

WARREN HILLS REGIONAL SCHOOL DISTRICT

89 Bowerstown Road, Washington, NJ 07882 Phone: 908-689-3143 Fax: 908-689-4814

Earl C. Clymer, III
Superintendent

Dawn A. Moore
Assistant Superintendent
for Curriculum & Instruction



Donnamarie Palmiere
Business Administrator/Board Secretary

Dennis Mack
Director of Human Resources

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TEXTBOOK APPROVAL FORM

The Board of Education has the responsibility to approve textbooks to be used in the schools. In order to provide the members of the Board with appropriate information to review and assess the selection of texts made by the teachers and approved by the Assistant Superintendent for Curriculum and Instruction and the Curriculum Supervisor, the criteria below should be addressed:

SECTION ONE:

Course number and Title of Course in which this text will be used:

- Title, ISBN#, author, copyright date of text:
 - Title:
 - ISBN #:
 - Author:
 - Copyright [If the text copyright is more than five years old, please provide an explanation]:
 - Edition:
 - Publisher
- Explain how this text will support the **New Jersey Student Learning Standards** for this course.

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3. Is the book suitable for the age, maturity level, and reading level of the students? How were these levels determined?
 - Age:
 - Maturity Level:
 - Reading Level:
4. Describe the **procedure** used to select this text:
5. Describe any **online services** or special materials available for use with this text, including length of e-services agreement:
6. What is the estimated cost of the text? (List price per text, number of texts anticipated with the original order, and number of students who will be serviced by this text per year)
 - Price per text
 - Number of texts anticipated:
 - Approximate number of students to be serviced by this text:
7. Has the book been screened for **bias** and found to be free of bias? *

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SECTION TWO:

Checklist for Evaluating Instructional Materials for Bias

* Please complete the following checklist for evaluating instructional bias.

Item(s):

Date:

Evaluator(s):

Department/Program:

1. Is there evidence of gender, minority, handicapped representation
[Under each item below, please list pages numbers where evidence of each may be found.]

	Yes	No
• in leadership/action roles? Pages	___	___
• as productive members of society? Pages	___	___
• as authors? Pages	___	___
• as individuals used in text? Pages	___	___
• as positive and constructive models? Pages	___	___
• in illustrations as helping and leading others? Pages	___	___
• infused throughout the text/materials? Pages	___	___
2. Do written passages use inclusive pronouns and terms?	___	___
3. Are both males and females represented in traditional as well as non-traditional roles?	___	___
4. Does the text (or item) include diverse perspectives?	___	___

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SECTION THREE:

Rate the text/item(s) on the following continuum:

1. To what extent does the material promote attainable role models?

/ _____ / _____ /
Not at all Some A great deal

2. Does the material provide for diversity in career models that appeals to all students regardless of gender, race, ethnicity, or handicapped condition?

/ _____ / _____ /
Not at all Some A great deal

3. Do the illustrations promote positive images that students can identify with regardless of gender, race, ethnicity, or handicapped condition?

/ _____ / _____ /
Not at all Some A great deal

4. How widely does the material portray women and minorities as productive members of society?

/ _____ / _____ /
Not at all Some A great deal

5. Are people with disabilities, people of different races, and people of various ethnicities presented in a variety of roles?

/ _____ / _____ /
Not at all Some A great deal

6. Is there equitable and inclusive use of language to promote positive role images of all people?

/ _____ / _____ /
Not at all Some A great deal

7. Is the language free of gender, cultural, and ethnic bias?

/ _____ / _____ /
Not at all Some A great deal

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SECTION FOUR: [Refer to pages 9 and 10.]

Directions for Use:

- Randomly select three 100-word passages from a book or an article.
- Plot the average number of syllables and the average number of sentences per 100 words on the graph to determine the grade level of the material.
- Choose more passages per book if great variability is observed and conclude that the book has uneven readability.
- Few books will fall into the solid black area, but when they do, grade level scores are invalid.

Additional Directions for Working Readability Graph

- Randomly select three sample passages and count exactly 100 words beginning with the beginning of a sentence. Don't count numbers. Do count proper nouns.
- Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest 1/10th.
- Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then, when you get to the end of the passage, count the number of marks and add 100.
- Enter graph with average sentence length and number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
- If a great deal of variability is found, putting more sample counts into the average is desirable.

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[Source--Fry's Readability Graph and Directions reproduced with permission from:

Fry, Edward. Elementary Reading Instruction. ©1977. The McGraw-Hill Companies. All rights reserved.]

Signature of person preparing report

Date

Approved by:

Curriculum Supervisor

Date

**Assistant Superintendent for
Curriculum and instruction**

Date

Building Principal

Date

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Board of Education:

Date

Date

Date

Date

Superintendent

Date

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SECTION FIVE:

Additional Comments, as needed:

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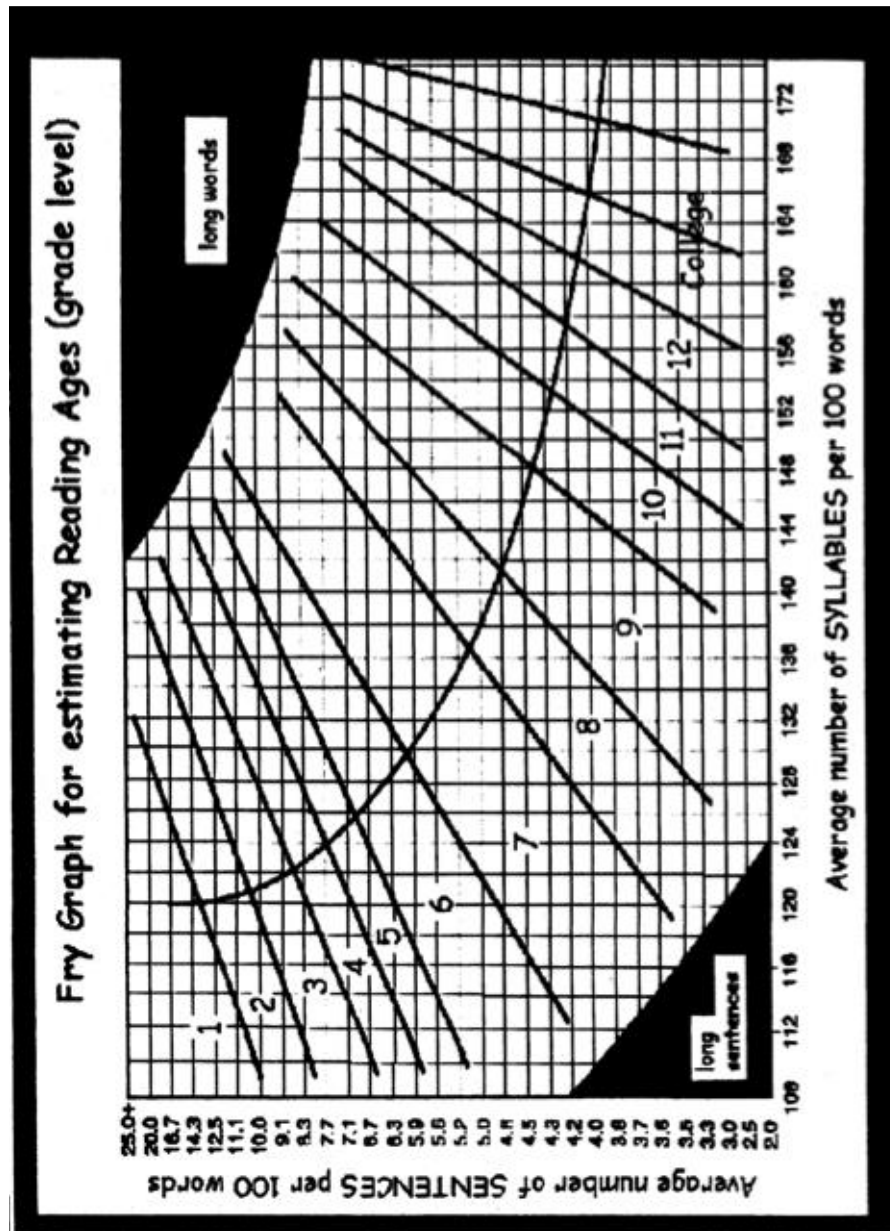


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FRY GRAPH—READING AGES IN YEARS



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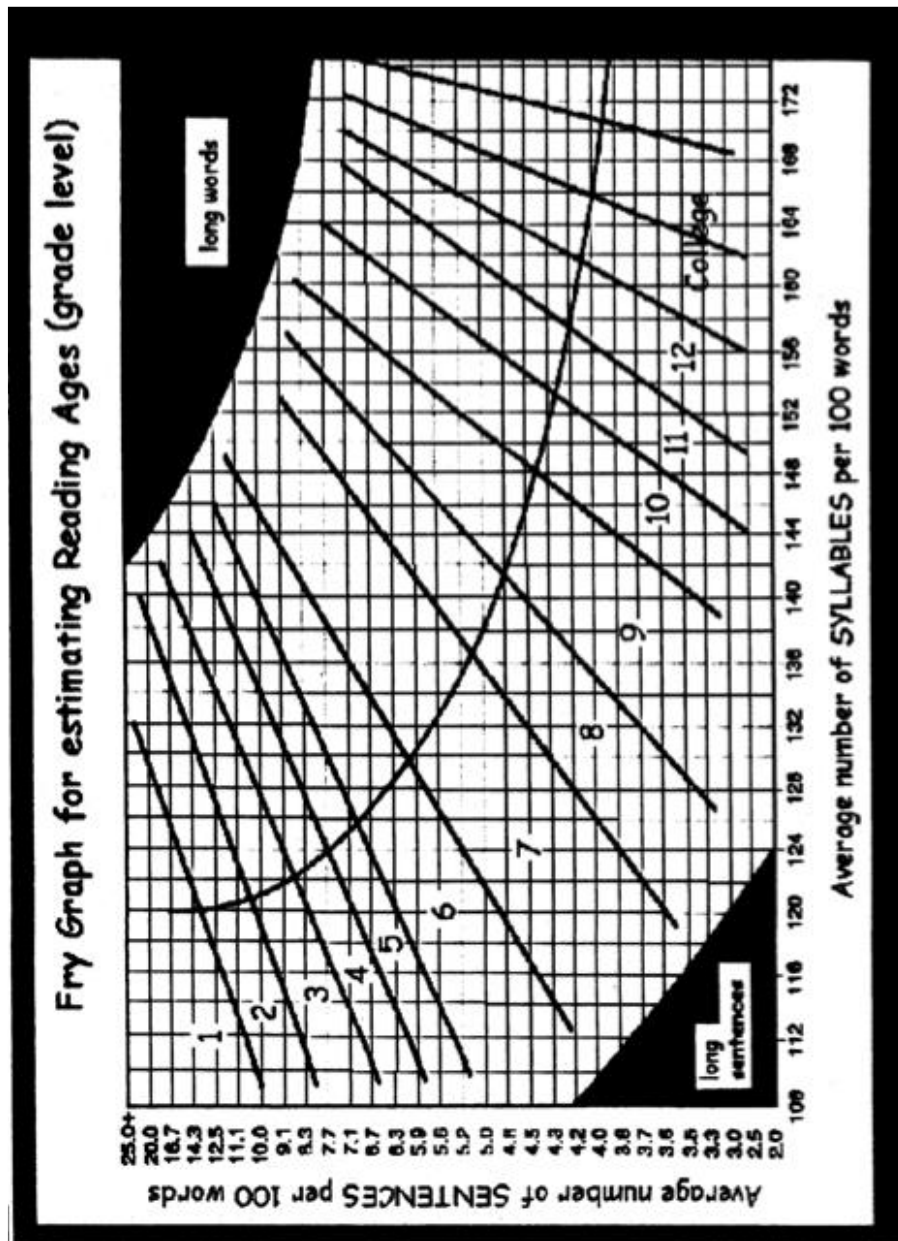


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FRY GRAPH—READING AGES IN GRADE LEVEL



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