



Discovery Zone Assessment Rubrics

for English Language Arts grades 4-9

These assessment rubrics are aligned with the learning standards of the BC Curriculum, but could easily be adapted. Each group of resources in the Discovery Zone that has opportunities for demonstrating learning has a rubric, with sample learning standards for each type of activity. There is also a summative rubric included on the final page.

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	I am learning to convey my ideas in my own words and images.	With support, I can use text and visuals to show my own ideas so that others can understand.	I can use text and visuals in thoughtful ways that show clarity and organization.	I can use text, grammatical conventions, and visuals in a sophisticated way to provide clarity and create meaning.

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 is 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 an in-depth 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.	Using my own words, I can 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.

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

	Emerging	Developing	Proficient	Extending
Explore the Language	I am beginning to learn how to read and decode the language in the texts.	With support, I can read and identify important information in texts.	I am confident reading and analyzing texts.	I can make insightful and sophisticated interpretations of the texts.
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... Speeches!” 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 learning to show how I connect with a character from the play.	I can show simple connections between myself and a character from the play	I can demonstrate thoughtful connections between myself and a character from the play	I can make insightful and sophisticated connections between myself and a character from the play
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 apply reading and other language strategies to show my thinking when exploring ideas in Shakespeare texts.	With support, I can use reading and other language strategies to show my critical, creative, and reflective thinking when exploring ideas in Shakespeare texts.	I can use reading and other language strategies to think critically, creatively, and reflectively when exploring ideas in Shakespeare texts.	I can use reading and other language strategies with ease and fluency to think critically, creatively, and reflectively when exploring ideas in Shakespeare texts.	
Comprehend and Connect (reading, listening, viewing)	I am learning to find connections between Shakespeare texts, the world, and my own experiences.	With support, I can make connections between Shakespeare texts, the world, and my own experiences.	I can make thoughtful connections between Shakespeare texts, the world, and my own experiences.	I can make sophisticated connections between Shakespeare texts, the world, and my own experiences.	

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 learning how to respond to Shakespeare texts in ways that show I am beginning to understand the material.	I can respond to Shakespeare texts by creating my own written or visual expressions that show a surface-level understanding of the material.	I can respond to Shakespeare texts by creating my own written or visual expressions that show my full understanding of the material.	I can insightfully respond to Shakespeare texts by creating my own written or visual expressions that reflect my sophisticated understanding of the material.	
Create and Communicate (writing, speaking, representing)	I am learning how to explain how literary devices such as word choice, imagery, and characterization can affect people's responses to Shakespeare texts.	With support, I can use my own words to explain how literary devices such as word choice, imagery, and characterization affect my understanding of, and response to, Shakespeare texts.	Using my own words, I can express how literary devices such as word choice, imagery, and characterization impact my understanding of, and response to, Shakespeare texts.	I can express how literary devices such as word choice, imagery, and characterization can lead to multiple interpretations of Shakespeare texts based on personal and societal experience.	

This resource was prepared by BC teachers Cheryl Angst and Robert Manery for Bard on the Beach.

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