Publisher: McGraw Hill Evaluator Number: 8 Program Number: 11

Program/Title: AP Language and Composition Grade Level: 11/12

Total Score: 32

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 Language and Composition offers a variety of contemporary subjects to the student: thematic chapters range from government and politics, to nature, to education. The prompts after each text consistently offer composing in several forms. For example, on page 183, there are analysis, expository, and argument prompts. Then, on page 214, there are narrative, descriptive, and argument prompts. Often, students are given synthesis prompts at the end of the chapters. 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 Throughout the Materials: 4 ●

College Board Course Content

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

Chapter 2 delineates the writing process, and thoroughly teaches pre-writing, drafting (including modes), revision (including responding to teacher feedback on page 59), and collaborative writing. While this chapter is comprehensive, the idea of revision does not extend throughout the writing prompts throughout the textbook.

The teacher's edition does, however, give some information about revision. For example, for the "research paper," it gives "Criteria for Revising Research Writing." Also, the teacher's edition gives some examples of how teachers can give effective and efficient feedback to students on pages 8 and 9.

There is a list of "Criteria for Revising Your Research Writing" on page 131 in the textbook. Chapter 2 also offers "Three Brief Essays on Writing and Communication."

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

Chapter 2 (page 60) discusses collaborative writing and gives guidelines for successful collaborative writing. It also has a short section on journal keeping, which "allow[s] you to attain an authorial voice as you let your voice [develop].

I see little evidence of writing for imitation: I do see an imitation prompt of page 571-- "Write an essay in a manner similar to O'Brien's in which you describe what you carry to school."

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

There is a variety of prose and genres in Language and Composition. At the end of each chapter, there are prompts that ask students who write expository, analytical, argumentative, and synthesis compositions based on the variety of readings (including visual texts) represented.

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

Language and Composition offers different modes of non-fiction and different types of texts, such as speeches, essays, articles, nature writing, etc. This book offers rich texts that many AP Language teachers have used, and these texts lend themselves well to rhetorical analysis. Also, there are rhetorical analysis questions behind every text that promote students' skills of identifying and explaining an author's use of rhetorical strategies and techniques.

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

Language and Composition has visual texts as alternative forms of text themselves woven throughout the text. Also, there are sections that pair visual texts and that offer visual texts for synthesis. There are fewer "visual images in relation to written texts" (I found one on pages 369-371),

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

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○ 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

Chapter 4, "Writing a Research Paper," is a comprehensive resource for developing research skills, for identifying sources, and for citing sources. This chapter leads students through the entire process and also includes an "MLA Parenthetical Documentation" section and a model researched argument.

There are some research prompts at the end of each chapter, but they are prompts and are do not instruct students on the research process. Chapter 1 also discusses paraphrasing and summarizing sources (and also addresses plagiarism).

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 1 discusses synthesis as "enter[ing] into a conversation with two or more writers, attempting to understand their main ideas or arguments, analyze the evidence they provide, and evaluate their conclusions" (24). On page 25, "argumentative synthesis is defined as "the use of source material to bolster your claim." It then goes on to discuss different sources one may use in this argument of one's own. Then, chapter 4 reinforces researching and using valid sources and gives tips for online and print 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)

There is an MLA citation guide and works cited guide in chapter 4. Also, there is a sample synthesis paper that shows proper in-text and works cited citation. Additionally, some of the texts themselves use citation, which models citation for the students (I.e. Footnotes).

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

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○ 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.

Page 94-- tone. Page 37 tone.
Page 131 "Criteria for revising your research writing"

Page 96- using evidence and interpreting evidence (assumptions)/ evaluating evidence.
P. 83 and 84- reasoning from evidence/ qualifiers and types of claims
P. 26 guidelines for synthesis
Lacking evidence of revising for different sentence structures and for effect.

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

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○ 0	○ 1	○ 2	● 3	○ 4