ideas (meaning) • **limited** organization and coherence (form) • **narrow** use of language conventions (style and language choices)
Message **CC7.6 Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations (eg contributing to sustaining dialogue, expressing support for others and their viewpoints, discussing and analyzing ideas and opinions, completing a variety of tasks, and contributing to group consensus building).** **CC7.7 Use oral language to express effectively information and ideas of some complexity in formal and informal situations (eg a procedural description based on personal experience, a demonstration, a persuasive speech, a dramatization.)**	Uses oral language in an **engaging, insightful and purposeful** manner to express effectively information and ideas of some complexity in formal and informal situations, and interacts with others in an **engaging, insightful** and purposeful manner in a variety of situations and for a variety of purposes: • share ideas/knowledge clearly and logically, add to others' ideas, repeat points already made for emphasis and reconsideration • maintain conversations with classmates, guests, and adults • demonstrate the ability to participate responsibly in discussion and team projects • facilitate small group activities and short, whole-class session to share information on a topic • contribute to group efforts to reach consensus or conclusions • assume different roles in group work (leader, recorder, contributor) • recognize when conflicts and tensions arise in group work and negotiate a return to a productive and respectful atmosphere • support key points with evidence and examples • defend or support opinion with evidence in group work • summarize personal viewpoint in clear and meaningful ways • summarize ideas discussed and state own view in light of discussion • present group conclusions and findings to classmates • respond to questions concisely, clearly, and appropriately • speak to share and to entertain	Uses oral language to express effectively information and ideas of some complexity in formal and informal situations, and interacts appropriately with others in a variety of situations and for a variety of purposes: • share ideas/knowledge clearly and logically, add to others' ideas, repeat points already made for emphasis and reconsideration • maintain conversations with classmates, guests, and adults • demonstrate the ability to participate responsibly in discussion and team projects • facilitate small group activities and short, whole-class session to share information on a topic • contribute to group efforts to reach consensus or conclusions • assume different roles in group work (leader, recorder, contributor) • recognize when conflicts and tensions arise in group work and negotiate a return to a productive and respectful atmosphere • support key points with evidence and examples • defend or support opinion with evidence in group work • summarize personal viewpoint in clear and meaningful ways • summarize ideas discussed and state own view in light of discussion • present group conclusions and findings to classmates • respond to questions concisely, clearly, and appropriately • speak to share and to entertain	Uses oral language in an **adequate, generally coherent** manner to express information and ideas of some complexity in formal and informal situations, and interacts with others in an **adequate, generally coherent** manner in a variety of situations and for a variety of purposes: • share ideas/knowledge clearly and logically, add to others' ideas, repeat points already made for emphasis and reconsideration • maintain conversations with classmates, guests, and adults • demonstrate the ability to participate responsibly in discussion and team projects • facilitate small group activities and short, whole-class session to share information on a topic • contribute to group efforts to reach consensus or conclusions • assume different roles in group work (leader, recorder, contributor) • recognize when conflicts and tensions arise in group work and negotiate a return to a productive and respectful atmosphere • support key points with evidence and examples • defend or support opinion with evidence in group work • summarize personal viewpoint in clear and meaningful ways • summarize ideas discussed and state own view in light of discussion • present group conclusions and findings to classmates • respond to questions concisely, clearly, and appropriately • speak to share and to entertain	Uses oral language in an **ineffective or confusing** manner to express information and ideas of some complexity in formal and informal situations, and interacts with others in an **ineffective, confusing** manner in a variety of situations and for a variety of purposes: • share ideas/knowledge clearly and logically, add to others' ideas, repeat points already made for emphasis and reconsideration • maintain conversations with classmates, guests, and adults • demonstrate the ability to participate responsibly in discussion and team projects • facilitate small group activities and short, whole-class session to share information on a topic • contribute to group efforts to reach consensus or conclusions • assume different roles in group work (leader, recorder, contributor) • recognize when conflicts and tensions arise in group work and negotiate a return to a productive and respectful atmosphere • support key points with evidence and examples • defend or support opinion with evidence in group work • summarize personal viewpoint in clear and meaningful ways • summarize ideas discussed and state own view in light of discussion • present group conclusions and findings to classmates • respond to questions concisely, clearly, and appropriately • speak to share and to entertain

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Use of Strategies **CC7.3 Select and use the appropriate strategies to communicate meaning before, during, and after speaking.**	**BEFORE** • **Insightful** use of prior knowledge and experience when considering the purpose and audience. • **Thoughtfully** considers and generates specific ideas and information that might **enhance** topic • **Thoughtfully** and **independently** plans and organizes ideas in an appropriate manner selecting a graphic organizer from a variety of organizers • **Thoughtfully** and **purposefully** considers qualities of effective communication and language **DURING** • **Consistently** creates draft and experiments with **a variety** of possible products • Main idea supported by **significant and insightful** detail which adds to the product • **Purposefully** reflect, clarify, self-monitor, self-correct, and use a variety of 'fix-up' strategies to enhance product • **Accurate** collecting and organizing of citation information **AFTER** • **Skillfully** revises for content and meaning, organization, and flow • **Purposefully** uses conferring to improve product • Revisions demonstrate **meaningful** changes in response to feedback • **Skillfully** shares final products using a range of vocal effects to **effectively** enhance meaning	**BEFORE** • **Activates** prior knowledge and experience when considering purpose and audience • Considers and generates specific ideas and information that might be included in topic • Plans and organizes ideas using a web or graphic organizer • Considers qualities of effective communication and language **DURING** • Creates draft and experiments with possible product • Main idea supported by significant detail • Reflect, clarify, self-monitor, self-correct, and use a variety of 'fix-up' strategies • Collects and organizes citation information **AFTER** • Revises for content and meaning, organization, and flow • Confers with others to improve product • Revisions demonstrate changes in response to feedback • Shares final products using a range of vocal effects to enhance meaning	**BEFORE** • **Adequate** use of prior knowledge and experience when considering purpose and audience • **Attempts** to consider and generate specific ideas and information that might be included in topic • **Attempts to** plan and organize ideas using a web or graphic organizer • **Attempts to** considers qualities of effective communication and language • **DURING** • Creates draft and **attempts** to experiment with possible product • Main idea includes **some attention** to detail • **Attempts** to reflect, clarify, self-monitor, self-correct, and use a variety of 'fix-up' strategies • **Attempts** to collect and organize citation information **AFTER** • **Attempts** to revise for content and meaning, organization, and flow • **Attempts** to confer with others to improve product • Revisions demonstrate **some** changes in response to feedback • Shares final products while **attempting** to use a range of vocal effects to enhance meaning •	**BEFORE** • **Unfocused** use of prior knowledge and experience when considering purpose and audience • **With support, may** consider and generate specific ideas and information that might be included in topic • **Attempts** to plan and organize ideas using a web or graphic organizer **when supplied by the teacher and supported in use** • **With support may** consider qualities of effective communication and language **DURING** • Creates draft and **attempts** to experiment with possible product **with teacher support** • Main idea includes **little supporting** detail • **With support, may** reflect, clarify, self-monitor, self-correct, and use a variety of 'fix-up' strategies • **Limited or no** collection and organization of citation information **AFTER** • **Attempts** to revise for content and meaning, organization, and flow **with adult support** • Conferring with others **does not** improve product • Revisions **no meaningful** changes in response to feedback • **May not** share final products or use a range of vocal effects to enhance meaning •
Cues and Conventions **CC7.4 Use cues and conventions to construct and to communicate meaning** • pragmatic • textual • syntactical • semantic/lexical/morphological • graphophonic • other cues	**PRAGMATIC** • **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 • Skillfully uses appropriate register and tone	**PRAGMATIC** • Language is appropriate for audience and purpose • Uses language that demonstrates respect for others • Tone and voice are appropriate • Function and purpose of the text (ie. informing, persuading, narrating and describing) is recognized and explained • Uses standard Canadian English • Uses appropriate register and tone	**PRAGMATIC** • Language is **inconsistent** for audience and purpose • **Inconsistently** uses language that demonstrates respect for others • Tone and voice are **sometimes** evident and/or appropriate • Function and purpose of the text (ie. informing, persuading, narrating and describing) is **not easily recognized** and/or explained • **Inconsistently** uses standard Canadian English • **Inconsistently** uses appropriate register and tone	**PRAGMATIC** • Language is **inappropriate** for audience and purpose • Language **does not** demonstrate respect for others • Tone and voice are **not evident** and/or are inappropriate • The function and purpose of the text are **not evident** (ie. informing, persuading, narrating and describing) • **May not use** standard Canadian English that follows accepted rules of usage • **May not** use appropriate register and tone

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	TEXTUAL • Point of view (including third person) is established, **purposeful** and used with **insight**. • **Purposefully** uses and applies text organizational features • Crafts **sophisticated** leads and effective conclusions • **Skillfully** maintains focus throughout **SYNTACTICAL** • Sentences are **consistently** complete, interesting, on topic and **skillfully** varied • **Skillfully** varies sentence lengths for special effect • **Purposefully** uses verb tense **correctly** and **appropriately** (subject verb agreement) • Demonstrates a **large** vocabulary **SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC /OTHER** • Uses words in a **sophisticated and strategic** way to enhance meaning • **Consistently** uses words correctly and appropriately • **Consistently and strategically** enunciates and pronounces clearly and carefully • **Consistently and strategically** uses appropriate gestures, physical movements, facial expressions to enhance presentations	**TEXTUAL** • Point of view (including third person) is **established** • Uses and applies text organizational features • Crafts strong leads and effective conclusions • Maintains focus throughout **SYNTACTICAL** • Sentences are complete, interesting, on topic and varied • Contains a variety of sentence lengths • Uses verb tense **correctly** and **appropriately** (subject verb agreement) • Varies vocabulary **SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC/ OTHER** • Uses words appropriately and for their intended meaning (ie. homonyms) • Uses precise words clearly and correctly • Enunciates and pronounces clearly and carefully • Uses appropriate gestures, physical movements, facial expressions to enhance presentations	**TEXTUAL** • Point of view (including third person) is varied and/or **inconsistent** • **Inconsistently** uses and applies text organizational features: • **Crafts basic** leads and conclusions • **Attempts** to maintain focus throughout **SYNTACTICAL** • **Some** sentences are complete, interesting, on topic and varied • Contains a **basic** variety of sentence lengths • **Inconsistently** uses correct verb tense (subject verb agreement) • Demonstrates a **basic** vocabulary **SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC/ OTHER** • **Inconsistent** use of words correctly for their intended meaning (ie. homonyms) • **Sometimes** uses precise words • **Attempts** to enunciate and pronounce clearly and carefully • **Attempts** to use appropriate gestures, physical movements, facial expressions to enhance presentations	**TEXTUAL** • Point of view (including third person) is **not evident** or is **confusing** • **Partially** or **ineffectively** uses and applies text organizational features • Crafts **weak** leads and conclusions • **Lacks** consistent focus **SYNTACTICAL** • Sentences are **repetitive** • **Repetitive** sentence lengths • Verb tense is **confused** (subject verb agreement) • Vocabulary is limited **SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC/ OTHER** • **Does not use** words appropriately and for their intended meaning (ie. homonyms) • Uses **vague** words • **Does not** enunciate or pronounce clearly and carefully • **Does not** uses appropriate gestures, physical movements, facial expressions to enhance presentations

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