

**2020F-4 Instructional Materials
Bias Content Form**

GENERAL CRITERIA FOR EVALUATING INSTRUCTIONAL MATERIALS

Recommended Instructional Material:

- a. Type of material:
 Textbook Novel (Fiction) Video (DVD/Movie) Music (CD)
 Computer Software Novel (Non-Fiction) Script (Play)
- b. Title: _____ Copyright Date: _____
- c. Author: _____ Publisher: _____
- d. Course or subject area: _____ Grade level (s): _____
- e. 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	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				
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.				
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	Standard 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	Standard is not present N/A
People are sometimes portrayed as able-bodied, healthy, 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	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 in text and illustrations.				
All individuals are judged by their strength of character rather than their socio-economic 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 socioeconomic 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	Standard 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 foster children, 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 eating 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 the classroom? ___yes ___no

Comments:

Name of Evaluator: _____

Signature of Evaluator: _____ Date: _____