

Grade Nine Outcomes (Indicators)	4 – Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p><b>Context</b>  <b>CC9.1 a/b Create various visual and multimedia texts that explore identity, social responsibility, and efficacy.</b></p>	<p>Creates <b>insightful</b> and <b>thought-provoking</b> visual and multimedia texts that explore identity, social responsibility, and efficacy. These texts include:</p> <ul style="list-style-type: none"> <li>• A <b>purposeful , insightful</b> message with ideas and information which are <b>comprehensively</b> developed (Meaning)</li> <li>• A <b>skillful</b> organization of ideas (Form)</li> <li>• <b>Efficient</b> and <b>confident</b> control of language cues and conventions (Style and Language Choices)</li> </ul>	<p>Creates clear and original visual and multimedia texts that explore identity, social responsibility, and efficacy. These texts include:</p> <ul style="list-style-type: none"> <li>• A specific, relevant message with ideas and information which are clear and complete (Meaning)</li> <li>• A coherent, logical organization of ideas (Form)</li> <li>• Appropriate and deliberate use of language cues and conventions (Style and Language Choices)</li> </ul>	<p>Creates <b>predictable</b> visual and multimedia texts that explore identity, social responsibility, and efficacy. These texts include:</p> <ul style="list-style-type: none"> <li>• A <b>general</b> message with <b>simplistic</b> but generally <b>accurate</b> ideas and information (Meaning)</li> <li>• A <b>methodical</b> organization of ideas (Form)</li> <li>• <b>Partial</b> control over and a <b>basic</b> use of language and conventions (Style and Language Choices)</li> </ul>	<p>Creates <b>limited and/or unfocused</b> visual and multimedia texts that explore identity, social responsibility and efficacy. These texts include:</p> <ul style="list-style-type: none"> <li>• A <b>vague, incomplete</b> and/or <b>Ineffective</b> message with <b>limited, unclear</b> and/or <b>disconnected</b> ideas and information (Meaning)</li> <li>• <b>Ineffective</b> organization of ideas (Form)</li> <li>• <b>Uncertain and/or inappropriate</b> use of language cues and conventions. (Style and Language Choices)</li> </ul>
<p><b>Message</b>  <b>CC9.5a Create and present a variety of visual and multimedia presentations to best represent message for an intended audience and purpose.</b></p> <p><b>CC9.5b Create and present a variety of visual and multimedia presentations including addressing various audiences for one proposal.</b></p> <p>c. Create multimedia presentations to communicate information.</p> <p>e. Create oral presentations using visual aids, media and other technology.</p> <p>j. Adapt a print work to another medium.</p>	<p>Creates <b>insightful</b> representations that:</p> <ul style="list-style-type: none"> <li>• <b>Effectively</b> analyze, organize, and convert information into different forms (e.g., charts, graphs, drawings, movement)</li> <li>• <b>Effectively</b> integrate a variety of media (e.g., sound effects, mime, graphics, physical movement, short video clip) to enhance the message</li> <li>• <b>Effectively</b> employ appropriate technology to organize and record information (charts, maps, and graphs)</li> </ul>	<p>Creates clear, straightforward representations that:</p> <ul style="list-style-type: none"> <li>• Analyze, organize, and convert information into different forms (e.g., charts, graphs, drawings, movement)</li> <li>• Integrate a variety of media (e.g., sound effects, mime, graphics, physical movement, short video clip) to enhance the message</li> <li>• Employ appropriate technology to organize and record information (charts, maps, and graphs)</li> </ul>	<p>Creates <b>satisfactory</b> representations that:</p> <ul style="list-style-type: none"> <li>• <b>Simplistically</b> analyze, organize, and convert information into different forms (e.g., charts, graphs, drawings, movement)</li> <li>• Integrate a variety of media (e.g., sound effects, mime, graphics, physical movement, short video clip) <b>related</b> to the message</li> <li>• Employ <b>some</b> appropriate technology to organize and record information (charts, maps, and graphs)</li> </ul>	<p>Creates <b>limited</b> representations that:</p> <ul style="list-style-type: none"> <li>• <b>Inadequately</b> analyze, organize, and convert information into different forms (e.g., charts, graphs, drawings, movement)</li> <li>• Integrate a variety of media (e.g., sound effects, mime, graphics, physical movement, short video clip) <b>unrelated</b> to the message</li> <li>• Employ <b>little or no</b> technology to organize and record information (charts, maps, and graphs)</li> </ul>
<p><b>Use of Strategies</b>  <b>CC9.3 (a,b) Select and use appropriate strategies to communicate meaning before, during, and after to construct meaning when representing.</b></p>	<p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• <b>Insightful, purposeful</b> use of prior knowledge and experience</li> <li>• <b>Careful</b> consideration of purpose and audience</li> <li>• <b>Skillfully</b> considers and generates <b>insightful</b> ideas and information that covers the breadth of topic</li> <li>• <b>Thoughtfully</b> considers and chooses/adapts an appropriate form to suit intended audience</li> <li>• <b>Independently</b> plans and organizes ideas for drafting after selecting an appropriate graphic organizer</li> <li>• <b>Skillfully</b> considers qualities of effective communication and language to use</li> <li>• Plan demonstrates <b>significant creativity</b></li> </ul>	<p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• Clear use of prior knowledge and experience</li> <li>• Considers purpose and audience</li> <li>• Considers and generates focused ideas and information that covers the breadth of topic</li> <li>• Considers and chooses/adapts form to suit audience</li> <li>• Plans and organizes ideas using a graphic organizer (e.g, storyboarding)</li> <li>• Considers qualities of effective communication and the language to use</li> <li>• Plan is straightforward</li> </ul>	<p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• <b>Some</b> use of prior knowledge and experience</li> <li>• <b>Some</b> consideration of purpose and audience</li> <li>• Considers and generates <b>basic</b> ideas and information that <b>partially</b> covers the topic</li> <li>• <b>Some</b> consideration when choosing an appropriate form to suit intended audience</li> <li>• <b>Rudimentary</b> plan and organization of ideas for drafting</li> <li>• <b>Little evidence</b> of consideration of qualities of effective communication and the language to use</li> <li>• Plan is <b>simplistic</b></li> </ul>	<p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• <b>Unfocused and/or no evidence</b> of use of prior knowledge and experience</li> <li>• <b>Difficulty</b> considering purpose and audience</li> <li>• Generates <b>rudimentary/insufficient</b> ideas and information for topic</li> <li>• Using <b>teacher support</b> considers and chooses an appropriate form for intended audience</li> <li>• <b>Minimal and/or inadequate</b> plan and organization of ideas for drafting</li> <li>• <b>Inadequate</b> consideration of qualities of effective communication and the language to use</li> <li>• Plan is <b>non-existent</b></li> </ul>

	<p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft contains <b>thorough</b> attention to topic detail</li> <li>• <b>Careful and precise</b> use of language to construct message</li> <li>• <b>Purposeful</b> conferencing with others to solicit feedback</li> <li>• <b>Careful and thorough</b> use of a process to ensure clarity and conciseness of text</li> <li>• <b>Accurate</b> acknowledgement and citation of sources</li> <li>• <b>Innovative</b> experimentation with communication features and techniques to suit different audience</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• <b>Independently</b> revises for content, meaning, and organization</li> <li>• <b>Independent</b> revisions for sentence structure, spelling, word choice, punctuation as applicable</li> <li>• <b>Skillfully</b> proofreads and completes edits</li> <li>• <b>Purposefully</b> uses feedback to make meaningful revisions</li> </ul>	<p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft demonstrates attention and topic detail</li> <li>• Clear use of language to construct message</li> <li>• Confers with others to solicit feedback</li> <li>• Use of a process to ensure clarity and conciseness of text</li> <li>• Acknowledges and cites sources</li> <li>• Experiments with communication features and techniques to suit different audience</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• Revises for content, meaning, and organization as appropriate</li> <li>• Appropriate revisions for sentence structure, spelling, word choice, punctuation as applicable</li> <li>• Independently proofreads and completes edits</li> <li>• Demonstrates use of feedback to make meaningful revisions</li> </ul>	<p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft contains <b>some</b> attention to topic details</li> <li>• <b>Adequate</b> use of language to construct message</li> <li>• <b>Some</b> evidence of conferencing with others to solicit feedback</li> <li>• <b>Partial</b> use of a process to ensure clarity and conciseness of text</li> <li>• <b>Inaccurate</b> acknowledgement and citation of sources</li> <li>• <b>Basic</b> experimentation with communication features and techniques to suit audience</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• <b>Some</b> revision for content, meaning, and organization</li> <li>• <b>Partial</b> revisions of sentence structure, spelling, word choice, punctuation as applicable</li> <li>• Completes <b>basic</b> edits</li> <li>• <b>Some</b> evidence of use of feedback to make meaningful revisions</li> </ul>	<p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft contains <b>minimal attention</b> to topic detail</li> <li>• <b>Inadequate or inappropriate</b> use of language to construct message</li> <li>• <b>Little use</b> of conferencing with others to solicit feedback</li> <li>• <b>Insufficient</b> use of a process to ensure clarity and conciseness of text</li> <li>• <b>No</b> acknowledgement and citation of sources</li> <li>• <b>Little or no</b> evidence of experimentation with communication features and techniques to suit audience</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• <b>Minimal and/or insufficient</b> revision for content, meaning, and organization</li> <li>• <b>Partial</b> revisions of sentence structure, spelling, word choice, punctuation as applicable with support from adult</li> <li>• <b>Minimal</b> completion of edits with support from adult</li> <li>• <b>Little</b> evidence of use of feedback to make meaningful revisions</li> </ul>
<p><b>Cues and Convention</b>  <b>CC9.4a/b Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic and other cues to construct and communicate meaning.</b></p>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• A <b>skillful, thoughtful</b> use of inclusive language for audience and purpose that demonstrates respect for all</li> <li>• <b>Innovative</b> use of technology to communicate for audience and purpose</li> <li>• Tone, voice, and point of view <b>are clearly established and purposeful</b></li> <li>• <b>Consistent</b> use of Canadian English</li> </ul> <p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>• <b>Effective</b> use of transitions to make representation flow</li> <li>• <b>Compelling</b> leads, <b>effective</b> bodies, and <b>insightful or original</b> conclusions for a variety of texts</li> <li>• <b>Strategic</b> and <b>effective</b> use of literary devices</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Original</b> and <b>powerful use of</b> sequencing to convey meaning</li> <li>• <b>Effective</b> use of punctuation and capitalization</li> </ul> <p><b>SEMANTIC/LEXICAL/MORPHOLOGICAL</b></p>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• Appropriate use of inclusive language for audience and purpose that demonstrates respect for all</li> <li>• Appropriate use of technology to communicate for audience and purpose</li> <li>• Tone, voice, and point of view are evident</li> <li>• Appropriate use of Canadian English</li> </ul> <p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>• Use of transitions to make representation flow</li> <li>• Use of strong leads, coherent bodies, and effective conclusions for a variety of texts</li> <li>• Purposeful use of literary devices</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li>• Appropriate use of sequencing to convey meaning</li> <li>• Accurate use of punctuation and capitalization</li> </ul> <p><b>SEMANTIC/LEXICAL/MORPHOLOGICAL</b></p>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• Language is <b>inconsistent</b> for purpose and audience may <b>not always</b> demonstrate respect for all</li> <li>• <b>Basic</b> use of technology to communicate for audience and purpose</li> <li>• Tone, voice, and point of view are <b>sometimes</b> evident</li> <li>• <b>Basic</b> use of Canadian English</li> </ul> <p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>• <b>Little</b> use of transitions so <b>flow is impeded</b></li> <li>• <b>Inconsistent</b> use of leads, <b>incomplete</b> bodies, and <b>weak</b> conclusions for a variety of texts</li> <li>• <b>Some</b> use of literary devices</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Basic</b> use of sequencing to convey meaning</li> <li>• <b>Inconsistent</b> use of correct punctuation and capitalization</li> </ul> <p><b>SEMANTIC/LEXICAL/MORPHOLOGICAL</b></p>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• Language is <b>inappropriate</b> for purpose and audience</li> <li>• <b>Limited</b> use of technology to communicate for audience and purpose</li> <li>• Tone, voice, and point of view are <b>not evident</b></li> <li>• <b>Limited</b> use of Canadian English</li> </ul> <p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>• <b>Improper or no</b> use of transitions blocks flow of representation</li> <li>• <b>Inadequate</b> use of leads, <b>incomplete</b> bodies, and <b>weak or unsupported</b> conclusions for a variety of texts</li> <li>• <b>Limited</b> use of literary devices</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Inappropriate</b> use of sequencing to convey meaning</li> <li>• <b>Incorrect</b> use of capitalization and punctuation</li> </ul> <p><b>SEMANTIC/LEXICAL/MORPHOLOGICAL</b></p>

	<ul style="list-style-type: none"><li>• <b>Insightful</b> consideration of connotative and denotative word meanings/usage</li><li>• Demonstrates an <b>extensive</b> vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Appropriate use of connotative and denotative word meanings/usage</li><li>• Demonstrates an appropriate vocabulary</li></ul>	<ul style="list-style-type: none"><li>• <b>Some evidence</b> of understanding of connotative and denotative word meanings/ usage</li><li>• Demonstrates a <b>basic</b> vocabulary</li></ul>	<ul style="list-style-type: none"><li>• <b>Little or no</b> demonstration of understanding of connotative and denotative word meanings/usage</li><li>• Demonstrates a <b>limited</b> vocabulary</li></ul>
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