

EXHIBIT B - QUALITY REVIEW CHECKLIST

Quality Review Checklist for Instructional Resources

Title of Resource: _____

Discipline & Grade: _____

Name of Reviewer: _____

Review Date: _____

Directions: Evaluate the resource based on each of the areas below. If the response is NO in any area, reflect and refine to ensure high quality and culturally responsive instruction for ALL students.

Yes	No
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Is the INSTRUCTION...		
Focused: Is the instructional purpose and alignment with North Carolina curriculum standards explicitly stated or easily inferred? All content and performance expectations in the identified standard(s) are completely addressed and are the sole focus of the resource.		
Engaging: Are students engaged in an activity that promotes critical thinking, communication, collaboration, and/or creativity? Resource provides a range of cognitive demand and varied ways in which learners can engage with instruction.		
Informative: Is there an assessment component embedded to gauge effectiveness of instruction? Students are provided flexibility to demonstrate targeted knowledge and skills.		
Is the CONTENT...		
Accurate: Is the content free of biases? Any element of the task content or language should not unfairly disadvantage a subgroup.		
a. Content, situations, or scenarios that may be different or unfamiliar to some subgroups?		
b. A format or structure (including student directions and rubric) that may present greater problems for students from some backgrounds than for others?		
Accurate: Is the content free of stereotypes? There should not be any elements of the task that could be considered to reflect a stereotypical view of, or offensive to, a subgroup.		
a. Does the task contain material that might be considered inflammatory, controversial, demeaning, offensive, or emotionally charged for particular subgroups?		
b. Does the task depict members of particular subgroups in stereotypical portrayals, occupations, situations or having certain aptitudes, interests or personality traits?		
Appropriate: Is adequate attention paid to cultural responsiveness of the instructional task?		
a. Does the task build students' cultural competence through learning about and developing pride in their own culture as well as the culture of others?		
b. Does the task develop bridges to connect students' cultural references to academic skills and concepts?		

FROM SCHOOL BOARD POLICY 3200 SELECTION OF SUPPLEMENTARY MATERIALS:

B. Before bringing in any material that has not already been approved at the school or district level, a teacher must determine that the material is appropriate for the classroom by evaluating the material using the Quality Review Checklist for Instructional Resources. Principals may establish additional rules concerning what materials may be brought in by teachers. Principals are encouraged to involve teachers in establishing these rules.