Publisher: BEDFORD-ST. MARTIN'S Evaluator Number: #4 Program Number: #4

Program/Title: LITERATURE AND COMPOSITION: READING, WRITING, THINKING Grade Level: AP LITERATURE

Total Score: 11

Washoe County School District AP English Literature and Composition 2017

Instructional Materials Evaluation Rubric (RFP 2017D)

	College Board Course Content	1. Reading complex imaginative literature (fiction, drama, and poetry) from several genres and periods - from 16th to the 21st century by British, American, World, and culturally diverse authors. There is evidence of poetry, fiction, visual texts, and drama and even non-fiction. There is a wide-range of authors and poets represented. There is also evidence of culturally, diverse 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 ○

	College Board Course Content	2. Writing an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's structure, style, and themes, and such elements as the use of figurative language, imagery, symbolism, and tone; the social and historical values it reflects and embodies; and how these elements contribute to author's purpose. Each chapter focuses on literature, poetry, fiction and drama, and non-fiction. Within each of the chapters, important devices are used such as diction, figurative language, imagery, syntax, tone, and mood. 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. Composing in several forms (e.g., expository, analytical, and argumentative essays) based on students' analyses of literary texts.

Working with Two Texts: The Comparison and Contrast Essay
From Analysis to Essay: Writing an Interpretive Essay
Writing an Essay Using Multiple 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	4. Revising their work to develop stylistic skills: -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. "Students Writing in each thematic chapter is accompanied by questions to help guide revision." 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