

RECOMMENDED INSTRUCTIONAL MATERIAL

Type of Material:

Textbook Novel (Fiction) Video Music
 Software Novel (Non-Fiction) Script (Play) Others

Title: _____ Copyright Date: _____

Author: _____ Publisher: _____

Course or Subject Area: _____ Grade Level(s) _____

Is this material part of a Series? Yes No Title of Series: _____

Gender/Sex	Standard is clearly articulated or inferred. 3	Standard is present, but limited in presentation and/or explanation. 2	Limited presentation of standard. 1	Standards is not present. N/A
Male and female characters reflect qualities such as leadership, intelligence, imagination and courage.				
Male and females are represented as central characters in story and illustrations				
Male and females are shown performing similar work in related fields.				
People are referred to by their names and roles as often as they are referred to as someone’s spouse, parent, or sibling.				
Stereotyping language as “women chatting/men discussing?” is avoided.				
Biological or historical materials include a variety of male and female contributions to society.				
Groups which include male and females are referred to in neutral languages such as people, mail carriers, firefighters, or legislators.				
TOTAL SCORE:				
Comments/Suggestions to address scores of 2 or 1:				

Multicultural	Standard is clearly articulated or inferred. 3	Standard is present, but limited in presentation and/or explanation. 2	Limited presentation of standard. 1	Standards is not present. N/A
Materials contain racial/ethnic balance in main characters and in illustrations.				
Minorities are represented as central characters in story and illustrations.				
Minority characters are shown in a variety of lifestyles in active, decision-making and leadership roles.				
Materials provide an opportunity for a variety of racial, ethnic, and cultural perspectives.				
The vocabulary of racism is avoided.				
Stereotyping language is avoided.				
Biographical or historical materials include minority characters and their discoveries and contributions to society.				
One religion is not perceived as superior to others.				
Oversimplified generalizations about different religions are avoided in text and illustrations.				
TOTAL SCORE:				
Comments/Suggestions to address scores of 2 or 1:				

Persons with Disabilities	Standard is clearly articulated or inferred. 3	Standard is present, but limited in presentation and/or explanation. 2	Limited presentation of standard. 1	Standards is not present. N/A
People are sometimes portrayed as able-bodied, health, ill, and having disabilities.				
Qualities of character such as leadership, imagination, courage, and integrity are distributed among non-handicapped persons and persons with disabilities.				
Non-handicapped persons and persons with disabilities are represented as central characters in story and illustrative materials.				
Non-handicapped persons and persons with disabilities are shown performing similar work in related fields.				
Non-handicapped persons and persons with disabilities are shown working and playing together as colleagues.				
Persons with disabilities are referred to by their names and roles rather than their disability.				
Biographical and historical materials include contributions to society by persons with disabilities.				
TOTAL SCORE:				
Comments/Suggestions to address scores of 2 or 1:				

Socio-Economic Status	Standard is clearly articulated or inferred. 3	Standard is present, but limited in presentation and/or explanation. 2	Limited presentation of standard. 1	Standards is not present. N/A
Social class grouping portray all individuals in a variety of roles (positive and negative) and situations displaying positive and negative characteristic of integrity, humility, valor, and intelligence.				
Oversimplified generalizations about social classes and groups are avoided in test and illustrations.				
All individuals are judged by their strength of character rather than their socioeconomic status.				
Characters are described by their behaviors beliefs, and values rather than unnecessary socio-economic descriptors.				
Contributions of individuals are valued for their benefit to all peoples of society.				
Materials provide an opportunity for dialogue which considers a variety of socio economic perspectives.				
TOTAL SCORE:				
Comments/Suggestions to address scores of 2 or 1:				

Family	Standard is clearly articulated or inferred. 3	Standard is present, but limited in presentation and/or explanation. 2	Limited presentation of standard. 1	Standards is not present. N/A
In addition to the traditional nuclear family model, family groups are depicted in which there are single parents, adopted and fosters parents, step-parents, same-sex parents, and/or relatives living with the family.				
A variety of life's experiences are depicted.				
People of all groups are depicted in a variety of clothing and with a variety of teaching habits and activities.				
Males and females are depicted in non-traditional as well as traditional roles in the family, at work, in leisure activities, and in attitude.				
TOTAL SCORE:				
Comments/Suggestions to address scores of 2 or 1:				

Do you recommend the use of this instructional material within in the classroom?
 Yes No

Comments:

Name of Evaluator: _____

Signature of Evaluator: _____

Date: _____