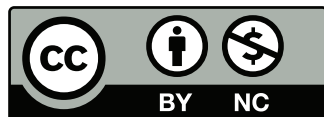
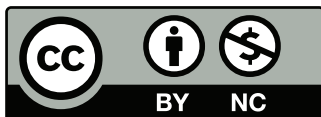


Outcome (Indicator)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
Context CC8.1 Create various oral texts that explore identity, social responsibility and efficacy	Creates with originality and sophistication oral texts that explore identity, social responsibility, and efficacy that include an: <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 oral language conventions (style and language choices) 	Creates a variety of oral texts that explore identity, social responsibility, and efficacy that include a: <ul style="list-style-type: none"> • Accurate message content or ideas(meaning) • Appropriate organization and coherence (form) • Competent use of oral language conventions (style and language choices) 	Creates basic oral texts that explore identity, social responsibility, and efficacy that include a: <ul style="list-style-type: none"> • Basic message content or ideas(meaning) • Adequate organization and coherence (form) • Inconsistent use of oral language conventions (style and language choices) 	Creates limited oral texts that explore identity, social responsibility, and efficacy that include a: <ul style="list-style-type: none"> • Limited message content or ideas (meaning) • Limited organization and coherence (form) • Limited use of oral language conventions (style and language choices)
Message CC8.6 Use oral language to interact purposefully, confidently and respectfully in a variety of situations including one to one, small group, and large group discussions.	Uses oral language to interact skillfully, consistently, and insightfully in a variety of situations to: <ul style="list-style-type: none"> • Initiate and respond to conversation • Engage in dialogue and contribute ideas and information in class discussion and/or formal situations 	Uses oral language to interact purposefully, confidently, and respectfully in a variety of situations to: <ul style="list-style-type: none"> • Initiate and respond to conversation • Engage in dialogue and contribute ideas and information in class discussion and/or formal situations 	Uses oral language to interact adequately or inconsistently in a variety of situations to: <ul style="list-style-type: none"> • Initiate and respond to conversation • Engage in dialogue and contribute ideas and information in class discussion and/or formal situations 	Uses oral language to interact ineffectively in a variety of situations to: <ul style="list-style-type: none"> • Initiate and respond to conversation • Engage in dialogue and contribute ideas and information in class discussion and/or formal situations
CC8.7 Use oral language to effectively express information and ideas of complexity in formal and informal situations.	Uses oral language to skillfully and effectively express information and ideas of complexity in formal and informal situations to: <ul style="list-style-type: none"> • Use language and tone to suit audience, purpose, and situation • Perform dramatic readings using gestures, voice modulation, facial expressions, tone, and visual aids expressively • Deliver a focused, coherent oral presentation • Create and deliver oral responses to texts • Give reasons for opinions and points of view Summarize main ideas discussed and conclusions drawn	Uses oral language to effectively express information and ideas of complexity in formal and informal situations to: <ul style="list-style-type: none"> • Use language and tone to suit audience, purpose, and situation • Perform dramatic readings using gestures, voice modulation, facial expressions, tone, and visual aids expressively • Deliver a focused, coherent oral presentation • Create and deliver oral responses to texts • Give reasons for opinions and points of view Summarize main ideas discussed and conclusions drawn	Basic and/or inconsistent use of oral language to express information and ideas of complexity in formal and informal situations to: <ul style="list-style-type: none"> • Use language and tone to suit audience, purpose, and situation • Perform dramatic readings using gestures, voice modulation, facial expressions, tone, and visual aids expressively • Deliver a focused, coherent oral presentation • Create and deliver oral responses to texts • Give reasons for opinions and points of view • Summarize main ideas discussed and conclusions drawn 	Ineffectively uses oral language to express information and ideas of complexity in formal and informal situations to: <ul style="list-style-type: none"> • Use language and tone to suit audience, purpose, and situation • Perform dramatic readings using gestures, voice modulation, facial expressions, tone, and visual aids expressively • Deliver a focused, coherent oral presentation • Create and deliver oral responses to texts • Give reasons for opinions and points of view • Summarize main ideas discussed and conclusions drawn
Use of Strategies CC8.3 Select and use the appropriate strategies to communicate meaning before, during, and after speaking.	BEFORE <ul style="list-style-type: none"> • Insightful and skillful use of prior knowledge and experience when considering the purpose, audience and situation. • Thoughtfully considers and generates information consistently focusing on topic. • Thoughtfully and independently organizes ideas in an appropriate manner • Thoughtfully creates a plan for drafting • Considers a variety of complex qualities of effective communication and the language to use to enhance effect (register and point of view) 	BEFORE <ul style="list-style-type: none"> • Activates prior knowledge and experience when considering purpose, audience and situation • Considers and generates information focusing on topic • Organizes ideas in an appropriate manner • Plans for drafting • Considers qualities of effective communication and the language to use (register and point of view) 	BEFORE <ul style="list-style-type: none"> • Predictive use of prior knowledge and experience evident when considering purpose, audience and situation • Considers and generates information generally focusing on topic • Generally organizes ideas in an appropriate manner • Plan is rudimentary; lacking refinement • Generally considers qualities of effective communication and the language to use (register and point of view) 	BEFORE <ul style="list-style-type: none"> • Unfocused use of prior knowledge and experience and difficulty considering purpose and audience and situation • Considers and generates information but may not consistently focus on topic • Attempts to organize ideas in an appropriate manner when supported by the teacher • There is little evidence of planning • Limited evidence of consideration of qualities of effective communication and the language to use (register and point of view)



	<p>DURING</p> <ul style="list-style-type: none"> Draft or possible product includes thoughtful attention to thorough detail, examples, and explanations Confer purposefully with others to improve clarity of message Transitions support and strengthen the flow of ideas Thoughtful sequence and development of ideas Creatively and strategically experiments with oral communication features and techniques <p>AFTER</p> <ul style="list-style-type: none"> Skillfully self-monitors, identifying strengths and needed changes Revisions demonstrate meaningful changes in response to feedback Skillfully uses expression, tone and pitch for emphasis Explicit, deliberate, and insightful revisions for content, meaning, organization and vocal effects 	<p>DURING</p> <ul style="list-style-type: none"> Draft or possible product includes sufficient supporting detail Confer with others to improve clarity of message Transitions support the flow of ideas Straightforward sequence and development of ideas Experiments with oral communication features and techniques <p>AFTER</p> <ul style="list-style-type: none"> Self-monitors, identifying strengths and needed changes Revisions respond to feedback Uses expression, tone and pitch for emphasis Revisions for content, meaning, organization, and vocal effects. 	<p>DURING</p> <ul style="list-style-type: none"> Draft or possible product includes some attention to detail Confer with others to attempt to improve clarity of message Transitions usually support the flow of ideas Rudimentary sequence or development of ideas May experiment with oral communication features and techniques <p>AFTER</p> <ul style="list-style-type: none"> Identifies strengths and needed changes using a pre-determined framework Revisions show some evidence of responding to feedback May use expression, tone and pitch for emphasis Predictable revisions for content, meaning, organization, and vocal effects. 	<p>DURING</p> <ul style="list-style-type: none"> Draft or possible product includes little supporting detail Conferring with others does not improve clarity of message Transitions interrupt the flow of ideas or are not evident Limited sequence or development of ideas Does not experiments with oral communication features and techniques <p>AFTER</p> <ul style="list-style-type: none"> Identifies strengths and needed changes with adult support Revisions shows little evidence of responding to feedback Attempts to use expression, tone and pitch for emphasis with adult support Little or no revisions for content, meaning, organization, and vocal effects.
<p>Cues & Conventions CC8.4 Use cues to construct and communicate meaning with clarity, correctness, and variety</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 Appropriately uses language that demonstrates appropriate language register Tone and voice are imaginative and engaging 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 Effectively maintains focus throughout <p>SYNTACTICAL</p> <ul style="list-style-type: none"> Skillfully varies sentences and phrases for special effect Demonstrates a sophisticated vocabulary <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC /OTHER</p> <ul style="list-style-type: none"> Captures a particular aspect of intended meaning in a sophisticated and strategic way Correctly and skillfully pronounces words with proper emphasis 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> Language is appropriate for audience and purpose Uses language that demonstrates appropriate language register Tone and voice are appropriate for audience and text 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 Maintains focus throughout <p>SYNTACTICAL</p> <ul style="list-style-type: none"> Contains a variety of sentences and phrases for special effect 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) Correctly pronounces words with proper emphasis Enunciates clearly, carefully and correctly 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> Language is inconsistent for audience and purpose Inconsistently uses language that demonstrates appropriate language register Tone and voice are sometimes appropriate for audience and text 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 focus throughout <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"> May not use words appropriately or for their intended meaning Sometimes pronounces words correctly with proper emphasis 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> Language is inappropriate for audience and purpose Language does not demonstrate appropriate language register Tone and voice are not evident and/or are inappropriate for audience and text 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 focus <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 or for their intended meaning Rarely pronounces words correctly with proper emphasis



	<ul style="list-style-type: none"> • Consistently and expressively enunciates clearly, carefully, and correctly • Skillfully uses volume and presentation techniques as appropriate to audience and purpose 	<ul style="list-style-type: none"> • Volume and presentation techniques are appropriate to audience and purpose 	<ul style="list-style-type: none"> • Sometimes enunciates clearly, carefully and correctly • Sometimes uses volume and presentation techniques as appropriate to audience and purpose 	<ul style="list-style-type: none"> • Rarely enunciates clearly and carefully and correctly • Rarely uses volume and presentation techniques as appropriate to audience and purpose
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