Publisher: Bedford Evaluator Number: 8 Program Number: 7

Program/Title: AP English Language and Composition Grade Level: AP Lang (11/12)

Total Score: 16

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

50 Essays does have questions "For Discussion and Writing" attached to each text, and it also includes a supplementary section with questions that appear to be mostly rhetorical analysis questions. The questions in "For Discussion and Writing" ask students to respond to the texts in various forms. I see patterns of questions that ask for students to respond through analysis, argument, synthesis (where students are asked to research themselves-- i.e. On page 192, where the question states, "Think (and maybe do a little research)." There are multiple questions for each text that prompt for rhetorical analysis; however, there is usually just one type of each question for other writing forms. Some "For Discussion and Writing" have different writing prompts than others. For example, the questions for "Surviving Sinatra" offer composition choices of analysis, expository, descriptive, and argument, but the questions do not allow for synthesis. The questions for "Reading to Write" lend themselves to analysis, expository, narrative, and synthesis, but student again must do their own research.

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

There is little evidence of writing prompts/ activities/ questions that support students and/or teachers of these students in "writing that proceeds through several stages or drafts, with revision aided by teacher and peers." The "Introduction for Students: Active Reading, Critical Thinking, and the Writing Process" does mention some elements of the writing process (pre-writing, drafting, revision); however, it does does lead students through revision. There is one synthesis essay writing model with some annotations; however, there is no discussion on the strengths or weaknesses of the essay, which would at least model "revision" type thinking for the student.

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

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○ 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

The "Introduction for Students: Active Reading, Critical Thinking, and the Writing Process" does mention that students should "take advantage of the times when you write informally-- in class, in journals, online . . . [it is] like strengthening a muscle through repeated exercise, the more you use your writing skills the stronger they will become." Also, the introduction states that students can imitate an author's style or tones order to better their own. However, the actual writing prompts behind each text are lacking in imitation exercises and in collaborative writing prompts. There are some writing prompts that promote reflection such as question #4 that asks students to "write about your work in your own life . . . How much do you enjoy it? How much it helps other people?" However, there is little evidence of imitation exercises and collaborative writing throughout the text.

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

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○ 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

The "For Discussion and Writing" questions have an average of two to three analysis prompts, one expository/ analysis prompt where students are asked to make connections between texts in the book, and an argument prompt where they consider issues. However, there are not many choices for each writing form. 50 Essays does have a variety of texts by different rhetorical modes and also offers texts classified by different purposes. The readings do represent a variety of prose styles and genres, including both pre-twentieth century and contemporary 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

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

50 Essays has a wide variety of different types of writing, i.e., journalism, autobiography excerpts, and satire. There are also rhetorical analysis writing/discussion prompts behind each text. Additionally, there are supplementary rhetorical analysis questions for each text in the center of the textbook.

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

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○ 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

50 Essays does not include visual 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

50 Essays has limited resources for students to "develop[ ] research skills and [to develop] the ability to evaluate, use, and cite primary and secondary sources. The "Introduction" and the "Documentation Guide" both mention plagiarism and citation as as the student's "ethical responsibility." The "Documentation Guide" also models parenthetical citations and Works Cited entries (MLA). There are also some texts which model the use of footnotes. However, there is little evidence of opportunities for students to actually "develop" research skills.

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

Some of the "For Discussion and Writing" prompts do call for argument and synthesis writing. However, for the synthesis writing prompts, students must conduct their own research. Students are prompted to "do a little research," or "do[ing] some research if you need to." However, there is little evidence of "an array of sources" in synthesized writing.

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)

50 Essays does have a section for documentation, but discussions regarding citing sources are not embedded throughout the textbook.

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.

50 Essays has one annotated writing model in the "Introduction" where transitions, use of detail, point of view, summary, and diction are annotated. However, there is little evidence of prompts that ask students to revise their work for sentence structure and vocabulary; there is little evidence of prompts/ models that ask students to revise for logical organization, for a balance of generalized and specific detail and for 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