

Name _____

8th Grade Identity IB Rubrics

Formative Assessment

Task: Letter to Yourself

Aims

- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- explore language through a variety of media and modes

Instructions: Write a letter to yourself at the end of the year. Considering our class discussions, you should clarify and define what will help or influence you as you continue to develop your identity this year. You will be graded on the following criteria:

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 Feedback:

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Criterion C: Producing text

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

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	

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Criterion D: Using language

iii. use correct grammar, syntax and punctuation

iv. **spell** (alphabetic languages), **write** (character languages) and **pronounce** with accuracy

Achievement Level	Level Descriptor	Specific Requirements
0	The student does not reach a standard described by any of the descriptors below.	
1-2	iii. uses grammar, syntax and punctuation with limited accuracy ; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication	
3-4	iii. uses grammar, syntax and punctuation with some degree of accuracy ; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication	
5-6	iii. uses grammar, syntax and punctuation with a considerable degree of accuracy ; errors do not hinder effective communication iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication	
7-8	iii. uses grammar, syntax and punctuation with a high degree of accuracy ; errors are minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective	

Self-Assessment:

Reason for Self-Assessment:

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Formative Assessment

Task: Identity Reflection Journal

Aims

- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts
- explore language through a variety of media and modes

Instructions: You will create an organized reflection journal as a record of all ideas your ideas collected over the course of the Identity unit. The journal needs to be organized by topic and allow your ideas to build on one another. Your organization should be logical to help you prepare thoughtfully for your summative assessment.

Criterion B: Organizing

ii. **organize** opinions and ideas in a logical manner

Achievement Level	Level Descriptor	Specific Requirements
0	The student does not reach a standard described by any of the descriptors below.	
1-2	ii. organizes opinions and ideas with a minimal degree of logic	
3-4	ii. organizes opinions and ideas with some degree of logic	
5-6	ii. organizes opinions and ideas in a logical manner, with ideas building on each other	
7-8	ii. effectively organizes opinions and ideas in a logical manner with ideas building on each other in a sophisticated way	

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Formative Assessment

Task: Annotation of Text

Aims

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- engage with text from different historical periods and a variety of cultures

Instructions: Annotate your thinking in the margins of the text as you read, using the ACTIVE reading method.

Criterion A: Analyzing

i. **identify** and **explain** the content, context, language, structure, technique and style of text(s) and the relationship among texts

Achievement Level	Level Descriptor	Specific Requirements
0	The student does not reach a standard described by any of the descriptors below.	
1-2	i. provides minimal identification or explanation of the content, context, language, structure, technique and style	
3-4	i. provides adequate identification and explanation of the content, context, language, structure, technique and style	
5-6	i. provides substantial identification and explanation of the content, context, language, structure, technique and style	
7-8	i. provides perceptive identification and explanation of the content, context, language, structure, technique and style	

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Summative Assessment

Task: Create a literary website to explore the concept of identity

Aims

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts
- explore and analyze aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

Instructions:

Goal: Identify and explain an author's choices for characterization to create an identity for main characters in a novel through online written expression

Role: Book reviewer and literary critic for a student-created, online literary magazine

Audience: Academically minded students and adults who have read or might want to read about identity

Situation: Students have all read novels and poems as well as discussed their ideas about identity; they will write a literary journal to review and discuss how well the authors created an identity for each of the main characters.

Product: Create a website as a literary journal, using the best evidence from the text, analyze the quality of the identity of a character created by the author's choices in the novel, including any of the following:

- Personal attitudes
- Motivations
- Responses to external forces that shaped his or her identity
- Character Choices
- Literary choices (dialogue, point of view, omission, and/or thematic development)

Write your analysis discussing the methods the author has used to create that identity, using appropriate, varied adult vocabulary and literary terminology. For an essay, you will justify your analysis with evidence in both your own words and in quotation forms. For poetry, choose a key quotation from the book surrounding your section's main character and write a poem from that prompt about his or her identity.

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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

Achievement Level	Level Descriptor	Specific Requirements
0	The student does not reach a standard described by any of the descriptors below.	
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	
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	
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	
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	

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Criterion C: Producing text

- i. **produce** texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
- iii. **select** relevant details and examples to support ideas.

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 or imagination and minimal exploration of new perspectives and ideas iii. selects few relevant details and examples to support ideas.	
3-4	i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas iii. selects some relevant details and examples to support ideas.	
5-6	i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas iii. selects sufficient relevant details and examples to support ideas	
7-8	i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas iii. selects extensive relevant details and examples to support ideas	

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Criterion D: Using language

- i. **use** appropriate and varied vocabulary, sentence structures and forms of expression
- iii. **use** correct grammar, syntax and punctuation

Achievement Level	Level Descriptor	Specific Requirements
0	The student does not reach a standard described by any of the descriptors below.	
1-2	i. uses a limited range of appropriate vocabulary and forms of expression iii. uses grammar, syntax and punctuation with limited accuracy ; errors often hinder communication	
3-4	i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression iii. uses grammar, syntax and punctuation with some degree of accuracy ; errors sometimes hinder communication	
5-6	i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently iii. uses grammar, syntax and punctuation with a considerable degree of accuracy ; errors do not hinder effective communication	
7-8	i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression iii. uses grammar, syntax and punctuation with a high degree of accuracy ; errors are minor and communication is effective	

Self-Assessment:

Reason for Self-Assessment:

Teacher Feedback: