**APPENDIX A: EXAMPLE LANGUAGE ANALYSIS WORKSHEET**

|  |
| --- |
| FIRST DRAFT SCRIPT ANALYSIS using AntWordProfiler and [readability-score.com](http://readability-score.com) |
| # of words in first draft |   |
| Indicate target grade level(s) for podcast and activities and connect to science standards |  |
| What percentage of words are in Level 1? |   | Is this reasonable for your target audience? Explain. |   |
| What percentage of words are in level 2? |   | Is this reasonable for your target audience? Explain. |   |
| List the words from your script from the AWL (Academic Words list) |   | Is this reasonable for your target audience? Explain. |   |
| List words identified as “Level 0” that you can identify as “Technical vocabulary” (you should sort through the Level 0 words and choose words you consider to be scientific vocabulary- not all will be) |   | Is this reasonable for your target audience? Explain. |   |
| On [readability-score.com](http://readability-score.com), what are your script’s average grade level based on the readability formulas? |   | Which readability formula (Flesch-Kincaid, Coleman-Liau, etc.) do you think most accurately represents your script? Justify your answer. |   |
| What stands out to you about your text’s “quality” from the data shown? STATE ONLY DATA HERE, e.g., “there are 62 adverbs”). |   |
| Comment on what stands out to you from the other data generated from your script (reading time, sentiment, etc.) STATE ONLY THE DATA. |   |
| Analyze the data above. Based on your information, will you revise your script? If yes, how so? Include specific examples from your script. |   |
| If you have decided not to revise your script based on language analysis, defend your choices. How do you know your language will be appropriate for your audience? What evidence do you have to support this? |   |

 **APPENDIX B: EXAMPLE PODCAST GRADING RUBRIC**

|  |  |  |  |
| --- | --- | --- | --- |
|   | does not meet expectations | meets basic expectations | exceeds basic expectations |
| Story circle | Candidate does not provide suggestions to peers, or does not come prepared to participate in the circle | Candidate participates in both telling and listening to stories, and provides helpful feedback to at least one peer | Candidate meets basic expectations and provides multiple peers with thoughtful and useful feedback |
| Story script | Either the first draft or the final draft of the script is not submitted | Candidate submits both the first draft of the story and the final draft of the script showing changes | Candidate meets basic expectations and includes notes on the draft to show why s/he made the changes s/he did |
| language analysis | language analysis is not completed | language analysis is completed, includes data and analysis of data | meets basic expectations AND justifies decisions about language in a thoughtful way supported by evidence |
| Podcast basics | Podcast is not in an acceptable format OR is much longer than 10 minutes OR is less than 3 minutes | Podcast is recorded in Audacity, edited down to 10 minutes, and submitted to the instructor in .mp3 or .wav format | Podcast meets basic expectations AND includes music and/or sound effects that enhance the story |
| Science in the podcastX2 | Science concepts included seem very loosely connected to the story, include inaccuracies, or are explained in a way that could lead to misconceptions | Podcast includes general-audience appropriate and accurate explanation of relevant science concepts interwoven into the story | Podcast meets basic expectations AND explains science concepts in a way that is engaging and/or creative |
| Teacher's Guide: background information | Explanation of background concepts is lacking in detail, includes inaccuracies OR is written at a level that is not appropriate for a general audience | Teacher's Guide includes accurate explanation of background concepts that are relevant to the science concepts in the story | Meets basic expectations PLUS includes multimedia references to support learning (e.g., pictures, diagrams, links to videos etc.) |
| Teacher's Guide: academic language | Section on academic language includes only a few vocabulary words with general definitions (little/no attempt to tie to the story) | Teacher's Guide includes relevant academic language (both AWL words and scientific vocabulary) from the story, along with explanation of that academic language | Meets basic expectations AND academic language SUPPORTS are included in the teacher's guide (e.g., scaffolds to help students use the language) |
| Teacher's Guide: Activity/ Discussion | Activity included is only loosely connected to the science concepts OR discussion questions are superficial/rote in nature | Teacher's Guide includes an opportunity for students to collect and/or analyze data relevant to the story/ concepts and open-ended discussion questions that can help students discuss science ideas | Teacher's Guide includes multiple opportunities for students to collect and/or analyze data relevant to the story/ concepts and open-ended discussion questions that can help students discuss science ideas |
| Teacher's Guide: Standards and references | One of the elements in "meets basic expectations" is missing | Relevant NGSS standards and references are cited | Meets basic expectations AND includes a variety of interdisciplinary standards and/or extensive reference list |