

NOVEL/BOOK-LENGTH WORK (Fiction, Non-Fiction, Drama) PROPOSAL

Proposal Request Information

Prior to filling out this form, please read the [Novel Adoption Proposal Checklist](#) with pertinent policies regarding novel selection and adoption.

Section I

To be filled out by requestor/educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

| | | |
|------------------------------------|--------------------------|------------------------------------|
| School | Mesa MS | |
| Date | 1/13/2021 | |
| Requestor/Educator | Heidi Sobck | |
| Email address | heidi.sobeck@dcsdk12.org | |
| Phone number | (303) 387-4750 | |
| Proposal Review Team Member | Reviewer's Name | Contact Information - email |
| CIPG Strategist | Tiffany Regan | tregan1@dcsdk12.org |
| Colleague | Debra Yarcho | dyarcho@dcsdk12.org |
| Parent #1 | Nancy MacHendrie | nlmachendrie@dcsdk12.org |
| Parent #2 | Ashley Jangro | ashleybcoombe@gmail.com |

Ib. BOOK INFORMATION

| | |
|---|--|
| Title of proposed book | The Perfect Score |
| Author (s) | Rob Buyea |
| Publisher | Delacorte Press (Random House) |
| Edition | |
| ISBN number | 9781101938287 |
| Copyright date | 2017 |
| Course and/or subject area in which work will be used | Language & Literature |
| Grade level(s) | 6th - 8th - Committee Recommended 5th-12th |
| Dates the book information was displayed at the school and posted on the school's website (2 week min.) | 1/19/21 |
| Date the book was communicated to the School Advisory Council | 1/19/21 |

Ic. NOVEL DESCRIPTION

No one likes or wants to take the statewide assessment tests. Not the students in Mrs. Woods’s sixth-grade class. Not even Mrs. Woods. It’s not as if the kids don’t already have things to worry about.

Under pressure to be the top gymnast her mother expects her to be, RANDI starts to wonder what her destiny truly holds. Football-crazy GAVIN has always struggled with reading and feels as dumb as his high school-dropout father. TREVOR acts tough and mean, but as much as he hates school, he hates being home even more. SCOTT’s got a big brain and an even bigger heart, especially when it comes to his grandfather, but his good intentions always backfire in spectacular ways. NATALIE, know-it-all and aspiring lawyer, loves to follow the rules—only this year, she’s about to break them all.

The whole school is in a frenzy with test time approaching—kids, teachers, the administration. Everyone is anxious. When one of the kids has a big idea for acing the tests, they’re all in. But things get ugly before they get better, and in the end, the real meaning of the perfect score surprises them all.

Id. ALIGNMENT WITH DCSD’S CURRICULUM

The Perfect Score aligns with the Narrative Unit in DCSD’s Curriculum and Colorado Academic Standards. The novel will be used as a piece of literature in which students can analyze literary elements to build their comprehension. It will also be used as an exemplar text when students practice writing engaging narratives whether they are real or imagined. In addition, The Perfect Score touches on the power of choices and decision making. The critical issue being “Is it ok to make the wrong decision if you are making it for the right reasons?” Each day, students are faced with a number of choices: Do I make new friends? Should I sit with that person at lunch? Should I ask my teacher for help? Should I complete my homework? Should I participate in class? The list goes on and on. The novel will be used for students to explore informational texts as well around the topic of choices. Students will practice understanding text structures such as cause and effect and problem and solution. Students will practice responding to the text using both examples from literature and informational texts with a common topic/theme. Specifically, The Perfect Score aligns with the IB Learner Profile used at Mesa Middle School. Students will explore the learner profile traits of being open-minded, principled, caring, and reflective individuals. They will also talk about the importance of communicating what they think and feel with the people that it matters with most. They will also analyze how the characters use and exemplify those learner traits as well. Students will analyze the text, evaluate, and even justify character actions as part of demonstrating Higher Order Thinking Skills. The novel will allow students to collaborate and communicate over the question of what makes something right or wrong. In addition, students will discuss what it means to be resilient and work through problems even when a situation may appear hopeless using 21st Century Skills.

Ie. RECOMMENDATIONS

Three recommendations, referrals or reviews must be included. Please use professional reviews (reviews from the School Library Journal, Kirkus, Booklist, Publisher’s weekly etc.). The District Library Media Center will be happy to direct you to these sources. List the sources of the reviews below and attach copies of all reviews.

Review #1

Gr 4–6—In a stand-alone title similar to his "Mr. Terupt" series, Buyea continues to show middle grade readers how to overcome personal flaws to form a better whole. In this heartwarming narrative told in the alternating viewpoints of sixth graders Gavin, Natalie, Randi, Scott, and Trevor, readers slowly learn of the personal problems each student faces that affect their behavior in class and during extracurricular activities. As the story opens, the students are stunned and disappointed over the lost opportunity to have the awesome Mr. Mitchell as their teacher. However, the replacement teacher, Mrs. Woods, eventually wins them over and soothes their wounded feelings. Faced with adjusting to the reserved mannerisms of Mrs. Woods, students are surprised at how well she manages the classroom. They establish class rules by creating their own Bill of Rights; instead of having to read class sets of books, Mrs. Woods reads aloud to them. Mrs. Woods selects R.J. Palacio's *Wonder*, Gordon Korman's *Ungifted*, and Avi's *Nothing but the Truth*. The kids also work on a community service project with their science teacher, Mrs. Magenta. Once they learn what teamwork is, the sixth graders figure out ways to prepare for and pass the annual standardized assessments. Topics explored include sibling abuse, bullying, poverty, learning disabilities, pressures within competitive sports, community service responsibilities, and ethical values.

VERDICT Recommended for fans of the "Mr. Terupt" series, Lisa Graff's *Absolutely Almost*, and John David Anderson's *Posted*. Engaging and highly discussion-worthy.

Reviewed by [Sabrina Carnesi, Crittenden Middle School, Newport News, VA](#) , Oct 01, 2017
<https://www.slj.com/?reviewDetail=the-perfect-score>

Review #2

As he did with younger students in his Mr. Terupt books, Buyea takes readers into a sixth-grade classroom to follow five memorable students: Natalie, a rule-following future lawyer; Scott, a kid with brains, heart, and big ideas (that always seem to go south); Trevor, who acts tougher than he is; Gavin, a football enthusiast who struggles in school; and Randi, a state-ranked gymnast with loads of pressure at home. After their expected teacher moves away, they wind up with the elderly Mrs. Woods, whose no-nonsense style dates back to when their parents were in school, but whose love of books and underlying compassion wins them over. As the pressure to perform during state testing mounts, the five students reluctantly band together with a risky plan to ace them. Buyea gives his narrators clear voices and diverse backstories. The plot, however, plods along, pushed forward mostly by amusing mishaps (perpetrated by the irrepressible Scott) until the testing debacle late in the book. The students' stories are compelling, and Buyea confidently mixes humor and heart, but the story lacks tension until the final chapters. Ages 9–12. (Oct.)

<https://www.publishersweekly.com/978-1-101-93825-6>

Review #3

Standardized tests have become the rage of the American education system, and it seems like no one — from school administrators on down to teachers and students — like them. The controversial tests take center stage in *The Perfect Score*, by Rob Buyea. *The Perfect Score* follows a group of students in Mrs. Woods' sixth-grade class. The kids start the school year unsure how things will go. Mrs. Woods has come out of retirement to teach for this one year, and she seems as old as dust. What the kids didn't expect is that they'd come to like Mrs. Woods, especially when she reads to them.

At first, it seems like school will be livable, and that's good because everyone has outside challenges that are super stressful. Randi is an amazing gymnast, but all her mom can see are mistakes. Gavin struggles with reading and worries he'll become just like his dad, a high school dropout. Trevor appears tough, but when he gets home, he becomes his big brother's punching bag. Scott only wants to be friends, but he can't understand why no one wants to be friends back. And then there's Natalie. Natalie is a no-nonsense rule follower who can't stand the chaos that seems to surround her classmates. With all the outside pressures piling up on them, the kids can't help but feel angry when the school administration starts amping up the assessment test pressure. Soon reading time is gone. So is recess. Even math gets turned upside down. Teachers are expected to teach to the test and nothing else. As stress reaches an all-time high, one of the kids comes up with an idea of how the entire class can not only pass the test, but ace it. Once that's done, things can return to normal. But no one ever thought about the ramifications of everyone getting the perfect score.

If not for its cast of quirky characters, *The Perfect Score* would read like a treatise against standardized testing. As it is, though, *The Perfect Score* feels grounded. Author Rob Buyea tells *The Perfect Score* from multiple viewpoints, which helps to keep something like testing interesting. The varying perspectives move the story forward and help raise the stakes overall. There were times when the author seemed to be pushing his agenda a little hard, but I expected that going into a book about testing. *The Perfect Score* is a fast-moving character-driven book that middle-graders will not only enjoy but relate to as well. (Ages 9-12)

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SECTION II: Review Team Information

Each review team member will complete an individual section for a formal review of the book based on your stakeholder perspective. All members of the site review team **MUST read** the proposed novel/book prior submission to **CIPG strategist for final review prior to submission to CIPG Director.**

IIa. EVALUATION of Book (to be completed by requestor/educator) Heidi Sobeck

| The proposed novel... | Y/N | Examples/Justification Please be specific and give examples when applicable |
|---|-----|---|
| is appropriate for the following grade level(s) | Y | The characters in the novel are 6th graders which provides for the perfect opportunity for them to connect and relate to the characters. There is no inappropriate language or content. |
| requires parent permission for students to read the book? | N | No content would require parent permission |
| allows students to create meaning and make relevant connections to other knowledge and experience | Y | The characters and plot are relatable. The more connections a student can make as they read and discuss, the more thorough their understanding and overall comprehension. <u>The Perfect Score</u> is a middle grade novel about middle school students. It addresses several themes and experiences that middle schoolers go through on a daily basis. |
| actively engages students through the text | Y | The characters are engaging as each is different with a different personality, but each character represents an archetype that students can identify with and relate to such as athletes, book worms, students with struggles at home, students that struggle with academics, etc. Each character has their own engaging story to tell in their own unique way. |
| facilitates learning that has long-term significance | Y | Through this novel, students are able to reflect on the very human question: Is it ok to make the wrong decision for the right reasons? |
| Recommend novel for adoption | | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

Iib. EVALUATION of Book (to be completed by CIPG Strategist) Tiffany Regan

| The proposed novel... | Y/N | Examples/Justification Please be specific and give examples when applicable |
|---|-----|--|
| is appropriate for the following grade level(s) | Y | I think the content is most relevant for grades 5-7, but could be appropriate for grades 5-10.. |
| requires parent permission for students to read the book? | N | |
| allows students to create meaning and make relevant connections to other knowledge and experience | Y | There are several characters that students can relate to or recognize. |
| actively engages students through the text | Y | The story is narrated from the POV of various characters, which makes for an engaging and insightful read. |
| facilitates learning that has long-term significance | Y | Yes, relationships with family and community members play a big part in the story. It also deals with how to address bullying and the domino effect it can have on people. |
| aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Higher Order Thinking Skills, 4 Cs, 21 st Century Skills, and Content) | ? | Yes, it aligns with CAS and the IB Learner Profile. |
| Recommend novel for adoption | | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

IIc. EVALUATION of Book (to be completed by a colleague) Deb Yarcho

| The proposed novel... | Y/N | Examples/Justification Please be specific and give examples when applicable |
|---|--|--|
| is appropriate for the following grade level(s) | Y | All of the main characters in this book are in 6th grade so this book is relevant and relatable to this age group |
| requires parent permission for students to read the book? | N | No content would require parent permission |
| allows students to create meaning and make relevant connections to other knowledge and experience | Y | The events in this novel are very relatable and on grade level for 6th graders. Novel also creates an opportunity for students to see importance of community service and helping others |
| actively engages students through the text | Y | Author writes short chapters from the different perspectives of each character so this book is a quicker read |
| facilitates learning that has long-term significance | Y | This novel does promote students to reflect on important life long lessons |
| aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Higher Order Thinking Skills, 4 Cs, 21 st Century Skills, and Content) | Y | All of the main characters in this book are in 6th grade so this book is relevant and relatable to this age group |
| Recommend novel for adoption | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |

IId. EVALUATION of Book (to be completed by Parent #1) Nancy MacHendrie

| The proposed novel... | Y/N | Examples/Justification Please be specific and give examples when applicable |
|---|--|---|
| is appropriate for the following grade level(s) | Y | Content and vocabulary are grade appropriate |
| requires parent permission for students to read the book? | N | No offensive language or controversial content |
| allows students to create meaning and make relevant connections to other knowledge and experience | Y | The story takes place in a school and community setting with realistic characters that students can relate to in their own school/community. The characters have different reasons for their actions that is seen through the character development in each chapter; different types of characters are portrayed which make the story relatable for a wide variety of students (the serious bookworm, the aspiring athlete, the struggling reader). Students can relate to the content regarding high stakes testing and an interruption of normal school activities due to the importance put on state testing. |
| actively engages students through the text | Y | The story is told from multiple character perspectives, but is easy to follow. Each chapter is created at a natural break in the story for a new character to continue the story. Chapters are short and characters are developed by giving insight into their personal thoughts, experiences and feelings. Each character has his/her own personal struggle that engages students throughout the story |
| facilitates learning that has long-term significance | Y | Positive themes: students learn compassion and understanding for others; helps students to see that looking at situations from different perspectives is important to truly understand others; characters are involved in community service and are seen stepping out of their comfort zone in order to grow; although mistakes are made (students cheating on the exam), each character shows responsibility for his/her actions and the resolution has a positive personal outcome for each character. These are all great life lessons for students and can lead to personal reflection and deep discussions in the classroom. |
| Recommend novel for adoption | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |

Iie. EVALUATION of Book (to be completed by Parent #2)

Ashley Jangro

| The proposed novel... | Y/N | Examples/Justification Please be specific and give examples when applicable |
|---|--|--|
| is appropriate for the following grade level(s) | Y | Characters are all in 6th grade. Content, language, and experiences are relevant and relatable. |
| requires parent permission for students to read the book? | N | No content would require parent permission |
| allows students to create meaning and make relevant connections to other knowledge and experience | Y | Each of the 6th graders is dealing with a specific problem that would be relevant and relatable to the student readers. The problems give each character a way to justify their decision to cheat on a test. Readers will be able to find themselves, or classmates, in each of the characters. They will also likely be able to relate to one of the characters' experiences outside of the classroom (being bullied by older siblings, life with a parent who expects perfection, etc.). |
| actively engages students through the text | Y | Each of the characters is unique and interesting. Events throughout the book are surprising (the "good girl" decides to cheat!) and heartwarming (the whole class embraces and celebrates the "goofy kid" despite his differences!) in a way that entertains readers. |
| facilitates learning that has long-term significance | Y | As the characters wrestle with the ethical decision to cheat, readers learn to see a problem from various, often conflicting, points of view. When the characters use the consequences of their decision to grow and overcome their problems, students can see how a negative situation can become a positive if they choose to learn from it. |
| Recommend novel for adoption | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |

SECTION III: Requestor/Educator & CIPG Strategist Level Process Review

IIIa. Grade Level Recommendations (to be collaborated on between Requestor/Educator & CIPG Strategist based on recommendations made by the review team)

Place initials in the columns indicating level of recommendation. Complete by initialing for every grade level indicated on the chart below. Please include justification if necessary for the level(s) of recommendation below the chart.

Note: If approved by the Board of Education, this novel can be used by all educators in DCSD. Please consider the use of this book for all PK-12 grades not just the grade or content you teach.

| Grade level | Recommended | Recommended: Requires parent notification and consent: The novel/book may contain some mature content and themes | Not Recommended: Content inappropriate for grade level(s) |
|-------------|-------------|--|---|
| PK/K | | | Not Recommended |
| 1 | | | Not Recommended |
| 2 | | | Not Recommended |
| 3 | | | Not Recommended |
| 4 | | | Not Recommended |
| 5 | TR, DY, HMS | | |
| 6 | TR, DY, HMS | | |
| 7 | TR, DY, HMS | | |
| 8 | TR, DY, HMS | | |
| 9 | TR, DY, HMS | | |
| 10 | TR, DY, HMS | | |
| 11 | TR, DY, HMS | | |
| 12 | TR, DY, HMS | | |

SECTION IV: Signatures/Approvals

IVa.

| | | |
|--|-------------------------------------|----|
| Does the evaluating Educator/Requestor recommend adoption of this book? | YES | NO |
| Date <u>Mar 31, 2021</u> | | |
| Evaluating Educator Signature <u><i>Heidi M. Sobeck</i></u> <small>Heidi M. Sobeck (Mar 31, 2021 20:11 MDT)</small> | <input checked="" type="checkbox"/> | |

IVb.

| | | |
|--|-------------------------------------|----|
| Does the evaluating CIPG Strategist certify that the information on this form accurately reflects the process followed at the site? | YES | NO |
| Date <u>Apr 2, 2021</u> | | |
| Evaluating CIPG Strategist Signature <u>Tiffany Regan</u> | <input checked="" type="checkbox"/> | |

IVc.

| | | |
|--|-------------------------------------|----|
| Does the evaluating Colleague recommend adoption of this book? | YES | NO |
| Date <u>Apr 2, 2021</u> | | |
| Evaluating Colleague Signature <u><i>Debra Yarcho</i></u> <small>Debra Yarcho (Apr 2, 2021 14:52 MDT)</small> | <input checked="" type="checkbox"/> | |

IVd.

| | | |
|--|-------------------------------------|----|
| Does the evaluating Parent (#1) recommend adoption of this book? | YES | NO |
| Date <u>Apr 4, 2021</u> | | |
| Evaluating Parent (#1) Signature <u><i>Nancy MacHendrie</i></u> <small>Nancy MacHendrie (Apr 4, 2021 19:20 MDT)</small> | <input checked="" type="checkbox"/> | |

IVe.

| | | |
|--|-------------------------------------|----|
| Does the evaluating Parent (#2) recommend adoption of this book? | YES | NO |
| Date <u>Apr 4, 2021</u> | | |
| Evaluating Parent (#2) Signature <u><i>Asim J. Jigro</i></u> <small>Asim J. Jigro (Apr 4, 2021 20:49 MDT)</small> | <input checked="" type="checkbox"/> | |

IVf.

| | | |
|---|-------------------------------------|----|
| Does the evaluating Educator's <i>Administrator</i> recommend adoption of this book? | YES | NO |
| Date <u>Apr 5, 2021</u> | <input checked="" type="checkbox"/> | |
| Signature <u><i>Anthony J. Jackowski</i></u> <small>Anthony J. Jackowski (Apr 5, 2021 08:08 MDT)</small> | | |

IVg.

| | | |
|---|-------------------------------------|----|
| Does the <i>CIPG Director</i> support adoption of this book? | YES | NO |
| Date <u>Apr 5, 2021</u> | <input checked="" type="checkbox"/> | |
| CIPG Director Signature <u><i>Erica Mason</i></u> <small>Erica Mason (Apr 5, 2021 11:04 MDT)</small> | | |

SECTION V: Superintendent's Approval

SUPERINTENDENT'S APPROVAL

| | | |
|--|-------------------------------------|----|
| Does the Superintendent approve adoption of this book? | YES | NO |
| Date <u>Apr 7, 2021</u> | <input checked="" type="checkbox"/> | |
| Superintendent Signature <u><i>Corey J Wise</i></u> <small>Corey J Wise (Apr 7, 2021 08:27 MDT)</small> | | |

SECTION VI: Board of Education Approval

BOARD OF EDUCATION APPROVAL

| | | |
|--|-----|----|
| Does the Board of Education approve adoption of this book? | YES | NO |
| Date _____ | | |
| Board of Education Signature _____ | | |

OFFICE USE

| | DATE | INITIALS |
|---|------|----------|
| Approved novel list updated (including recommended grade level) | | |
| Approved form with BOE signatures scanned to CIPG folder on District server | | |

Signature: Tiffany Regan
Tiffany Regan (Apr 2, 2021 14:49 MDT)

Email: tregan1@dcsdk12.org