



Discovery Zone: Assessment Rubrics

for English Language Arts (Literature) grades 10-12

These rubrics are aligned with the learning standards of the BC Curriculum, but could easily be adapted. Each collection of resources in the Discovery Zone with opportunities for demonstrating learning has a rubric, with sample learning standards for each type of activity.

Rubric for “Making Shakespeare Your Own” Resources

	Emerging	Developing	Proficient	Extending
Comprehension	I am beginning to learn how to read and decode the language in the texts.	I can read and identify important information in texts with some assistance.	I am confident reading and analyzing the language in the texts.	I can make insightful and sophisticated interpretations of the language in the texts.
Communication	<p>I am learning to convey my ideas in my own words and images</p> <p>I am beginning to show understanding of literary devices and elements, and the difference between literal and inferential meaning in the text.</p>	<p>With support, I can use text and visuals to show my own ideas so that others can understand</p> <p>With support, I can identify and explain how literary devices and elements can create levels of meaning (literal vs. inferential) in the text.</p>	<p>I can use text and visuals in thoughtful ways that show clarity and organization</p> <p>I am confident identifying and analyzing how literary devices and elements create levels of meaning (literal vs. inferential) in the text.</p>	<p>I can use text, grammatical conventions, and visuals in a sophisticated way to provide clarity and create meaning</p> <p>I can insightfully analyze literary devices and elements in a nuanced way that shows both literal and inferential understanding of the text.</p>

Rubric for “Shakespeare’s Weird Words” Resources

	Emerging	Developing	Proficient	Extending
Explore	<p>I am beginning to explore and identify information from the activity in given lines from Shakespeare’s works.</p> <p>I can find familiar words in given phrases and, with support, am beginning to determine the meaning of parts of those phrases.</p>	<p>With support, I can use the information from the activity to determine the meaning of given lines from Shakespeare’s works.</p> <p>I am learning to use context clues to determine the meaning of given phrases.</p>	<p>I can use the information from the activity to determine the meaning of given lines from Shakespeare’s works.</p> <p>I can use context clues to determine the meaning of given phrases.</p>	<p>I can use the information from the activity to explain the meaning behind the given phrases from Shakespeare’s works.</p> <p>I can use context clues or other language strategies to fluently recreate given phrases in modern language.</p>
Make It Yours	<p>I am beginning to explore how to include language from the activity in my own sentences.</p> <p>I can create a short scene in my own words, and am beginning to find ways to insert words from the activity to replace some of my own words.</p>	<p>With support, I can create my own sentences using vocabulary from the activity that are logical and usually grammatically correct.</p> <p>I am learning to apply the language from the activity to create a short scene in a logical way that others can understand.</p>	<p>I can use vocabulary from the activity to create my own sentences that are logical and grammatically correct.</p> <p>I can create a short scene incorporating language from the activity in a coherent and creative way.</p>	<p>I can use vocabulary from the activity to create my own sentences that are sophisticated as well as structurally correct.</p> <p>I can create a short scene that creatively incorporates language from the activity and demonstrates an in-depth understanding of how the language works.</p>

Rubric for “Imagery Explorer” Resources

	Emerging	Developing	Proficient	Extending
Make It Yours	I am beginning to explore how to include imagery from the activity in my own written or visual expressions.	With support, I can create my own written or visual expressions using imagery from the activity that are logical and usually grammatically correct (if applicable).	I can use imagery from the activity to create my own written or visual expressions using imagery from the activity that are logical and usually grammatically correct (if applicable).	I can use imagery from the activity to create my own written or visual expressions using imagery from the activity in a sophisticated and logical manner.
	I am beginning to recognize the use of imagery that used in a variety of songs.	I am learning to see similarities and differences between how imagery is used in a variety of songs.	I can see similarities and differences between how imagery is used in a variety of songs.	I can demonstrate sophisticated understanding of how the imagery works in a variety of songs.
Reflect	I am beginning to explore how imagery connects to our senses to create a deeper understanding of what is expressed.	With support, I can explain how imagery connects to our senses to create a deeper understanding of what is expressed.	I can confidently and accurately explain how imagery connects to our senses to create a deeper understanding of what is expressed.	I can demonstrate a sophisticated understanding of how imagery connects to our senses to create a deeper understanding of what is expressed.

Rubric for “Character Explorer” Resources

	Emerging	Developing	Proficient	Extending
Your Interpretation	I am beginning to explore possible ways to interpret a character.	With support, I can show or explain different ways to interpret a character.	I can show or explain different ways to interpret a character.	I can demonstrate a sophisticated understanding of the multiple ways to interpret a character.
Reflect	I am beginning to explore how a character’s word choices can help to interpret a character.	With support, I explain how a character’s word choices can help to interpret a character.	Using my own words, I can explain how a character’s word choices can be interpreted in different ways.	I can demonstrate a sophisticated understanding of the multiple interpretative possibilities of a character through their word choices.
	I am beginning to show understanding of literary devices and elements, and the difference between literal and inferential meaning in the text.	With support, I can identify and explain how literary devices and elements can create levels of meaning (literal vs. inferential) in the text.	I am confident identifying and analyzing how literary devices and elements create levels of meaning (literal vs. inferential) in the text.	I can insightfully analyze literary devices and elements in a nuanced way that shows both literal and inferential understanding of the text.

Rubric for “A Closer Look at... Speeches!” Resources

	Emerging	Developing	Proficient	Extending
Explore the Language	<p>I am beginning to learn how to read and decode the language in the texts.</p> <p>I am beginning to recognize and interpret literary elements and devices and their effect on meaning.</p>	<p>With support, I can read and identify important information in texts.</p> <p>With support, I can recognize and interpret literary elements and devices and their effect on both a literal and inferential level.</p>	<p>I am confident reading and analyzing texts.</p> <p>I am skilled at recognizing and interpreting literary elements and devices and their effect on literal and inferential meaning.</p>	<p>I can make insightful and sophisticated interpretations of the texts.</p> <p>I understand and can explain the effect of literary elements and devices on inferential meaning in a nuanced and insightful way.</p>
Challenge the Words	<p>I am learning to recognize language that may be biased or discriminatory.</p> <p>I am beginning to learn how to choose alternative words to replace hurtful or problematic language in the given text.</p>	<p>With support, I can recognize language that may be biased or discriminatory.</p> <p>With support, I can choose alternative words to replace hurtful or problematic language in the given text.</p>	<p>I can demonstrate an understanding of language that may be biased or discriminatory.</p> <p>I can select alternative words to replace hurtful or problematic language in the given text to make it more inclusive.</p>	<p>I can demonstrate a sophisticated understanding of language that may be biased or discriminatory.</p> <p>I can rephrase hurtful or problematic messages in the text to make the wording more inclusive while also keeping the author’s meaning clear.</p>

“A Closer look at...” rubric continues on the next page

Rubric for “A Closer Look at... Speeches!” Resources (continued)

	Emerging	Developing	Proficient	Extending
Explore the Ideas	I am learning to make connections between the text, the world, and my own experiences.	With support, I can make connections between the text, the world, and my own experiences.	I can make thoughtful connections between the text, the world, and my own experiences.	I can make sophisticated connections between the text, the world, and my own experiences.
Explore the Character	I am beginning to explore how a character’s word choices can help to interpret a character.	With support, I explain how a character’s word choices can help to interpret a character.	Using my own words, I can explain how a character’s word choices can be interpreted in different ways.	I can demonstrate a sophisticated understanding of the multiple interpretative possibilities of a character through their word choices.
Make It Your Own	I am learning to identify how a character’s words make me feel, and I am beginning to find ways to represent my feelings.	I can identify how a character’s words make me feel and, with support, I can create a representation of those feelings.	I can thoughtfully represent and explain how a character’s words make me feel.	I can creatively represent, and insightfully explain, how a character’s words make me feel.

Summative Rubric for the Discovery Zone Resources

	Emerging	Developing	Proficient	Extending	Teacher's Comments
Comprehend and Connect (reading, listening, viewing)	I am beginning to use reading strategies to recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact.	I am getting better at using reading strategies to recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact.	I can use reading strategies to recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact.	I can expertly use reading strategies to recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact.	
Comprehend and Connect (reading, listening, viewing)	I am learning how to explore literal and inferential meaning by thinking critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	I am understanding how to explore literal and inferential meaning by thinking critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	I can explore literal and inferential meaning by thinking critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	I can deeply explore literal and inferential meaning by thinking critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	

Summative rubric continues on the next page

Summative Rubric for the Discovery Zone Resources (continued)

	Emerging	Developing	Proficient	Extending	Teacher's Comments
Create and Communicate (writing, speaking, representing)	I am starting to respond to text in personal, creative, and critical ways through the exploration of my own voice.	I am working on responding to text in personal, creative, and critical ways through the exploration of my own voice.	I can respond to text in personal, creative, and critical ways through the exploration of my own voice.	I can thoughtfully respond to text in personal, creative, and critical ways through the exploration of my own voice.	
Create and Communicate (writing, speaking, representing)	I am learning to use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences.	I am developing writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences.	I can use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences.	I can strategically use a variety of writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences.	

This resource was prepared by BC teachers Katrina Thomson and Sharlene Prasad for Bard on the Beach.

Detailed documents on pedagogy and curricular alignment are available in the [Discovery Zone](#).