**Please note: the Reading and Writing strands are aligned with the sections of the *Atlantic Canada Reading and Writing Achievement Standards* which were developed from GCOs 4 – 10 in the *Atlantic Canada English Language Arts Curriculum*.**

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|  | 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 -Working Below |
| **Speaking and Listening** | Consistently considers the audience when responding to questions and participating in informal speaking activities. Engages in and responds to formal speaking activities using and interpreting conventions appropriate to the situation. Independently evaluates own speaking and makes improvements. Asks probing questions. Listens critically to others’ points of view; differentiates fact and opinion and identifies bias. | Often considers the audience when responding to questions and participating in informal speaking activities. Engages in and responds to formal speaking activities usually using and interpreting conventions appropriate to the situation. Usually evaluates own speaking and often tries to improve. Usually asks questions for clarification and to extend the interaction. Often listens critically to others’ points of view; easily differentiates fact and opinion. | Tries to consider the audience when responding to questions and participating in informal speaking activities. Engages in and responds to formal speaking activities, sometimes need support to use and interpret conventions appropriate to the situation. Occasionally evaluates own speaking and listening and tries to improve. Sometimes asks thoughtful questions. Somewhat listens to others’ ideas and opinions, differentiates fact and opinion. | Does not consider the audience when responding to questions and participating in informal speaking activities. Rarely engages in and responds to formal speaking activities, needs a great deal of support to use and interpret conventions appropriate to the situation. Unable to evaluate own speaking and listening performance. Rarely asks questions. With a great deal of prompting, may listen to others’ ideas and opinions and differentiate fact and opinion. |
| **Reading and Viewing**  As research is the focus, indicators refer to finding information in a range of texts. | Consistently uses reading strategies, classification systems, reference materials, and conventions and characteristics of a variety of print and media texts, regardless of the text complexity, to find information of interest. Supports opinions about texts with relevant details and combines information, from more than source, to answer research questions. Consistently questions and analyzes information presented in print and visual texts. | Often uses reading strategies, classification systems, reference materials, and conventions and characteristics of a variety of print and media texts to find information of interest. Usually supports opinions about texts with relevant details recognizing more than one source is needed for research purposes. Often questions information presented in print and visual texts. | With support uses reading strategies, classification systems, reference materials, and conventions and characteristics of a variety of print and media texts to find information of interest. Occasionally supports opinions about texts with relevant details recognizing more than one source is needed for research purposes. At times, questions information presented in print and visual texts. | Needs a great deal of support to use reading strategies, classification systems, reference materials, and conventions and characteristics of print and media texts to find information of interest. Unable to support opinions about texts with relevant details and has a limited understanding of the importance of more than one source for the purpose of research. Rarely questions information presented in print and visual texts. |
| **Writing and Representing** | Regularly uses grade-level strategies, writing tools, and research skills to examine, gather, manage and communicate ideas about a topic. Takes risks when creating which may result in errors; demonstrates some most or all aspects of strong grade-level writing. | Generally uses grade-level strategies, writing tools, and research skills to gather, manage and communicate ideas about a topic. Usually demonstrates the aspects of writing appropriate for the grade level. | Needs support to use grade-level strategies, writing tools, and research skills to gather, manage and communicate messages. Demonstrates some aspects of writing appropriate for grade level. | Requires a great deal of direction to use grade-level strategies, writing tools and research skills to generate ideas and communicate messages. Writing is incomplete or rarely demonstrates aspects of writing appropriate for grade level. |