

RUBRIC--Evaluation for AP Lit & Comp SUMMER ACTIVE READING

Name _____

Due date: first Friday of the first week of class.

<i>REQUIRED NOVEL FOR ALL: A Tale of Two Cities by Charles Dickens</i>	SCORES
In-text margin notes and marking: As you read, keep a record of the following—storyline, key events, characters, changes in character, key quotations, new/important vocabulary, symbols, imagery. Do this by highlighting, color coding, underlining, writing notes in margins, on bottoms, tops, or in corners of pages, and/or adding post it notes to accommodate your notes. etc.	Student self score: _____/8 teacher score: _____/8
On end flaps or on separate sheets of paper: Create titled lists of character names, symbols, significant quotations, motifs, themes, and vocabulary. Be sure to include page numbers on your lists	Student self score: _____/7 teacher score: _____/7
In-text personal commentary: As you read, keep a record of the following—agree, disagree, compare or contrast to previous knowledge/ another book / ideas; write questions about what is not understood, predictions of what might happen “What if the character had done...?”	Student self score: _____/5 teacher score: _____/5
Student comments:	_____/20

CHOICE NOVEL: Choose either *A Prayer for Owen Meany* by John Irving OR *Pride and Prejudice* by Jane Austen.

Due date: first Friday of the first week of class.

<i>A Prayer for Owen Meany</i> by John Irving	SCORES	<i>Pride and Prejudice</i> by Jane Austen	SCORES
<p>In-text margin notes and marking: As you read, keep a record of the following—storyline, key events, characters, changes in character, key quotations, new/important vocabulary, symbols, imagery. Do this by highlighting, color coding, underlining, writing notes in margins, on bottoms, tops, or in corners of pages, and/or adding post it notes to accommodate your notes. etc.</p>	<p>Student self score: _____/8</p> <p>teacher score: _____/8</p>	<p>In-text margin notes and marking: As you read, keep a record of the following—storyline, key events, characters, changes in character, key quotations, new/important vocabulary, symbols, imagery. Do this by highlighting, color coding, underlining, writing notes in margins, on bottoms, tops, or in corners of pages, and/or adding post it notes to accommodate your notes. etc.</p>	<p>Student self score: _____/8</p> <p>teacher score: _____/8</p>
<p>On end flaps or on separate sheets of paper: create titled lists of character names, symbols, significant quotations, motifs, themes, and vocabulary. Be sure to include page numbers on your lists.</p>	<p>Student self score: _____/7</p> <p>teacher score: _____/7</p>	<p>On end flaps or on separate sheets of paper: create titled lists of character names, symbols, significant quotations, motifs, themes, and vocabulary. Be sure to include page numbers on your lists</p>	<p>Student self score: _____/7</p> <p>teacher score: _____/7</p>
<p>In-text personal commentary: As you read, keep a record of the following—agree, disagree, compare or contrast to previous knowledge/ another book / ideas; write questions about what is not understood, predictions of what might happen “What if the character had done...?”</p>	<p>Student self score: _____/5</p> <p>teacher score: _____/5</p>	<p>In-text personal commentary: As you read, keep a record of the following—agree, disagree, compare or contrast to previous knowledge/ another book / ideas; write questions about what is not understood, predictions of what might happen “What if the character had done...?”</p>	<p>Student self score: _____/5</p> <p>teacher score: _____/5</p>
<p>Student comments:</p>	<p>_____/20</p>	<p>Student comments:</p>	<p>_____/20</p>