



## Instructional Materials Recommendation Form

This form is to be completed by each member of the review committee that includes two staff members and two parent/community members. Please attach all Instructional Materials Recommendation Forms (F2 2311) to the Instructional Material Review Cover Page (F1 2311). (Only one Instructional Materials Review Cover Page is REQUIRED with all the signatures.)

Name of Selection Reviewed \_\_\_\_\_

Your Name \_\_\_\_\_ School \_\_\_\_\_

Kennewick School District Staff Member     
  Parent/Community Member  
(must not be a Kennewick School District employee)

Recommend without reservation (comments). \_\_\_\_\_  
 \_\_\_\_\_

Recommend with reservations because (comments REQUIRED). \_\_\_\_\_  
 \_\_\_\_\_

Cannot accept the content of this material because (comments REQUIRED). \_\_\_\_\_  
 \_\_\_\_\_

Would you recommend an alternative title for consideration? \_\_\_\_\_  
 \_\_\_\_\_

Summary of Evaluation	High	AVG.	Low	M*	N/A
	3	2	1	M	N/A
<b>I. Course Goals</b>					
<b>II. Community Standards Information</b>					
<b>III.A Technical Quality</b>					
<b>III.B Effectiveness of Material</b>					
<b>III.C Content</b>					
<b>III.D Gender Bias</b>					
<b>III.E. Racial Ethnic Bias</b>					
<b>IV. Literary Work</b>					

\*M = Missing: Material should have had item but does not.

\*N/A - Not Applicable

Signature \_\_\_\_\_ Date \_\_\_\_\_

# Materials Review Criteria

## I. Course Goals

Selection of basic instructional materials must be consistent with district, department and course goals. The selection must also be consistent with the District Essential Academic Learning Standards and with the State Academic Learning Requirements. The evaluation of this text (instructional materials) must be reviewed in light of these goals and standards.

## II. Community Standards Information

A. Has this material been screened in view of the age, experience and maturity level of the students for whom it is intended?  Yes  No

B. Does it contain any of the following?

	YES	NO
Profane or obscene language?		
Graphic sexual incidents?		
Moral issues?		
Value judgments?		
Controversial ideology or philosophy?		

C. If the material contains any of the above, please cite examples and page numbers and justify its use.

EXAMPLE

PAGE

COMMENT

Additional Comments

---



---

**NOTE: If the material being evaluated is a novel or literary work, OMIT Section III**

## III. Comparative Text Analysis

Using the following rating scale, evaluate the material in each area identified:

High	Avg.	Low	Not Present or
3	2	1	N/A

### A. Technical Quality

1.	General Appearance.	3	2	1	NA
2.	Readability of type.	3	2	1	NA
3.	Quality of paper and binding.	3	2	1	NA
4.	Appropriateness of illustrations.	3	2	1	NA
5.	Format and general organization.	3	2	1	NA

**B. Effectiveness of Material**

1.	Adapts to individual needs and/or interests.	3	2	1	NA
2.	Has appropriate sequential development.	3	2	1	NA
3.	Provides varied teaching and learning strategies.	3	2	1	NA
4.	Provides for measuring student achievement.	3	2	1	NA
5.	Provides management system for tracking student progress.	3	2	1	NA
6.	Provides clearly organized teacher edition.	3	2	1	NA

**C. Content**

1.	Consistent with District Essential Academic Learning Standards, program and course goals and State Essential Academic Learning Standards.	3	2	1	NA
2.	Reflects respect for personal worth and life styles.	3	2	1	NA
3.	Aids in building positive attitudes and understanding.	3	2	1	NA
4.	Depicts cultural diversity.	3	2	1	NA
5.	Deals effectively with issues and problems.	3	2	1	NA
6.	Offers accurate and/or realistic treatment of subject.	3	2	1	NA
7.	Incorporates balanced viewpoints.	3	2	1	NA
8.	Makes provision for distinguishing between fact and opinion.	3	2	1	NA
9.	Stimulates critical thinking.	3	2	1	NA

### D. Criteria For Evaluating Gender Bias

Recommended Instructional Material:

A.

Type of material:

- Textbook       Novel (Fiction)  
 Software       Novel (Non-Fiction)

	<b>Standard is clearly articulated or inferred 3</b>	<b>Standard is present, but limited in presentation and/or explanation 2</b>	<b>Limited presentation of standard 1</b>	<b>Standard is not present or N/A</b>
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.				
Biographical 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.				
<b>Total Score:</b>				

Comments/Suggestions to address scores of 2 or 1:

**IV. Review of Literary Works**

A. Using the same rating scale, evaluate the material in each area identified:

1.	Meets the standards and goals for the course or lesson.	5	4	3	2	1	0	NA
2.	Is appropriate to the intellectual readiness of students.	5	4	3	2	1	0	NA
3.	Stimulates critical thinking.	5	4	3	2	1	0	NA
4.	Helps students gain a better understanding of life's experiences.	5	4	3	2	1	0	NA
5.	Holds potential interest of students.	5	4	3	2	1	0	NA
6.	Is on a subject of lasting significance.	5	4	3	2	1	0	NA
7.	Broadens students' literary experiences.	5	4	3	2	1	0	NA

**Total Scores**\_\_\_\_\_

B. What honors/reviews has this material received\_\_\_\_\_

---

---

---

C. Explain your choice of this literary work in terms of such qualities as character development, style, author's purpose, theme, symbolism, etc. (Use attachments if necessary.)

---

---

---

---

D. Please note any special problems that may arise related to sex, race or ethnic bias; and how you plan to handle the problems in the classroom.

---

---

---

---

E. What other titles were considered in making your final selection?

---

---

---

---

Revised: 9.27.06

Revised: July 16, 2014