

Instructional Materials Evaluation Criteria----*Character Education*

<i>Curriculum Coverage</i>	3	2	1	0	Rating
Meets Core Standards and Objectives	<ul style="list-style-type: none"> ▪Objectives are clearly stated with measurable outcomes. 	<ul style="list-style-type: none"> ▪Objectives are usually stated clearly with many measurable outcomes. 	<ul style="list-style-type: none"> ▪Objectives are sometimes stated clearly with few measurable outcomes. 	<ul style="list-style-type: none"> ▪Objectives are rarely stated. ▪Measurable outcomes are not present. 	
Content Accuracy	<ul style="list-style-type: none"> ▪Accurate information is consistently presented. ▪Content bias is not present. 	<ul style="list-style-type: none"> ▪Important information is generally presented. ▪Some content bias is present. 	<ul style="list-style-type: none"> ▪Inaccuracies are found in the information presented. ▪Significant content bias is present. 	<ul style="list-style-type: none"> ▪Most of the information presented is inaccurate. ▪Content bias is present. 	
Contains Process Skills	<ul style="list-style-type: none"> ▪Materials consistently encourage students to use and /or practice skills presented. 	<ul style="list-style-type: none"> ▪Materials generally provide a range of activities with set outcomes. 	<ul style="list-style-type: none"> ▪Materials sometimes provide a set of explicit step-by-step instructions. 	<ul style="list-style-type: none"> ▪Rarely are hands-on activities included in the materials. 	
Age Appropriate	<ul style="list-style-type: none"> ▪A range of activities to accommodate various developmental levels at a reasonable pace and depth of coverage are consistently included. ▪Always includes age appropriate cross-curricular references (e.g., literature, science, arts, etc.) ▪Content is consistently organized in development of skills, easy to complex. 	<ul style="list-style-type: none"> ▪Activities are generally adaptable to the appropriate age level. ▪Frequently cross-curricular activities are given. ▪Frequently attention is given to prerequisite skills and knowledge. 	<ul style="list-style-type: none"> ▪Limited developmentally appropriate activities are given. ▪Prerequisite skills and prior knowledge are not sufficiently developed before more complex concepts are introduced. 	<ul style="list-style-type: none"> ▪Rarely are activities based on appropriate levels of development. ▪Age appropriate issues are not addressed. 	
Pedagogically Sound	<ul style="list-style-type: none"> ▪Always facilitates a wide range of teacher and student activities that reflect various learning styles and individual needs of students. ▪Consistently includes a wide variety of strategies for flexible grouping. 	<ul style="list-style-type: none"> ▪Generally encourages and assists teachers in addressing learning styles and individual needs of students. ▪Frequently includes various strategies for flexible grouping. 	<ul style="list-style-type: none"> ▪Sometimes addresses differences in learning and teaching. ▪Includes some pedagogical strategies for flexible grouping. 	<ul style="list-style-type: none"> ▪Hinders effective pedagogy. ▪Rarely reflects strategies for flexible grouping. 	
<i>Physical Qualities</i>					
Durability	<ul style="list-style-type: none"> ▪Materials are securely bound and reinforced. 	<ul style="list-style-type: none"> ▪Materials are adequately bound 	<ul style="list-style-type: none"> ▪Materials have secure binding. 	<ul style="list-style-type: none"> ▪Materials have inferior binding. 	
Print size legibility for intended grade level	<ul style="list-style-type: none"> ▪Consistently appropriate use of font size and format for intended grade level. ▪Key words or phrases are always bold faced and/or italicized. 	<ul style="list-style-type: none"> ▪Generally the font size is adequate for intended grade level. ▪Frequently key words or phrases are boldfaced and/or italicized. 	<ul style="list-style-type: none"> ▪The font size and format is too small or too large for age group. ▪Highlighting used inappropriately; too much, too little. 	<ul style="list-style-type: none"> ▪The font size is inconsistent. ▪No key words or phrases are boldfaced or italicized. 	
Illustrations	<ul style="list-style-type: none"> ▪Consistently appropriate and varied illustrations are used. 	<ul style="list-style-type: none"> ▪A substantial and varied amount of illustrations are used. 	<ul style="list-style-type: none"> ▪Limited illustrations are used. 	<ul style="list-style-type: none"> ▪Rarely are illustrations used. 	
Table of Contents, glossaries, and index	<ul style="list-style-type: none"> ▪Table of Contents, glossaries, and index are thorough. 	<ul style="list-style-type: none"> ▪ Table of Contents, glossaries, and index are substantial. 	<ul style="list-style-type: none"> ▪ Table of Contents, glossaries, and index provide partial 	<ul style="list-style-type: none"> ▪ Table of Contents, glossaries, and index provide 	

			coverage.	serious misconceptions.	
Ancillary Materials					
Teacher Materials	<ul style="list-style-type: none"> ▪Lesson plans are complete and easy to understand and implement. ▪Consistently offers integration suggestions to other curriculum areas. 	<ul style="list-style-type: none"> ▪Most lesson plans are easy to understand and implement.. ▪Frequently offers suggestions to other curriculum areas. 	<ul style="list-style-type: none"> ▪Some lesson plans are easy to understand and implement. ▪Sometimes suggestions for integration are given. 	<ul style="list-style-type: none"> ▪Lesson plans are difficult to understand and present. ▪Rarely are suggestions for integration given. 	
Student Materials	<ul style="list-style-type: none"> ▪Activities consistently engage students in highly effective learning. ▪Activities consistently develop higher thinking skills. ▪The materials consistently engage students in constructive dialogue. 	<ul style="list-style-type: none"> ▪Generally activities engage students in effective learning. ▪Activities frequently develop higher thinking skills. ▪The materials generally engage students in constructive dialogue. 	<ul style="list-style-type: none"> ▪Sometimes activities engage students in effective learning. ▪Activities occasionally develop higher thinking skills. ▪The materials sometimes engage students in constructive dialogue. 	<ul style="list-style-type: none"> ▪Rarely activities engage students in effective learning. ▪Activities rarely develop higher thinking skills. ▪The materials rarely engage students in constructive dialogue. 	
Parent Materials	<ul style="list-style-type: none"> ▪Homework assignments always support classroom learning and are easily used by parents/guardians. ▪Consistently introduces ideas to extend concepts in the real world. ▪Always includes ESL strategies, materials, and home helps. 	<ul style="list-style-type: none"> ▪Homework assignments frequently support classroom learning and can be used by parents/guardians. ▪Frequently introduces ideas to extend concepts in the real world. ▪Usually includes ESL strategies, materials, and home helps. 	<ul style="list-style-type: none"> ▪Homework assignments sometimes support classroom learning. ▪Occasionally introduces ideas to extend concepts in the real world. ▪Sometimes includes ESL strategies, materials, and home helps. 	<ul style="list-style-type: none"> ▪Homework assignments rarely support classroom learning. ▪Rarely introduces ideas to extend concepts in the real world. ▪Rarely includes ESL strategies, materials, and home helps. 	
Assessment	<ul style="list-style-type: none"> ▪Provides a thorough variety of assessment options. ▪Provides highly effective assessment tools and rubrics. ▪Always assesses for understanding. 	<ul style="list-style-type: none"> ▪Provides a substantial variety of assessment options. ▪Provides effective assessment tools and rubrics. ▪Generally assesses for understanding. 	<ul style="list-style-type: none"> ▪Provides a partial variety of assessment options. ▪Provides partially effective assessment tools and rubrics. ▪Sometimes assesses for understanding. 	<ul style="list-style-type: none"> ▪Provides few assessment options. ▪Rarely provides effective assessment tools and rubrics. ▪Rarely assesses for understanding. 	
Technology	<ul style="list-style-type: none"> ▪Menus and manuals are consistently easy to read and use. ▪Consistently enhances the learning experience by adding depth and diversity. ▪Information is current and up-to-date. ▪High quality audio and visuals are correct and contribute to the overall effectiveness of the program. 	<ul style="list-style-type: none"> ▪Menus and manuals are generally easy to read and use. ▪Generally enhances the learning experience by adding depth and diversity. ▪Information is current. ▪Audio and visuals are of good quality and compliment the program effectiveness. 	<ul style="list-style-type: none"> ▪Menus and manuals are sometimes easy to read and use. ▪Sometimes enhances the learning experience by adding depth and diversity. ▪Information is mostly current. ▪Audio and visuals are acceptable and align with the program content. 	<ul style="list-style-type: none"> ▪Menus and manuals are rarely easy to read and use. ▪Rarely enhances the learning experience by adding depth and diversity. ▪Information is out of date. ▪Audio and visual defects are apparent and distract from the program content. 	

<i>Universal access</i>					
Content reflects diverse population	<ul style="list-style-type: none"> ▪Consistently provides ways to adapt curriculum for ALL students (e.g., special needs, ESL, advanced learners.) ▪Always accurately portrays cultural, racial, and religious diversity in society. ▪Materials consistently align to promote a knowledge and understanding of ethnic groups. 	<ul style="list-style-type: none"> ▪Generally provides ways to adapt curriculum for ALL students. ▪Generally portrays cultural, racial, and religious diversity in society. ▪Materials frequently align to promote a knowledge and understanding of ethnic groups. 	<ul style="list-style-type: none"> ▪Occasionally provides ways to adapt curriculum for ALL students. ▪Sometimes portrays cultural, racial, and religious diversity in society. ▪Materials occasionally align to promote a knowledge and understanding of ethnic groups. 	<ul style="list-style-type: none"> ▪Rarely provides ways to adapt curriculum for ALL students. ▪Rarely portrays cultural, racial, and religious diversity in society. ▪Materials rarely align to promote a knowledge and understanding of ethnic groups. 	
Provides for the development of healthy attitudes and values	<ul style="list-style-type: none"> ▪Consistently helps students develop skills for healthy attitudes and interests. ▪Consistently provides collaborative activities for students. 	<ul style="list-style-type: none"> ▪Generally helps students develop skills for healthy attitudes and interests. ▪Frequently provides collaborative activities for students. 	<ul style="list-style-type: none"> ▪Occasionally helps students develop skills for healthy attitudes and interests. ▪Sometimes provides collaborative activities for students. 	<ul style="list-style-type: none"> ▪Rarely helps students develop skills for healthy attitudes and interests. ▪Rarely provides collaborative activities for students. 	