

Name:

Book:

Date:

Independent Reading Responsibility: **Book Talk** Rubric (formative assessment)

	<b>1 - 75%</b>	<b>2 - 85%</b>	<b>3 - 92%</b>	<b>4 - 100%</b>
<b>Overview</b>	<p>The book talk <b>does not include a clear introduction</b>. The speaker gives a choppy or <b>unclear retell</b> of the novel without a focus on the main story elements. The speaker <b>does not mention theme</b> and may give away the ending of the novel.</p>	<p>The book talk <b>may not mention one of the following: the title, author, or genre of the novel</b>. The speaker gives a <b>brief overview</b> of the novel while mentioning <b>some information about setting, characters, or conflict</b>. The speaker <b>may or may not clearly mention theme</b>, and may give away information about the ending of the novel.</p>	<p>The book talk <b>begins with the title, author, and genre</b> of the novel. The speaker <b>retells the story through a description of the setting, characters, conflict, and theme</b> without giving away the ending of the book.</p>	<p>The book talk begins with a <b>clear introduction</b> of the novel including the <b>title, author, and genre</b>. The speaker <b>thoroughly summarizes by describing the setting, characters, conflict, and theme</b> without giving away the ending of the book.</p>
<b>Recommendations</b>	<p>The speaker <b>does not attempt to convince others</b> to read the book and leaves the audience uninterested.</p>	<p>The book talk <b>convinces a few people</b> to read the book, but does not interest the majority of the audience.</p>	<p>The book talk <b>convinces some of the class</b> to read the book through connections, recommendations, and delivery.</p>	<p>The book talk <b>convinces most of the class</b> to read the book through a <b>strong connection, pointed recommendation, and/or suspenseful delivery</b>.</p>
<b>Read Aloud</b>	<p>The speaker <b>does not include a read aloud</b> within the book talk.</p>	<p>The speaker includes a <b>simple section to read aloud</b> with an unclear purpose.</p>	<p>The speaker includes a <b>purposeful snippet</b> to read aloud. This line may reveal the author's style or create suspense. <b>The speaker explains why they chose the line.</b></p>	<p>The speaker seamlessly includes a <b>purposeful, short, snippet read aloud</b> from the text to reveal the author's writing style and create suspense. <b>The snippet is sandwiched between a retell and an explanation.</b></p>

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*Independent Reading Responsibility: **Powerful Lines** Rubric (formative assessment)*

	<b>1 - 75%</b>	<b>2 - 85%</b>	<b>3 - 92%</b>	<b>4 - 100%</b>
<b>Conference</b>	<i>The student chose a line from the novel with little reasoning as to why. It is unclear how the line impacts the story, and an image is not included or does not connect back to the line.</i>	<i>The student chose a line from the novel but did not clearly support a claim about why it is powerful. The conference did not reveal a clear, appropriate reason for choosing the line. An image is included by may or may not connect back to the line.</i>	<i>The student chose a powerful line from the novel and was able to support a claim within a conference. The conference stated a clear connection and had an explanation for choice. The image is also explained with an obvious connection to the line.</i>	<i>The student chose a powerful line from the novel and was able to support a claim within a conference. The line may be connected to a variety of signposts, literary elements, or author's craft, and the student had a clear explanation and elaboration to support the line and image chosen.</i>
<b>Word Swag</b>	<i>The word swag has a completely unrelated or no image to accompany the quote. The quote does not include a citation.</i>	<i>The word swag includes an image or design that is not clearly connected to the line. The quote may be difficult to see or may not include a citation.</i>	<i>The word swag includes an image with an obvious connection to the line. The quote is visibly included within the image and may have an error in the citation.</i>	<i>The word swag includes a meaningful image or design to accompany the quote. The quote is neatly and visibly included within the image or design and includes a citation.</i>

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*Independent Reading Responsibility: Readers of Markham Place Rubric (writing about reading)*

	<b>1 - 75%</b>	<b>2 - 85%</b>	<b>3 - 92%</b>	<b>4 - 100%</b>
<b>Novel Description</b>	<i>The blog post <b>vaguely summarizes the novel</b> without detail or clear focus on literary elements.</i>	<i>The blog post <b>retells the novel with a basic, undetailed summary</b> that may give away information about the ending or end before revealing important information.</i>	<i>The blog post includes <b>one paragraph that describes the setting, characters, conflict, and may or may not clarify theme</b> of the novel without giving away the ending.</i>	<i>The blog post includes <b>one paragraph that thoroughly describes the setting, characters, conflict, and theme</b> without giving away the ending of the book.</i>
<b>Book Review</b>	<i>The blog post <b>does not give a clear review</b> of the novel.</i>	<i>The blog post <b>reviews the novel and includes at least one of the following: rating, recommendation, reaction.</b></i>	<i>The blog post includes <b>one paragraph with a review</b> that rates, recommends, and reacts to the novel.</i>	<i>The blog post includes <b>one paragraph making a clear review</b> that clearly rates, pointedly recommends, and strongly reacts to the novel.</i>
<b>Evidence</b>	<i>The blog post <b>does not use text evidence</b> for support.</i>	<i>The blog post <b>may or may not contain 1 piece of evidence that is unrelated</b> to the retell or review and <b>may include citation errors.</b></i>	<i>The blog post includes <b>at least 1 piece of evidence</b> to support a retell or review, but it <b>may include errors within the citation.</b></i>	<i>The blog post includes <b>at least 1 piece of strong evidence with a proper citation</b> to support the retell or review.</i>

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*Independent Reading Responsibility: **Big Idea Book** Rubric (writing about reading)*

	<b>1 - 75%</b>	<b>2 - 85%</b>	<b>3 - 92%</b>	<b>4 - 100%</b>
<b>Book</b>	<p>The writer includes <b>little detail to prove comprehension of the text</b>. These details include <b>2 or fewer of the following</b>:</p> <ul style="list-style-type: none"> <li>• Plot events</li> <li>• Character perspective</li> <li>• New information</li> <li>• Thoughts about character, setting, conflict, theme</li> </ul> <p>The writer does not include text evidence to support ideas.</p>	<p>The writer includes <b>some detail to prove comprehension of the text</b>. These details include <b>2 of the following</b>:</p> <ul style="list-style-type: none"> <li>• Plot events</li> <li>• Character perspective</li> <li>• New information</li> <li>• Thoughts about character, setting, conflict, theme</li> </ul> <p>The writer may or may not include text evidence to support ideas.</p>	<p>The writer includes <b>detail to prove comprehension of the text</b>. These details include <b>3 of the following</b>:</p> <ul style="list-style-type: none"> <li>• Plot events</li> <li>• Character perspective</li> <li>• New information</li> <li>• Thoughts about character, setting, conflict, theme</li> </ul> <p>The writer may include text evidence to support ideas.</p>	<p>The writer includes a <b>variety of detail to prove comprehension of the text</b>. These details include <b>3-4 of the following</b>:</p> <ul style="list-style-type: none"> <li>• Plot events</li> <li>• Character perspective</li> <li>• New information</li> <li>• Thoughts about character, setting, conflict, theme</li> </ul> <p>The writer may include text evidence to support ideas.</p>
<b>Head</b>	<p>The writer includes <b>unclear ideas about thoughts</b> that they had while reading.</p>	<p>The writer includes a <b>some thoughts</b> that they had while reading. These ideas may include:</p> <ul style="list-style-type: none"> <li>• What surprised me?</li> <li>• What confused me?</li> <li>• What changed, challenged, or confirmed my thinking?</li> <li>• _____ made me stop and think.</li> <li>• Signpost analysis</li> </ul> <p>The writer may or may not include text evidence to support ideas.</p>	<p>The writer includes a <b>variety of thoughts</b> that they had while reading. These ideas may include:</p> <ul style="list-style-type: none"> <li>• What surprised me?</li> <li>• What confused me?</li> <li>• What changed, challenged, or confirmed my thinking?</li> <li>• _____ made me stop and think.</li> <li>• Signpost analysis</li> </ul> <p>The writer may or may not include text evidence to support ideas.</p>	<p>The writer includes a <b>variety of well developed thoughts</b> that they had while reading. These ideas may include:</p> <ul style="list-style-type: none"> <li>• What surprised me?</li> <li>• What confused me?</li> <li>• What changed, challenged, or confirmed my thinking?</li> <li>• _____ made me stop and think.</li> <li>• Signpost analysis</li> </ul> <p>The writer may include text evidence to support ideas.</p>
<b>Heart</b>	<p>The writer includes an <b>unclear reflection</b> of their learning while reading.</p>	<p>The writer <b>includes a reflection</b> where they either explain what they learned about themselves or the world around them while reading the book.</p>	<p>The writer includes a <b>clear reflection</b> where they either explain <b>what they learned about themselves or the world</b> around them while relating back to the book. The writer <b>elaborates their reflection</b> and may include text evidence for support.</p>	<p>The writer includes a <b>strong reflection</b> where they either explain <b>what they learned about themselves and/or the world</b> around them while relating back to the book. The reflection is <b>clearly elaborated upon</b> and may include text evidence for support.</p>
<b>Big Idea Book</b>	<p>The writer has an <b>unclear connection to the big idea book topic</b>. There is little mention of the topic and an <b>inconsistent understanding</b> of the big idea. <b>The writer does not use evidence to support their ideas</b> while writing.</p>	<p>The writer has a <b>basic connection to the big idea book</b> that is mentioned inconsistently. The writer may or may not connect to theme or use the topic to broaden explanations. <b>The writer has less than 2 or unrelated evidence with incorrect citations to support the response.</b></p>	<p>The writer <b>connects their writing to the big idea book topic through an analysis of theme</b>. The topic is mentioned many times throughout the writing. <b>The writer includes strong evidence in at least 2 of the paragraphs, but may have errors within the citations.</b></p>	<p>The writer makes a <b>strong connection to the chosen big idea book topic, and writes with a clear focus of the topic while revealing and analyzing theme</b>. The writer uses the topic when creating topic sentences, claims, and explanations. <b>The writer includes powerful evidence with proper citations in each paragraph of the response.</b></p>