

Smith Vocational & Agricultural High School
Instructional Material Evaluation

The purpose of this tool is to ensure that educational materials are reviewed for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender, identity, religion, national origin and sexual orientation.

Type of material:

☐ Textbook/Codebook

☐ Novel

☐ Video

☐ Other

☐ Computer Software/Applications

☐ Music

☐ Article

Title:_____ **Copyright Date:**_____

Author:_____ **Publisher:**_____

Subject/Program:_____ **Grade Level:**_____

Is this material part of a series? ☐ Yes ☐ No **Title of series:**_____

Sexual Identity

	Standard is clearly articulated or inferred 3	Standard is present, but limited in presentation and/or explanation 2	Limited presentation of standard 1	Standard 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.				
Biographical or historical materials include a variety of male and female contributions to society.				
Material does not discriminate or suggest bias against sexual identity				

Comments/Suggestions to address scores of 1 or 2:

Total Score:_____

Multicultural

	Standard is clearly articulated or inferred 3	Standard is present, but limited in presentation and/or explanation 2	Limited presentation of standard 1	Standard is not present N/A
Materials contain racial/ethnic balance in main characters and in illustrations.				
Materials provide an opportunity for a variety of racial, ethnic, and cultural perspectives.				
Stereotyping language is avoided.				
One religion is not perceived as superior to others				

Comments/Suggestions to address scores of 1 or 2:**Total Score:_____****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	Standard is not present N/A
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				
Oversimplified generalizations about social classes and groups are avoided.				
Materials provide an opportunity for dialogue that considers a variety of socioeconomic perspectives.				
A variety of life experiences are depicted.				

Comments/Suggestions to address scores of 1 or 2:**Total Score:_____**