

Summer Reading Assignment **AP Language** Students 2018-2019

You must identify a topic, issue, school of writing, author, genre, historical period or event which personally interests you. You must research works fiction or non-fiction which are suitable for AP level courses. **Select two books: one non-fiction and one fiction.** You must plan your project in theory and provide a written plan which is discussed with Ms. Pawloski no later than June 1, 2018.

During the summer you must acquire the books and complete your project and be ready to present your project on return from the summer break. Read the rubrics below very carefully to help you prepare a successful project.

Summer Reading Project Assessment Rubric

| 100-90 | 89-80 | 79-70 | 69-60 | 59-50 |
|---|--|---|--|--|
| Books read were challenging: linguistically, culturally, philosophically, and/or stylistically sophisticated | One of the selected books was challenging where the other(s) was/were less so | Selected books demanded minimal thought to comprehend on a cultural/philosophical or linguistic basis | Selected books were undemanding culturally/philosophically or linguistically | Selected books were appropriate for middle school rather than high school or contents were inappropriate |
| Presentation: 5 minutes effectively used throughout | Presentation: 5 minutes | Presentation: one minute or more over/under 5 minutes | Presentation: significantly over or under five minutes | Presentation: Significantly over or under 5 minutes to no effect |
| Student expressed appreciation in depth and interpreted works read with originality and enthusiasm | Student expressed appreciation broadly and interpreted works read with interest and enthusiasm | Student expressed familiarity with works read by relying on summarizing or stating the obvious | Student expressed uneven knowledge of works read with a strong tendency to the superficial | Student expressed little knowledge of works read or appeared to be speaking extemporaneously |
| Form of presentation used enhanced student's comments | Form of presentation used supported student's comments | Form of presentation used replicated student's comments | Form of presentation functioned as a distraction to the student's comments | Form of presentation detracted from the student's comments |
| Student spoke audibly with clarity, expression. Pauses, eye contact and gestures enhanced comments. Physically controlled throughout. | Student spoke with clarity and expression and often used helpful gestures, eye contact or pauses. Generally physically controlled. | Student spoke with some clarity and/or expression and was audible throughout. Minimal use of gesture, eye contact and/or pauses. Some physical control. | Student spoke with some clarity but was inaudible at time or rushed comments making them unclear. Some lack of physical control. | Student spoke with frequent lack of expression or clarity and/or lack of physical control. |
| Demonstrably, effectively prepared. No notes or other materials used for support. | Well prepared. Notes or other supporting materials minimally used. | Some preparation evident and/or heavy reliance on notes or supporting materials. | Lack of preparation evident and/or constant use of notes or other supporting materials. | Read from notes or other supporting materials but did not have materials logically or helpfully arranged |

Acknowledgement

I hereby acknowledge that I have received a copy of the *Summer Reading Assignment for AP Language students* for the academic year 2018-2019. I understand that the assignments must be completed by the **first** day of school.

Student name:

Parent signature:

Please return this form to Ms. Pawloski (room 101) by **Friday, June 1, 2018**. Please show your current teacher the signed form before giving the form to Ms. Pawloski.

Date: _____