



Curriculum Fits and Rubrics

Digest Quest is easily integrated into learning and curriculum areas, especially Language and Science and Technology. Below is a list of the curriculum expectations your students will meet when you teach **Digest Quest** as a complete unit. Assessment opportunities are provided for each activity within the **Digest Quest** as a Unit teacher support document. A more limited selection of expectations is met with **Digest Quest** as a Culminating Activity or Review, as described in the assessment opportunities within that document. Rubrics are also available at the end of this document.

Language – Reading

Overall Expectations:

1. Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning.
3. Use knowledge of words and cueing systems to read fluently.

Specific Expectations:

Reading for Meaning

Variety of Texts: 1.1: Read a variety of texts from diverse cultures, including literary texts, graphic texts and informational texts.

Comprehension Strategies: 1.3: Identify a variety of reading comprehension strategies and use them appropriately before, during and after reading to understand texts.

Demonstrating Understanding: 1.4: Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.

Making Inferences/Interpreting Texts: 1.5: Use stated and implied ideas in texts to make inferences and construct meaning.

Extending Understanding: 1.6: Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights; to other familiar texts; and to the world around them.

Responding to and Evaluating Texts: 1.8: Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views.

Reading with Fluency

Reading Familiar Words: 3.1: Automatically read and understand most words in common use.

Reading Unfamiliar Words: 3.2: Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:

- Semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences and visuals that activate existing knowledge of oral and written language)
- Syntactic (language structure) cues (e.g., word order, language patterns, punctuation)

- Graphophonic (phonological and graphic) cues (e.g., familiar words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words, visual cues that indicate irregular plurals)

Language – Writing

Overall Expectations:

1. Generate, gather and organize ideas and information to write for an intended purpose and audience.
2. Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience.
3. Use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression and present their work effectively.

Specific Expectations:

Developing and Organizing

Purpose and Audience: 1.1: Identify the topic, purpose and audience for a variety of writing forms.

Developing Ideas: 1.2: Generate ideas about a potential topic and identify those most appropriate for the purpose.

Research: 1.3: Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources.

Classifying Ideas: 1.4: Sort and classify ideas and information for their writing in a variety of ways.

Organizing Ideas: 1.5: Identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies.

Review: 1.6: Determine whether the ideas and information they have gathered are relevant, appropriate and adequate for the purpose, and do more research if necessary.

Using Knowledge of Form and Style in Writing

Form: 2.1: Write longer and more complex texts using a variety of forms.

Voice: 2.2: Establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences.

Word Choice: 2.3: Use some vivid and/or figurative language and innovative expressions to add interest (e.g., some comparative adjectives; similes or personification; comparative adverbs: more slowly).

Sentence Fluency: 2.4: Vary sentence types and structures, with a focus on using conjunctions to connect ideas and pronouns to make links within and between sentences.

Point of View: 2.5: Identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence.

Preparing for Revision: 2.6: Identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features.

Revision: 2.7: Make revisions to improve the content, clarity and interest of their written work, using a variety of strategies.

Producing Drafts: 2.8: Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style and use of conventions.



Applying Knowledge of Language Conventions and Presenting Written Work Effectively

Spelling Familiar Words: 3.1: Spell familiar words correctly.

Spelling Unfamiliar Words: 3.2: Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings and generalizations about spelling.

Vocabulary: 3.3: Confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose.

Punctuation: 3.4: Use punctuation appropriately to help communicate their intended meaning, with a focus on the use of a comma before “and” or “but” in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks and exclamation marks inside quotation marks in direct speech.

Grammar: 3.5: Use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of common, proper and abstract nouns; collective nouns; adjectives, including comparative adjectives; the helping verb “have”; adverbs modifying verbs; and comparative adverbs.

Proofreading: 3.6: Proofread and correct their writing using guidelines developed with peers and the teacher.

Publishing: 3.7: Use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics and layout.

Producing Finished Works: 3.8: Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions and use of presentation strategies.

Language – Oral and Visual Communication

Overall Expectations:

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Specific Expectations:

Listening to Understand

Active Listening Strategies: 1.2: Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups.

Demonstrating Understanding: 1.4: Demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details.

Making Inferences/Interpreting Texts: 1.5: Make inferences about oral texts using stated and implied ideas in the texts as evidence.

Extending Understanding: 1.6: Extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience and insights; to other texts, including print and visual texts; and to the world around them.

Speaking to Communicate

Interactive Strategies: 2.2: Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue and small- and large-group discussions.

Clarity and Coherence: 2.3: Communicate orally in a clear, coherent manner, presenting ideas, opinions and information in a readily understandable form.



Vocal Skills and Strategies: 2.5: Identify some vocal effects, including tone, pace, pitch, volume and a variety of sound effects, and use them appropriately and with sensitivity to cultural differences to help communicate their meaning.

Non-Verbal Cues: 2.6: Identify a variety of non-verbal cues, including facial expression, gestures and eye contact, and use them in oral communications, appropriately and with sensitivity to cultural differences, to help convey their meaning.

Visual Aids: 2.7: Use a variety of appropriate visual aids to support or enhance oral presentations.

Science – Life Systems: Human Organ Systems

Overall Expectations:

2. Investigate the structure and function of the major organs of various human body systems.
3. Demonstrate an understanding of the structure and function of human body systems and interactions within and between systems.

Specific Expectations:

Developing Investigation and Communication Skills

- 2.2: Use scientific inquiry/experimentation skills to investigate changes in body systems.
- 2.3: Design and build a model to demonstrate how organs or components of body systems in the human body work and interact with other components.
- 2.4: Use appropriate science and technology vocabulary, including circulation, respiration, digestion, organs and nutrients, in oral and written communication.
- 2.5: Use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes.

Understanding Basic Concepts

- 3.1: Identify major systems in the human body (e.g., musculoskeletal system, digestive system, nervous system, circulatory system) and describe their roles and interrelationships.
- 3.2: Describe the basic structure and function of major organs in the respiratory, circulatory and digestive systems.

Rubric 1 *LANGUAGE*

Oral Communication

Active Listening

Listening to understand and respond appropriately in a variety of situations for a variety of purposes.	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups	Rarely demonstrates an understanding of when to speak, when to listen or how much to say	Sometimes demonstrates an understanding of when to speak, when to listen and how much to say	Usually demonstrates an understanding of when to speak, when to listen and how much to say	Consistently demonstrates an understanding of when to speak, when to listen and how much to say
Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways by summarizing and explaining important ideas and asking questions to confirm inferences and value judgements during discussions	Rarely demonstrates an understanding of information and ideas by summarizing ideas and citing details	Sometimes demonstrates an understanding of information and ideas by summarizing ideas and citing details	Usually demonstrates an understanding of information and ideas by summarizing ideas and citing details	Consistently demonstrates an understanding of information and ideas by summarizing ideas and citing details
Make inferences using stated and implied ideas in oral texts	Rarely makes inferences using stated and implied ideas	Sometimes makes inferences using stated and implied ideas	Usually makes inferences using stated and implied ideas	Consistently makes inferences using stated and implied ideas
Extend understanding of oral texts by connecting, comparing and contrasting the ideas and information in them to their own knowledge, experience and insights and to other texts	Rarely connects, compares or contrasts ideas to their own knowledge, experience and insights or to other texts	Sometimes connects, compares and contrasts ideas to their own knowledge, experience and insights and to other texts	Usually connects, compares and contrasts ideas to their own knowledge, experience and insights and to other texts	Consistently connects, compares and contrasts ideas to their own knowledge, experience and insights and to other texts



Rubric 2 *LANGUAGE*

Oral Communication

Speaking Skills

Speak to communicate with different audiences for a variety of purposes.	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue and small- and large-group discussions	Rarely demonstrates an understanding of appropriate speaking behaviour	Sometimes demonstrates an understanding of appropriate speaking behaviour	Usually demonstrates an understanding of appropriate speaking behaviour	Consistently demonstrates an understanding of appropriate speaking behaviour
Communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information	Rarely communicates in a clear, coherent manner	Sometimes communicates in a clear, coherent manner	Usually communicates in a clear, coherent manner	Consistently communicates in a clear, coherent manner
Identify some vocal effects, including tone, pace, pitch, volume and a range of sound effects, and use them appropriately and with sensitivity to cultural differences to help convey their meaning	Rarely identifies or uses vocal effects, such as tone, pace, pitch and volume	Sometimes identifies and uses vocal effects, including tone, pace, pitch and volume	Usually identifies and uses some vocal effects, including tone, pace, pitch and volume	Consistently identifies and uses some vocal effects, including tone, pace, pitch and volume
Identify a variety of non-verbal cues, including facial expression, gestures and eye contact, and use them in oral communications, appropriately and with sensitivity to cultural differences, to help convey their meaning	Rarely identifies or uses non-verbal cues, such as facial expression, gestures and eye contact	Sometimes identifies and uses non-verbal cues, including facial expression, gestures and eye contact	Usually identifies and uses non-verbal cues, including facial expression, gestures and eye contact	Consistently identifies and uses non-verbal cues, including facial expression, gestures and eye contact

Rubric 3 **SCIENCE AND TECHNOLOGY**

Scientific Inquiry/Experimentation and Research Skills*

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Scientific Inquiry/Experimentation Skills – Analyzing and Interpreting (assess Section D on Science Experiment form)			
Discusses data and asks new questions based on data	Identifies patterns in the data and summarizes the data	Identifies patterns and discrepancies in the data and summarizes the data	Identifies patterns in the data, suggests explanations for discrepancies and summarizes the data
Proposes an answer to the question being investigated, on the basis of observations	Draws a simple conclusion on the basis of observations	Draws simple conclusions on the basis of data gathered	Draws conclusions on the basis of data gathered
Describes what was done and what was observed	Makes a simple evaluation of the experiment	Competently evaluates the experimental procedure, explains changes that could be made to improve it and gives reasons for the changes	Proficiently evaluates the experimental procedure, explains changes that could be made to improve it and gives reasons for the changes
Scientific Inquiry/Experimentation Skills – Communicating (assess Section E on Science Experiment form)			
Orally recounts steps in and results of an investigation to answer a specific question	Orally presents steps in and results of an investigation to answer a specific question	Presents steps in and results of an experimental procedure orally; in charts, graphs or diagrams; and/or in sentences	Presents steps in and results of an experimental procedure using numeric, symbolic, graphical and/or linguistic methods
Scientific Inquiry/Research Skills – Initiating and Planning** (assess Section B on Science Experiment form)			
Asks questions that demonstrate curiosity about the world around him or her	Asks questions that could lead to investigations and chooses one that will be the basis for an investigation	Asks questions that could lead to investigations and formulates a specific question that will be the basis for an investigation	Asks questions that arise from practical problems and issues and formulates a specific question that will be the basis for an investigation
**	Uses a teacher-prepared organizational system for gathering and organizing information	Plans an organizational system for gathering and organizing information using a variety of graphic organizers (e.g., Venn diagram) and organizational patterns (e.g., cause and effect)	Plans an organizational system for gathering and organizing information, using a variety of strategies (e.g., sketchboard outlines of a series of events) and organizational patterns (e.g., order of importance)
**	With support, selects print and multimedia resources from those provided by the teacher	Independently selects print, multimedia and electronic resources from those provided by the teacher	Independently selects print, multimedia and electronic resources



Rubric 3 **SCIENCE AND TECHNOLOGY CONT'D**

Scientific Inquiry/Experimentation and Research Skills*

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Scientific Inquiry/Research Skills – Performing and Recording (assess Section C on Science Experiment form)			
Selects information from prior knowledge, other people and observations made during his or her explorations	With support, selects information from print and multimedia resources provided by the teacher	Selects information from print and multimedia resources that he or she has found independently and from electronic resources provided by the teacher	Selects information from print, multimedia and electronic resources that he or she has found independently
**	Records information gathered, using a teacher-prepared organizational system	Records information gathered, using a variety of graphic organizers (e.g., Venn diagram) and organizational patterns (e.g., cause and effect)	Records information gathered, using a variety of strategies (e.g., sketchboard outlines of a series of events) and organizational patterns (e.g., order of importance)
**	Matches information to research needs (e.g., differentiates between factual information and information based on opinion)	Reviews information for currency and bias	Selects sources of information, showing awareness of currency and bias

*Taken from pages 12--16 ("The Skill Continua for Scientific Inquiry and Technological Problem Solving") of the 2007 Ontario Ministry of Education Science and Technology Curriculum document.

**A blank box indicates that no Scientific Inquiry/Research Skill is expected in the particular category at that level.



Rubric 4 *LANGUAGE*

Reading

Reading for Meaning	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning.				
Variety of Texts <ul style="list-style-type: none"> Read a variety of texts from diverse cultures, including literary texts, graphic texts and informational texts 	Reads few texts from diverse cultures	Reads a small variety of texts from diverse cultures, including literary, graphic and informational texts	Reads a variety of texts from diverse cultures, including literary, graphic and informational texts	Reads a wide variety of texts from diverse cultures, including literary, graphic and informational texts
Comprehension Strategies <ul style="list-style-type: none"> Identify a variety of reading comprehension strategies and use them appropriately before, during and after reading to understand increasingly complex texts 	Identifies few reading comprehension strategies and rarely uses them appropriately before, during or after reading to understand texts	Identifies some reading comprehension strategies and sometimes uses them appropriately before, during and after reading to understand texts	Identifies a variety of reading comprehension strategies and uses them appropriately before, during and after reading to understand texts	Identifies a wide variety of reading comprehension strategies and uses them adeptly before, during and after reading to understand texts
Demonstrate Understanding <ul style="list-style-type: none"> Demonstrate understanding of increasingly complex texts by summarizing and citing relevant supporting details 	Demonstrates little understanding of texts, summarizes few important ideas and cites few supporting details	Demonstrates adequate understanding of a variety of texts by summarizing important ideas and citing supporting details	Demonstrates firm understanding of a variety of texts by summarizing important ideas and citing supporting details	Demonstrates thorough understanding of a variety of texts by summarizing important ideas and citing supporting details
Making Inferences/Interpreting Texts <ul style="list-style-type: none"> Develop interpretations of texts using stated and implied ideas to support their interpretations 	Makes few clear inferences about texts using stated and implied ideas from the texts as evidence	Makes some clear inferences about texts using stated and implied ideas from the texts as evidence	Makes clear inferences about texts using stated and implied ideas from the texts as evidence	Makes clear, concise inferences about texts using stated and implied ideas from the texts as evidence
Extending Understanding <ul style="list-style-type: none"> Extend understanding of texts by connecting, comparing and contrasting the ideas in them to their own knowledge, experience and insights; to other familiar texts; and to the world around them 	Is beginning to extend understanding of texts by connecting a few of the ideas in them to their own knowledge, experience and insights; to other familiar texts; and to the world around them	Is beginning to extend understanding of texts by connecting some of the ideas in them to their own knowledge, experience and insights; to other familiar texts; and to the world around them	Successfully extends understanding of texts by connecting the ideas in them to their own knowledge, experience and insights; to other familiar texts; and to the world around them	Skilfully extends understanding of texts by connecting the ideas in them to their own knowledge, experience and insights; to other familiar texts; and to the world around them
Responding to and Evaluating Texts <ul style="list-style-type: none"> Make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views 	Expresses simple opinions about the ideas and information in texts and cites evidence from the text to support those opinions	Expresses basic opinions about the ideas and information in texts and cites evidence from the text to support those opinions	Expresses appropriate opinions about the ideas and information in texts and cites evidence from the text to support those opinions	Expresses complex opinions about the ideas and information in texts and cites evidence from the text to support those opinions



Rubric 4 *LANGUAGE CONT'D*

Reading

Reading for Fluency	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Use knowledge of words and cueing systems to read fluently.				
<p><i>Reading Familiar Words</i></p> <ul style="list-style-type: none"> Automatically read and understand most words in a range of reading contexts, including words from oral vocabulary, key terminology used regularly in discussions and posted on anchor charts, and resource materials in the curriculum subject areas 	<p>Reads and understands few words from oral vocabulary, key terminology or resource material in curriculum subject areas</p>	<p>Reads and understands some words from oral vocabulary, key terminology and resource material in curriculum subject areas</p>	<p>Reads and understands most words from oral vocabulary, key terminology and resource material in curriculum subject areas</p>	<p>Reads and thoroughly understands words from oral vocabulary, key terminology and resource material in curriculum subject areas</p>
<p><i>Reading Unfamiliar Words</i></p> <ul style="list-style-type: none"> Predict the meaning of and rapidly solve unfamiliar words using different types of cues 	<p>Rarely predicts the meaning of or solves unfamiliar words</p>	<p>Sometimes predicts the meaning of and solves unfamiliar words using different types of cues</p>	<p>Usually predicts the meaning of and rapidly solves unfamiliar words using different types of cues</p>	<p>Consistently predicts the meaning of and rapidly solves unfamiliar words using different types of cues</p>



Rubric 5 ***SCIENCE AND TECHNOLOGY***

Understanding Basic Concepts

Understanding Basic Concepts	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue and small- and large-group discussions	Rarely demonstrates an understanding of the structure and function of the digestive system or the interactions within and between systems	Sometimes demonstrates an understanding of the structure and function of the digestive system and the interactions within and between systems	Usually demonstrates an understanding of the structure and function of the digestive system and the interactions within and between systems	Always demonstrates an understanding of the structure and function of the digestive system and the interactions within and between systems

Rubric 6 *LANGUAGE*

Writing

Developing and Organizing Content	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Generate, gather and organize ideas and information to write for an intended purpose and audience.				
<i>Purpose and Audience</i> <ul style="list-style-type: none"> Identify the topic, purpose and audience for a variety of writing forms 	Rarely identifies the topic, purpose or audience of writing forms	Sometimes identifies the topic, purpose and audience of writing forms	Usually identifies the topic, purpose and audience of writing forms	Always identifies the topic, purpose and audience of writing forms
<i>Developing Ideas</i> <ul style="list-style-type: none"> Generate ideas about a potential topic and identify those most appropriate for the purpose 	Generates few ideas about a topic	Generates some ideas about a topic	Generates a variety of ideas about a topic and identifies those most appropriate for the purpose	Generates a wide variety of ideas about a topic and identifies those most appropriate for the purpose
<i>Classifying Ideas</i> <ul style="list-style-type: none"> Sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas 	Sorts and classifies ideas and information for their writing in very limited ways	Sorts and classifies ideas and information for their writing in limited ways and makes some connections between ideas	Sorts and classifies ideas and information for their writing in a variety of ways, views information from different perspectives and makes connections between ideas	Sorts and classifies ideas and information for their writing in a wide variety of ways, views information from different perspectives and makes connections between ideas
<i>Organizing Ideas</i> <ul style="list-style-type: none"> Identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies 	Rarely identifies and orders main ideas or supporting details	Sometimes identifies and orders main ideas and supporting details and groups them into units that could be used to develop a summary, using some graphic organizers	Usually identifies and orders main ideas and supporting details and groups them into units that could be used to develop a summary, using a variety of graphic organizers	Always identifies and orders main ideas and supporting details and groups them into units that could be used to develop a summary, using a variety of graphic organizers

Rubric 7 *LANGUAGE*

Writing

Using Knowledge of Form and Style in Writing	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Draft and revise their writing using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience.				
Voice <ul style="list-style-type: none"> Establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences 	Rarely establishes voice in their writing	Sometimes establishes voice in their writing	Usually establishes voice in their writing	Always establishes voice in their writing
Word Choice <ul style="list-style-type: none"> Use vivid and/or figurative language and innovative expressions to add interest 	Uses limited vivid or figurative language and few innovative expressions	Uses some vivid and/or figurative language and innovative expressions to add interest	Uses vivid and/or figurative language and innovative expressions to add interest	Uses lots of vivid and/or figurative language and innovative expressions to add interest
Sentence Fluency <ul style="list-style-type: none"> Vary sentence types and structures, with a focus on using conjunctions to connect ideas and pronouns to make links within and between sentences 	Seldom varies sentence types or structures	Occasionally varies sentence types and structures	Typically varies sentence types and structures	Consistently varies sentence types and structures
Point of View <ul style="list-style-type: none"> Identify their point of view and other possible points of view and determine, when appropriate, whether their own view is balanced and supported by evidence 	Rarely identifies point of view	Sometimes identifies point of view	Usually identifies point of view and determines, when appropriate, whether their own view is balanced and supported by evidence	Always identifies point of view and determines, when appropriate, whether their own view is balanced and supported by evidence
Revision <ul style="list-style-type: none"> Identify elements in writing that need improvement and make revisions to improve the content, clarity and interest of their written work using a variety of strategies 	Rarely identifies elements in writing that need improvement	Sometimes identifies elements in writing that need improvement and sometimes makes revisions to improve the content, clarity and interest of their written work	Usually identifies elements in writing that need improvement and makes revisions to improve the content, clarity and interest of their written work using a variety of strategies	Consistently identifies elements in writing that need improvement and to makes revisions to improve the content, clarity and interest of their written work using a variety of strategies



Rubric 8 *LANGUAGE*

Writing

Applying Knowledge of Language Conventions and Presenting Written Work Effectively	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression and present their work effectively.				
<i>Spelling Familiar Words</i> <ul style="list-style-type: none"> Spell familiar and unfamiliar words correctly using a variety of strategies 	Rarely spells familiar or unfamiliar words correctly	Sometimes spells familiar and unfamiliar words correctly using some strategies	Usually spells familiar and unfamiliar words correctly using a variety of strategies	Always spells familiar and unfamiliar words correctly using a variety of strategies
<i>Vocabulary</i> <ul style="list-style-type: none"> Confirm spellings and word meanings or word choice using a variety of resources 	Seldom confirms spellings, word meanings or word choice	Occasionally confirms spellings and word meanings or word choice using some resources	Typically confirms spellings and word meanings or word choice using a variety of resources	Consistently confirms spellings and word meanings or word choice using a variety of resources
<i>Punctuation</i> <ul style="list-style-type: none"> Use punctuation appropriately to help communicate their intended meaning 	Seldom uses punctuation appropriately	Sometimes uses punctuation appropriately to help communicate intended meaning	Generally uses punctuation appropriately to help communicate intended meaning	Reliably uses punctuation appropriately to help communicate intended meaning
<i>Grammar</i> <ul style="list-style-type: none"> Use parts of speech correctly to communicate intended meaning clearly 	Rarely uses parts of speech correctly	Sometimes uses parts of speech correctly to help communicate intended meaning	Regularly uses parts of speech correctly to help communicate intended meaning	Consistently uses parts of speech correctly to help communicate intended meaning
<i>Proofreading</i> <ul style="list-style-type: none"> Proofread and correct their writing using guidelines developed with peers and the teacher 	Rarely proofreads or correct their writing	Sometimes proofreads and correct their writing using guidelines developed with peers and the teacher	Usually proofreads and correct their writing using guidelines developed with peers and the teacher	Always proofreads and correct their writing using guidelines developed with peers and the teacher
<i>Publishing</i> <ul style="list-style-type: none"> Use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics and layout 	Seldom uses a range of appropriate elements of effective presentation in the finished product	Occasionally uses some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics and layout	Typically uses a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics and layout	Consistently uses a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics and layout

Rubric 9 *LANGUAGE*

Writing

Writing Piece	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Develop and organize content	Rarely generates, gathers or organizes ideas and information to write for an intended purpose and audience	Sometimes generates, gathers and organizes ideas and information to write for an intended purpose and audience	Usually generates, gathers and organizes ideas and information to write for an intended purpose and audience	Always generates, gathers and organizes ideas and information to write for an intended purpose and audience
Use knowledge of form and style in writing	Demonstrates limited ability to draft and revise their writing	Demonstrates some ability to draft and revise their writing, using some informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience	Generally demonstrates ability to draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience	Consistently demonstrates ability to draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience
Apply knowledge of language conventions and presenting written work effectively	Uses few editing, proofreading and publishing skills and strategies, or knowledge of language conventions, to correct errors, refine expression or present their work effectively	Occasionally uses editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression and present their work effectively	Typically uses editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression and present their work effectively	Reliably uses editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression and present their work effectively
Understand basic concepts	Rarely demonstrates an understanding of the structure and function of the digestive system or of the interactions within and between systems	Sometimes demonstrates an understanding of the structure and function of the digestive system and of the interactions within and between systems	Usually demonstrates an understanding of the structure and function of the digestive system and of the interactions within and between systems	Always demonstrates an understanding of the structure and function of the digestive system and of the interactions within and between systems
Other				