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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) |
| **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 |