

# **CPCC Certification**

## English Course Rubric

School:

Course:

Evaluators:

### **Working Definition:**

A “college-ready” course consists of intellectually rigorous coursework that covers sufficient content knowledge and requires students to demonstrate the higher-order thinking skills that will enable them to engage independently in non-remedial college level work.

Thank you for helping the DOE to evaluate high school courses for CPCC certification.

The CPCC certification process is designed to recognize high school courses that are preparing students for college and to reward schools with credit on the college readiness metric of the Progress Report for all students who pass one these courses. In order to earn CPCC certification, a course must pass both a quantitative and a qualitative evaluation.

This packet is designed to help you make a qualitative determination of the college-readiness of a course. The qualitative evaluation focuses on two main areas: **Content** and **Academic Rigor**.

### **What you should have**

In addition to this evaluation packet, you should also have received a complete application for the course you are evaluating. That application should include the following:

1. A syllabus, curriculum map, scope and sequence, or equivalent document
2. A list of all key texts that are used in the course
3. Copies of all major assignments that students are expected to complete (including rubrics, scoring guides, etc.)
4. Copies of graded student work for three major assignments
5. An explanation of the grading policy
6. An explanation of any prerequisite requirements for student to enroll in the course
7. Written responses to short answer questions

Where you can confidently make a decision on the course's qualitative evaluation outcome (in either direction), please do so. If you require the submission of an additional course artifact or document, please contact Valerie Samn ([vsamn@schools.nyc.gov](mailto:vsamn@schools.nyc.gov)).

### **What is included in the application review packet**

1. **Two worksheets**, one for each category – these worksheets are intended to help you focus on aspects of the application that pertain to the categories covered in the rubric.
2. A **rubric** with 2 categories.
3. A **matrix** that demonstrates how the Rubric Determinations will be used in the Overall Determination.
4. A **reviewer recommendation** section where you will provide a recommendation based on your overall impression of the course.
5. An **application feedback form** where you will provide concrete strengths and areas for growth/areas of concern that will be shared with the school.

### **Recommended use of the packet**

1. Read the application.

2. Fill out the rubric.

*The category worksheets are included to assist in your rubric determination. While they are not officially “counted” as part of the evaluation, we ask that you complete them as part of your review process.*

3. Complete the Reviewer Recommendation.

*Based on your review of the entire application, would you recommend that this course be certified as college-ready? Why or why not?*

4. Complete the Application Feedback form.

a. What are some strengths of the course that emerge from the application?

b. What are some areas for growth (for course to be certified) or areas of concern (courses the do not meet certification criteria) that emerge from the application?

<b>CONTENT – Worksheet (English)</b>	Very Often	Often	Somewhat Often	Infrequent or Never
<p><i>Based on the evidence provided, are students prepared for the content knowledge expectations of students who enroll in a non-remedial college English course in the specific subject (e.g. American Literature, Journalism, etc.)?</i></p> <ul style="list-style-type: none"> <li>• Students are exposed to KEY concepts or big ideas of the subject, such as the major writers and texts, overarching themes, characteristic literary techniques.</li> <li>• Students understand how social, historical, political, and economic factors impact a literary period.</li> <li>• Students know the defining characteristics of texts and recognize a variety of literary forms and genres.</li> </ul>				
<p><i>Based on the evidence provided, are students asked to and prepared to demonstrate the <b>Reading Expectations (R)</b> articulated in the New York State Common Core Learning Standards (NYS-CCLS)? The relevant anchor standards are paraphrased below.</i></p> <p><i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> <li>• Students read closely, to make inferences, and to cite evidence to support conclusions. (R.1)</li> <li>• Students determine central ideas of the text and summarize key details and ideas. (R.2)</li> <li>• Students analyze how individuals, events, or ideas develop and interact in the text. (R.3)</li> </ul> <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> <li>• Students interpret words/phrases, to determine various meanings of words, and to analyze how specific word choice shapes meaning or tone. (R.4)</li> <li>• Students analyze the structure of a text. (R.5)</li> <li>• Students assess the point of view and purpose of a text and how it shapes the content/style. (R.6)</li> </ul> <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> <li>• Students integrate and evaluate content presented in diverse formats and media. (R.7)</li> <li>• Students delineate and evaluate the argument/claims in a text, including the validity of the reasoning and the relevance/sufficiency of the evidence. (R.8)</li> <li>• Students analyze and compare two or more texts that address a similar theme/topic. (R.9)</li> </ul> <p><i>Range of Reading and Level of Text Complexity</i></p> <ul style="list-style-type: none"> <li>• Students employ reading strategies to understand literature and informational texts (R.10)</li> </ul> <p><i>Responding to Literature</i></p> <ul style="list-style-type: none"> <li>• Students respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures. (R.11)</li> </ul>				

<p>Based on the evidence provided, are students asked to and prepared to demonstrate <b>Writing Expectations (W)</b> and <b>Language Expectations (L)</b> articulated in the NYS-CCLS? The relevant anchor standards are paraphrased below.</p> <p><i>Text Types and Purposes</i></p> <ul style="list-style-type: none"> <li>• Students construct written arguments on substantive topics using valid reasoning and relevant and sufficient evidence. (W.1)</li> <li>• Students write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately. (W.2)</li> <li>• Students write effective narratives to develop real or imagined experiences or events. (W.3)</li> </ul> <p><i>Production and Distribution of Writing</i></p> <ul style="list-style-type: none"> <li>• Students produce clear and coherent writing appropriate to task, purpose, and audience. (W.4)</li> <li>• Students develop and strengthen writing through the writing process. (W.5)</li> <li>• Students use technology to produce and publish writing and to interact with others. (W.6)</li> </ul> <p><i>Range of Writing</i></p> <ul style="list-style-type: none"> <li>• Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W.10)</li> </ul> <p><i>Responding to Literature</i></p> <ul style="list-style-type: none"> <li>• Students develop personal, cultural, textual, and thematic connections and across genres. (W.11)</li> </ul> <p><i>Conventions of Standard English</i></p> <ul style="list-style-type: none"> <li>• Students demonstrate command of the conventions of Standard English grammar and usage (L.1)</li> <li>• Students demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling. (L.2)</li> </ul>				
<p>Are students in the course exposed to the analysis and evaluation skills expected of students who enroll in an introductory English course in college? The NYS-CCLS anchor standards for Writing (W) are referenced where relevant.</p> <p><i>Research to Build and Present Knowledge</i></p> <ul style="list-style-type: none"> <li>• Students are expected to locate their own sources when conducting research. (W.8)</li> <li>• Students conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (W.7)</li> <li>• Students are expected to gather relevant information from multiple sources, assess credibility and accuracy, and integrate the information while avoiding plagiarism. (W.8)</li> <li>• Students are expected to draw evidence from literary or informational texts to support analysis, reflection, and research. (W.9)</li> </ul>				

<p><i>Are students in the course exposed to academic behaviors comprised of work habits, organizational, communication, and problem-solving skills to help prepare them for success in college and careers?</i></p> <ul style="list-style-type: none"><li><i>• In the course of their classroom experiences students work in cooperative groups.</i></li><li><i>• In the course of their classroom experiences students are expected to be organized and have methodical approaches to group and individual tasks.</i></li><li><i>• In the course of their classroom experiences students experience a range of short and long term assignments.</i></li><li><i>• In the course of their classroom experiences students have to self-monitor their own work and progress.</i></li><li><i>• In the course of their classroom experiences students have means by which to take advantage of additional support?</i></li></ul>				
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<b>ACADEMIC RIGOR – Worksheet (English)</b>	Very Often	Often	Somewhat Often	Infrequent or Never
<i>Based on the evidence provided, are the academic tasks that students are expected to master sufficiently rigorous and intellectually challenging?</i>				
<i>In order to pass the course, are students expected to complete tasks that demonstrate mastery independently without significant assistance from the teacher or peers?</i>				
<p><i>Are the texts students are expected to read academically challenging enough to prepare them for a non-remedial college English course? See Appendix A in the NYS-CCLS.</i></p> <p>LITERARY TEXTS</p> <ul style="list-style-type: none"> <li>• Texts have multiple levels of meaning and utilize figurative language.</li> <li>• The structures of the texts are complex, implicit, and/or unconventional with manipulations of time and sequence.</li> <li>• The text requires the reader to have a familiarity with cultural, literary, and/or content/discipline knowledge.</li> </ul> <p>INFORMATIONAL TEXTS</p> <ul style="list-style-type: none"> <li>• Texts conform to the conventions of the specific discipline.</li> <li>• Language used is more academic and discipline-specific.</li> <li>• The text requires the reader to have a familiarity with cultural, literary, and/or content/discipline knowledge.</li> <li>• Graphics tend to be complex and their interpretation is essential to understanding the text and/or the graphics provide an independent source of information.</li> </ul>				
<p><i>Based on the evidence provided, are students asked to complete tasks that ask them to use strategic thinking and reasoning (DOK Level 3) and/or extended thinking (DOK Level 4)?</i></p> <ul style="list-style-type: none"> <li>• Course work requires students to go beyond the text and explain, generalize, and connect ideas.</li> <li>• Course work requires decision making and justification.</li> <li>• Course work requires students to develop a logical argument and cite evidence.</li> <li>• Course work requires students to develop hypotheses and perform complex analysis.</li> <li>• Course work requires students to develop compositions of multiple paragraphs that demonstrate synthesis and analysis of complex ideas.</li> <li>• Course work requires students to demonstrate awareness of audience and purpose.</li> <li>• Course work requires students to engage in editing and revision.</li> <li>• Course work requires students to write informational papers that include a hypothesis and supporting evidence.</li> </ul>				

# English Course Rubric

## Category I: CONTENT

- *Is the material taught in this class the material that students are expected to know before when beginning an introductory level English course?*
- *Are students who pass this course prepared with the skills they will need to succeed in an introductory level English course?*
- *In order to pass the course are students expected to complete work to a level such that they demonstrate mastery of the content and skills and can apply what they learn to new and novel situations without the support of the teacher?*

	<b><i>Considering the determinations you made using the Content Worksheet criteria, how would you rate the CONTENT of this course?</i></b>
<b>College-Ready</b>	<ul style="list-style-type: none"> <li>• Students who pass the class will be familiar with most, if not all, of the content knowledge they are expected to know in an introductory college course.</li> <li>• The skills embedded in this course are clearly and undoubtedly sufficient to prepare students for an introductory college course.</li> </ul>
<b>Likely College-Ready</b>	<ul style="list-style-type: none"> <li>• Students are exposed to most of the content knowledge they are expected to know in an introductory college course.</li> <li>• The skills embedded in this course are likely to be sufficient to prepare students for an introductory college course.</li> </ul>
<b>Potentially College-Ready</b>	<ul style="list-style-type: none"> <li>• Students are exposed to some of the content knowledge they are expected to know in an introductory college course.</li> <li>• The skills embedded in this course may be sufficient to prepare students for an introductory college course.</li> </ul>
<b>Unlikely to be College-Ready</b>	<ul style="list-style-type: none"> <li>• The course does not cover enough of the content knowledge expected to prepare students for introductory level course.</li> <li>• The skills embedded in this course are unlikely to be sufficient to prepare students for an introductory college course.</li> </ul>

## Category II: ACADEMIC RIGOR

- *Is the material taught in this class sufficiently rigorous to consider this course College-Ready?*
- *Are student expected to complete tasks that are intellectually rigorous?*

	<b><i>Considering the determinations you made using the Academic Rigor Worksheet criteria, how would you rate the ACADEMIC RIGOR of this course?</i></b>
<b>College-Ready</b>	<ul style="list-style-type: none"> <li>• Academic tasks are very challenging and students are required to engage in an in-depth way on a regular basis.</li> <li>• Students are regularly asked to complete demanding work requiring higher-order thinking that will prepare them for an introductory college course.</li> </ul>
<b>Likely College-Ready</b>	<ul style="list-style-type: none"> <li>• Academic tasks are challenging and students are required to engage in an in-depth way on a regular basis.</li> <li>• Some of the work that students are asked to complete requires higher-order thinking that will prepare them for an introductory college course.</li> </ul>
<b>Potentially College-Ready</b>	<ul style="list-style-type: none"> <li>• Academic tasks are challenging but students interact with the material inconsistently OR academic tasks are inconsistently challenging.</li> <li>• Very little of work that students are asked to complete requires higher-order thinking that will prepare them for an introductory college course.</li> </ul>
<b>Unlikely to be College-Ready</b>	<ul style="list-style-type: none"> <li>• Academic tasks are either not challenging enough OR students are not required to engage with material at anything but a cursory level.</li> <li>• Almost none of the work that students are asked to complete requires higher-order thinking that will prepare them for an introductory college course.</li> </ul>

**OVERALL DETERMINATION**

*In order to “Pass” the Qualitative Evaluation, a course must be eligible for either a 1- or 3-year certification according to the Rubric Determination **AND** receive a “Yes” designation from the Reviewer Recommendation.*

**Rubric Determination**

		ACADEMIC RIGOR			
		College Ready	Likely College-Ready	Potentially College-Ready	Unlikely to be College-Ready
C O N T E N T	College Ready	3-Year Certification	3-Year Certification	Does not meet	Does not meet
	Likely College-Ready	3-Year Certification	1-Year Certification	Does not meet	Does not meet
	Potentially College-Ready	Does not meet	Does not meet	Does not meet	Does not meet
	Unlikely to be College-Ready	Does not meet	Does not meet	Does not meet	Does not meet

## Reviewer Recommendation

*Is the work (both the content and the types of tasks) that students are expected to complete at least as challenging as the work in other College and Career Preparatory Course Index (CCPCI) courses?*

	<b><i>Based on your holistic review of the course and considering the entirety of the application, do you recommend that this course receive certification as a “college-ready” course? Indicate Yes or No and then provide a short rationale for your recommendation.</i></b>
<b>Yes</b>	
<b>No</b>	

## Application Feedback

### Strengths

Please describe 3 – 5 strengths that emerge from the application.

*Ex. All unit tests ask students to apply mathematical concepts to real world problems and to demonstrate their reasoning around these applications in writing.*

1.

2.

3.

### Areas for Development

Please describe 3 – 5 areas of concern that emerge from the application.

*Ex. The application material does not adequately demonstrate course work that involves an investigation of application to real world problems or that requires students to analyze or synthesize information from multiple sources.*

1.

2.

3.

