ReadBox Project
Book Poster Rubric

Name: _____				Your score/ Mark
Class: _____				
Date: _____				_____
Your name (first and last), title, author, publisher, cover of the book.				____/5__

Content: Summary	**15-12 pts** The summary consists of at least 150 words. The written work contains the following elements: an engaging introduction (The reader is pulled into the story), a middle part and conclusion. The summary is easy to understand and events follow in a logical sequence. Smooth transitions are used to connect the paragraphs. The student has clearly utilised the book to gather information. The student makes few, if any, errors in grammar, punctuation or spelling.	**11-8 pts** The summary consists of 150-100 words. The written work contains the following elements: a strong introduction (which grabs the reader's attention and wants to continue reading), a middle part and conclusion, pretty well-developed and pretty well-organised and easy to understand. It may contain a few confusing parts but the overall storyline is clear. Events follow logically and make sense, because of the transitions used to connect the paragraphs. The student has utilised the book to gather information. The student makes a couple of errors in grammar, punctuation or spelling that distract the reader, but the errors hardly interfere in the understanding.	**7-4 pts** The summary consists of 100-50 words. The written work contains three of the following elements: a fitting introduction which did not grab the reader's attention), a middle part and conclusion. The written work is hard to read and understand. It does not flow and does not make sense. The student has hardly utilised the book to gather information. The student makes some errors in grammar, punctuation or spelling that distract the reader, but may interfere with the understanding the written text.	**3-0 pts** The summary consists of less than 50 words. The written work contains only one or two of the following elements: a fitting introduction, middle part and conclusion. The written work demonstrates lack of coherence; The reader cannot follow or understand the story. Little or no attempt has been made to relate the two newspaper articles to the book. The student makes a lot of serious errors in grammar, punctuation or spelling, that distract the reader from the understanding the written text.	____/15__

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	Exceeded expectations	Met most expectations	Met some Expectations	Did not meet expectations	Score
Content: Your Review	**15-12 pts** The review consists of a well-written paragraph of 8-12 sentences. The student's creative voice is strong; reacting to the theme(s) of the book, the author's style, how well the book was written, characterisation, plot etc. The reader definitely knows whether the book is worth reading or not.	**11-8 pts** The review consists of a paragraph of 8-6 sentences. The student's voice is solid; reacting to the theme(s) of the book, the author's style, how well the book was written, characterisation, plot etc. The reader knows whether the book is worth reading or not.	**7-4 pts** The review consists of a paragraph of 6-4 sentences. This review lacks the student's voice; the student either likes the books or hates it; the review lacks a critical eye. The student discusses only one aspect (theme(s) of the book, the author's style, how well the book was written, characterisation, plot etc.) The recommendation is unclear: the reader is not sure whether this book is worth reading or not.	**3-0 pts** The review consists of a paragraph of 6-4 sentences and is just a copy of the text. There is no voice at all; the student either states his/ her (dis)like to the book. The review lacks a critical eye and it does not focus on the theme(s) of the book, the author's style, how well the book was written, characterisation, plot etc. It is not clear what the student's recommendation is.	____/15__
Favourite Passages/ Quotes + explanation	The student has clearly utilised the book to gather two favourite passages or significant quotes (75 words). They do not give away the ending but grab the reader's attention and makes the reader curious to read more. The passages/ quotes give a sense of the author's style. The explanation is creative and original and makes clear why the chosen passages/ quotes are so important to the student.	The student has utilised the book to gather two favourite passage or significant quotes (50-75 words).They do not give away the ending but grab the reader's attention and makes the reader want to read more. The explanation makes clear why the chosen passages/ quotes are important to the student.	The student has hardly utilised the book to gather two favourite passage or significant quotes (less than 50 words) One of the two passages/ quotes gives away the ending or does not grab the reader's attention. The reader wonders why the student has used these passages/ quotes. They seem somewhat out of place and do not give a sense of the author's style. The explanation does not make clear why the chosen passages/ quotes are important to the student.	The student has not utilised the book to gather two favourite passage or significant quotes (25 words or less). One of the two passages/ quotes gives away the ending or does not grab the reader's attention. The reader wonders why the student has used these passages/ quotes. They feel totally out of place and do not give any sense of the author's style. The explanation is missing or does not make clear why the chosen passages/ quotes are important to the student.	**2 favourite passages/ quotes** ____/10__ **Explanation** ____/10__

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Creativity: lay-out & illustrations + Captions	**20-15 pts** It is obvious that the student has put a great deal of thought into the lay-out of the poster; his or her ideas are complex and 'out-of the-box'. More than five illustrations are used and they clearly relate to the setting/ characters, plot, theme, tone, mood etc. and support the book and the summary/ review/ favourite passages or quotes and the character poem that the student has written. Captions are used under each illustration explaining the relation to the book. The work is readable, neat, clean and attractive. Superior effort is shown; the student took great pride in it.	**15-10 pts** The student has thought about the lay-out, understands the book and has used his/ her imagination. The student has composed quite an original piece of work with a few creative details/ descriptions, but some elements may not be excellent. Five illustrations are used relate to the setting/ characters, plot, theme, tone, mood etc. and support the book and the summary/ review/ favourite passages or quotes and the character poem that the student has written. Captions are mostly used under each illustration explaining the relation to the book. The work is readable, neat, clean and attractive. Good effort is shown; it looks like the student took some pride in it.	**10-5 pts** The student has made an attempt at using his/ her imagination in creating the lay-out of a poster, although it is rather unoriginal; it did not quite work out. Three or four illustrations used somehow relate to the setting/ characters, plot, theme, tone, mood etc. and support the book and the summary/ review/ favourite passages or quotes and the character poem that the student has written. Captions are sometimes used under each illustration explaining the relation to the book. The work is readable, and some parts are attractive. Some effort is shown; it looks like the story has been written in a hurry.	**5-0 pts** The student has composed an unoriginal piece of work; there is little evidence of imagination/ creativity and the lay-out does not fit the lay-out of a poster. Little or no effort is shown. One or two illustrations are used. The illustrations do not always relate to the setting/ characters, plot, theme, tone, mood etc. or support the book and the summary/ review/ favourite passages or quotes and the character poem that the student has written. There are no captions used under each illustration explaining the relation to the book. The work is not presented in a neat or attractive way. It looks like the student just wanted to get it over and done with.	____/20__

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	Exceeded expectations	Met most expectations	Met some Expectations	Did not meet expectations	Score
Character Poem	**15-12 pts** The character poem consists of six well-balanced lines including: • main character's name • three words/ adjectives that describe the main character • simile/ metaphor for the main character • three action words (use an -ing ending) The character poem is gripping and fascinating and evokes an emotional reaction.	**11-8 pts** The character poem consists of six lines including: • main character's name • three words/ adjectives that describe the main character • simile/ metaphor for the main character • three action words (use an -ing ending) 75 percent of the above is present. The lines are not always well-balanced. Still the character poem is appealing and interesting.	**7-4 pts** The character poem consists of six lines including: • main character's name • three words/ adjectives that describe the main character • simile/ metaphor for the main character • three action words (use an -ing ending) 60 percent of the above is present. The lines are not well-balanced, but still the character poem is quite interesting and it gets the message across.	**3-0 pts** The character poem consists of six lines including: • main character's name • three words/ adjectives that describe the main character • simile/ metaphor for the main character • three action words (use an -ing ending) 50 percent or less of the above is present. The lines are out of balance and do not get the message across.	____/15__
Book Rating and explanation/ recommendation	The book rating system is included on the poster. The explanation/ recommendation is descriptive and specific to the book the student has read. A clear recommendation whether to read the book or not is included and fits well with the review. It contains a catchy phrase that arouses the reader's interest.	The book rating system is included on the poster. The explanation/ recommendation is descriptive and specific to the book the student has read. A recommendation whether to read the book or not is included and fits with the review. It may contains a catchy phrase that arouses the reader's interest.	The book rating system is included on the poster. The explanation/ recommendation is descriptive and specific to the book the student has read. A recommendation whether to read the book or not is included and fits with the review. It may contains a catchy phrase that arouses the reader's interest.	Either the book rating system or the explanation/ recommendation is missing. There is nothing appealing that catches the reader's attention.	____/10__
End Result					**TOTAL SCORE** ____/100

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	Additional comments to help you improve your processing task.