Publisher: Bedford, Freeman, Worth Evaluator Number: 6 Program Number: 7

Program/Title: 50 Essays Grade Level: 11

Total Score: 17

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 This is an anthology 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 The book touches on the process of writing, but I believe more should be included. The teacher would have to supplement materials. 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

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

At the end of each chapter, suggestions on writing in different modes are offered.

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

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 rhetorical analysis chapter featuring questions for each of the readings is included.

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

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

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

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)

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.

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