

WENATCHEE SCHOOL DISTRICT 246
REQUEST FOR APPROVAL OF INSTRUCTIONAL MATERIAL

All instructional material requests must come from the appropriate curriculum committee or the Curriculum Department. Send completed form to Curriculum Director.

FOR OFFICE USE

Date request submitted _____
Date approved by IMC _____
Date approved by Board _____

1. General Information:

Type of material being requested:

Book _____ Video _____ Software _____ Other _____

Material being requested for:

Basic Adoption _____ Supplemental use _____

Title _____ Copyright _____

Author: _____ Publisher _____

2. Course Information:

Name of the course in which material will be used: _____

Grade level(s) for which material is being requested: _____

*Reading level/range _____ What formula? _____

Will this material be replacing existing material? _____

If so, what? _____

3. Need for Material: Describe why the new material is needed; its strengths and weaknesses; how it supports the learning objectives; general overall impressions. Attach a second page if more space is needed.

*To Determine **Readability** using Microsoft Office **Word**

Set up computer — Microsoft Office (WORD)

1. On the **Edit** menu, click **Preferences**, and then click the **Spelling & Grammar** tab.
2. Select the Check **Grammar with Spelling** check box.
3. Select the **Show Readability Statistics** check box, and then click OK.
4. On the Tools Menu, click Spelling and Grammar. When Word finishes checking spelling and grammar, it displays information about the reading level of the document.

Procedure: Randomly select three sample passages of 100 words and type into Microsoft Office WORD. When finished, go to **Tools** and click on **Spelling and Grammar**. This will give you a Flesch-Kincaid Grade Level Readability.

4. **Specific Evaluation of New Material:** These items should be used for evaluating materials. All sections of this form should be completed prior to submitting it to the Instructional Materials Committee.

<u>Content:</u>	Excellent	Good	Fair	Poor
•Consistency of organization_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Point of view, consistent with principles of subject area_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Critical thinking strategies_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Problem-solving situations_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Involvement of learner_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Promotion of self-evaluation and formulation of own values_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Clarity and conciseness of explanation_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Adaptability to varying levels of student ability_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Adaptability to many and varied teaching strategies and modes_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Adaptability and/or support for limited English proficient students_	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Adaptability to other forms of media_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Format:</u>	Excellent	Good	Fair	Poor
•General appearance_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Readability of type_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Durability of binding_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Functional layout_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•References (index, glossary, bibliography, and appendix)_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Consistency of format_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Bias Content:</u>	Excellent	Good	Fair	Poor
•Presents more than one viewpoint of controversial issues_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Presents minorities' realistically_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Includes contributions of minority authors_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Presents non-stereotypic models_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Facilitates the sharing of cultural differences_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Promotes the positive nature of differences_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Includes the contributions, inventions, or discoveries of minorities_	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Includes the contributions, inventions, or discoveries of women_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Presents minorities in a manner that promotes ethnic pride_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Facilitates an environment open to discovery and experimentation_	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•Presents sex roles realistically/non-stereotypically_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Person Submitting the Request_____

Department Chair/Committee Chair Signature_____

Building Principal/Curriculum Director Signature_____