

## 2020P - Exhibit D - Evaluation Tool for Text Adoption

Name \_\_\_\_\_ School \_\_\_\_\_

### EQUITY AND REPRESENTATION

<p><b>High</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The work reflects voices that are underrepresented in the curriculum.</li> <li><input type="checkbox"/> Members of underrepresented groups are depicted as complex individuals in varied contexts.</li> <li><input type="checkbox"/> Representations challenge or critique dominant power structures.</li> <li><input type="checkbox"/> The work is from a time period not currently represented.</li> </ul>	<p><b>Medium</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The work reflects voices that are somewhat represented in the curriculum.</li> <li><input type="checkbox"/> Underrepresented groups are depicted as either stereotypes or in stereotypical contexts.</li> <li><input type="checkbox"/> The work's time period is already represented, but with new or more complex content.</li> </ul>	<p><b>Low</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The work reflects voices widely represented in the curriculum.</li> <li><input type="checkbox"/> Underrepresented groups are depicted as stereotypes and in stereotypical contexts.</li> <li><input type="checkbox"/> The work is from a time period already well represented.</li> </ul>
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### READER ENGAGEMENT (Themes, Language, Connection to Lives, Current Events, Historical Context)

<p><b>High</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Readers find the work compelling. Moments of high interest are sustained throughout.</li> <li><input type="checkbox"/> Controversial content adds value to understanding and contributes to the work's complexity.</li> <li><input type="checkbox"/> The work is highly relevant to interdisciplinary content, readers' lives, and the world.</li> </ul>	<p><b>Medium</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Readers find the work somewhat simplistic. The piece offers some moments of high interest.</li> <li><input type="checkbox"/> Controversial content in the work adds value to understanding.</li> <li><input type="checkbox"/> The work is somewhat relevant to interdisciplinary content, readers' lives, and the world.</li> </ul>	<p><b>Low</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Readers find the work uninteresting or unengaging.</li> <li><input type="checkbox"/> Controversial content in the work seems gratuitous and does not add to understanding or complexity.</li> <li><input type="checkbox"/> The work is of little relevance to interdisciplinary content, readers' lives, and the world.</li> </ul>
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### SKILLS ALIGNMENT (Reading, Writing, Speaking/Listening, etc.)

<p><b>High</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There are multiple points of entry into practicing skills.</li> <li><input type="checkbox"/> The work is complex in its purpose and development. It offers rich opportunities for differentiation. Text complexity is appropriate for the grade level(s)</li> <li><input type="checkbox"/> The work reflects universal themes, ideas, and/or experiences through a specific, nuanced presentation. Its themes/ideas are sophisticated and well-developed.</li> </ul>	<p><b>Medium</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There are some opportunities to practice skills.</li> <li><input type="checkbox"/> The work is somewhat complex in its purpose and development. It offers some opportunities for differentiation. Text complexity may be appropriate to grade level(s)</li> <li><input type="checkbox"/> The work represents broad themes, ideas, and experiences that are moderately intriguing and sophisticated.</li> </ul>	<p><b>Low</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There are limited opportunities to practice skills.</li> <li><input type="checkbox"/> The work lacks complexity and opportunity for differentiation is limited. Text complexity does not suit the grade level.</li> <li><input type="checkbox"/> The work's themes, ideas, and experiences may be simplistic, absolute, unsophisticated, or poorly developed.</li> </ul>
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**Other Considerations:** What critical acclaim (e.g., literary prizes, ALA awards, media awards, etc.) is associated with the work? What precedent exists in other districts, in college courses, Advanced Placement, International Baccalaureate, or outside curriculum for use of these materials? To what extent does it offer complex, multidimensional, and/or nuanced representations of concepts? What are appropriate age ranges or grade levels for these materials?

NOTE: A score of Low in any area does **not** automatically disqualify a text from consideration.