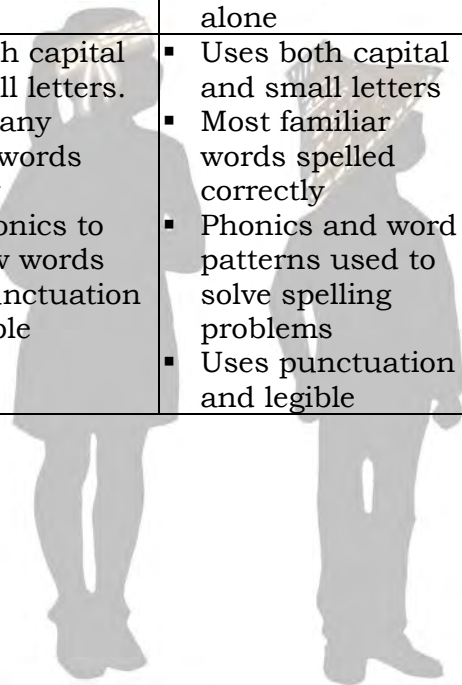


Celestial Stories

1-Emerging	2-Developing	3-Proficient	4-Extending
<ul style="list-style-type: none"> ▪ May be able to “read” own writing, but meaning often changes each time 	<ul style="list-style-type: none"> ▪ Often retells another story ▪ Recognizable story situation ▪ Little development and few details 	<ul style="list-style-type: none"> ▪ Some individuality ▪ Begins with characters and situation ▪ Had a problem and solution; few details 	<ul style="list-style-type: none"> ▪ Some individuality ▪ Begins with characters and situation ▪ Has a problem and related solution ▪ Includes a variety of details that add to the story
<ul style="list-style-type: none"> ▪ Simple words used ▪ When “reading” or dictating, may be one long sentence or a series of short stilted sentences 	<ul style="list-style-type: none"> ▪ The style is conversational ▪ Repeats simple patterns and favourite words 	<ul style="list-style-type: none"> ▪ Style is mostly conversational; may include some “story language” ▪ Some simple description is used and repeats simple patterns 	<ul style="list-style-type: none"> ▪ Uses descriptive language and attempts dialogue description ▪ Takes risks to use new words or patterns
<ul style="list-style-type: none"> ▪ Usually a drawing with a string of letters or one or two dictated sentences 	<ul style="list-style-type: none"> ▪ May be very brief. ▪ String of loosely related events—mostly “middle” ▪ Uses <i>and</i> to connect ideas ▪ Drawing may tell much of the story 	<ul style="list-style-type: none"> ▪ Includes beginning, middle, and end ▪ Most events are in logical sequence ▪ Repeats the same connecting words ▪ Writing can stand alone 	<ul style="list-style-type: none"> ▪ Includes beginning, middle, and end ▪ Events are in logical sequence ▪ Uses a variety of connecting words ▪ Writing can stand alone
<ul style="list-style-type: none"> ▪ Strings of capital letters ▪ May show correct initial consonant ▪ Not yet able to use phonics and no punctuation ▪ May be copied or dictated to another person 	<ul style="list-style-type: none"> ▪ Mostly capital letters and some words spelled conventionally ▪ Many words spelled phonetically and may experiment with punctuation ▪ Parts are legible 	<ul style="list-style-type: none"> ▪ Uses both capital and small letters. ▪ Spells many familiar words correctly ▪ Uses phonics to spell new words ▪ Some punctuation and legible 	<ul style="list-style-type: none"> ▪ Uses both capital and small letters ▪ Most familiar words spelled correctly ▪ Phonics and word patterns used to solve spelling problems ▪ Uses punctuation and legible



Aurora Borealis Artwork

1	2	3	4
Elements of Design			
Student needed support in adding elements of line, shape, and texture into their work.	Student needed some support in adding elements of line, shape, and texture into their work.	Student used elements of line, shape, and texture into their work with little support.	Student used elements of line, shape, and texture into their work with no support.
Use of Materials			
Student needed a lot of reminders on proper use of materials.	Student used materials appropriately with some reminders.	Student used materials appropriately with little reminders.	Student used materials appropriately with no reminders.
Creativity			
Student needed support in thinking of ideas.	Student needed some support in thinking of ideas.	Student used their own ideas and imagination most of the time.	Student used their own ideas and imagination.



Relating to the 13 Moons

1 – Emerging	2 - Developing	3 - Acquired	4 - Accomplished
Following Project Directions			
Work does not demonstrate what they, or their family, do during a particular moon or month.	Work somewhat demonstrates what they, or their family, do during a particular moon or month.	Works mostly demonstrates what they, or their family, do during a particular moon or month.	Work demonstrates what they, or their family, do during a particular moon or month.
Elements of Design (line, shape, and colour)			
Student needed support in adding elements of line, shape, and colour into their work.	Student needed some support in adding elements of line, shape, and colour into their work.	Student used elements of line, shape, and colour into their work with little support.	Student used elements of line, shape, and colour into their work with no support.
Creativity			
Student needed support in thinking of ideas.	Student needed some support in thinking of ideas.	Student used their own ideas and imagination most of the time.	Student used their own ideas and imagination.

