Publisher: Cambridge Evaluator Number: 3 Program Number: 14

Program/Title: English Literature Grade Level: 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 variety of texts are included as well as different genres--works in translation, prose, poetry, etc. These come from a variety of authors such as: Kafka, Shakespeare, Milton, Dickinson, Bronte, etc.
This isn't an anthology, so most of the literature is presented through extracts that help students understand the key concepts being addressed and build the necessary skills needed to be successful on the IOC and IB 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

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

Chapter 3 specifically addresses comparing different literary genres and this requires close reading and detailed analysis. This appears in chapter 2 as well with the detailed study and IOC. Activities throughout the text engage students in close and detailed analysis of a variety of 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

Category 1

Aims

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

There are activities throughout to help students with both oral and written communication which are critical in preparing students for IB Assessments. The tips that are included in the margins as well as the explicit step by step guide to the Oral Commentary are really helpful for students.

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 first chapter which deals with works in translation focuses on contexts--audience and purpose. This is also apparent 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 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

This is mainly addressed in the first chapter that deals with works in translation, but the other pieces included are from a variety of English speaking cultures as well as time periods and demonstrates the diversity among these groups.

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

The extracts that have been included will expose students to a variety of texts and help them appreciate the qualities. Again, this isn't an anthology and so it is designed to be used with the required novels and works chosen from the IB Approved Literature Guides. Th

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

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○ 0	○ 1	○ 2	◉ 3	○ 4

Category 1

Aims

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

Students are engaged in a variety of literature and texts that are designed to be enjoyed by the student. Even though students will not enjoy every work studied in this course, it is hoped that they begin to develop an appreciation for how the authors use language and how the literature reflects the culture.

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

Activities throughout the text help develop these 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

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

The Activities (in purple boxes throughout the text) encourage students to think critically and analyze the selections. An example is on page 84, Activity 3.3, which asks students to consider the different effects having 2 contrasting narrators has on a narrative.

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

The text focuses on a variety of literature that helps build knowledge and understanding which students need for their IB Assessments. Sample papers and transcripts from IOCs help to build these skills.

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

The text gives students opportunities to analyze a variety of texts in small groups and whole class discussions. It also includes activities to develop written responses and compare them with others as these skills are built.

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 Paper 2 of the IB Exams requires students to address a prompt using at least 2 of the 3 works studied in part 4. This text helps prepare students to complete this task. It gives tips and examples as well. 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 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

Throughout the text, both oral and written skills are emphasized in the Activities. These are at the core of the class and this text addresses them throughout.

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