

**GUIDELINES FOR EVALUATION AND SELECTION
OF INSTRUCTIONAL MATERIALS**

Evaluating Textbooks for Stereotyping and Bias

Title: _____

Publisher: _____

Copyright Date: _____ Printing Date: _____

Introduction

Examine the preliminary pages - the introduction, goals and objectives, requirements, career expectations, etc. - for bias in (check where applicable):

Language: Inclusive _____ Exclusive _____

Illustrations: White male _____ White female _____

Minority male _____ Minority female _____

Different requirements: Male _____ Female _____

Different career expectations: Male _____ Female _____

Illustrations and Text

Select 30 consecutive pages at random and answer the following questions by checking NA (Not Acceptable), A (Acceptable), NG (Not Given), NS (Not Shown).

	NA	A	NG/NS
A. Are males/females shown working together?	_____	_____	_____
B. Are whites and minorities shown working together?	_____	_____	_____
C. Are females alone portrayed more often in traditionally female jobs, and the same for males?	_____	_____	_____

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	NA	A	NG/NS
D. Are females alone portrayed in lower skilled jobs?	_____	_____	_____
E. Are males alone portrayed in higher skilled jobs?	_____	_____	_____
F. Are minorities alone portrayed in lower skilled jobs?	_____	_____	_____
G. Are whites alone portrayed in higher skilled jobs?	_____	_____	_____
H. Are females alone shown working indoors?	_____	_____	_____
I. Are minorities alone shown working outdoors?	_____	_____	_____
J. Are white males alone shown working indoors?	_____	_____	_____
K. Is there anything in the illustrations which specifically encourages females and/or minorities to study this subject?	_____	_____	_____
L. Is there anything in the text which specifically encourages females and/or minorities to study this subject?	_____	_____	_____
M. Is there anything in the illustrations which specifically deals with sex discrimination or bias in this job, or for example in the case of child care, discusses stereotyping in books, toys, games, which limits children's options and activities?	_____	_____	_____
N. Are both male/female shown as having a wide range of sensibilities, feelings, and responses?	_____	_____	_____
O. Are adults who have chosen not to marry portrayed favorably?	_____	_____	_____
P. Are multi-parent families (divorced, remarried) portrayed and the portrayal does not suggest that such family conditions are automatically damaging to the children?	_____	_____	_____
Q. Are one-parent families portrayed and does the portrayal not suggest that children with a single parent automatically suffer from it?	_____	_____	_____

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	NA	A	NG/NS
R. In two income families, are both incomes depicted as contributing to the family's financial status?	_____	_____	_____
S. Is tokenism apparent? (An occasional female/minority in a textbook where the greatest proportion of material is stereotyped is an example of tokenism)?	_____	_____	_____
T. Are personality traits such as: passive, inept, vain, gossipy, emotional, capable, aggressive, "take charge," and brave, not portrayed as sex related?	_____	_____	_____

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Guidelines for Evaluating Audiovisual Materials for Stereotyping and Bias

	YES	NO
A. Are male voices used consistently to narrate audio materials?	_____	_____
B. Are female voices used only when dealing with traditionally female occupations, such as child care?	_____	_____
C. Do illustrations of males outnumber those of females?	_____	_____
D. Do the illustrations represent mainly young, attractive and preferred body types in composite pictures as well as in the body of the material?	_____	_____
E. Is the text inconsistent with the illustrations (e.g., a sex-fair text illustrated with sexist graphics)?	_____	_____
F. Are the illustrations stereotyped (e.g., male mechanics and female teacher aides)?	_____	_____
G. Are women consistently shown caring for the home and children while men earn the income?	_____	_____
H. When children are illustrated in role rehearsal, are their behaviors and aspirations stereotyped?	_____	_____
I. Are women and men commonly drawn in stereotyped body postures and sizes, with females shown as consistently smaller, over-shadowed, or shown as background figures?	_____	_____
J. Does the artist use pastel colors and fuzzy line definition when illustrating females and strong colors and bold lines for males?	_____	_____

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	YES	NO
K. Are graphs and charts biased, using stereotyped stick figures?	_____	_____
L. Are genderless drawings used in order to avoid making a statement or to appear to be sex-fair?	_____	_____
M. Are bosses, executives and leaders pictured as males?	_____	_____
N. Is only an occasional token woman pictured as a leader or in a nonstereotyped role?	_____	_____
O. Has the illustrator missed opportunities to present sex-fair images?	_____	_____

Comments: _____

