

SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

I. ORGANIZATION AND OVERALL CONTENT: Evaluate the material and place a check in the appropriate box to indicate your judgment:

3 = Material meets criteria to a high degree

2 = Material is acceptable

1 = Material is not acceptable

N/A= Criteria not applicable

	3	2	1	N/A
1. Support of course objectives				
2. Support of student learning objectives				
3. Contribution to the systematic and sequential program of K-12 course of study				
4. Logic of unit organization				
5. Organization of material to facilitate lesson planning				
6. Clarity and consciousness of the explanations				
7. Consistency of point of view with basic principles of subject area				
8. Currency of content				
9. Usefulness of illustrations in enhancing content				
10. Adaptability of material to varied instructional methods, teaching strategies, modes, etc.				
11. Ability of content to meet the varying abilities of individual students by providing:				
Enrichment				
Reinforcement				
Remediation				
12. Provision for differences in ethnic, cultural, economic, etc. backgrounds for student				

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	3	2	1	N/A
13. Stimulation of critical thinking, problem solving, etc.				
14. Stimulation of students toward self-evaluation and formulation of the own goals				
15. Stimulation of learner involvement				
16. Quality of learning activities				
17. Quantity of learning activities				
18. Provision for review and maintenance of previously acquired skills				
19. If you rated any item "1," please refer to the item number and comment				
20. SUMMARY: After completing items 1-19 above, summarize and place a check in the box to indicate the overall rating				

- II. **BIAS-FREE CONTENT**: Circle the code that indicates the degree to which the material meets screening criteria. If you circle codes "1" or "2," provide examples and page references.

3 = Material is to a great extent bias free
 2 = Material needs supplementing with bias-free materials or activities
 1 = Material is not acceptable
 N/A= Criteria not applicable

Some of the statements below may not apply to the classic or contemporary literature works you are examining. If any statement does not apply tell why.

	3	2	1	N/A
1. Literary anthologies or collections of work of artists, musicians, etc. include a balanced representation of the work of males and females of diverse cultures and ethnic backgrounds. Example:				

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9. In a historical treatment of any subject, the material presents contributions, inventions, and discoveries of females as well as of males and of all cultural and ethnic groups that comprise the society or country depicted.
Example:

10. Materials describe historical and/or contemporary inequities which operate to the disadvantage of any group.
Example:

11. Text and illustrations show a fair and well-balanced recognition of males and females and minorities by placing them in positions of leadership and centrality.
Example:

12. Pronouns and nouns are inclusive of both sexes. Words such as “one” or “person” are used instead of “man” as the subject of generalized statements that apply to women as well as to men. Occupations are referred to in a way that includes females and males, e.g., flight attendant, police officer, etc.
Example:

3	2	1	N/A

13. Materials not written in English reflect many segments (i.e., religious, geographic, ethnic and social classes) of that language speaking community.
Example:

List cultural and historical segments presented _____

14. If you see this book as biased (a rating of “1” or “2”), please indicate what other materials or what student activities are used to give students a balanced, non-stereotyped view of society.

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15. If you rated any item with a "N/A," please refer to each item and indicate why the bias content screening criteria does not apply. Use a separate sheet if necessary.

16. SUMMARY: After completing items 1-15 above, summarize and circle the rating:

3 2 1 N/A

III. TEST FORMAT: Application of criteria in this section is required for district-wide adoptions. Optional use for other adoptions.

Evaluate the material and place a check in the appropriate box to indicate your judgment.

2 = Material is acceptable.
1 = Material is not acceptable.
N/A = Criteria not applicable.

1. Size and color
2. Binding: durability and flexibility
3. Quality of paper
4. Readability of type
5. Design
6. Chapter headings
7. Illustrations
8. Index, bibliography, appendix, glossary
9. Consistency
10. SUMMARY: After completing items 1-9 above, summarize and place a check in the box to indicate the overall rating.

2	1	N/A

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- IV. TEACHER'S GUIDE: Application of criteria in this section is required for district-wide adoptions. Optional use for other adoptions.

1. Ease of use.
2. Background information
3. Teaching strategies
4. Ideas for motivation, follow-up extension
5. Guidelines for evaluation of students
6. Answer key
7. Bibliography
8. Recommended supplementary materials
9. **SUMMARY**: After completing items 1-8 above, summarize and place a check in the box to indicate the overall rating.

2	1	N/A

- V. ADDITIONAL SUPPORT MATERIALS WHICH ACCOMPANY TEXT: Please list the material (i.e., workbooks, tests, etc.) and comment on each.

- VI. ADDITIONAL COMMENTS:

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Purchase Order No. _____

Building

Administrator _____

CHECKLIST FOR IDENTIFYING BIAS IN INSTRUCTIONAL MATERIALS

Title _____

Author(s) _____ Publisher _____ Copyright _____

Reviewer _____ School _____ Date Revised _____

ILLUSTRATIONS

1. Count the number of people shown who are:

Non-Minority Female	Non-Minority Male	Minority* Female	Minority* Male	Aged	Handicapped
_____	_____	_____	_____	_____	_____

2. Based on these categories:

- (a) Is there a representative balance? _____
- (b) Are illustrations realistic, not caricatures or stereotypes? _____

TEXT

3. In stories, examples, or story problems, count the:

- (a) Main characters who are:

Non-Minority Female	Non-Minority Male	Minority* Female	Minority* Male	Aged	Handicapped
_____	_____	_____	_____	_____	_____

- (b) Personification of animals who are: Female _____ Male _____

4. If #3 does not apply, count the number of people represented who are:

Non-Minority Female	Non-Minority Male	Minority* Female	Minority* Male	Aged	Handicapped
_____	_____	_____	_____	_____	_____

5. Based on these categories,

- (a) Is there a fair, accurate and balanced treatment of all people? _____
- (b) Is there an equal representation of females and males, showing active behavior, problem solving ability and initiative rather than showing males as heroes and females as sleeping princesses? _____

* Minority to include Black, Asian, Native American, Hispanic.

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- (c) Are both sexes from diverse cultural and ethnic backgrounds represented in a variety of roles including non-traditional ones (example: women as scientists, doctors, and leaders; with men as teachers, fathers, and secretaries)?_____
6. Are there examples of a variety of life styles (example: positive treatment of single parent families, extended families, rich and poor, and urban and rural)?_____
7. Are both sexes allowed to show a variety of feelings (example: can men show pain, can women show strength)?_____ Give specific examples of bias if it occurs and cite page numbers_____
8. List the occupations of women_____
- _____
- _____
- List the occupation of men_____
- _____
- _____
- (a) Are occupations referred to in a way that includes females and males (police officer, flight attendant, fire fighter)?_____
- (b) Are achievements of girls and women varied, and based on initiative and intelligence rather than on physical beauty?_____
9. Does the material use the words “people...they” and/or “scientists...they” instead of “man...he” or “scientist...he”?_____
10. Did you review the entire book?_____ If not, which pages did you review?_____
- _____
- Additional comments:_____
- _____
- _____
- _____
11. Rate the book in terms of its value as bias-free material:
- _____Unacceptable
- _____Needs supplementing
- _____Acceptable