

University Place School District
Evaluation of Instructional Materials (Ref. Policy 2020)

Criteria for Evaluation

Rating: 1 = Poor
 2 = Fair
 3 = Good
 4 = Excellent
 NA = Not Applicable

Subject Area: _____ **Date:** _____

Instructional Material (Text, Film, etc.): _____

Pages: _____ **Evaluator/Role:** _____

School: _____ **Grade/Subject:** _____

Directions: Please evaluate the textbook using the rating system (found above).

<u>Text Format</u>	<u>Rating</u>	<u>Comments</u>
1. General appearance	_____	_____
2. Binding: durability and flexibility	_____	_____
3. Readability of type	_____	_____

<u>Organization and Overall Content</u>	<u>Rating</u>	<u>Comments</u>
1. Currency of content	_____	_____
2. Interest appeal	_____	_____
3. Usefulness in stimulating critical thinking	_____	_____
4. Capacity to provide differentiated instruction to varying abilities (i.e., mathematical/reading levels)	_____	_____
5. Adequacy of learning activities (quantity and/or quality)	_____	_____
6. Reading level is appropriate for the grade level indicated.	_____	_____
7. Material is appropriate for the age, experience, and maturity of the students for whom it is intended.	_____	_____

*All items in the Bias category are included in every curriculum review. Items in the Text Format and Organization and Overall Content categories may be omitted, if not relevant to the subject under review.

<u>Bias Content</u>	<u>Rating</u>	<u>Comments</u>
1. Presents more than one viewpoint on controversial issues.	_____	_____
2. Materials contain racial/ethnic balance in text and illustrations.	_____	_____
3. Materials provide an opportunity for a variety of racial, ethnic, and cultural perspectives.	_____	_____
4. Non-stereotypic models are presented.	_____	_____
5. One religion is not perceived as superior to others.	_____	_____
6. Oversimplified generalizations about different religions are avoided in text and illustrations.	_____	_____
7. Facilitates the sharing of cultural differences	_____	_____
8. Promotes the positive nature of differences	_____	_____
9. Includes the contributions, inventions, or discoveries of diverse groups	_____	_____
10. Biographical or historical materials include a variety of male and female contributions to society.	_____	_____
11. Biographical and historical materials include contributions to society by persons with disabilities.	_____	_____
12. Social class groupings portray all individuals in a variety of roles (positive and negative) and situations displaying positive and negative characteristics of integrity, humility, valor, and intelligence.	_____	_____

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13. Contributions of individuals are valued for their benefit to all peoples of a society. _____

14. Materials provide an opportunity for dialogue, which considers a variety of perspectives. _____

15. Is there other feedback that you would like for teachers to consider during the field test process? Include questions you have about this particular textbook.

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