

Grade One Representing Rubric

Outcome (indicators)	4 – Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p><b>Context</b>  <b>CC1.1: Compose and create a range of visual and multi-media texts that explore and present thoughts on: identity, community, and social responsibility that include:</b>  <i>(a) words, symbols, and other forms including appropriate technology, to express understanding of topics, themes, and issues related to identity, community, and social responsibility</i></p>	<p>Composes and creates a range of <b>insightful</b> visual and multi-media texts that explore and present thoughts on identity, community, and social responsibility that include:</p> <ul style="list-style-type: none"> <li>Words, symbols, and other forms including appropriate technology</li> </ul>	<p>Composes and creates a range of visual and multi-media texts that explore and present thoughts on identity, community, and social responsibility that include:</p> <ul style="list-style-type: none"> <li>Words, symbols, and other forms including appropriate technology</li> </ul>	<p>Composes and creates <b>rudimentary</b> visual and multi-media texts that explore and present thoughts on: identity, community, and social responsibility that include:</p> <ul style="list-style-type: none"> <li>Words, symbols, and other forms including appropriate technology,</li> </ul>	<p><b>Attempts</b> to compose and create visual and multi-media texts that explore and present thoughts on: identity, community, and social responsibility that may include some of:</p> <ul style="list-style-type: none"> <li>Words, symbols, and other forms including appropriate technology,</li> </ul>
<p><b>Message</b>  <b>CC1.2</b>  <b>Represent key ideas and events, in a logical sequence and with detail in different ways (including dramatization, pictures, sounds, physical movement, charts, models, and drawings).</b>  <i>(e)Dramatize a story (e.g. traditional First Nations, Metis, or Inuit story.)</i>  <i>(f)Explore electronic technology to represent ideas and events.</i>  <i>(a) understand that making pictures, illustrations and other representations clarify and extend understanding</i></p>	<p>Creates <b>clear and insightful</b> representations including dramatization (story), pictures, sounds, physical movement, charts, models, electronic technology and drawings that include:</p> <ul style="list-style-type: none"> <li>Key ideas</li> <li>A logical sequence</li> <li>details</li> </ul> <p><b>Clear and insightful</b> use of pictures, illustrations and other representations to clarify and extend understanding</p>	<p>Creates representations including dramatization (story), pictures, sounds, physical movement, charts, models, electronic and drawings that include:</p> <ul style="list-style-type: none"> <li>Key ideas</li> <li>A logical sequence</li> <li>details</li> </ul> <p>Uses pictures, illustrations other representations to clarify and extend understanding.</p>	<p>Creates <b>rudimentary</b> representations including dramatization (story), pictures, sounds, physical movement, charts, models, electronic technology and drawings that include:</p> <ul style="list-style-type: none"> <li>Key ideas</li> <li>A logical sequence</li> <li>details</li> </ul> <p><b>Attempts</b> to use pictures, illustrations and other representations to clarify and extend understanding.</p>	<p><b>Attempts</b> to create representations (including dramatization, pictures, sounds, physical movement, charts, models, and drawings) that include:</p> <ul style="list-style-type: none"> <li>idea(s)</li> <li>a sequence</li> <li>details</li> </ul> <p><b>Attempts</b> to use pictures, illustrations and other representations but these do not clarify and extend understanding.</p>
<p><b>Use of Strategies</b>  <b>CC1.2 (b) Select and use the appropriate before, during, and after strategies when representing to communicate meaning.</b></p>	<p><b>Consistently</b> selects and uses the appropriate before, during and after strategies when representing to communicate meaning.</p> <p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>Uses background knowledge</li> <li>Considers task, prompt or topic</li> <li>Considers purpose and audience</li> <li>Consider and generate specific ideas and information that might be included</li> <li>Collecting and focusing ideas and information</li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>Experiment with possible products</li> <li>Experiment with communication features and techniques</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>Asks reflective questions</li> <li>Revise for structure and effect</li> </ul>	<p>Selects and uses the appropriate before, during and after strategies when representing to communicate meaning.</p> <p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>Uses background knowledge</li> <li>Considers task, prompt or topic</li> <li>Considers purpose and audience</li> <li>Consider and generate specific ideas and information that might be included</li> <li>Collecting and focusing ideas and information</li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>Experiment with possible products</li> <li>Experiment with communication features and techniques</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>Asks reflective questions</li> <li>Revise for structure and effect</li> </ul>	<p><b>Attempts</b> to use some of the appropriate before, during and after strategies when representing to communicate meaning.</p> <p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>Uses background knowledge</li> <li>Considers task, prompt or topic</li> <li>Considers purpose and audience</li> <li>Consider and generate specific ideas and information that might be included</li> <li>Collecting and focusing ideas and information</li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>Experiment with possible products</li> <li>Experiment with communication features and techniques</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>Asks reflective questions</li> <li>Revise for structure and effect</li> </ul>	<p><b>Inconsistently</b> uses before, during and after strategies when representing to communicate meaning.</p> <p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>Uses background knowledge</li> <li>Considers task, prompt or topic</li> <li>Considers purpose and audience</li> <li>Consider and generate specific ideas and information that might be included</li> <li>Collecting and focusing ideas and information</li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>Experiment with possible products</li> <li>Experiment with communication features and techniques</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>Asks reflective questions</li> <li>Revise for structure and effect</li> </ul>
<p><b>Cues &amp; Conventions</b>  <b>CC1.2 (c) Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when representing.</b></p>	<ul style="list-style-type: none"> <li><b>Intentional</b> use of pictures charts, graphs, and physical movements to show what is learned</li> <li><b>Consistent</b> use of language appropriate to situation</li> <li><b>Intentional</b> recognition and use of different forms of representations</li> <li><b>Consistently</b> chooses and uses words to add interest or to clarify.</li> </ul>	<ul style="list-style-type: none"> <li>Uses pictures charts, graphs, and physical movements to show what is learned</li> <li>Uses language appropriate to situation</li> <li>Recognizes and uses different forms of representations</li> <li>Chooses and uses words to add interest or to clarify.</li> </ul>	<ul style="list-style-type: none"> <li>Uses <b>some</b> pictures charts, graphs, and physical movements to show what is learned</li> <li><b>Inconsistently</b> uses language appropriate to situation</li> <li><b>Attempts</b> to recognize and use different forms of representation</li> <li>Chooses and uses <b>some</b> words to add interest or to clarify.</li> </ul>	<ul style="list-style-type: none"> <li><b>Begins</b> to use pictures charts, graphs, and physical movements to show what is learned</li> <li><b>Begins</b> to use language appropriate to situation</li> <li><b>Limited</b> recognition and use of different forms of representations</li> <li><b>Limited</b> word choice</li> </ul>