

Name _____

8th Grade Summer Reading
IB Rubrics

Key Concept: Change

Related Concept: Genre

Global Context: Personal and Cultural Expression

Statement of Inquiry: The genre and culture of a book changes how you read it.

Assignment: Over the summer, choose two books to read, one fiction and one nonfiction, and compare the genre and global culture of each.

The Fiction Book: A Journal of Reflection

- Your choice.
- Written by an author from a different culture or set in a different culture
- At or above your reading level
- A fun book for you to read

As you read, reflect on the culture and genre of your book. You will create a journal of your reflections with an entry for each chapter (or for longer books group chapters together). Your journal should be a notebook, composition book, sheets of loose-leaf stapled together, or typed in one Google Doc. Each entry **MUST** include a reflection on the ideas of change, genre, and culture as well as quotations from the text to **justify** your writing.

Each journal entry could include answers to questions like:

- **Examine** the Statement of Inquiry (How am I reading this differently because of its genre or culture? What do I notice about this book's genre or culture as I read? How am I affected by the culture and genre of the book based on the author's choices?).
- **Examine** the concepts of change and genre (How do I know what genre this book really is? What changes are happening in the book, and are they related to genre or culture of the book?).
- **Explore** the global context (What elements of culture do I see in the book? How is the culture of the book/author different from or the same as my own?)

The Nonfiction Book: Your Last Journal Entry

- Corresponds to the fiction book that you have chosen
- At your reading level

For example, if you read an historical fiction book about the French Revolution, read a nonfiction book about that time period as well. Another example would be if you choose a book that is set in the Little Havana area of Miami, Florida, then read a nonfiction book about Miami or Cuban culture also.

For your last journal entry, compare and contrast the genre and culture depicted in the two books you read. Consider answering these questions:

- How did you read the two genres differently?
- How are the two books related in spite of being different genres?
- How did the nonfiction book aid your understanding of the culture of the fiction book?
- What did you learn about culture and reading?
- How would you interpret the fiction book differently now?

Name _____

8th Grade Summer Reading
IB Rubrics

Criterion A: Analyzing

- ii. **identify** and **explain** the effects of the creator’s choices on an audience
- iii. **justify** opinions and ideas, using examples, explanations and terminology
- iv. **interpret** similarities and differences in features within and between genres and texts.

Achievement Level	Level Descriptor	Specific Requirements
0	The student does not reach a standard described by any of the descriptors below.	ii
1-2	ii. provides minimal identification and explanation of the effects of the creator’s choices on an audience iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. interprets few similarities and differences in features within and between genres and texts.	ii
3-4	ii. provides adequate identification and explanation of the effects of the creator’s choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent ; uses some terminology iv. interprets some similarities and differences in features within and between genres and texts.	iii
5-6	ii. provides substantial identification and explanation of the effects of the creator’s choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. competently interprets similarities and differences in features within and between genres and texts.	iv
7-8	ii. provides perceptive identification and explanation of the effects of the creator’s choices on an audience iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. perceptively compares and contrasts features within and between genres and texts.	iv

Self-Assessment: ii iii iv

Reason for self-assessment:

Name _____

8th Grade Summer Reading
IB Rubrics

Criterion C: Producing Text

i. **produce** texts that demonstrate **thought, imagination** and sensitivity, while exploring and considering **new perspectives** and ideas arising from **personal engagement** with the creative process

Achievement Level	Level Descriptor	Specific Requirements
0	The student does not reach a standard described by any of the descriptors below.	
1-2	i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination and sensitivity and minimal exploration and consideration of new perspectives and ideas	
3-4	i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity and some exploration and consideration of new perspectives and ideas	
5-6	i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought, imagination and sensitivity and substantial exploration and consideration of new perspectives and ideas	
7-8	i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas	

Self-Assessment:

Reason for self-assessment: