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| **Grade Nine Newspaper Project****Outcomes** (Indicators) | **5 – Mastery** | **4 - Proficient** | **3 - Approaching** | **2 - Beginning** | **1- Not Yet** |
| **Comprehension****CR9.1 (a/b) Read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy** **CR9.6 (a/b) Read and demonstrate comprehension and interpretation of grade-level appropriate texts to develop an insightful interpretation and response.****CR9.7 (a/b) Read independently and demonstrate comprehension of a variety of information texts**  | Read a variety of grade-level appropriate texts and show comprehension by **skillfully and consistently**:* Summarizing content
* Making logical interpretations and inferences
* Interpreting themes or messages
* Making thoughtful and critical personal responses
* Making explicit and deliberate connections and justifying reactions
* Providing organized, supported opinions, judgments and conclusions based on text details, evidence and examples
* Organizing responses and forming interpretations around several clear ideas
* Questioning, reflecting and using information to develop responses, interpretations and inquiry questions
* Identifying, investigating, comparing and analyzing: ideas, information, themes, and purposes.
* Identifying and investigating points of view, perspectives, sources of bias, and portrayals of people and explaining the effect on a text.
* Evaluating the overall effect/impact of different visual and multimedia techniques
 | Read a variety of grade-level appropriate texts and show comprehension by:* Summarizing content
* Making logical interpretations and inferences
* Interpreting obvious themes or messages
* Making thoughtful and critical personal responses
* Making explicit and deliberate connections and justifying reactions
* Providing organized, supported opinions, judgments and conclusions based on text details, evidence and examples
* Organizing responses and forming interpretations around several clear ideas
* Questioning, reflecting and using information to develop responses, interpretations and inquiry questions
* Identifying, investigating, comparing and analyzing: values, ideas, information, themes, and purposes.
* Identifying and investigating points of view, perspectives, sources of bias, and portrayals of people and explaining the effect on a text.
* Evaluating the overall effect/impact of different visual and multimedia techniques
 | Read a variety of grade-level appropriate texts and show comprehension by **simplistically**:* Summarizing content
* Making logical interpretations and inferences
* Interpreting obvious themes or messages
* Making thoughtful and critical personal responses
* Making explicit and deliberate connections and justifying reactions
* Providing organized, supported opinions, judgments and conclusions based on text details, evidence and examples
* Organizing responses and forming interpretations around several clear ideas
* Questioning, reflecting and using information to develop responses, interpretations and inquiry questions
* Identifying, investigating, comparing and analyzing: ideas, information, themes, and purposes.
* Identifying and investigating points of view, perspectives, sources of bias, and portrayals of people and explaining the effect on a text.
* Evaluating the overall effect/impact of different visual and multimedia techniques
 | Read a variety of grade-level appropriate texts and show comprehension by **partially or inaccurately**:* Summarizing content
* Making logical interpretations and inferences
* Interpreting obvious themes or messages
* Making thoughtful and critical personal responses
* Making explicit and deliberate connections and justifying reactions
* Providing organized, supported opinions, judgments and conclusions based on text details, evidence and examples
* Organizing responses and forming interpretations around several clear ideas
* Questioning, reflecting and using information to develop responses, interpretations and inquiry questions
* Identifying, investigating, comparing and analyzing: ideas, information, themes, and purposes.
* Identifying and investigating points of view, perspectives, sources of bias, and portrayals of people and explaining the effect on a text.
* Evaluating the overall effect/impact of different visual and multimedia techniques
 | Did not read a variety of grade-level appropriate texts and/or show comprehension. |
| **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)
 | Did not create written texts that explore identity, social responsibility and/or efficacy.  |
| **Message****CC9.8a Write to describe (a profile of a character), to narrate (a narrative essay), to explain and inform (a researched report), and to persuade (a review).****CC9.8b Write to describe (a description of a scene, to narrate (a personal essay), to explain and inform (a multi-paragraph letter) and to persuade (a letter to the editor)**(j) Create narrative texts (a. narrative essay, b. personal essay) (k) Create expository, information and procedural texts (a. researched report, b.multi-paragraph letter)(l) Create descriptive texts (a. profile of a character, b. a description of a scene)(m) Create persuasive texts (a. review, b. a letter to the editor)  | Creates **insightful** personal narrative texts that:* Depict scenes and incidents with **specificity**
* Describe with **vivid** sensory details
* **Correctly** and **efficiently** employ narrative and descriptive devices
* Develop narrative **creatively** leading to **a thought provoking** climax or conclusion
* Reveal with **clarity** the significance of and the subject’s attitude about the incident, event, and situation

Creates **insightful** expository, informational, and procedural texts that:* Poses **specific** questions to limit scope of text
* **Effectively** introduces the purpose and define thesis
* Develops the topic with **specific, precise** facts, details, examples, and explanations from **multiple sources**
* Paragraphs are **comprehensive, logically** sequenced, and **rich** in detail
* **Effectively** use transitions
* **Effectively** and **precisely** anticipates and addresses reader’s potential misunderstandings, biases, and expectations
* Conclusion is **astute and intriguing**

Creates **insightful** descriptive texts:* **Insightful, original,** **colourful** picture of the person or scene
* **Perceptively** interpret and **vividly** describe the details
* **Exceptional** sensory details and **colourfu**l words
* **Appropriate** and **lively** use of dialogue
* **Creative, original or insightful** order is evident

Creates **insightful** persuasive texts that:* Include an **original** thesis that makes **critical, insightful** judgement
* State an **original** or **insightful** position
* Provide **comprehensive** support by fact, reasons, examples, explanations, and evidence to support position
* Structure ideas and arguments in an **original**, **insightfu**l fashion
* **Explicitly** address reader’s concerns, biases, expectations, and counterclaims
* **Effectively** maintain a rational tone
 | Creates **clear, straightforward** personal narrative texts that:* Locate scenes and incidents in specific places
* Describe with **concrete** sensory detail
* Employ **relevant** narrative and descriptive devices
* Develop narrative **systematically** leading to a climax or conclusion
* Reveal the significance of and the subject’s attitude about the incident, event, or situation.

Creates **clear** expository, informational, and procedural texts that:* Poses **relevant** questions to limit scope of presentation
* Introduces the purpose and define a thesis
* Develops topic with **important** facts, details, examples, and explanations from **multiple sources**
* Paragraphs **organized** in **logical** sequences with detail
* Use transitions
* **Anticipate** and **address** reader’s potential misunderstandings, biases, and expectations
* Offers conclusion(s)

Creates **clear** descriptive texts:* **Clear** and **colourful** picture of the person or scene
* **Clearly** interpret and describe details
* Include sensory details and vivid words
* **Appropriate** use of dialogue
* **Logical** order

Creates **clear** persuasive texts that:* Include a **well-defined** thesis that makes a **clear** and **knowledgeable** judgement
* State a position **clearly** and **convincingly**
* Provide support by **detailed** facts, reasons, examples, explanations, and evidence to support position
* Structure ideas and arguments in a **sustained and logical** fashion
* **Address** viewer’s, listener’s, or reader’s concerns, biases, expectations, and counterclaims
* **Maintain** a rational tone
 | Creates **satisfactory** personal narrative texts that:* Depict scenes and incidents with **general accuracy**
* Describe with **simplistic** sensory details
* Employ **some** narrative and descriptive devices
* Develop **basic** narrative leading to a climax or conclusion
* Reveal **partially and/or simplistically** the subject’s attitude about the incident, event, and situation

Creates **satisfactory** **e**xpository, informational, and procedural texts that:* Poses **predictable** questions to limit the scope of text
* **Superficially** introduces the purpose and defines the thesis
* Develops the topic with **simplistic** details, examples, and explanations from **limited sources**
* Paragraphs are **simple** in composition and detail
* **Some** use of transitions
* **Partially** anticipates and addresses the reader’s potential misunderstandings, biases and expectations
* Conclusions **simplistic**

Creates **satisfactory** descriptive texts:* **Basic** picture of the person or scene
* **Partially** interpret and **simplistically** describe the details
* Incorporate **limited** details and common words
* Use **basic** dialogue
* **Some** order is evident

Creates **satisfactory** persuasive text that:* Include a **general** thesis that makes a **basic** judgement
* **Some** evidence of a position
* Provide **partial** support by facts, reasons, examples, explanations, and evidence to support position
* **Some** structure to ideas and argument
* **Partially** address reader’s concerns, biases, expectations, and counterclaims
* **Partially** maintain a rational tone
 | Creates personal narrative texts that:* Depict scenes and incidents **incompletely**
* Describe with **little or no** sensory detail
* **Minimally** employ narrative and descriptive devices
* **Inadequately** develop the narrative leading to the climax or conclusion that may be ineffective
* **Inefficiently** reveal the significance of and the subject’s attitude about the incidence, event, and situation

Creates expository, informational, and procedural texts that:* Poses **incomplete** questions to limit scope of text
* **Vaguely** introduces the purpose and presents an **unclear** thesis
* **Inadequately** develops the topic with facts, details, examples, and explanations from **one or** **two sources**
* Paragraphs are **incomplete** and **lacking** in detail
* **Ineffective** or **infrequent** use of transitions
* **Incorrectly and/or partially** anticipates and addresses the reader’s potential misunderstandings, biases, and expectations
* Conclusions **inadequate or missing**

Creates descriptive texts:* **Vague and/or uninteresting** picture of the person or scene
* **Partially and/or inaccurately** describe the details
* **Few and/or limited** sensory details and descriptive words
* **Minimal or no use** of dialogue
* **Ineffective** or **absence** of order

Creates persuasive texts that:* Include a **vague** thesis
* **Little or no** evidence of a position
* Provide **little support** by facts, reasons, examples, explanations, and evidence to support position
* Structure **not evident or ineffective**
* **Inadequately** and **ineffectually** address reader’s concerns, biases, expectations, and counterclaims
* **Does not** maintain a rational tone
 | Did not create personal narrative texts.Did not create expository, informational, and/or procedural texts.Did not create descriptive texts.Did not create persuasive texts. |