

Outcome (indicators)	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p>Context – Overall Product CC5.1 Compose and create a range of visual and multimedia texts that explore, identity, community, social responsibility and express personal thoughts shaped through inquiry.</p> <p>(a) Create representations that include:</p> <ul style="list-style-type: none"> • A clear and specific message • A logical and coherent organization of ideas • A competent use of language and conventions. <p>CC5.2 (e) Prepare a clearly organized multimedia presentation using pre- established organizers and criteria.</p> <p>CC5.2 (h) Use computers and authoring software to compose texts and graphic representations.</p>	<p>Create representations that include:</p> <ul style="list-style-type: none"> • An insightful message • A thoughtful organization of ideas • A purposeful and precise use of language and conventions. <p>Prepares a thoughtfully organized multimedia presentation using pre-established organizers and criteria.</p> <p>Skillfully uses computer and authoring software to compose texts and graphic representations.</p>	<p>Create representations that include:</p> <ul style="list-style-type: none"> • A clear and specific message • A logical and coherent organization of ideas • A competent use of language and conventions. <p>Prepares a clearly organized multimedia presentation using pre-established organizers and criteria.</p> <p>Uses computer and authoring software to compose texts and graphic representations.</p>	<p>Create representations that include:</p> <ul style="list-style-type: none"> • A general message • A basic organization of ideas • A simple use of language and conventions. <p>Prepares a simply organized multimedia presentation using pre-established organizers and criteria.</p> <p>Uses limited computer and authoring software to compose texts and graphic representations.</p>	<p>Create representations that include:</p> <ul style="list-style-type: none"> • A vague or unrelated message • Little organization of ideas • Uncertain and/or unsuitable use of language and conventions. <p>Requires support to organize a multimedia presentation using pre-established organizers and criteria.</p> <p>Needs support to use computer and authoring software to compose texts and graphic representations.</p>
<p>Message CC5.2 Demonstrate a variety of ways to communicate understanding and response including illustrated reports, dramatizations, posters, timelines, multimedia presentations, and summary charts.</p> <p>(a) Consider which form (e.g., drama, drawings, dance, diagrams, music, three-dimensional objects, posters, cartoons, maps, graphs, photographs, pictures, charts, and videos) is most appropriate for various tasks and identified purposes.</p> <p>(d) Use graphic organizers to clarify and shape understanding</p> <p>(f) Integrate a variety of representations including illustrations, graphs, maps, and graphics into written and oral presentations.</p>	<p>Form is insightfully selected for the task and purpose.</p> <p>Skillfully uses graphic organizers to clarify and shape understanding</p> <p>Skillfully integrates a variety of representations including illustrations, graphs, maps, and graphics into written and oral presentations.</p>	<p>Form is appropriate for the task and purpose.</p> <p>Uses graphic organizers to clarify and shape understanding</p> <p>Integrates a variety of representations including illustrations, graphs, maps, and graphics into written and oral presentations.</p>	<p>Form is somewhat appropriate for the task and purpose.</p> <p>Makes limited use of graphic organizers to clarify and shape understanding</p> <p>Attempts to integrate a variety of representations including illustrations, graphs, maps, and graphics into written and oral presentations.</p>	<p>Form is inappropriate for the task and purpose.</p> <p>Unable to use graphic organizers to clarify and shape understanding</p> <p>Requires support to integrate a variety of representations including illustrations, graphs, maps, and graphics into written and oral presentations.</p>

<p>Use of Strategies CC5.2 Demonstrate a variety of ways to communicate understanding and response including illustrated reports, dramatizations, posters, timelines, multimedia presentations, and summary charts.</p> <p>(b) Select and flexibly use appropriate strategies (before, during, and after) to communicate meaning when representing.</p>	<p>Confidently selects and flexibly uses appropriate strategies (before, during, and after) to communicate meaning when representing.</p> <p>Such as:</p> <p><u>Before</u> Skillfully uses prior knowledge and a variety of strategies to:</p> <ul style="list-style-type: none"> • Consider role, audience, forms, topic, and purpose (RAFTS) • Generate and develop ideas <p>Effectively uses organizers while planning.</p> <p><u>During</u></p> <ul style="list-style-type: none"> • Creates well-crafted drafts and experiments with end product. • Skillfully, experiments with communication features and techniques • Confers with others during and after purposefully. <p><u>After</u></p> <ul style="list-style-type: none"> • Self and peer edit independently. • Thoughtful revisions made independently. • Confidently and enthusiastically shares polished final product with audience. 	<p>Select and flexibly use appropriate strategies (before, during, and after) to communicate meaning when representing.</p> <p>Such as:</p> <p><u>Before</u> Uses prior knowledge a variety of strategies to:</p> <ul style="list-style-type: none"> • Consider role, audience, forms, topic, and purpose (RAFTS) • Generate and develop ideas, with some direction <p>Uses organizers while planning.</p> <p><u>During</u></p> <ul style="list-style-type: none"> • Creates drafts and often experiments with end product. • Experiments with communication features and techniques. • Confers with others during and after. <p><u>After</u></p> <ul style="list-style-type: none"> • Self and peer edits • Makes revisions • Polishes, practices, and shares final product with audience. 	<p>Selects and uses limited strategies (before, during, and after) to communicate meaning when representing.</p> <p>Such as:</p> <p><u>Before</u> Occasionally uses prior knowledge and a variety of strategies to:</p> <ul style="list-style-type: none"> • Consider role, audience, forms, topic, and purpose (RAFTS) • Generate and develop ideas, with prompting <p>Makes limited use of organizers while planning.</p> <p><u>During</u> Creates simple drafts and may experiment with end product, if encouraged. Experiments with some communication features and techniques if encouraged Confers with others, sometimes.</p> <p><u>After</u></p> <ul style="list-style-type: none"> • Self and/or peer edits with teacher support. • Basic revisions made with teacher direction. • Practices, with guidance, and shares, with prompting, final product. 	<p>Needs support to use strategies (before, during, and after) to communicate meaning when representing.</p> <p>Such as:</p> <p><u>Before</u> Shows little awareness of prior knowledge and strategies to:</p> <ul style="list-style-type: none"> • Consider role, audience, forms, topic, and purpose (RAFTS) • Generate and develop ideas, with direction <p>Uses teacher-selected organizers, with support, while planning.</p> <p><u>During</u> Creates drafts rarely. Rarely experiments with communication features and techniques Confers, with prompting, with adults.</p> <p><u>After</u></p> <ul style="list-style-type: none"> • May self-edit with explicit teacher support. • Revising, with direction, in a limited way • Refuses or rarely shares final product.
<p>Cues & Conventions (c) Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning, and to help the audience to understand when representing.</p>	<p>Understands and applies relevant and engaging pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when representing.</p> <p>Such as:</p> <ul style="list-style-type: none"> • Confidently demonstrates an awareness of audience appropriate to purpose and intended audience • Effectively and purposefully uses knowledge of forms to communicate ideas in a clear and logical manner. • Effectively and purposefully selects and uses elements of representation to create specific effects 	<p>Understands and applies relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when representing.</p> <p>Such as:</p> <ul style="list-style-type: none"> • Demonstrates an awareness of audience appropriate to purpose and intended audience. • Uses knowledge of forms to communicate ideas in a clear and logical manner. • Selects and uses elements of representation to create specific effects 	<p>Attempts to apply some pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when representing.</p> <p>Such as:</p> <ul style="list-style-type: none"> • Demonstrates a rudimentary awareness of audience appropriate to purpose and intended audience • Uses a basic knowledge of forms to communicate ideas • May select and use elements of representation to create effects 	<p>Uncertain and simplistic use of pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and/or other cues and conventions to communicate meaning when representing.</p> <p>Such as:</p> <ul style="list-style-type: none"> • Demonstrates a limited awareness of audience appropriate to purpose and intended audience • Has limited knowledge of forms for making choices when communicating ideas • Has a limited awareness of elements of representation