

Areas of Curricular Competency	Levels of Achievement			
	A	B	C	I/F
<p><b>COMPREHEND AND CONNECT</b> (reading, listening, viewing skills)</p>	<p><b>Student is able to do the following....</b></p> <ol style="list-style-type: none"> <li>1) Access information and ideas from a variety of sources and forms and evaluate their relevance, accuracy, and reliability with intuitiveness.</li> <li>2) Insightfully apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.</li> <li>3) Thoughtfully synthesizes ideas from a variety of sources to build understanding.</li> <li>4) Think critically, creatively, and reflectively to insightfully explore ideas within, between, and beyond texts.</li> <li>5) Construct meaningful, in depth, and well thought out, personal connections between self, text, and world.</li> <li>6) Thoughtfully respond to text in personal, creative, and critical ways.</li> <li>7) Insightfully recognize and thoughtfully appreciate how different forms, structures, and features of text reflect different purposes, audiences, and messages.</li> <li>8) Articulate clearly and thoroughly how literary elements, techniques, and devices enhance and shape meaning.</li> <li>9) Consistently recognize an increasing range of text structures and how they contribute to meaning.</li> <li>10) Have a strong grasp of how language constructs personal, social, and cultural identity.</li> <li>11) Consistently recognize and identify the role of personal, social, and cultural context of texts.</li> <li>12) Have a strong grasp and appreciation for the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.</li> <li>13) Develop an increasingly astute awareness of the diversity within and across First Peoples societies represented in texts.</li> <li>14) Consistently recognize the influence of place in First Peoples and other Canadian texts.</li> </ol>	<p><b>Student is able to do the following....</b></p> <ol style="list-style-type: none"> <li>1) Access information and ideas from a variety of sources and forms and evaluate their relevance, accuracy, and reliability.</li> <li>2) Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.</li> <li>3) Synthesize ideas from a variety of sources to build understanding.</li> <li>4) Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.</li> <li>5) Construct meaningful personal connections between self, text, and world.</li> <li>6) Respond to text in personal, creative, and critical ways.</li> <li>7) Recognize and appreciate how different forms, structures, and features of text reflect different purposes, audiences, and messages.</li> <li>8) Explain how literary elements, techniques, and devices enhance and shape meaning.</li> <li>9) Recognize an increasing range of text structures and how they contribute to meaning.</li> <li>10) Recognize how language constructs personal, social, and cultural identity.</li> <li>11) Recognize and identify the role of personal, social, and cultural context of texts.</li> <li>12) Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.</li> <li>13) Develop an awareness of the diversity within and across First Peoples societies represented in texts.</li> <li>14) Recognize the influence of place in First Peoples and other Canadian texts.</li> </ol>	<p><b>Student is able to do the following...</b></p> <ol style="list-style-type: none"> <li>1) Access some information and ideas from sources and is beginning to form and evaluate their relevance, accuracy, and reliability.</li> <li>2) Able to use a few strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.</li> <li>3) Has partial grasp of the ability to synthesize ideas from sources to build understanding.</li> <li>4) Uneven performance when thinking critically, creatively, and reflectively to explore ideas within, between, and beyond texts.</li> <li>5) Beginning to construct meaningful personal connections between self, text, and world.</li> <li>6) Provides inconsistent demonstration of responding to text in personal, creative, and critical ways.</li> <li>7) Beginning to recognize and appreciate how different forms, structures, and features of text reflect different purposes, audiences, and messages.</li> <li>8) Has a partial grasp of how literary elements, techniques, and devices enhance and shape meaning.</li> <li>9) Beginning to recognize an increasing range of text structures and how they contribute to meaning.</li> <li>10) Beginning to recognize how language constructs personal, social, and cultural identity.</li> <li>11) Beginning to recognize and identify the role of personal, social, and cultural context of texts.</li> <li>12) Gives some support when recognizing and appreciating the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.</li> <li>13) Demonstrates some awareness of the diversity within and across First Peoples societies represented in texts.</li> <li>14) Has partial grasp of the influence of place in First Peoples and other Canadian texts.</li> </ol>	<p><b>Student is not able to do the following...</b></p> <ol style="list-style-type: none"> <li>1) Access information and ideas from a variety of sources and forms and evaluate their relevance, accuracy, and reliability.</li> <li>2) Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.</li> <li>3) Synthesize ideas from a variety of sources to build understanding.</li> <li>4) Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.</li> <li>5) Construct meaningful personal connections between self, text, and world.</li> <li>6) Respond to text in personal, creative, and critical ways.</li> <li>7) Recognize and appreciate how different forms, structures, and features of text reflect different purposes, audiences, and messages.</li> <li>8) Explain how literary elements, techniques, and devices enhance and shape meaning.</li> <li>9) Recognize an increasing range of text structures and how they contribute to meaning.</li> <li>10) Recognize how language constructs personal, social, and cultural identity.</li> <li>11) Recognize and identify the role of personal, social, and cultural context of texts.</li> <li>12) Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.</li> <li>13) Develop an awareness of the diversity within and across First Peoples societies represented in texts.</li> <li>14) Recognize the influence of place in First Peoples and other Canadian texts.</li> </ol>
Evidence:				

<b>CREATE AND COMMUNICATE (writing, speaking and representing skills)</b>	<b>Student is able to do the following...</b>	<b>Student is able to do the following...</b>	<b>Student is able to do the following...</b>	<b>Student is able to do the following...</b>
	15) Has a strong grasp of writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences. 16) Insightfully select and use appropriate features, forms, and genres according to audience, purpose, and message. 17) Thoroughly assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message. 18) Shows curiosity and explores an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation. 19) Creates own strategies to transform ideas and information to create original texts. 20) Articulates clearly and thoroughly an opinion and support it with credible evidence. 21) Thoughtfully exchange ideas and viewpoints to build shared understanding and extend thinking. 22) Has a strong grasp of oral storytelling processes.	15) Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences. 16) Select and use appropriate features, forms, and genres according to audience, purpose, and message. 17) Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message. 18) Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation. 19) Transform ideas and information to create original texts. 20) Express an opinion and support it with credible evidence. 21) Exchange ideas and viewpoints to build shared understanding and extend thinking. 22) Use and experiment with oral storytelling processes.	15) Has partial grasp of writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences. 16) Is beginning to select and use appropriate features, forms, and genres according to audience, purpose, and message. 17) Sometimes assesses and refines texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message. 18) Uneven performance when using an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation. 19) Uneven performance when transforming ideas and information to create original texts. 20) Provides inconsistent support when expressing an opinion and support it with credible evidence. 21) Sometimes exchanges ideas and viewpoints to build shared understanding and extend thinking. 22) Beginning to use and experiment with oral storytelling processes.	15) Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences. 16) Select and use appropriate features, forms, and genres according to audience, purpose, and message. 17) Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message. 18) Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation. 19) Transform ideas and information to create original texts. 20) Express an opinion and support it with credible evidence. 21) Exchange ideas and viewpoints to build shared understanding and extend thinking. 22) Use and experiment with oral storytelling processes.
Evidence:				
<b>Student's Learning Goals:</b>				
<b>Teacher Comments:</b>				

<b>Work Habits</b>	<b>Areas of Achievement</b>
<b>Where Student Needs to Be:</b>	<b>G = Good</b>
<b>Prepares</b> Student attends class, is on time, prepared, and organized.	<b>S = Satisfactory</b>
<b>Participates</b> Student uses class time wisely, contributes in class, listens to others in a respectful way, and works productively with peers.	<b>N = Needs Improvement</b>
<b>Perseveres</b> Student makes a strong effort, completes assignments on time, reflects on quality of work, and perseveres when facing difficulties.	
<b>Takes Positive Action</b> Student asks questions to help understanding, seeks feedback and uses it to improve learning, and seeks help when needed.	

<b>Student's Final Letter Grade:</b>
<b>Students Final Work Habit:</b>