

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

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

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