

## **AP English Language SELECTION**

### **The Language of Composition: Reading, Writing, Rhetoric (Bedford/St. Martin's) Second Edition**

### **50 Essays: A Portable Anthology (Bedford/St. Martin's) Third Edition**

#### **AP English Language CONTENT**

Question 1: Is the content superficial or does it deepen the student's conceptual understanding and promote AP English Language development for students?

Question 2: How well does "Teacher Background" prepare a new teacher or a teacher new to the grade level to:

- Present the AP English Language course content, concepts and skills?
- Build the student's college readiness skills in reading, writing and critical thinking?
- Make connections between conceptual understanding and preparing students to succeed on the AP exam?

Question 3: What suggestions are provided to prevent or correct the development of misconceptions as students learn?

Question 4: How does the program support the teacher in facilitating AP English Language discourse with an emphasis on the use of rhetorical strategies, text complexity development and writing arguments supported by evidence?

Content Score = **6/6**

#### **INSTRUCTIONAL PROGRAM**

Question 1: When a concept is first introduced, what connections are made to students' lives and prior knowledge?

Question 2: What materials are available to help with the learning of vocabulary essential to understanding the concepts presented in the readings:

- Definitions with visuals and examples?
- Words used in context and in sentences?
- Suggestions for teaching and practicing both academic language and content vocabulary?

Question 3: How well do the different types of student work demonstrate:

- Developing conceptual understanding? Is there evidence of a progression from concrete to more abstract means of learning concepts?
- Learning and practicing the necessary skills and procedures? Is there evidence of developing skills in the context of problem solving and investigations?
- Applying student learning to understanding diverse situations

Question 4: What kinds of practice of the standard are there for students to:

- Immediately practice the skill or concept?
- Revisit and apply what has been learned later in the program?
- Revisit and apply what has been learned in a different context?

Question 5: How does the use of technology support a balanced curriculum and insure students' development of:

- Conceptual understanding?
- Synthesizing and validating sources?
- Applying their understanding to diverse situations?

Question 6: Are the technology-based activities engaging for students?

Instructional Program Score = **6/6**

### **ASSESSMENT**

Question 1: What support is available to help teachers in their formative assessment efforts to determine the level of student learning?

Question 2: How well do the program components assist teachers in using a variety of assessments to inform instruction of concepts and skills?

Question 3: How well do the assessments adequately assess student procedural knowledge and conceptual understanding?

Assessment Score = **6/6**

### **UNIVERSAL ACCESS**

Question 1: What support is provided for English Language Learners?

Question 2: What support is provided for Special Education students?

Question 3: What opportunities are provided for advanced learners to deepen or extend their understanding of the standard?

Question 4: How well do the Universal Access strategies present the concept in an alternative form?

Universal Access Score = **3/6**

**TOTAL SCORE =21/24**