
Grade 12
English Language Arts

Common Standards



GRADE 12
ENGLISH LANGUAGE ARTS

Common Standards

Manitoba Education, Citizenship and Youth Cataloguing in Publication Data

428.0076 Grade 12 English language arts : common standards

Includes bibliographical references.

ISBN-13: 978-0-7711-3886-7

1. Language arts (Secondary)—Manitoba—
Standards. 2. Language arts (Secondary).
I. Manitoba. Manitoba Education, Citizenship and Youth.
Title: Grade 12 English language arts: common standards.

Copyright © 2007, the Government of Manitoba, represented by the Minister of
Education, Citizenship and Youth.

Manitoba Education, Citizenship and Youth
School Programs Division
1970 Ness Avenue
Winnipeg, Manitoba, Canada R3J 0Y9

Every effort has been made to acknowledge original sources and to comply with
copyright law. If cases are identified where this has not been done, please notify
Manitoba Education, Citizenship and Youth. Errors or omissions will be corrected
in a future edition.

This resource is also available on the Manitoba Education, Citizenship and
Youth website at <www.edu.gov.mb.ca/k12/assess/publications.html>.

Websites are subject to change without notice.

CONTENTS

Introduction	1
---------------------	---

1.1. Discover and Explore	3
1.1.1 Express Ideas	3
1.1.2 Consider Others' Ideas	3
1.1.3 Experiment with Language and Forms	3
1.1.4 Express Preferences	3
1.1.5 Set Goals	4

1.2 Clarify and Extend	5
1.2.1 Develop Understanding	5
1.2.2 Explain Opinions	5
1.2.3 Combine Ideas	5
1.2.4 Extend Understanding	5

2.1 Use Strategies and Cues	6
2.1.1 Prior Knowledge	6
2.1.2 Comprehension Strategies	6
2.1.3 Textual Cues	6
2.1.4 Cueing Systems	6

2.2 Respond to Texts	7
2.2.1 Experience Various Texts	7
2.2.2 Connect Self, Texts, and Culture	7
2.2.3 Appreciate the Artistry of Texts	7

2.3 Understand Forms and Techniques	8
2.3.1 Forms and Genres	8
2.3.2 Techniques and Elements	8
2.3.3 Vocabulary	8
2.3.4 Experiment with Language	9
2.3.5 Create Original Texts	9

3.1 Plan and Focus	10
3.1.1 Use Personal Knowledge	10
3.1.2 Ask Questions	10
3.1.3 Participate in Group Inquiry	10
3.1.4 Create and Follow a Plan	10

3.2 Select and Process	11
3.2.1 Identify Personal and Peer Knowledge	11
3.2.2 Identify Sources	11
3.2.3 Evaluate Sources	11
3.2.4 Access Information	11
3.2.5 Make Sense of Information	12

3.3 Organize, Record, and Evaluate	13
3.3.1 Organize Information	13
3.3.2 Record Information	13
3.3.3 Evaluate Information	13
3.3.4 Develop New Understanding	13

4.1 Generate and Focus	14
4.1.1 Generate Ideas	14
4.1.2 Choose Forms	14
4.1.3 Organize Ideas	14

4.2 Enhance and Improve	15
4.2.1 Appraise Own and Others' Work	15
4.2.2 Revise Content	15
4.2.3 Enhance Legibility	15
4.2.4 Enhance Artistry	15
4.2.5 Enhance Presentation	16

4.3 Attend to Conventions	17
4.3.1 Grammar and Usage	17
4.3.2 Spelling	17
4.3.3 Capitalization and Punctuation	17

4.4 Present and Share	18
4.4.1 Share Ideas and Information	18
4.4.2 Effective Oral and Visual Communication	18
4.4.3 Attentive Listening and Viewing	18

5.1 Encourage, Support, and Work with Others	19
5.1.1 Co-operate with Others	19
5.1.2 Work in Groups	19
5.1.3 Use Language to Show Respect	19
5.1.4 Evaluate Group Process	20

5.2 Develop and Celebrate Community	21
5.2.1 Share and Compare Responses	21
5.2.2 Relate Texts to Culture	21
5.2.3 Appreciate Diversity	21
5.2.4 Celebrate Special Occasions	21

INTRODUCTION

Grade 12 English Language Arts: Common Standards outlines the standards that collectively apply to the following Grade 12 English language arts courses – Comprehensive Focus, Literary Focus, and Transactional Focus. Learning outcomes and standards for these individual courses are outlined in *Senior 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 4 Standards*.^{*} To assess student performances in all three courses using one test, this *Common Standards* document was developed by combining each of the specific learning outcomes from the Literary, Comprehensive, and Transactional courses.

Every year the Test Development Committee for the Grade 12 English Language Arts Standards Test uses the *Common Standards* to align test questions with the curriculum and to develop rubrics for assessment. The rubrics are used to assess the extent to which students can apply their knowledge, skills and strategies, and attitudes.

In *Grade 12 English Language Arts: Common Standards*, levels of student performance expected at the end of Grade 12 are identified as Below Level, At Level, or Above Level. All three levels are within the range of expectations for Grade 12 English Language Arts – a student performing at Below Level may require assistance or demonstrate limited skill, whereas a student performing at Above Level demonstrates superior skill. At Level indicates a solid performance.

Grade 12 English Language Arts: Common Standards is available online at www.edu.gov.mb.ca/k12/assess/publications.html.

^{*}Manitoba Education and Training. *Senior 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 4 Standards*. Winnipeg, MB: Manitoba Education and Training, 2000.

1.1. Discover and Explore

General Learning Outcome 1

Below Level	At Level	Above Level
1.1.1 Express Ideas Demonstrates limited skill in considering the relative merits of a range of ideas, observations, opinions, and emotions to reconsider positions.	Considers the relative merits of a range of ideas, observations, opinions, and emotions to reconsider positions.	Demonstrates superior skill in considering the relative merits of a range of ideas, observations, opinions, and emotions to reconsider positions.
1.1.2 Consider Others' Ideas Demonstrates limited skill in inviting and weighing diverse and challenging ideas and opinions through a variety of means to re-examine own ideas and positions.	Invites and weighs diverse and challenging ideas and opinions through a variety of means to re-examine own ideas and positions.	Demonstrates superior skill in inviting and weighing diverse and challenging ideas and opinions, and demonstrates superior skill in re-examining own ideas and positions through a variety of means.
1.1.3 Experiment With Language and Forms Demonstrates limited skill in varying language uses and forms of expression to discover how they influence ideas and enhance the power of communication and/or expression.	Varies language uses and forms of expression to discover how they influence ideas and enhance the power of communication and/or expression.	Demonstrates superior skill in varying language uses and forms of expression to discover how they influence ideas and enhance the power of communication and/or expression.
1.1.4 Express Preferences Demonstrates limited skill in exploring how personal experiences influence the selection of texts and how various texts influence perspectives, pursuits, and awareness of self.	Explores how personal experiences influence the selection of texts and how various texts influence perspectives, pursuits, and awareness of self.	Demonstrates superior skill in exploring how personal experiences influence the selection of texts and how various texts influence perspectives, pursuits, and awareness of self.

1.1 Discover And Explore

General Learning Outcome 1

Below Level

At Level

Above Level

1.1.5 Set Goals

Demonstrates limited skill in reflecting on personal growth and successes in language learning; demonstrates limited skill in developing goals and plans for future language learning based on anticipated language needs.

Reflects on personal growth and successes in language learning; develops goals and plans for future language learning based on anticipated language needs.

Demonstrates superior skill in reflecting on personal growth and successes in language learning; demonstrates superior skill in developing goals and plans for future language learning based on anticipated language needs.

1.2 Clarify and Extend

General Learning Outcome 1

Below Level

At Level

Above Level

1.2.1 Develop Understanding

Demonstrates limited skill in explaining how new knowledge, ideas, experiences, and perspectives reshape and clarify understanding of own and others' texts.

Explains how new knowledge, ideas, experiences, and perspectives reshape and clarify understanding of own and others' texts.

Demonstrates superior skill in explaining how new knowledge, ideas, experiences, and perspectives reshape and clarify understanding of own and others' texts.

1.2.2 Explain Opinions

Demonstrates limited skill in exploring various viewpoints, assumptions, and premises and in evaluating their implications when generating or responding to texts.

Explores various viewpoints, assumptions, and premises and evaluates their implications when generating or responding to texts.

Demonstrates superior skill in exploring various viewpoints, assumptions, and premises and in evaluating their implications when generating or responding to texts.

1.2.3 Combine Ideas

Demonstrates limited skill in considering the ways in which the interrelationships of ideas, viewpoints, and interpretations provide insight when generating and responding to texts.

Considers the ways in which the interrelationships of ideas, viewpoints, and interpretations provide insight when generating and responding to texts.

Demonstrates superior skill in considering the ways in which the interrelationships of ideas, viewpoints, and interpretations provide insight when generating and responding to texts.

1.2.4 Extend Understanding

Demonstrates limited skill in exploring and extending understanding by considering experiences, information, and perspectives when generating and responding to texts.

Explores and extends breadth and depth of understanding by considering various experiences, information, and perspectives when generating and responding to texts.

Demonstrates superior skill in exploring and extending breadth and depth of understanding by considering various experiences, information, and perspectives when generating and responding to texts.

2.1 Use Strategies and Cues

General Learning Outcome 2

Below Level

At Level

Above Level

2.1.1 Prior Knowledge

Demonstrates limited skill in analyzing connections between personal experiences and prior knowledge of language and a variety of texts to develop interpretations and perspectives.

Analyzes connections between personal experiences and prior knowledge of language and a variety of texts to develop interpretations and perspectives.

Demonstrates superior skill in analyzing connections between personal experiences and prior knowledge of language and a variety of texts to develop interpretations and perspectives.

2.1.2 Comprehension Strategies

Demonstrates limited skill in applying a broad repertoire of appropriate comprehension strategies to monitor and develop understanding and extend interpretations of a variety of texts.

Applies a broad repertoire of appropriate comprehension strategies to monitor and develop understanding and extend interpretations of a variety of texts.

Demonstrates superior skill in applying a broad repertoire of appropriate comprehension strategies to monitor and develop understanding and extend interpretations of a variety of texts.

2.1.3 Textual Cues

Demonstrates limited use of textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts.

Uses textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts.

Demonstrates superior use of textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts.

2.1.4 Cueing Systems

Demonstrates limited use of syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts.

Uses syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts.

Demonstrates superior use of syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts.

2.2 Respond to Texts

General Learning Outcome 2

Below Level

At Level

Above Level

2.2.1 Experience Various Texts

Experiences texts from a variety of genres, forms, disciplines, perspectives, and cultural traditions; examines and analyzes various interpretations of texts with limited revision, confirmation, or extension of understanding.

Experiences texts from a variety of genres, forms, disciplines, perspectives, and cultural traditions; examines and analyzes various interpretations of texts to revise, confirm, or extend understanding.

Experiences texts from a variety of genres, forms, disciplines, perspectives, and cultural traditions; examines and analyzes various interpretations of texts to revise or confirm understanding and achieve insight.

2.2.2 Connect Self, Texts, and Culture

Demonstrates limited skill in responding personally and critically to perspectives and styles of a variety of Canadian and international texts.

Responds personally and critically to perspectives and styles of a variety of Canadian and international texts.

Responds creatively, personally, and critically to perspectives and styles of a variety of Canadian and international texts.

2.2.3 Appreciate the Artistry of Texts

Demonstrates limited skill in analyzing how language and stylistic choices in oral, print, and other media texts communicate meaning or intention and create effect and overall impression.

Analyzes how language and stylistic choices in oral, print, and other media texts communicate meaning or intention and create effect and overall impression.

Demonstrates superior skill in analyzing how language and stylistic choices in oral, print, and other media texts communicate meaning or intention and create effect and overall impression.

2.3 Understand Forms and Techniques

General Learning Outcome 2

Below Level	At Level	Above Level
<p>2.3.1 Forms and Genres</p> <p>Demonstrates limited skill in evaluating the effects of form and genre on content and purpose.</p>	<p>Evaluates the effects of form and genre on content and purpose.</p>	<p>Demonstrates superior skill in evaluating the effects of form and genre on content and purpose.</p>
<p>2.3.2 Techniques and Elements</p> <p>Demonstrates limited skill in analyzing how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes and create an overall impression.</p>	<p>Analyzes how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes and create an overall impression.</p>	<p>Demonstrates superior skill in analyzing how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes and create an overall impression.</p>
<p>2.3.3 Vocabulary</p> <p>Demonstrates limited skill in analyzing the impact of vocabulary, idiom, and expression when responding to and generating text to communicate complex ideas and evoke responses; demonstrates limited skill in identifying how word choice and idiom vary and are used in language communities.</p>	<p>Analyzes the impact of vocabulary, idiom, and expression when responding to and generating text to communicate complex ideas and evoke responses; identifies how word choice and idiom vary and are used in language communities.</p>	<p>Demonstrates superior skill in analyzing the impact of vocabulary, idiom, and expression when responding to and generating text to communicate complex ideas and evoke responses; demonstrates superior skill in identifying how word choice and idiom vary and are used in language communities.</p>

2.3 Understand Forms and Techniques

General Learning Outcome 2

Below Level	At Level	Above Level
<p>2.3.4 Experiment with Language</p> <p>Experiments with and uses language, visuals, and sounds to articulate ideas and create desired effect, but with limited influence on thought, emotions, and behaviour.</p>	<p>Experiments with and uses language, visuals, and sounds to articulate ideas, create desired effect, and to influence thought, emotions, and behaviour.</p>	<p>Experiments with and uses language, visuals, and sounds to articulate ideas, create desired effect, and to influence thought, emotions, and behaviour and to enhance the power of communication.</p>
<p>2.3.5 Create Original Texts</p> <p>Creates original texts, but with limited communication of ideas or limited understanding of forms and techniques.</p>	<p>Creates original texts to communicate ideas and to enhance understanding of forms and techniques.</p>	<p>Creates original texts to communicate ideas effectively and to enhance understanding of forms and techniques.</p>

3.1 Plan and Focus

General Learning Outcome 3

Below Level	At Level	Above Level
<p>3.1.1 Use Personal Knowledge</p> <p>Demonstrates limited skill in exploring the breadth and depth of personal knowledge and other information sources to identify topics and ideas or focus inquiry.</p>	<p>Explores the breadth and depth of personal knowledge and other information sources to identify topics and ideas or focus inquiry.</p>	<p>Demonstrates superior skill in exploring the breadth and depth of personal knowledge and other information sources to identify topics and ideas or focus inquiry.</p>
<p>3.1.2 Ask Questions</p> <p>Formulates focus questions, but demonstrates limited skill in refining these to understand the imagined world of texts or to focus inquiry.</p>	<p>Formulates and refines questions to understand the imagined world of texts or to focus inquiry.</p>	<p>Demonstrates superior skill in formulating and refining questions to understand the imagined world of texts or to focus inquiry.</p>
<p>3.1.3 Participate in Group Inquiry</p> <p>Demonstrates limited skill in collaborating with and supporting group members in developing creative approaches or in defining topic, focus, and intent.</p>	<p>Collaborates with and supports group members in developing creative approaches or in defining topic, focus, and intent.</p>	<p>Demonstrates superior skill in collaborating with and supporting group members in developing creative approaches or in defining topic, focus, and intent.</p>
<p>3.1.4 Create and Follow a Plan</p> <p>Develops personal strategies and a plan; demonstrates limited skill in adjusting plan to satisfy the unique requirements of a task.</p>	<p>Develops personal strategies and a plan to satisfy the unique requirements of a task; adjusts as required.</p>	<p>Develops a broad repertoire of personal strategies and demonstrates superior skill in developing a plan to satisfy the unique requirements of a task; demonstrates superior skill in adjusting plan as required.</p>

3.2 Select and Process

General Learning Outcome 3

Below Level	At Level	Above Level
3.2.1 Identify Personal and Peer Knowledge Selects ideas and information from prior knowledge but demonstrates limited skill in evaluating appropriateness of these for audience, purpose, and form, or for their usefulness in understanding, developing, and enhancing texts.	Evaluates and selects ideas and information from prior knowledge appropriate for audience, purpose, and form, or for their usefulness in understanding, developing, and enhancing texts.	Demonstrates superior skills in evaluating and selecting ideas and information from prior knowledge appropriate for audience, purpose, and form, or for their usefulness in understanding, developing, and enhancing texts.
3.2.2 Identify Sources Demonstrates limited skill in determining the relevance and value of diverse information sources for a particular task.	Determines the relevance and value of diverse information sources for a particular task.	Demonstrates superior skill in determining the relevance and value of diverse information sources for a particular task.
3.2.3 Evaluate Sources Demonstrates limited skill in evaluating factors that affect the credibility, authenticity, and bias of information sources for a particular task.	Evaluates factors that affect the credibility, authenticity, and bias of information sources for a particular task.	Demonstrates superior skill in evaluating factors that affect the credibility, authenticity, and bias of information sources for a particular task.
3.2.4 Access Information Uses a variety of tools and sources but demonstrates limited skill in accessing information for a particular task.	Accesses information for a particular task using a variety of tools and sources.	Demonstrates superior skill in accessing information for a particular task using a variety of tools and sources.

3.2 Select and Process

General Learning Outcome 3

Below Level

At Level

Above Level

3.2.5 Make Sense of Information

Demonstrates limited skill in using knowledge of text cues, organizational patterns, and cognitive and emotional appeals to extract, infer, synthesize, organize, and integrate ideas from extended texts.

Uses knowledge of text cues, organizational patterns, and cognitive and emotional appeals to extract, infer, synthesize, organize, and integrate ideas from extended texts.

Demonstrates superior skill in using knowledge of text cues, organizational patterns, and cognitive and emotional appeals to extract, infer, synthesize, organize, and integrate ideas from extended texts.

3.3 Organize, Record, and Evaluate

General Learning Outcome 3

Below Level	At Level	Above Level
3.3.1 Organize Information Demonstrates limited skill in organizing and reorganizing information and ideas to clarify thinking and achieve desired effect.	Organizes and reorganizes information and ideas to clarify thinking and to achieve desired effect.	Demonstrates superior skill in organizing and reorganizing information and ideas to clarify thinking and to achieve desired effect.
3.3.2 Record Information Records but demonstrates limited skill in synthesizing information, ideas, and perspectives for a particular purpose.	Records and synthesizes information, ideas, and perspectives for a particular purpose.	Records and demonstrates superior skill in synthesizing information, ideas, and perspectives for a particular purpose.
3.3.3 Evaluate Information Demonstrates limited skill in evaluating the appropriateness, completeness, accuracy, currency, historical contexts, balance of perspectives, and bias of information for a particular purpose.	Evaluates the appropriateness, completeness, accuracy, currency, historical contexts, balance of perspectives, and bias of information for a particular purpose.	Demonstrates superior skill in evaluating the appropriateness, completeness, accuracy, currency, historical contexts, balance of perspectives, and bias of information for a particular purpose.
3.3.4 Develop New Understanding Demonstrates limited skill in assessing the effect of new understanding on self and others and evaluating the methods of inquiry or creative process for effectiveness and impact on conclusions.	Assesses the effect of new understanding on self and others and evaluates the methods of inquiry or creative process for effectiveness and impact on conclusions.	Demonstrates superior skill in assessing the effect of new understanding on self and others and evaluating the methods of inquiry or creative process for effectiveness and impact on conclusions.

4.1 Generate and Focus

General Learning Outcome 4

Below Level

At Level

Above Level

4.1.1 Generate Ideas

Generates, evaluates, and selects ideas but with limited skill in focusing and clarifying a topic appropriate for audience, purpose, and context, or in expressing thoughts and feelings to create desired effect.

Generates, evaluates, and selects ideas to focus and clarify a topic and perspective appropriate for audience, purpose, and context, or to express thoughts and feelings to create desired effect.

Demonstrates superior skill in generating, evaluating, and selecting ideas to focus and clarify a topic and perspective appropriate for audience, purpose, and context, or to express thoughts and feelings to create desired effect.

4.1.2 Choose Forms

Demonstrates limited skill in adapting and using forms appropriate for audience, purpose, and context.

Adapts and uses forms appropriate for audience, purpose, and context.

Demonstrates superior skill in adapting and using forms appropriate for audience, purpose, and context.

4.1.3 Organize Ideas

Demonstrates limited skill in evaluating the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence.

Evaluates the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence.

Demonstrates superior skill in evaluating the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence.

4.2 Enhance and Improve

General Learning Outcome 4

Below Level

At Level

Above Level

4.2.1 Appraise Own and Others' Work

Demonstrates limited skill in appraising the effectiveness of own and others' choices of content, form, style, and presentation.

Appraises the effectiveness of own and others' choices of content, form, style, and presentation.

Demonstrates superior skill in appraising the effectiveness of own and others' choices of content, form, style, and presentation.

4.2.2 Revise Content

Demonstrates limited skill in evaluating and revising drafts to ensure appropriateness of content and language for purpose and intent, and to enhance precision, unity, and coherence.

Evaluates and revises drafts to ensure appropriateness of content and language for purpose and intent, and to enhance precision, unity, and coherence.

Demonstrates superior skill in evaluating and revising drafts to ensure appropriateness of content and language for purpose and intent, and to enhance precision, unity, and coherence.

4.2.3 Enhance Legibility

Demonstrates limited skill in selecting text features to enhance legibility and artistry for particular audiences, purposes, and contexts.

Selects text features to enhance legibility and artistry for particular audiences, purposes, and contexts.

Demonstrates superior skill in selecting text features to enhance legibility and artistry for particular audiences, purposes, and contexts.

4.2.4 Enhance Artistry

Demonstrates limited skill in using effective language, visuals, and sounds and in arranging and juxtaposing ideas for balance, impact, and originality, considering voice and/or audience.

Uses effective language, visuals, and sounds and arranges and juxtaposes ideas for balance, impact, and originality, considering voice and/or audience.

Demonstrates superior skill in using language, visuals, and sounds and in arranging and juxtaposing ideas for balance, impact, and originality, considering voice and/or audience.

4.2 Enhance and Improve

General Learning Outcome 4

Below Level

At Level

Above Level

4.2.5 Enhance Presentation

Demonstrates limited skill in using appropriate strategies and devices to enhance the impact of presentations.

Uses appropriate strategies and devices to enhance the impact of presentations.

Demonstrates superior skill in using appropriate strategies and devices to enhance the impact of presentations.

4.3 Attend to Conventions

General Learning Outcome 4

Below Level	At Level	Above Level
<p>4.3.1 Grammar and Usage</p> <p>Demonstrates limited skill in analyzing and editing texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness.</p>	<p>Analyzes and edits texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness.</p>	<p>Demonstrates superior skill in analyzing and editing texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness.</p>
<p>4.3.2 Spelling</p> <p>Knows and applies Canadian spelling conventions; recognizes creative spellings but demonstrates limited skill in using creative spellings for special effects.</p>	<p>Knows and applies Canadian spelling conventions for a broad repertoire of words; recognizes and uses creative spellings for special effects.</p>	<p>Knows and applies Canadian spelling conventions for a broad repertoire of words; demonstrates superior skill in using creative spellings effectively for special effects.</p>
<p>4.3.3 Capitalization and Punctuation</p> <p>Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; attends to but demonstrates limited skill in using capitalization and punctuation conventions for specific purposes.</p>	<p>Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; attends to capitalization and punctuation conventions for specific purposes.</p>	<p>Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; attends to and demonstrates superior skill in using capitalization and punctuation conventions for specific purposes.</p>

4.4 Present and Share

General Learning Outcome 4

Below Level	At Level	Above Level
<p>4.4.1 Share Ideas and Information</p> <p>Demonstrates personal style and confidence when presenting, but makes limited adjustments to presentation plan and pace in response to audience and purpose.</p>	<p>Demonstrates personal style, confidence, and flexibility and engages audiences when presenting; adjusts presentation plan and pace in response to audience and purpose.</p>	<p>Demonstrates personal style, confidence, flexibility, and mastery of topic and engages audiences when presenting; adjusts presentation plan and pace in response to audience and purpose.</p>
<p>4.4.2 Effective Oral and Visual Communication</p> <p>Demonstrates limited skill in selecting and adjusting appropriate voice and visual production factors to enhance audience understanding and response.</p>	<p>Selects and adjusts appropriate voice and visual production factors to enhance audience understanding and response.</p>	<p>Demonstrates superior skill in selecting and adjusting appropriate voice and visual production factors to enhance audience understanding and response.</p>
<p>4.4.3 Attentive Listening and Viewing</p> <p>Demonstrates limited skill in evaluating presentations for assumptions, values, and motives of presenters and for potential implications and effects.</p>	<p>Evaluates presentations for assumptions, values, and motives of presenters and for potential implications and effects.</p>	<p>Demonstrates superior skill in evaluating presentations for assumptions, values, and motives of presenters and for potential implications and effects.</p>

5.1 Encourage, Support, and Work with Others

General Learning Outcome 5

Below Level

At Level

Above Level

5.1.1 Co-operate with Others

Demonstrates limited flexibility in using language to work with others; listens attentively to and accepts a variety of viewpoints to extend breadth and depth of individual and group thought.

Uses language to demonstrate flexibility in working with others; listens attentively to and encourages a variety of viewpoints to extend breadth and depth of individual and group thought.

Uses language to enhance and facilitate positive group interaction; listens actively to and initiates and promotes the expression of diverse ideas and viewpoints to extend breadth and depth of individual and group thought.

5.1.2 Work in Groups

Demonstrates limited commitment and flexibility in groups and in supporting others' participation and risk taking; demonstrates limited skill in adjusting roles and responsibilities according to purpose.

Demonstrates commitment and flexibility in groups and supports others' participation and risk taking; adjusts roles and responsibilities according to purpose.

Demonstrates leadership, commitment, and flexibility in groups and supports others' participation and risk taking; demonstrates superior skill in adjusting roles and responsibilities according to purpose.

5.1.3 Use Language to Show Respect

Demonstrates limited skill in recognizing inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context; demonstrates limited skill in recognizing how language choice reveals perspectives, attitudes, and relationships and may sustain or counter exploitative or discriminatory situations.

Recognizes inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context; recognizes how language choice reveals perspectives, attitudes, and relationships and may sustain or counter exploitative or discriminatory situations.

Demonstrates superior skill in recognizing inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context; demonstrates superior skill in recognizing how language choice reveals perspectives, attitudes, and relationships and may sustain or counter exploitative or discriminatory situations.

5.1 Encourage, Support, and Work with Others

General Learning Outcome 5

Below Level	At Level	Above Level
-------------	----------	-------------

5.1.4 Evaluate Group Process

Demonstrates limited skill in evaluating the usefulness of group process to achieve particular goals or tasks.

Evaluates the usefulness of group process to achieve particular goals or tasks.

Demonstrates superior skill in evaluating the usefulness of group process to achieve particular goals or tasks and uses findings in future learning tasks.

5.2 Develop and Celebrate Community

General Learning Outcome 5

Below Level

At Level

Above Level

5.2.1 Share and Compare Responses

Demonstrates limited skill in evaluating diverse ideas, viewpoints, and interpretations to deepen understanding of texts, others, and self.

Evaluates diverse ideas, viewpoints, and interpretations to deepen understanding of texts, others, and self.

Demonstrates superior skill in evaluating diverse ideas, viewpoints, and interpretations to deepen understanding of texts, others, and self.

5.2.2 Relate Texts to Culture

Demonstrates limited skill in analyzing the ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence, define, and transmit culture.

Analyzes ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence, define, and transmit culture.

Demonstrates superior skill in analyzing the ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence, define, and transmit culture.

5.2.3 Appreciate Diversity

Demonstrates limited skill in analyzing the ways in which languages and texts reflect, reveal, and influence the values and behaviours of people and diverse communities.

Analyzes ways in which languages and texts reflect, reveal, and influence the values and behaviours of people and diverse communities.

Demonstrates superior skill in analyzing the ways in which languages and texts reflect, reveal, and influence the values and behaviours of people and diverse communities.

5.2.4 Celebrate Special Occasions

Demonstrates limited use of language and texts to mark accomplishments and significant occasions, and to create and strengthen a shared sense of community.

Uses language and texts to mark accomplishments and significant occasions, and to create and strengthen a shared sense of community.

Demonstrates superior use of language and texts to mark accomplishments and significant occasions, and to create and strengthen a shared sense of community.

Printed in Canada
Imprimé au Canada

