

Grade 10 Planning Organizer

		0 = No Evidence 1 = Minimal Evidence 2 = Developing 3 = Proficient 4 = Exemplary	Teacher Note
		DEFINING: The student formulates a question and analyzes and clarifies the requirements of the problem or task with assistance.	
		DEFINING. Through planned learning activities the student:	
X		refines requirements of task with guidance	
X		selects from a range of topics	
X		draws on prior knowledge to brainstorm and cluster ideas	
X		identifies and interprets key words in task	
X		develops focus questions with guidance	
X		devises a time-management strategy to meet given deadlines	
X		selects an appropriate strategy to record headings and subheadings	
X		makes predictions with guidance about likely sources of information	
X		clarifies and refines research questions with guidance	
X		uses reference sources to clarify the meaning of a research task	
X		re-defines problem with assistance when alternative solutions are exhausted	
X	X	negotiates and justifies alternative tasks as appropriate	
X		formulates a hypothesis with guidance	

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		ORGANIZING / SYNTHASIZING: The student analyzes, organizes, and synthesizes the gathered information to predict consequence and to construct generalizations with guidance.	
		ORGANIZING/SYNTHESIZING. Through planned learning activities the student:	
X		combines selected information connecting similar ideas	
X		draws inferences from evidence	
X		synthesizes information to predict consequences and to construct generalizations with guidance	
		Proposes and logically organizes a solution to a set problem based on prior knowledge and new information	
		verifies results of experiments with guidance	
X		categorizes information according to a framework of headings, subheadings or database fields with guidance	
X		consolidates the use of word processing skills by:	
		creating computer-generated organizational strategies with guidance, e.g., flow charts, time lines	
		making notes, e.g., written bulleted points, note-taking template, clipboards, etc.	
		responds appropriately to the written requirements of the project, e.g., argument, report and documentary with assistance	
X		recognizes information deficiencies and locates additional information with assistance	

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		CREATING / PRESENTING: The student creates an original, logical and well-organized response to the problem / task and presents the solution to an appropriate audience with guidance.	
		CREATING/PRESENTING. Through planned learning activities the student:	
X		understands the concept of "audience"	
X		presents a solution to a problem or task with guidance which:	
X		supports an issue (argues for or against, or perhaps both)	
X		presents ideas and information logically and is able to explain, profile, discuss and debate	
X		makes simple generalizations and draws simple conclusions	
X		uses subject-specific words and phrases	
X		creates written and oral reports, graphic, pictorial and dramatic presentations of similar complexity with guidance	
X		refines desktop publishing skills (graphics--borders, WordArt, clip art)	
		constructs multimedia presentations with guidance	
		uses special software appropriate to the task with guidance	
X	X	designs Web pages using modeled techniques	
		creates spreadsheets and databases with guidance	
		generates electronic charts, tables and graphs with guidance	
X		presents information using a given format, e.g., oral reports and graphic, pictorial and dramatic presentations	

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		EVALUATING: The student critically evaluates the effectiveness of his/her ability to complete the requirements of the task, reflect on new learnings, and identifies future teaching needs with guidance.	
		EVALUATING. Through analysis of outcomes-based criteria, the student:	
X		identifies skills with guidance that require practice and refinement	
X		responds to assessment by teachers	
X		accepts feedback from peers and appropriate others	
X		analyzes audience response to presentation	
X		uses a variety of evaluative strategies with guidance to assess and determine future learning pathways, e.g., learning logs, reflective journals	
X		evaluates his/her understanding and implementation of the project's requirement with guidance	
X		acknowledges personal and group achievements	