Publisher: Cengage Evaluator Number: 8 Program Number: 12

Program/Title: AP Language and Composition Grade Level: 11

Total Score: 30

Washoe County School District AP English Language and Composition 2017

Instructional Materials Evaluation Rubric (RFP 2017D)

	College Board Course Content	1. Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects Readings for writers classifies its chapters by types of writing. The prompts ask students to compose in several forms about a variety of subjects. These subjects and several forms of writing are embedded throughout the textbook. Evidence to Support Rating (i.e., pages, examples, etc.): Not Present: 0 ○ / Minimally Evident in Materials: 1 ○ / Some of the Materials: 2 ○ / Majority of the Materials: 3 ○ / Embedded Through-out the Materials: 4 ●

College Board Course Content

2. Writing that proceeds through several stages or drafts, with revision aided by teacher and peers

Writing as a process pp. 20-21.
At the end of many of the chapters, there are student writing samples that give "tips for writing." Also, there are "Pointers from a Pro" sprinkled throughout the text.

The chapter "Road Map to Paragraphs" discusses paragraph writing in detail and then gives prompts for revision of these paragraphs.

The chapter "The Road Map to Thesis" articles how to plan/write a strong thesis.

Chapter 16: "Warming up to Writing an Argument" gives pre-writing strategies for argument writing.

In Part 4, there are suggestions for writing a synthesis paper and a research paper.

There is little evidence of HOW to proceed through several drafts or stages, but the elements of revision and pointers for improving writing are evident throughout the text.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	○ 2	● 3	○ 4

College Board Course Content

3. Writing informally (e.g., imitation exercises, journal keeping, collaborative writing), which helps students become aware of themselves as writers and the techniques employed by other writers

There is some evidence of writing informally:

P. 106: "Copy this excerpt"

P. 357: "Write a letter"

P. 314: "Write a letter"

P. 215: "Write a diary entry"

There is little evidence of specifically writing collaboratively.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	● 2	○ 3	○ 4

College Board Course Content

4. Writing expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres

There are a variety of prose styles and genres presented in the text. The writing prompts based on these texts are embedded throughout the text and call for expository, analytical, and argumentative writing. However, the texts are generally short readings, which do not always lend themselves to in-depth analysis.

***The Fast Track to a 5 that comes with the textbook offers test-prep analytical and argumentative competitions.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	○ 2	● 3	○ 4

College Board Course Content

5. Reading nonfiction (e.g., essays, journalism, science writing, autobiographies, criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques

A sampling of texts throughout Readings for Writers: Speech, letter, article, excerpts from non-fiction books, science, autobiography.

After each text, there are questions about the "strategies" in the text. These are pure analyzing questions.

The Fast Track to a 5 comes with non-fiction excerpts or texts that prompt for rhetorical analysis.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	○ 2	○ 3	◉ 4

College Board Course Content

6. Analyzing graphics and visual images both in relation to written texts and as alternative forms of text themselves

Analyzing visual images pp. 21-29
At the end of chapters "Image Galleries" with multiple images and questions for analysis of either individual or paired images.

There is limited evidence of analyzing visual images in relation to written texts.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	○ 2	● 3	○ 4

College Board Course Content

7. Developing research skills and the ability to evaluate, use, and cite primary and secondary sources

Pp. 6-7 in chapter one discuss looking up facts, evaluating evidence, pondering the values behind a claim. Chapter 3 gives insight for "Incorporating Outside Sources" and discusses paraphrasing, summarizing, and using quotations. Chapter 3 also gives models for citing sources (how to integrate them into your writing).

Part 4 informs on how to choose a research topic, how to narrow down the subject, how to evaluate sources (short section), how to take notes, how to integrate sources, and how to cite these sources (this section is short).

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	● 2	○ 3	○ 4

College Board Course Content

8. Conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources

Chapter 3 gives "Guidelines for Improving Your Use of Outside Sources." These discuss keeping the student's argument in the foreground and weaving the sources into the argument. This chapter also discusses and gives models on how to weave sources into your writing. This chapter also gives a synthesis writing assignment that prompts "Write an essay synthesizing at least three outside sources in support of your argument."

Chapter 16 Discusses aspects of argument writing and gives instruction on "Draw[ing] your evidence from multiple sources,"Beginn[ing] your argument with an assumption that is . . . Grounded in evidence or defensible" and "anticipat[ing] the opposition."

Fast Track to a 5 that comes with the textbook gives instruction on writing synthesized arguments.

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	○ 2	● 3	○ 4

Evidence to Support Rating (i.e., pages, examples, etc.):

College Board Course Content

9. Citing sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style)

A small "MLA Handbook" in included with the student edition of the textbook. I'm wondering how we can use these year to year, as unless they are barcoded, students may lose them.

Part Four is about writing a research paper and gives models of research papers with both MLA and APA citations. Next to these models are annotations that discuss the editorial style.

Summarizing and Paraphrasing are addressed in chapter 3.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	● 2	○ 3	○ 4

College Board Course Content

10. Revising their work to develop:
    - -A wide-ranging vocabulary used appropriately and effectively;
    - -A variety of sentence structures, including appropriate use of subordination and coordination;
    - -Logical organization, enhanced by techniques such as repetition, transitions, and emphasis;
    - -A balance of generalization and specific, illustrative detail; and
    - -An effective use of rhetoric, including tone, voice, diction, and sentence structure.

Discussion on "The Importance of Good Grammar" pp. 13-16, This section has a couple models of incorrect vs. standard usage of things like using adjectives vs. adverbs correctly and subject-verb disagreement.
Levels of English pp. 17-20.
Considering audience and purpose p. 16
Revising for clarity using tweets p. 32 and "To the Point" exercises throughout the text to revise/ write for clarity.
"Rewriting Your Writing: The Editing Booth" p. 419 that gives examples of revising for standard usage, active voice, and constructing strong sentences.
There are "Punctuation Workshops" sections sprinkled throughout the book, which target specific grammar strands.
Some of the chapters, such as "Definition" and "Illustration/ Exemplification" lay out how to use illustrative and generalized detail.

Fast Track to a 5 comes with student models of scored writing to show the range of writing on the AP Language exam

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	○ 2	○ 3	● 4