

Summer Reading Unit and IB Rubrics

Key Concepts: Change and Characters

Statement of Inquiry: Over the course of a novel, characters undergo fundamental changes.

Over the summer, read any fiction book of your choice that is:

- At or above your reading level (Think of your MAP's Reading scores and challenge yourself!)
- Fun for you to read

After you read, create a new book cover for the novel you read on 9"x12" sized paper (like larger construction paper or a small poster board).

Criteria

Analyze:

Aii. **identify** and **comment** upon the creator's choices

Aiii. **justify** opinions and ideas, using examples, explanations and terminology

Organization:

Bi. **employ** organizational structures that serve the context and intention

Producing Text:

iii. **select** relevant details and examples to **support ideas**.

On the left side, write a summary of the entire book in one long paragraph. You can hand write this **very neatly** or **type it** and paste it on the paper. This paragraph should demonstrate your deep understanding of the book. Be sure to include:

- Description of the setting
- Descriptions of the main characters (protagonist and/or antagonist)
- Describe the main conflict and part of the resolution. However, do not give away the ending. Make people want to read the book themselves by what you write.
- Using quotation marks and **exact words from the book**, give a meaningful quotation from the book with a page number at the end of the summary.
- In one or two sentences explain what the quotation means underneath the quote.

In the center, write the name of the novel and the author, like on the spine of a book as you would see it on the shelf.

On the right side, create a cover for the book. Your cover should include:

- The title and author (Spell them correctly!)
- A creative picture of the climax of the book
- A 1 to 5 star rating of the book at the bottom of the page
- A sentence about why you rated the book as you did underneath the rating

On the back, write a paragraph or two with the following analysis of the book:

- **Identify and comment on** the Key Concepts of change and the author's choices for the characters. (How is the idea of change reflected in the book? What do you understand about the main character or characters as people, such as personality, loves/hates, and beliefs?)
- **Identify and comment on** the Statement of Inquiry and the author's choices. (What fundamental changes happen to the main character or characters from beginning to end of the book?)

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Criterion B: Organizing

i. **employ** organizational structures that serve the context and intention

Achievement Level	Level Descriptor	Specific Requirements
0	The student does not reach a standard described by any of the descriptors below.	
1-2	i. makes minimal use of organizational structures, though these may not always serve the context and intention	
3-4	i. makes adequate use of organizational structures that serve the context and intention	
5-6	i. makes competent use of organizational structures that serve the context and intention	
7-8	i. makes sophisticated use of organizational structures that serve the context and intention effectively	

Self-Assessment:

Reason for Self-Assessment:

Teacher Assessment:

Criterion C: Producing Text

iii. **select** relevant details and examples to support ideas.

Command Terms

Select: Choose from a list or group.

Achievement Level	Level Descriptor	Specific Requirements
0	The student does not reach a standard described by any of the descriptors below.	
1-2	iii. selects few relevant details and examples to support ideas.	
3-4	iii. selects some relevant details and examples to support ideas.	
5-6	iii. selects sufficient relevant details and examples to support ideas.	
7-8	iii. selects extensive relevant details and examples to support ideas.	

Self-Assessment:

Reason for Self-Assessment:

Teacher Assessment: