

## Rubric: IB English Summer Reading Assignment (50 points)

	0	2	4	6	8	10
<b>Criterion A:</b> <b>Knowledge and understanding</b> • How much knowledge and understanding of the work has the student demonstrated?	Virtually no knowledge is demonstrated.	Little knowledge of the work is demonstrated.	Some knowledge of the work and is demonstrated, but understanding is limited.	Knowledge of the work is adequately demonstrated and shows a general understanding.	Knowledge of the work is substantially demonstrated, and the understanding shown is good.	Knowledge of the work is thoroughly demonstrated, and the understanding shown is very good.
<b>Criterion B:</b> <b>Response to the question</b> • To what extent does the student's response answers the question?	There is virtually no recognition of the question.	There is little awareness of the main expectations of the question.	There is some awareness of the main expectations of the question; the response is mainly unsubstantiated generalization.	There is adequate awareness of the main expectations of the question, with a generally relevant response.	There is good understanding and awareness of the main expectations of the question, with a mostly relevant response.	There is very good understanding and awareness of the expectations of the question, with a consistently relevant response
<b>Criterion C:</b> <b>Understanding of the use and effects of stylistic features</b> • To what extent does the essay show awareness of how the writer's choice of the stylistic features in the text (for example, figurative language, diction, characterization, structure, tone, etc.) are used to construct meaning? • To what extent does the essay show understanding of the effects of stylistic features?	There is virtually no awareness of stylistic features.	There is little awareness or illustration of the use of stylistic features.	There is some awareness and illustration of stylistic features.	There is adequate awareness and illustration of stylistic features, with some understanding of their effects.	There is good awareness and illustration of stylistic features, with adequate understanding of their effects.	There is very good awareness and illustration of stylistic features, with good understanding of their effects.
<b>Criterion D:</b> <b>Organization and development</b> • How coherent and effective is the argument of the essay? • How effective is the formal structure of the essay?	There is virtually no coherent organization or development.	There is little focus, structure and development.	There is some focus, structure and development.	There is adequate focus, structure and development.	There is good focus, structure and development.	There is very good focus, structure and development.
<b>Criterion E: Language</b> • How clear, varied and accurate is the language? • How appropriate is the choice of register, style and terminology? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)	Language is incoherent and inaccurate.	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style.	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.	Language is clear and carefully chosen with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.