Outcome (indicators)	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
Context – Overall Product CC5.1 Compose and create a range of visual, multimedia, oral, and written texts that explore, identity, community, social responsibility and express personal thoughts shaped through inquiry. (a) Create oral texts that include: • a clear and specific message • a logical and coherent organization of ideas • a competent use of language and conventions.	Creates oral texts that include: • an **insightful** message • a **thoughtful** organization of ideas • a **purposeful and precise** use of language and conventions.	Creates oral texts that include: • a clear and specific message • a logical and coherent organization of ideas • a competent use of language and conventions.	Creates oral texts that include: • a **general** message • a **basic** organization of ideas • a **simple** use of language and conventions.	Creates written texts that include: • a **vague or unrelated** message • **little** organization of ideas • **uncertain** and/or **unsuitable** use of language and conventions.
Message **CC5.3 Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, working in groups) for particular audiences and purposes.** (a) Deliver focused and coherent presentations that engage the audience with appropriate verbal cues, facial expressions, and gestures; that convey ideas clearly; and that relate to the background and interests of the audiences.	• verbal cues **thoughtfully** engage the audience and clearly convey ideas, while relating to the background and interests of the audience. • facial expressions are used **purposefully** to engage the audience and convey ideas. • gestures are used **effectively** to enhance the presentation and deliver the message.	• verbal cues engage the audience and clearly convey ideas, while relating to the background and interests of the audience. • facial expressions are used to engage the audience and convey ideas. • gestures are used to enhance the presentation and deliver the message.	• verbal cues **generally** engage the audience and convey ideas, while relating to the background and interests of the audience. • facial expressions are used **occasionally** used to engage the audience and convey ideas. • gestures are used **occasionally** to enhance the presentation and deliver the message.	• verbal cues **do not** engage the audience or convey ideas, nor do they relate to the background and interests of the audience. • facial expressions **are not** used to engage the audience and convey ideas. • festures are **not used** to enhance the presentation and deliver the message.
(d) Select a focus, organizational structure, and point of view for an oral presentation; decide what to say and how to say it; clarify and support spoken ideas with evidence and examples.	**Insightfully** selects a focus, organizational structure, and point of view for an oral presentation; decides what to say and how to say it; clarifies and supports spoken ideas with evidence and examples.	Selects a focus, organizational structure, and point of view for an oral presentation; decides what to say and how to say it; clarifies and supports spoken ideas with evidence and examples.	**Attempts to** selects a focus, organizational structure, and point of view for an oral presentation; decides what to say and how to say it; clarifies and supports spoken ideas with evidence or examples.	**With support** selects a focus, organizational structure, and/or point of view for an oral presentation; decides what to say and how to say it.
(e) Deliver narrative presentations that establish a situation, plot, point of view, and setting with descriptive words and phrases and show the listeners, through the explanations and narration, what happens.	Delivers **engaging** narrative presentations that: • **clearly and creatively** develop a situation or plot and point of view • **vividly** describes the setting	Delivers narrative presentations that: • develop a situation or plot and point of view • describe the setting	Delivers **simple** narrative presentations that **may**: • develop a **simplistic** situation or plot and/or point of view • describe some aspects of the setting with **minimal** detail	Delivers **limited** narrative presentations that **may** : • present a **vague** situation with unclear point of view • **vaguely** describe an aspect of the setting

(f)Deliver informative presentations about an important idea, issue, or event by framing questions to guide listeners, establishing a central idea or topic, and developing the topic with simple facts, details, examples, and explanations.	**Creatively** delivers informative presentations about an important idea, issue, or event by: • **thoughtfully** framing questions to guide listeners • clearly establishing a central idea or topic • developing the topic with **complex** facts, details, examples, and explanations.	Delivers informative presentations about an important idea, issue, or event by: • framing questions to guide listeners • establishing a central idea or topic • and developing the topic with simple facts, details, examples, and explanations.	Delivers informative presentations about an important idea, issue, or event by doing **some** of the following: • framing questions to guide listeners • establishing a central idea or topic • and/or developing the topic with **simple** facts, details, examples, and/or explanations.	**With support**, delivers informative presentations about an important idea, issue, or event by doing **one of** the following: • framing questions to guide listeners • establishing a central idea or topic • developing the topic with **vague** facts, details, examples, and/or explanations.
(g) Deliver a narrative from a First Nations and Métis tradition that follows the teaching of the oral tradition.	**Skillfully** delivers a narrative from a First Nations and Métis tradition that follows the teaching of the oral tradition.	Delivers a narrative from a First Nations and Métis tradition that follows the teaching of the oral tradition.	**Attempts** to deliver a narrative from a First Nations and Métis tradition that follows the teaching of the oral tradition.	**With support** attempts to deliver a narrative from a First Nations and Métis tradition that follows the teaching of the oral tradition.
(h)Deliver oral responses to literary and other texts (including First Nations and Métis texts) or presentations that include both personal responses and textual evidence or examples from the work to support insights and conclusions.	**Skillfully** delivers oral responses to literary and other texts (including First Nations and Métis texts) or presentations that include both personal responses and textual evidence or examples from the work to support insights and conclusions.	Delivers oral responses to literary and other texts (including First Nations and Métis texts) or presentations that include both personal responses and textual evidence or examples from the work to support insights and conclusions.	**Attempts** to deliver oral responses to literary and other texts (including First Nations and Métis texts) or presentations that may include personal responses and/or textual evidence or examples from the work to support insights and/or conclusions.	**With support** attempts to deliver oral responses to literary and other texts (including First Nations and Métis texts) or presentations..
(i) Participate in a variety of oral presentations including dramatization (role play), discussion circles, introducing a visitor to the class or school, and giving directions.	**Enthusiastically** participates in a variety of oral presentations including dramatization (role play), discussion circles, introducing a visitor to the class or school, and giving directions.	Participates in a variety of oral presentations including dramatization (role play), discussion circles, introducing a visitor to the class or school, and giving directions.	Participates in **at least one oral** presentation such as a dramatization (role play), discussion circle, introducing a visitor to the class or school, and/or giving directions.	**With support**, participates in **at least one** oral presentation such as a dramatization (role play), discussion circle, introducing a visitor to the class or school, and/or giving directions.
(j) Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.	**Thoughtfully and sincerely** fulfills role as a group member by responding respectfully and sensitively to the ideas, opinions, and interpretations of others.	Fulfills role as a group member by responding respectfully and sensitively to the ideas, opinions, and interpretations of others.	**Occasionally** fulfills role as a group member by responding respectfully and sensitively to the ideas, opinions, and interpretations of others.	**Needs reminders or support** to help fulfill role as a group member by responding respectfully and sensitively to the ideas, opinions, and/or interpretations of others.
Use of Strategies (b) Select and flexibly use appropriate strategies (before, during, and after) to communicate meaning when speaking.	**Confidently selects** and flexibly uses appropriate strategies (before, during, and after) to communicate meaning when speaking. Such as: Before Uses **prior knowledge** and a **variety** of strategies to: • consider role, audience, forms, topic, and purpose (RAFTS) • generate and develop ideas **Effectively** uses organizers while planning. During • creates **well-crafted** drafts and experiments with end product. • self and peer edit **independently**. • thoughtful revisions made **independently**. • confers with others **purposefully**. After	Select and flexibly use appropriate strategies (before, during, and after) to communicate meaning when speaking. Such as: Before Uses a **variety** of strategies to: • consider role, audience, forms, topic, and purpose (RAFTS) • generate and develop ideas, with some direction Uses organizers while planning. During • creates drafts and often experiments with end product. • self and peer edits with teacher direction. • revisions made with teacher direction. • confers with others. After	Selects and uses **limited strategies** (before, during, and after) to communicate meaning when speaking. Such as: Before **Occasionally** uses a variety of strategies to: • consider role, audience, forms, topic, and purpose (RAFTS) • generate and develop ideas, with prompting Makes **limited use** of organizers while planning. During • creates **simple** drafts and **may** experiment with end product, if encouraged. • self and/or peer edits with **teacher support**. • **basic** revisions made with teacher direction. • **may** confer with others After	**Needs support** to use strategies (before, during, and after) to communicate meaning when speaking. Such as: Before Shows **little awareness** of strategies to: • consider role, audience, forms, topic, and purpose (RAFTS) • generate and develop ideas, with direction Uses teacher-selected organizers, **with support**, while planning. During • creates drafts **rarely**. • may self-edit with explicit teacher support. • revising, with direction, in a **limited** way. • **with prompting**, confers with adults.

	• **Confidently** and **enthusiastically** shares polished final product with audience.	• Polishes, practices, and shares final product with audience.	Practices, **with guidance**, and shares, **with prompting**, final product.	After **Refuses or rarely** shares final product.
Cues & Conventions (c) Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when speaking.	Understands and applies relevant and **engaging** pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when speaking. Such as: • language is consciously **well chosen**. Word choices show style and efficiency • language register is **appropriate** to audience and purpose. • tone and voice **consistently** maintain interest • a **definite** point of view (including purpose and focus) is evident. • the presentation **enhances** the format. • presentation flows. • appropriate volume is used **consistently**. • words are enunciated **properly.** • information is presented at a pace **responsive** to the audience.	Understands and applies relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when speaking. Such as: • language is straightforward, clear, and appropriate. Usage is generally correct. • appropriate language register is used. • tone and voice are evident. • a purpose and a focus are established. • the presentation sticks to the format. • presentation generally flows. • appropriate volume is used. • most words are enunciated properly • information is presented at an appropriate pace	**Attempts** to apply some pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when speaking. Such as: • language is **acceptable but unsophisticated**, and sometimes **vague**. • language register **may not be appropriate for** audience and purpose. • tone and voice **may not be evident or appropriate.** • purpose is established. • presentation **attempts** to stick to the format. • presentation **lacks** a smooth flow. • appropriate volume is **occasionally** used. • **some** words are enunciated properly • **some** information is presented at an appropriate pace	**Uncertain and simplistic** use of pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and/or other cues and conventions to communicate meaning when speaking. Such as: • language is **unclear, inappropriate, or immature**. • language register **is not appropriate** for audience and purpose. • tone and voice **not evident**. • purpose or focus is **not clear**. • presentation **does not** resemble the format. • presentation **does not** flow. • appropriate volume is **not** used. • many words are not enunciated properly • information is presented at an inappropriate pace