

Name \_\_\_\_\_

8<sup>th</sup> Grade Summer Reading  
IB Rubrics

**Key Concept:** Change & Genre

**Statement of Inquiry:** The genre 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 of each.

**The fiction book :**

- Your choice.
- At or above your reading level
- Clear fiction qualities are easiest to journal (sci-fi, fantasy, etc.)
- A fun book for you to read

As you read, create a journal with an entry for each chapter (or for longer books group chapters together). Your journal should be a notebook, composition book, or sheets of loose-leaf stapled together. You may type your entries also in one Google Doc.

Each journal entry should include:

- **Examine** the Statement of Inquiry (How am I reading this differently because of its genre? How is reading this genre the same as any other?).
- **Examine** the key 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?).
- Include quotations from the text to **justify** your writing.

**The Nonfiction Book:**

- Corresponds to the fiction book that you have chosen
- At your reading level
- Photo books, travel books

For example, if you read an historical fiction book about the revolutionary war, read a nonfiction book about the war as well. Another example would be if you choose a book that is set in Miami, Florida, then read a nonfiction book about Miami also.

- 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 fiction book?
- How would you interpret the fiction book differently now?

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**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 <b>minimal</b> identification and explanation of the effects of the creator’s choices on an audience iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology iv. interprets <b>few</b> similarities and differences in features within and between genres and texts.	ii
3-4	ii. provides <b>adequate</b> identification and explanation of the effects of the creator’s choices on an audience iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this <b>may not be consistent</b> ; uses <b>some</b> terminology iv. interprets <b>some</b> similarities and differences in features within and between genres and texts.	iii
5-6	ii. provides <b>substantial</b> identification and explanation of the effects of the creator’s choices on an audience iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses <b>accurate</b> terminology iv. <b>competently</b> interprets similarities and differences in features within and between genres and texts.	iv
7-8	ii. provides <b>perceptive</b> identification and explanation of the effects of the creator’s choices on an audience iii. gives <b>detailed</b> justification of opinions and ideas with <b>a range</b> of examples, and <b>thorough</b> explanations; uses <b>accurate</b> terminology iv. <b>perceptively</b> compares and contrasts features within and between genres and texts.	iv

Self-Assessment:      ii                                      iii                                      iv

Reason for self-assessment:

Teacher Assessment:    ii                                      iii                                      iv

Teacher Assessment:

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**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

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

Self-Assessment:

Reason for self-assessment:

Teacher Assessment:

Teacher Assessment: