

GRADE 10 Outcomes (Indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p>Context CC A/B10.1 Compose and create a range of visual and multimedia texts that explore identity, social responsibility and social action.</p>	<p>Creates insightful, original and thought-provoking visual and multimedia texts that explore identity, social responsibility, and social action. These texts will include:</p> <ul style="list-style-type: none"> • An insightful thesis and logical points to support messages and arguments • Thoughtful and appropriate details to support thesis • A compelling style and voice appropriate to audience and purpose • Coherence, logical progression, and insightful support for ideas • Clear and strategic patterns of organization • Logical, convincing, and insightful conclusions 	<p>Creates clear, original, and well-developed visual and multimedia texts that explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> • A clear thesis and logical points to support messages and arguments • Appropriate details to support thesis • A style and voice appropriate to audience and purpose • Coherence, logical progression, and support for ideas • Clear patterns of organization • Convincing conclusions 	<p>Creates predictable visual and multimedia texts that explore identity, social responsibility and social action. These texts will include:</p> <ul style="list-style-type: none"> • A general thesis and points to support messages and arguments • adequate details to support thesis • A style and voice connected to audience and purpose • Basic coherence, progression, and support for ideas • Inconsistent patterns of organization • General conclusions 	<p>Creates limited and/or unfocused visual and multimedia texts that explore identity, social responsibility and social action. These texts will include:</p> <ul style="list-style-type: none"> • A vague thesis and limited points to support messages and arguments • Limited details related to thesis • Style and voice inconsistent or inappropriate for audience and purpose • Limited coherence, and unclear ideas • Limited organization • Vague conclusions
<p>Message Content and Ideas CC A10.2 Explain and present to a familiar audience the key ideas and events (actual or based on a text studied) through an appropriate combination of charts, diagrams, sound, models, drama, and print.</p> <p>CC B10.2 Create and present a visual or multimedia presentation supporting a prepared talk on a researched issue, using either digital or other presentation tools.</p>	<p>Creates insightful representations that:</p> <p>-strategically attains audience attention</p> <ul style="list-style-type: none"> • Effectively analyze, organize, and convert information into different forms (e.g., charts, graphs, drawings, movement) • Effectively integrate a variety of media (e.g., sound effects, mime, graphics, physical movement, short video clip) to enhance the message • Effectively employ appropriate technology to organize and record information (charts, maps, and graphs) • Skillfully adapt production techniques and technologies to communicate 	<p>Creates clear, straightforward representations that:</p> <p>-attains audience attention</p> <ul style="list-style-type: none"> • Analyze, organize, and convert information into different forms (e.g., charts, graphs, drawings, movement) • Integrate a variety of media (e.g., sound effects, mime, graphics, physical movement, short video clip) to enhance the message • Employ appropriate technology to organize and record information (charts, maps, and graphs) • Use and adapt production techniques and technologies to communicate 	<p>Creates satisfactory representations that:</p> <p>-attains partial audience attention</p> <ul style="list-style-type: none"> • Simplistically analyze, organize, and convert information into different forms (e.g., charts, graphs, drawings, movement) • Integrate a variety of media (e.g., sound effects, mime, graphics, physical movement, short video clip) related to the message • Employ some appropriate technology to organize and record information (charts, maps, and graphs) • Use predictable production techniques and technologies to communicate 	<p>Creates basic representations that:</p> <p>-little or no audience attention</p> <ul style="list-style-type: none"> • Inadequately analyze, organize, and convert information into different forms (e.g., charts, graphs, drawings, movement) • Integrate a variety of media (e.g., sound effects, mime, graphics, physical movement, short video clip) unrelated to the message • Employ little or no technology to organize and record information (charts, maps, and graphs) • Use limited production techniques and technologies to communicate

<p>Use of Strategies CC A/B10.4 b. Select, use, and evaluate purposefully a variety of before, during, and after strategies to construct and communicate meaning when representing.</p>	<p>BEFORE</p> <ul style="list-style-type: none"> • Skillfully generates prompts or a topic and activates prior knowledge. • Thoughtfully considers purpose and audience. • Generates and identifies comprehensive ideas and information. • Strategically chooses/adapts a possible form. • Skillfully collects and focuses relevant and compelling ideas and information. • Strategically plans and organizes ideas for drafting. <p>DURING</p> <ul style="list-style-type: none"> • Creates draft(s) and confidently experiments with possible product(s). • Skillfully uses language and its cues and conventions to compose and create a message. • Strategically confers with others to create quality text. • Skillfully reflects, clarifies, self-monitors, self-corrects, and uses a variety of “fix-up” strategies. • Confidently experiments with communication features and techniques (content, organization, purpose, audience, context). <p>AFTER</p> <ul style="list-style-type: none"> • Consistently revises for content, meaning and organization by adding, deleting, substituting, and rethinking. • Strategically confers with peers, teacher, or others to create quality text. 	<p>BEFORE</p> <ul style="list-style-type: none"> • Considers prompts or finds a topic and activates prior knowledge. • Considers purpose and audience. • Considers and generates specific ideas and information. • Considers and purposefully chooses/adapts a possible form. • Collects and focuses ideas and information. • Plans and organizes ideas for drafting. <p>DURING</p> <ul style="list-style-type: none"> • Creates draft(s) and experiments with possible product(s). • Uses language and its cues and conventions to compose and create a message. • Confers with others to create quality text. • Reflects, clarifies, self-monitors, self-corrects, and uses a variety of “fix-up” strategies. • Experiments with communication features and technique. <p>AFTER</p> <ul style="list-style-type: none"> • Revises for content, meaning and organization by adding, deleting, substituting, and rethinking. • Confers with peers, teacher, or others to create quality text. 	<p>BEFORE</p> <ul style="list-style-type: none"> • Generally considers or finds a topic and activates prior knowledge. • Generally considers purpose and audience. • Generally considers and generates ideas and information. • Generally considers or chooses a possible form. • Collects general ideas and information. • Some planning and organizing of ideas for drafting. <p>DURING</p> <ul style="list-style-type: none"> • Creates some draft(s) and may experiment with possible product(s). • Inconsistent use of language and its cues and conventions to compose and create a message. • Inconsistently confers with others to improve text. • Inconsistent use of “fix-up” strategies • Basic use of communication features and techniques. <p>AFTER</p> <ul style="list-style-type: none"> • Inconsistent revision of content, meaning and organization.. • Inconsistently confers with peers, teacher, or others to improve text. 	<p>BEFORE</p> <ul style="list-style-type: none"> • Rarely considers prompts or finds a topic and activates prior knowledge. • Rarely considers purpose and audience. • Rarely considers ideas and information. • Rarely considers form. • Rarely collects ideas and information. • Little evidence of planning and organizing ideas for drafting. <p>DURING</p> <ul style="list-style-type: none"> • Partially creates draft(s) and ineffectively experiments with possible product(s). • Uses language and its cues and conventions inaccurately or ineffectively to compose and create a message. • Limited evidence of conferring with others. • Limited or inaccurate use of “fix-up” strategies. • Limited or inaccurate use of communication features and techniques. <p>AFTER</p> <ul style="list-style-type: none"> • Limited revision of content, meaning and organization. • Rarely confers with peers, teacher, or others to improve text.
<p>Cues and Conventions CC A/B10.4 c. Understand and apply the pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic and other language cues and conventions to construct and communicate meaning when representing.</p>	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Strategically selects and uses language register appropriate for the subject, context, audience, and purpose. • Consistently uses conventional “standard” English when required. <p>TEXTUAL</p> <ul style="list-style-type: none"> • Skilfully creates texts that are unified and compelling. 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Selects and uses language register appropriate for the subject, context, audience, and purpose. • Uses conventional “standard” English when required. <p>TEXTUAL</p> <ul style="list-style-type: none"> • Competently creates texts that are unified and coherent. 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Inconsistent use of language connected to subject, context, audience, and purpose. • Inconsistent use of conventional “standard” English when required. <p>TEXTUAL</p> <ul style="list-style-type: none"> • Creates basic texts with adequate evidence of coherence. 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Limited or incorrect use of language register for the subject, context, audience, and purpose. • Limited use of conventional “standard” English when required. <p>TEXTUAL</p> <ul style="list-style-type: none"> • Creates texts that lack unity and coherence.

	<p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Skillfully uses sentences that are varied in form (including subordination and parallelism). • Skillfully demonstrates control over such elements as subject-verb agreement, pronoun-antecedent agreement, pronoun reference, pronoun agreement, verb forms, verb tense, correct use of that/which, who/whom. <p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Uses vivid words precisely, skillfully (including prepositions, homonyms, plurals and possessives, and meaning) and for effect (e.g., to create imagery, to communicate figuratively, to communicate symbolically, as an allusion) <p>GRAPHOPHONIC</p> <ul style="list-style-type: none"> • Competently and consistently recognizes and uses Canadian spelling conventions. <p>OTHER CUES AND CONVENTIONS</p> <ul style="list-style-type: none"> • Skillfully uses communication elements such as neatness, underlining, indentations, spacing, and margins to enhance the clarity and the legibility of communication. • Skillful use of written elements (font size, type face, formatting) to enhance meaning. 	<p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Uses sentences that are varied in form (including subordination and parallelism). • Consistently demonstrates control over such elements as subject-verb agreement, pronoun-antecedent agreement, pronoun reference, pronoun agreement, verb forms, verb tense, correct use of that/which, who/whom. <p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Uses words correctly (including prepositions, homonyms, plurals and possessives, and meanings) and for effect (e.g., to create imagery, to communicate figuratively, to communicate symbolically, as an allusion) <p>GRAPHOPHONIC</p> <ul style="list-style-type: none"> • Accurately recognizes and uses Canadian spelling conventions. <p>OTHER CUES AND CONVENTIONS</p> <ul style="list-style-type: none"> • Uses communication elements such as neatness, underlining, indentations, spacing, and margins to enhance the clarity and the legibility of communication. • Uses appropriate written elements (font size, type face, formatting) to enhance meaning. 	<p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Uses basic sentence forms. • Inconsistent use and application of such elements as subject-verb agreement, pronoun-antecedent agreement, pronoun reference, pronoun agreement, verb forms, verb tense, correct use of that/which, who/whom. <p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Some use of accurate, precise words (including prepositions, homonyms, plurals and possessives, and meaning) or for effect (e.g., to create imagery, to communicate figuratively, to communicate symbolically, as an allusion) <p>GRAPHOPHONIC</p> <ul style="list-style-type: none"> • Inconsistent use of Canadian spelling conventions. <p>OTHER CUES AND CONVENTIONS</p> <ul style="list-style-type: none"> • Inconsistent use of communication elements such as neatness, underlining, indentations, spacing, and margins. • Inconsistent use of written elements (font size, type face, formatting). 	<p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Limited use of sentence variety. • Limited or incorrect use of elements of language. <p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Uses words incorrectly or inaccurately (including prepositions, homonyms, plurals and possessives, and meaning) <p>GRAPHOPHONIC</p> <ul style="list-style-type: none"> • Limited use of Canadian spelling conventions. <p>OTHER CUES AND CONVENTIONS</p> <ul style="list-style-type: none"> • Limited use of communication elements such as neatness, underlining, indentations, spacing, and margins. • Limited use of written elements (font size, type face, formatting).
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