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| **Grade Nine****Outcomes** (Indicators) | **4 – Mastery** | **3 - Proficient** | **2 - Approaching** | **1 - Beginning** |
| **Context****CC9.1 a/b Create various written texts that explore identity, social responsibility, and efficacy.**  | Creates **original, insightful**, and **thought-provoking** written texts that explore identity, social responsibility, and efficacy. These texts include:* A **purposeful** **, insightful** message with Ideas and information which are **comprehensively** developed (Meaning)
* A **skillfu**l organization of ideas (Form)
* **Efficient** and **confident** control of language cues and conventions (Style and Language Choices)
 | Creates **clear, original,** and **straightforward** written texts that explore identity, social responsibility, and efficacy. These texts include:* 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)
 | Creates **predictable** written texts that explore identity, social responsibility, and efficacy. These texts include:* 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)
 | Creates **limited and/or unfocused** written texts that explore identity, social responsibility and efficacy. These texts include:* 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)
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| **Cues and Convention****CC9.4a/b Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic and other cues to construct and communicate meaning** | **PRAGMATIC*** A **skillful, thoughtful** use of inclusive language for audience and purpose that demonstrates respect for all
* Tone, voice, and point of view **are clearly established and purposeful**
* Consistent use of Canadian English

**TEXTUAL*** **Effective** use of transitions to make writing flow
* **Compelling** leads, **effective** bodies, and **insightful or original** conclusions for a variety of written texts
* **Strategic** and **effective** use of literary devices

**SYNTACTICAL*** **Original** and **powerful** sentence combinations to convey an idea
* **Effective** use of co-ordination, subordination, and apposition of ideas sentences to **precisely** show relationship between ideas
* **Consistently and effectively** uses correct punctuation and capitalization

**SEMANTIC/LEXICAL/MORPHOLOGICAL*** **Effective** and **confident** control of spelling conventions and word usage
* **Insightful** consideration of connotative and denotative word meaning s/usage
* Demonstrates an **extensive** vocabulary
 | **PRAGMATIC*** **Appropriate** use of inclusive language for audience and purpose that demonstrates respect for all
* Tone, voice, and point of view are **evident**
* **Appropriate** use of Canadian English

**TEXTUAL*** Use of transitions to make writing flow
* Use of **strong** leads, **coherent bodies**, and **effective** conclusions for a variety of written texts
* **Purposeful** use of literary devices

**SYNTACTICAL*** **Clear, complete, varied** use of sentence combinations to convey an idea
* **Appropriate** use of co-ordination, subordination, and apposition of ideas sentences to show relationship between ideas
* **Accurate** use of punctuation and capitalization

**SEMANTIC/LEXICAL/MORPHOLOGICAL*** **Demonstrates** control of spelling conventions and word usage
* **Appropriate** use of connotative and denotative word meanings/usage
* Demonstrates an **appropriate** vocabulary
 | **PRAGMATIC*** Language is **inconsistent** for purpose and audience may not always demonstrate respect for all
* Tone, voice, and point of view are **sometimes** evident
* **Basic** use of Canadian English

**TEXTUAL*** **Little** use of transitions so **flow is impeded**
* **Inconsistent** use of leads, **weak** bodies, and conclusions for a variety of written texts
* **Some** use of literary devices

**SYNTACTICAL*** **Some** use of sentence combinations to convey an idea
* **Basic** use of co-ordination, subordination, and apposition of ideas to show relationship between ideas
* **Inconsistent** use of correct punctuation and capitalization

**SEMANTIC/LEXICAL/MORPHOLOGICAL*** **Inconsistent** control of spelling conventions and word usage
* **Some evidence** of understanding of connotative and denotative word meanings/ usage
* Demonstrates a **basic** vocabulary
 | **PRAGMATIC*** Language is **inappropriate** for purpose and audience
* Tone, voice, and point of view are **not evident**
* **Limited** use of Canadian English

**TEXTUAL*** **Improper or no** use of transitions blocks flow of ideas
* **Inadequate** use of leads, incomplete bodies, and **weak or unsupported** conclusions for a variety of written texts
* **Limited** use of literary devices

**SYNTACTICAL*** **Limited and sometimes incorrect** use of sentence combinations to convey an idea
* **Limited** use of co-ordination, subordination, and apposition of ideas to show relationship between ideas
* **Incorrect** use of capitalization and punctuation

**SEMANTIC/LEXICAL/MORPHOLOGICAL*** **Unsatisfactory** control of spelling conventions and word usage
* **Little or no** demonstration of understanding of connotative and denotative word meanings/usage
* Demonstrates a **limited** vocabulary
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