



WARREN HILLS REGIONAL SCHOOL DISTRICT

89 Bowerstown Road, Washington, NJ 07882

Phone: 908-689-3143 ~ Fax: 908-689-4814 ~ www.warrenhills.org

Earl C. Clymer, III
Superintendent

Donnamarie Palmiere
Business Administrator

Dennis Mack
Director of Human Resources

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:

1. Title, ISBN#, author, copyright date of text:

- Title:
- ISBN #:
- Author:
- Copyright [If the text copyright is more than 5 years old, please provide an explanation]:
- Edition:
- Publisher



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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	___	___



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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.



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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



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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.]



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Signature of person preparing report

Date

Approved by:

Curriculum Supervisor

Date

Building Principal

Date

Board of Education:

Date

Date

Date

Date

Superintendent

Date



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SECTION FIVE:

Additional Comments, as needed:



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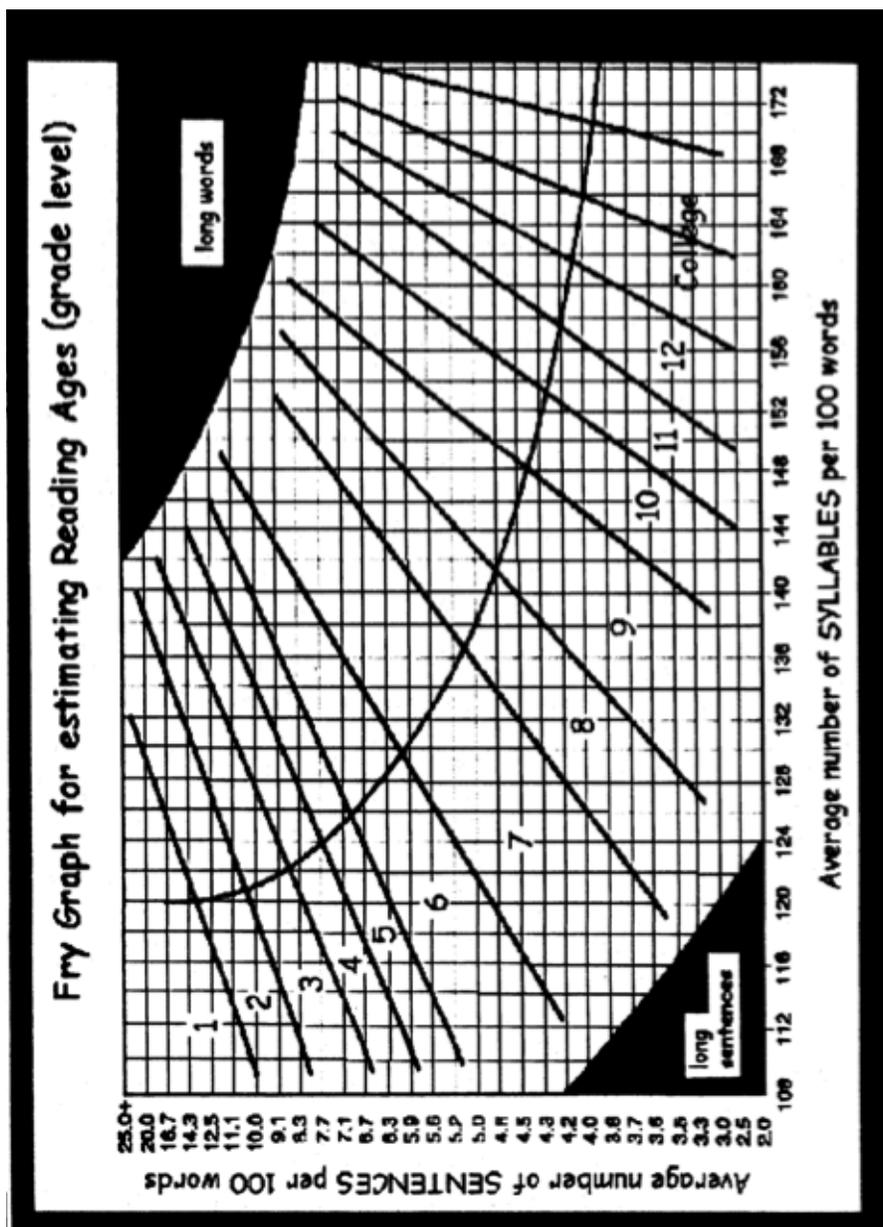
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FRY GRAPH—READING AGES IN YEARS





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FRY GRAPH—READING AGES IN GRADE LEVEL

