

Compose and Create (Representing, Speaking, and Writing) continued

Knows and Uses Strategies to Compose and Create New Texts (Compositions)

Demonstrates understanding of and effectively controls the appropriate strategies required to communicate meaning (before, during, and after) when creating visual, multimedia, oral, and print texts.	Demonstrates understanding of and consistently uses the appropriate strategies required to communicate meaning (before, during, and after) when creating visual, multimedia, oral, and print texts.	Demonstrates understanding of and uses with relative ease the important strategies needed to communicate meaning (before, during, and after) when creating visual, multimedia, oral, and print texts.	Demonstrates some knowledge of and uses the basic strategies needed to communicate meaning (before, during, and after) when creating visual, multimedia, oral, and print texts.	Demonstrates limited knowledge of and uses only some of the strategies needed to communicate meaning (before, during, and after) when creating visual, multimedia, oral, and print texts.	Demonstrates inadequate or no knowledge of and makes little or no use of the strategies needed to communicate meaning (before, during, and after) when creating visual, multimedia, oral, and print texts.
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Language Choices and Conventions (including Style) (Cues and Conventions)

<p>The language is purposefully well chosen and well used.</p> <p>The language register used is appropriate to audience and purpose. Tone and voice consistently maintain interest. A definite point of view is evident. Syntax is varied and polished. Word choices show style and efficiency. Standard usage is employed. Exceptions to standard usage are used for stylistic effect. The text adheres to accepted standards of spelling, punctuation, and capitalization. Any errors are a result of risk taking.</p>	<p>The language is clear, thoughtful, and appropriate.</p> <p>Appropriate language register is used. Tone and voice maintain interest. A clear point of view is employed. Syntax is varied and effective. Most sentences are correct. Word choice is appropriate. Standard usage is employed. Spelling, punctuation, and capitalization are substantially correct.</p>	<p>The language is straightforward, and appropriate.</p> <p>Appropriate language register is used. Tone and voice are clear but not imaginative or engaging. A generally recognizable point of view is maintained. Syntax is correct with little variety in length or structure. Common sentence constructions are correct. Words are conventional but somewhat generalized. Usage, spelling, punctuation, and capitalization are generally correct. Ideas are clear despite any mechanical errors.</p>	<p>The language is acceptable but unsophisticated.</p> <p>Appropriate language register is used. Tone and voice are evident but not imaginative or engaging. Point of view is evident but not consistently maintained. Syntax is generally correct with little variety in length and structure. Common and simple sentence constructions/patterns are correct. Words are sometimes elementary or vague. Some errors are made in paragraphing, layout, usage, spelling, capitalization, and punctuation.</p>	<p>The language is acceptable but not appropriate for purpose or audience.</p> <p>Language register may not be appropriate for audience or purpose. Tone and voice are evident but unclear and unimaginative. Point of view may shift in confusing ways. Uncomplicated sentence structures are usually clear, but attempts at more complicated structures result in awkwardness and/or obscured meaning. Word choice is often vague, overused, or incorrect. Some errors in paragraphing, layout, usage, spelling, punctuation, and capitalization make the message difficult to understand.</p>	<p>The language is unclear, inappropriate, or immature.</p> <p>Language register is inappropriate for audience or purpose. Tone and voice are not established or clear. Point of view is not evident or unclear. Syntactical and mechanical errors make the message difficult to understand. Sentences are incomplete, run-on, or simple in structure. Word choice is immature. Words are vague, overused, or incorrect. Errors in usage are frequent. Many errors in paragraphing, layout, usage, spelling, punctuation, and capitalization are evident.</p>
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