

Cycle Three Competency Scales

	Competency 1: Reading	Competency 2: Writing	Competency 3: Media	Competency 4: Talk
Level 5: Advanced	Sustains and extends reading of varied text types beyond personal preferences. Elaborates on structures and specific features of particular text types that contribute to understanding. Considers issues, values and social cultural settings that represent a view of the world that goes beyond the text. Personalizes procedures for research. Recommends and promotes preferred texts. Shares insights about own reading process.	Organizes and extends texts to express/explain ideas and to inform and persuade wider audiences. Controls structures and features of different text types when crafting writing. Critiques own writing and applies effective strategies to revise and edit. Initiates peer and teacher conferences to give and receive feedback on writing. Discusses own growth in writing, noting strengths and needs. Analyzes choices when selecting examples to include in student profile.	Adopts a world view when producing and interpreting media texts. Considers the impact of structures and features on the message in media texts. Produces a variety of mixed-media texts in collaboration with others for different purposes and audiences. Explains choices of structures and features when designing and producing media messages and texts. Identifies own strengths as media interpreter and producer. Sets goal for future media productions.	Assumes a key role in collaborative group work. Initiates pertinent questions to deepen understanding or enhance communication. Adjusts own viewpoint in considerations of new information. Responds to spontaneous questions in an informed and confident manner. Formulates arguments to support or challenge a viewpoint. Hypothesizes solutions for problems. Evaluates own performance when reflecting on learning.
Level 4: Thorough	Reads various text types including those that are less familiar. Assumes a critical stance when comparing text types such as works by same author, works addressing similar themes, or film versions of written texts. Synthesizes related ideas when comparing texts and text types. Identifies and explains use of stereotypes or examples of prejudice. Responds to texts by justifying opinions with examples from the text. Refers to structures and features of text to support interpretation and judgment about the text. Selects pertinent information from a variety of resources when conducting research. Initiates talk about favourite books and authors with teacher and peers.	Uses unfamiliar text types when writing for a known audience with purpose in mind. Organizes the text to enhance meaning. Adjusts appropriate language use or register to suit purpose and audience. Confers with peers/teacher to improve writing, and offers and responds to feedback. Applies strategies to revise and edit writing, such as reference to models of structures and features observed while reading. Self-evaluates own progress.	Compares and contrasts different media texts that address similar products, topics, messages or information. Uses language specific to the medium when discussing and/or creating media texts such as advertisements, graphic representations, short films, comic strips or other media text types. Selects and applies suitable media for different audiences and purposes. Offers feedback on productions by peers and incorporates feedback offered to own media texts. Talks about and critiques own productions.	Modifies language to improve understanding or effect on audience. Communicates with precise language for specific purposes, such as to inform or to elaborate ideas. Compares and contrasts different viewpoints. Clarifies and reshapes ideas through collaborative talk, such as when brainstorming and planning projects. Discusses own performances and sets goals for improved communication.
Level 3: Acceptable	Reads and interprets preferred text types. Applies and explains the use of various meaning-making strategies such as predicting, confirming and correcting, rereading, reading ahead, and self-questioning. Monitors own reading through self-correction. Interprets visual information, including graphic organizers, Web sites and tables. Locates relevant information when conducting research. Collaborates with peers to interpret texts and asks questions to develop understanding. Describes interests, preferences, strengths and needs as a reader and sets reading goals. Refers to a rubric and exemplars to assess own reading development. Selects samples of own work to include in a collection of examples in a personal file such as a portfolio.	Writes using obvious structures and features of different text types. Attempts simple revision in response to feedback such as adding details, rewriting beginnings, and/or ending, and/or extending ideas and details. Edits with reference to a familiar guide for language conventions, addressing capitals, end punctuation, spelling and grammar. Completes selected pieces of writing for inclusion in a writing profile. Identifies accomplishments as a writer and sets achievable goals in a literacy profile.	Discusses and draws relevant information/meaning from different media texts. Selects an intended audience when producing media text for a specific purpose. Applies obvious structures and features to different media texts. Uses planning tools and a variety of familiar resources to organize and construct media texts. Collaborates with peers to produce media texts to entertain, inform or persuade. Explains choices made in a literacy profile.	Poses questions for the purposes of clarification. Uses appropriate language or register to address specific audiences. Interacts in group discussions by building on what is offered by team members, by asking questions or by offering opinions. Expresses and justifies personal viewpoint. Uses appropriate vocabulary during spoken interactions. Talks about own learning strategies during teacher-student conferences for inclusion in a literacy profile.
Level 2: Partial	Selects reading material according to interests and purpose. Uses preferred strategies with occasional assistance to make meaning of text. Talks about likes and dislikes and asks questions about texts listened to or viewed. Responds to texts orally, in writing or through media productions by relying on prompts. Maintains a reading log or record to share when conferring with the teacher.	Writes brief texts that include essential elements of the text types for a known audience. Writes ideas in sequence. Shares writing when asked, and applies suggestions for revision of ideas and structures with guidance. Uses a familiar resources such as s list of common spelling challenges to edit writing, when prompted. Compares own writing with earlier pieces and discusses changes.	Recognizes the basic messages/information in media texts. Offers and explains opinions when responding to different media texts when questioned. Identifies structures of media texts with support. Plans and produces familiar media texts with guidance from peers and/or teacher. Replies to questions about her or his own media literacy.	Uses appropriate English language structures or syntax to convey messages. Asks simple questions related to topic. Reiterates previously discussed ideas and/or opinions when called upon. Follows directions for group work with prompting. Indicates areas for improvement when discussing own performance.
Level 1: Minimal	Reads familiar text types with support. Depends on assistance to locate specific details or information. Uses teacher-suggested reading strategies to find meaning in texts. Responds to texts through talk, when invited, including media texts and texts that are read aloud. Indicates reading preferences based on personal interests when questioned.	Writes narrative texts and reports in simple language for a familiar audience. Relies on patterns of familiar texts to shape writing rereads own writing to edit and revise with one-on-one support. Talks about own writing when questioned. Selects writing, when prompted, for inclusion in a literacy profile..	Responds to different media texts by expressing likes and dislikes. Collaborates and plans with peers to produce simple media texts when assisted. Selects preferred media tests for inclusion in a learning profile.	Responds to questions when asked using English language structures. Articulates requirements of tasks with one-to-one support. Participates in group discussions when assisted. Assumes assigned roles in group work with guidance. Talks about self as learner when questioned.