

LANGUAGE – Media Literacy		
Grades 1-3 1. demonstrate an understanding of a variety of media texts.	<i>[Name]</i> has a good understanding of different types of media, such as videos, commercials and magazines.	<i>[Name]</i> is developing an understanding of different types of media. <i>[He/She]</i> is encouraged to discuss different media texts (such as advertisements or the internet) at home.
Grades 4-6 1. demonstrate an understanding of a variety of media texts.	<i>[Name]</i> has a good understanding of different types of media, such as videos, commercials and magazines. <i>[He/she]</i> can identify the audience for which selected media is created (e.g., whether a specific television show or comic book was intended for teenage girls or if the intention was for young children of both genders) and explain <i>[his/her]</i> choice.	<i>[Name]</i> is developing an understanding of different types of media and is encouraged to discuss different media texts (such as advertisements or the internet). At home, if <i>[Name]</i> is watching a television show or reading a book, ask <i>[him/her]</i> what about that show or book <i>[he/she]</i> finds appealing (e.g., the bold text or the humour).
Grades 7-8 1. demonstrate an understanding of a variety of media texts.	<i>[Name]</i> has a good understanding of the different purposes of different types of media, such as videos, commercials and magazines.	<i>[Name]</i> is developing an understanding of the different types of media and their purposes. <i>[He/She]</i> is encouraged to discuss different sources of media (such as advertisements or the internet) at home.
Grades 1-3 2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.	<i>[Name]</i> can explain some different techniques used in media and how they help convey messages (such as how DVD's use sound effects to enhance the presentation).	<i>[Name]</i> would benefit from identifying ways in which the media uses techniques to convey messages when viewing media at home.
Grades 4-6 2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.	<i>[Name]</i> can explain some different techniques used in media and how they help convey messages.	<i>[Name]</i> would benefit from identifying ways in which the media uses techniques to convey messages when viewing media at home.
Grades 7-8 2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.	<i>[Name]</i> can explain some different techniques used in media and how they help convey messages (such as how print advertisements use different fonts, camera angles and colours to attract a certain audience).	<i>[Name]</i> would benefit from identifying ways in which the media uses techniques to convey messages (e.g, how a home page on the internet displays a convenient preview of what the viewer can expect to learn) when viewing media at home.
Grades 1-3 3. create a variety of media texts for different purposes and	<i>[Name]</i> is adept at creating media texts of <i>[his/her]</i> own for different purposes. This was	<i>[Name]</i> needs to work on creating media texts of <i>[his/her]</i> own. <i>[He/She]</i> would benefit

audiences, using appropriate forms, conventions, and techniques.	demonstrated <i>[specific task, such as when he/she made a poster to advertise a new type of cereal]</i> .	from trying a variety of techniques. For example, a poster or billboard has large font and an eye catching picture.
Grades 4-6 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.	<i>[Name]</i> creates media texts of <i>[his/her]</i> own for different purposes. This was demonstrated <i>[specific task, such as when she made a poster for Earth Day]</i> .	<i>[Name]</i> needs to work on creating media texts of <i>[his/her]</i> own. <i>[He/She]</i> would benefit from trying a variety of techniques. For example, a poster or billboard has large font and an eye catching picture.
Grades 7-8 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.	<i>[Name]</i> created a successful media text when <i>[he/she]</i> <i>[specific task, such as made a poster to advertise his/her product for the Christmas charity sale]</i> .	<i>[Name]</i> needs to work on creating media texts that use a variety of techniques to communicate with the audience. For example, a poster may use large font, bright colours and an eye catching picture.
Grades 1-3 4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.	<i>[Name]</i> can identify <i>[his/her]</i> own strengths as a media interpreter and creator <i>[specific evidence, such as when he/she critiqued a commercial on TV]</i> .	<i>[Name]</i> needs to develop further as a media interpreter and creator. Having further discussions around media works would help <i>[Name]</i> become more familiar with the media and its messages.
Grades 4-6 4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.	<i>[Name]</i> can identify <i>[his/her]</i> own strengths as a media interpreter and creator, which was evident <i>[specific evidence, such as when she/he critiqued a magazine article]</i> .	<i>[Name]</i> needs to work on <i>[his/her]</i> interpretation and creation of media texts. Having discussions around media works (e.g., internet, magazine and television advertisements) would help <i>[Name]</i> become more familiar with the media and its messages.
Grades 7-8 4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.	<i>[Name]</i> can identify <i>[his/her]</i> own strengths as a media interpreter and creator, which was evident <i>[specific evidence, such as when she/he critiqued a magazine article]</i> .	<i>[Name]</i> needs to work on <i>[his/her]</i> interpretation and creation of media texts. Having discussions around media works (e.g., internet, magazine and television advertisements) would help <i>[Name]</i> become more familiar with the media and its messages.