

Discovery Quest Rubric

Name _____ Topic _____ Date _____

Standard	1	2	3
CCSS.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. -Choose punctuation for effect. -Choose words or phrases to convey ideas. -Differentiate where formal or informal discourse is appropriate.	-demonstrates a lack of command of conventions, with frequent errors that hinder comprehension.	-demonstrates emerging command of conventions, with some errors that may hinder comprehension.	-demonstrates grade appropriate command of conventions, with few errors.
CCSS.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	-exhibit little attempt at organization -lack of linking words and phrases -main idea or supporting details are not present	-exhibit some attempt at organization and tone -inconsistently links ideas -main idea or supporting details are unclear	-exhibit, clear purposeful organization and tone -link ideas using grade appropriate words and phrases -supporting details and main idea is clear.
CCSS.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	-visual display and/or audio recording is present but doesn't enhance additional knowledge on main idea or theme.	-visual display and/or audio recording is present. -display somewhat enhances main idea or theme.	-visual display and/or audio recording enhance presentation. -display enhances main idea or theme.
CCSS.SL.4.6 Differentiate between contexts that call for formal English (presenting ideas) and situations where informal discourse is appropriate (small-group discussion); use formal English when appropriate to task and situation (audience specific).	-little to no differentiation between formal and informal audience presentation and/or discussion.	-some differentiation between formal and informal audience presentation and/or discussion.	-differentiated between formal and informal audience presentation and/or discussion.
CCSS.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; takes notes and categorize information, and provide a list of sources.	-some relevant information from print and digital sources is evident and a partial list of sources is provided.	-some relevant information from print and digital sources is evident and a partial list of sources is provided.	-relevant information from print and digital sources is evident and a list of sources is provided.
CCSS.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	-exhibit little attempt at providing evidence from literary and informational text.	-some relevant literary and informational evidence that supports presentation	-relevant literary and informational evidence that supports presentation
CCSS.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	-limited information from another text or no text at all is evident throughout presentation.	-some information from at least one or more texts is evident throughout presentation.	-information from at least two texts is evident throughout presentation.
CCSS.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. -4.2A-Introduce a topic clearly and group related information in paragraphs and sections; include formatting to help aid in comprehension. -4.2B-Develop the topic with facts, definitions, concrete details, quotations or other information related to topic. -4.2.C Link ideas within categories of information using words and phrases (another, for example) -4.2.D Use precise language and domain specific vocabulary to inform about or explain the topic. -4.2E Provide a concluding statement or section related to the information presented.	-demonstrates little to no organization for the topic, linking ideas may not be present, limited or no evidence of a conclusion, conveys some ideas and information to help aid in comprehension but difficult to follow. -Development facts, definitions and concrete details are not present.	-demonstrates some organization for the topic, linking ideas may not be present, limited evidence of a conclusion, conveys some ideas and information to help aid in comprehension. -tries to develop topic with facts, definitions and concrete details. -some domain specific vocabulary is present.	-demonstrates clear organization for the topic and essay (concluding statement and linking ideas are present). Formatting helps aid in comprehension. -develops topic with facts, definitions and concrete details. -domain specific vocabulary is evident.
CCSS.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate for task, purpose and audience.	-limited topic development, irrelevant facts - or limited organization for the task, purpose and audience.	-partial development of topic, some relevant facts that are organized for the task, purpose and audience.	-developed the topic with relevant, well-chosen facts and clear coherent writing that is organized for the task, purpose and audience.

