

Seattle Public Schools

Criteria and Relevant Instruments for the Identification of Bias

(Please refer to Board Policy 2015 Selection and Adoption of Instructional Materials and Board Policy 0030 Ensuring Educational and Racial Equity)

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student. It is the goal to eliminate, in all instructional materials, bias pertaining to sex (gender), race, creed, color, religion, ancestry, national origin, age, economic status, sexual orientation, gender expression or identity, pregnancy, marital status, physical appearance, disability, honorably discharged veteran or military status, or the use of a trained dog guide or service animal by a person with a disability. The form and links below will help in choosing materials free from bias.

Publisher/Copyright: _____

Series Title: _____

Title/Edition: _____

Author(s): _____

Ancillary materials included in the evaluation: _____

The above materials have been evaluated, using the anti-bias screener below and other District approved tools such as the Racial Analysis Equity Tool and the Native American Racial Equity Tool. This screener is in alignment with OSPI's Screening Tool for Biased Content.

Rubric Scoring: Met:(2 pts) Partially Met: (1 pt) Not Met:(0 pts) N/A: (unscored)

Adoption Committee Member/Curriculum Administrator: _____

Section 1: Stereotypes, Roles and Character Traits	Met	Partially Met	Not Met	N/A
When worldviews are presented, they include the perspective of the culture they are written about rather than being dominated by a Eurocentric, patriarchic or colonial perspective.				
All groups are presented in equitable proportions in personal, professional and vocational roles and activities.				
When ethnic and cultural groups are portrayed, there is a balance of traditional and non-traditional roles.				
Instructional materials avoid elitist and demeaning language patterns (e.g., phrases such as “primitive cultures”, “handicapped”, “mankind”, “oriental”, etc).				
Section 1 Score Total:				

Section 2: Multiple Perspectives and Contributions	Met	Partially Met	Not Met	N/A
Differences in customs, beliefs, and daily living are portrayed respectfully in texts/instructional materials.				
Biographical, contemporary, or historical texts infuse perspectives and contributions from members of diverse groups substantially, accurately, and respectfully.				
Significant representation of diverse historical figures and cultural groups is infused throughout instructional materials.				
When a text presents a controversial issue, the instructional materials provide more than one viewpoint on controversial issues that stimulate analysis and critical thinking.				
Section 2 Score Total:				

Section 3: Diverse Representation	Met	Partially Met	Not Met	N/A
Instructional materials reflect the rich diversity within and across ethnic, cultural, and other diverse groups.				
The instructional materials include literature, examples, or situations that accurately reflect the culture, languages, traditions, beliefs, values and customs of people from diverse backgrounds.				
Belief systems covered in the instructional materials are presented respectfully, accurately and with appropriate context.				
The instructional material includes imagery that represents diverse racial, ethnic, gender, and ability identities in a range of positive, non-stereotypical roles, fostering a sense of belonging and empowerment for all students.				
Section 3 Score Total:				

Total Score (Sections 1-3): _____