

**INSTRUCTIONAL MATERIALS EVALUATION  
(Basic – Supplemental)**

- DIRECTIONS:**
1. This form must be completed on all basic and required reading supplemental materials considered for adoption by the district.
  2. Complete all sections as soon as a copy of the material is available.
  3. Submit to the appropriate department or subject review committee as indicated in district procedures.

For district use only Date initially reviewed by IMC _____ IMC recommendation Approve _____ Disapprove _____ Limited approval _____ _____ Board approval date: _____
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**NOTE: MATERIALS MAY NOT BE USED WITH STUDENTS UNTIL APPROVAL IS OBTAINED.**

Today's Date: _____ Date desire to begin use: _____  Department or subject review committee submitting request: _____  Names of persons who evaluated this material: _____  <b>Principal Signature:</b> _____ <b>Date:</b> _____  <b>Principal Signature:</b> _____ <b>Date:</b> _____
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**TITLE:** \_\_\_\_\_ **AUTHOR:** \_\_\_\_\_

**PUBLISHER:** \_\_\_\_\_ **COPYRIGHT DATE:** \_\_\_\_\_

Primary Use: \_\_\_\_\_ Basic Text \_\_\_\_\_ Supplemental **ISBN #:** \_\_\_\_\_

“Basic Texts” are defined as the major instructional materials for a given course of study.

“Supplementary Materials” supplement the major text of a course and are held in five or fewer copies. Only supplemental materials that are offered as required reading or text substitutes need to be approved (i.e., a list of novels)

**REMINDER: No “R” rated videos may be shown in the North Kitsap School District.**

COURSE/SUBJECT \_\_\_\_\_

GRADE LEVEL(S) \_\_\_\_\_ AVERAGE READABILITY \_\_\_\_\_ FORMULA USED \_\_\_\_\_

COST: Per Pupil \_\_\_\_\_ Maintenance per pupil \_\_\_\_\_ Number of copies to be purchased \_\_\_\_\_

Other costs (specify) \_\_\_\_\_ TOTAL COSTS \_\_\_\_\_

**A copy of the text/novel/video must be turned in with this form in order to be previewed by the Instructional Materials Committee (IMC) and 10 day public preview.**

Rate the material on the scale provided for each question. Refer to Guidelines in the Instructional Materials Manual or as specified by Subject Review Committees as needed to interpret questions.

Rating Scale: HIGH 5 4 3 2 1 LOW

ITEM MISSING: 0

ITEM NOT APPLICABLE: NA

II. Instructional Content

A. ATTACH SPECIFIC DISTRICT EALRs AND COURSE OBJECTIVES

B. ATTACH EVIDENCE THAT THE MATERIAL IS EFFECTIVE (VALIDATION REPORTS, RESEARCH, ETC.)

C. Instructional Effectiveness

1. Consistency with district, program, and course objectives	5	4	3	2	1	0	NA
2. Currency of content	5	4	3	2	1	0	NA
3. Unit organization and skills well sequenced	5	4	3	2	1	0	NA
4. Appropriate sequential development between levels	5	4	3	2	1	0	NA
5. Readability appropriate to grade level(s) specified	5	4	3	2	1	0	NA
6. Clarity and conciseness of explanations	5	4	3	2	1	0	NA
7. Appropriate and sufficient examples and non-examples	5	4	3	2	1	0	NA
8. Provision for student differences and backgrounds	5	4	3	2	1	0	NA
9. Content adaptable to varying abilities and learning styles of students	5	4	3	2	1	0	NA
10. Content adaptable to varied instructional methods	5	4	3	2	1	0	NA
11. Quality of learning activities provided	5	4	3	2	1	0	NA
12. Adequate quantity of learning activities	5	4	3	2	1	0	NA
13. Provision for review and maintenance of previously acquired skills	5	4	3	2	1	0	NA
14. Usefulness of illustrations in enhancing content	5	4	3	2	1	0	NA
15. Reflects respect for personal worth	5	4	3	2	1	0	NA
16. Aids in building positive attitudes and understandings	5	4	3	2	1	0	NA
17. Usefulness in stimulating critical thinking skills	5	4	3	2	1	0	NA
18. Usefulness in stimulating students toward self-evaluation and formation of their own goals	5	4	3	2	1	0	NA
19. Other (specify or attach)	5	4	3	2	1	0	NA
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D. Teacher's Guide/Resource Materials

1. Ease of use, organization	5	4	3	2	1	0	NA
2. Includes answer keys	5	4	3	2	1	0	NA
3. Contains copies of student text	5	4	3	2	1	0	NA
4. Provides additional background information	5	4	3	2	1	0	NA
5. Provides suggestions for basic presentations of material	5	4	3	2	1	0	NA
6. Provides ideas for adapting to varied teaching and learner styles	5	4	3	2	1	0	NA
7. Usefulness in facilitating lesson planning by way material is organized	5	4	3	2	1	0	NA
8. Provides ideas for: guided practice, additional practice, reteaching, follow-up, extension, periodic review/skill maintenance	5	4	3	2	1	0	NA
9. Specific placement procedures	5	4	3	2	1	0	NA
10. Correction procedures are specified	5	4	3	2	1	0	NA
11. Provides management system for evaluating and tracking student progress/achievement	5	4	3	2	1	0	NA
12. Includes script (audiovisual only)	5	4	3	2	1	0	NA

13. Includes references, bibliography, and suggestions	5	4	3	2	1	0	NA
14. Availability of special training required to use materials effectively	5	4	3	2	1	0	NA
15. Other (specify or attach)	5	4	3	2	1	0	NA
_____	5	4	3	2	1	0	NA
_____	5	4	3	2	1	0	NA

### III. Bias Content

1. Presents more than one viewpoint of controversial issues	5	4	3	2	1	0	NA
2. Presents accurate facts when generalizations are made	5	4	3	2	1	0	NA
3. Includes all socio-economic levels and settings	5	4	3	2	1	0	NA
4. Gives balanced treatments of past and present	5	4	3	2	1	0	NA
5. Promotes diverse character of our nation by:							
a. Presenting the positive nature of cultural differences	5	4	3	2	1	0	NA
b. Using language and models which treat all human beings with respect and dignity	5	4	3	2	1	0	NA
c. Including characters which help students identify positively with their culture and heritage	5	4	3	2	1	0	NA
d. Portraying families realistically (one and two parents, several generations, etc.)	5	4	3	2	1	0	NA
e. Portraying the handicapped realistically	5	4	3	2	1	0	NA
6. Material divides qualities such as leadership, imagination, sensitivity, intelligence, and courage evenly between male and female characters	5	4	3	2	1	0	NA
7. Females and males are equally represented as central characters in story, and illustrative materials	5	4	3	2	1	0	NA
8. Both men and women are shown performing similar work in related fields	5	4	3	2	1	0	NA
9. Males and females are shown working together	5	4	3	2	1	0	NA
10. People are referred to by their own names and roles as someone's spouse, parent or sibling	5	4	3	2	1	0	NA
11. Stereotyping language such as "women chatting"/"men discussing" is avoided	5	4	3	2	1	0	NA
12. Biographical or historical materials include a variety of male and female contributions to society	5	4	3	2	1	0	NA
13. Both males and females are given credit for discoveries and contributions to social, artistic and scientific fields	5	4	3	2	1	0	NA
14. Groups which may include both males and females are referred to in "neutral" language such as "people, mail carriers, fire fighters, or legislators"	5	4	3	2	1	0	NA
15. Materials contain racial/ethnic balance in main characters and in illustrations	5	4	3	2	1	0	NA
16. Oversimplification generalizations about racial groups are avoided in illustrations	5	4	3	2	1	0	NA
17. Minority characters are shown in a variety of lifestyles in active, decision-making and leadership roles	5	4	3	2	1	0	NA
18. The vocabulary of racism is avoided	5	4	3	2	1	0	NA
19. Minority characters are given credit for discoveries and contributions to social, artistic, and scientific fields	5	4	3	2	1	0	NA
20. Other (specify) _____	5	4	3	2	1	0	NA
_____	5	4	3	2	1	0	NA

IV. Controversial Subject Matter

1. Appropriateness of material to age, experience, and maturity levels of students for whom it is intended

5    4    3    2    1    0    NA

V. Other Comments

Attach reviews, recommendations, and additional rationale for use, etc., as deemed appropriate.