Publisher: Cambridge Evaluator Number: 3 Program Number: _____

Program/Title: IB English Language and Literature Grade Level: 11-12

Total Score: 50

Washoe County School District IB Language and Literature

2017 Instructional Materials Evaluation Rubric (RFP 2017D)

Category 1	Aims	1. Introduce students to a range of texts from different periods, styles and genres

A wide variety of excerpts from multple genres and styles in order to emphasize how language works and develops. This isn't an anthology of literature, but it offers many examples of both informational texts and literary texts to help students develop essential 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

Category 1

Aims

2. Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections

Activities and questions are designed to engage students in detailed analysis of language. They address the complexity of English variety and use. Close reading questions in the margins prompt students to read more closely and analyze the text more fully.

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

Category 1

Aims

3. Develop the students' powers of expression, both in oral and written communication

Discussion Questions in the margins prompt students for small group or whole class discussions. Many of the readings lend themselves to Socratic Seminars. There are tips for the Oral Commentary (IOC) and these discussions and activities will be beneficial. A transcript from an IOC is also included to give the students a model. Sample Papers (1 and 2) are also offered with tips and scoring commentary to help students prepare for these Exams.

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

Category 1

Aims

4. Encourage students to recognize the importance of the contexts in which texts are written and received

The variety of texts included (from multiple genres) help students develop skills that discern a piece's context. Historical background information is often included as well.

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

Category 1

Aims

5. Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning

The various varieties of English that exist around the world are explored early on in the text. This is a world programme and it is essential for students to understand how language develops and is used in many different cultures and societies as well as the various purposes for language.

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

Category 1	Aims	6. Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts Marginal tips and notes help encourage recognition and appreciation of style used by authors. 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

Category 1

Aims

7. Promote in students an enjoyment of, and lifelong interest in, language and literature.

The text focuses on mainly informational texts (although literature is discussed in some places) so an interest in language is fostered which should translate to literature, but it isn't explicit.

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

Category 1

Aims

8. Develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts

The variety of excerpts are placed in context and students are encouraged to consider the culture as they construct meaning from the texts. Audience and purpose questions are included in the marginal notes as well. The first chapter is devoted to helping students develop an understanding of language, its use in various cultures, and how the context impacts meaning.

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

Category 1

Aims

9. Encourage students to think critically about the different interactions between text, audience and purpose.

The texts and questions encourage critical analysis throughout the text. This is effectively done in chapter 2 where audience and purpose are addressed; however, it is emphasized 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

Category 2

Assessment Objectives

1. Knowledge and understanding
   – Demonstrate knowledge and understanding of a range of texts
   – Demonstrate an understanding of the use of language, structure, technique and style
   – Demonstrate a critical understanding of the various ways in which the reader constructs meaning and of how context influences this constructed meaning
   – Demonstrate an understanding of how different perspectives influence the reading of a text

Chapter 4 which deals with persuasion and propaganda really encourage these skills. A wide variety of texts from multiple genres are included here. This is done throughout the text as well.

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.):

Category 2

Assessment Objectives

2. Application and analysis
   – Demonstrate an ability to choose a text type appropriate to the purpose required
   – Demonstrate an ability to use terminology relevant to the various text types studied
   – Demonstrate an ability to analyse the effects of language, structure, technique and style on the reader
   – Demonstrate an awareness of the ways in which the production and reception of texts contribute to their meanings
   – Demonstrate an ability to substantiate and justify ideas with relevant examples

These skills are developed throughout the text, but the text also includes tips throughout that will help students with their IOCs and IB Exams (Paper 1 and Paper 2). These require students to demonstrate these skills and they are fostered 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

Category 2

Assessment Objectives

3. Synthesis and evaluation
   – Demonstrate an ability to compare and contrast the formal elements, content and context of texts
   – Discuss the different ways in which language and image may be used in a range of texts
   – Demonstrate an ability to evaluate conflicting viewpoints within and about a text
   – At HL only: Produce a critical response evaluating some aspects of text, context and meaning

These skills are addressed throughout the text. The examples of propaganda and persuasion are one example, and there are many cartoons, advertisements, etc. provided to help students synthesize various sources as they discuss and write.

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

Category 2

Assessment Objectives

4. Selection and use of appropriate presentation and language skills
   – Demonstrate an ability to express ideas clearly and with fluency in both written and oral communication
   – Demonstrate an ability to use the oral and written forms of the language, in a range of styles, registers and situations
   – Demonstrate an ability to discuss and analyse texts in a focused and logical manner
   – At HL only: Demonstrate an ability to write a balanced, comparative analysis

These texts are designed to help students prepare for their IOCs and IB Exams and the exercises that are included throughout the text are designed to support these assessments. The sample papers and IOC transcript also help to prepare students. Rubrics are included to help students understand the complex scoring system to take away the mystery that sometimes surround external assessments.

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