

**Howard County Public Schools
 LIBRARY MEDIA
 Selection Criteria for Library Media Center Materials**

Name _____ Position _____

Date _____ School/Office _____

General Instructions: All applicable items must be completed to validate the final approval/disapproval.

I. Descriptive Information:

Title of Material _____

Type of Material (Book, DVD, Kit, etc.) - specify _____

Fiction/ Nonfiction (circle) ISBN _____

Author(s)/Editor(s)/Producer(s) _____

Publisher/Company _____

Publication/Production Date _____ Cost _____

II. Technical Criteria

Print Materials:	YES	NO	NOT SURE	DOES NOT APPLY
Does the material have:				
a strong durable binding (hardbacks)?				
an attractive cover?				
durable, opaque paper?				
clear, easy-to-read typography?				
appropriate type size?				
physical appearance, appropriate components?				
attractive page layouts?				
attractive illustrations or photographs which are appropriate to the text?				
illustrations or photographs which avoid ethnic, sexual or cultural stereotypes?				
illustrations or photographs which are located properly for greatest usefulness?				
sufficient supporting graphics (nonfiction)?				
Nonprint Materials:	YES	NO	NOT SURE	DOES NOT APPLY
Are visual images clear?				
Are visual images well-framed and esthetically pleasing?				
Are sound and visual images synchronized?				
Is the sound clear and intelligible?				
Is music used effectively?				
Is the material of acceptable quality?				
Is the storage container of acceptable quality?				
Do the components of the product form a cohesive unit?				

III. Central Content Criteria

<u>Does this material, either through text or visuals:</u>	YES	NO	NOT SURE	DOES NOT APPLY
Reflect, support or enhance any aspect of the present Howard County curriculum?				
Contribute to a well-balanced media center collection?				
Meet the needs of the school or community?				
Lend itself to use by students of various abilities and backgrounds?				
Stimulate and/or satisfy the curiosity and interest of users?				
Expose students to diverse ideas or beliefs?				
Use vocabulary and concepts appropriate to the users for whom the material is intended				

IV. Nonfiction Content Criteria

<u>Does this material:</u>	YES	NO	NOT SURE	DOES NOT APPLY
Present sufficient and accurate factual information?				
Treat ethnic, sexual and cultural groups in a full, fair and non-prejudicial way?				
Contain necessary indices, tables of contents bibliographies, addenda, etc.?				
State sources of information?				
Provide a well-balanced treatment of the content?				
Include varying views of the subject matter?				
Treat controversial issues in a fashion appropriate to the maturity level of the students?				
Provide sufficient data for students to make their own analysis of controversial issues?				
Develop factual material in a logical sequence?				
Present material which is up-to-date or representative of the latest thinking in the content area?				
Allow students to form their own values, opinions, or philosophies relating to the subject matter?				
Encourage additional reading, writing, viewing, or listening on the subject?				

V. Fiction Content Criteria

<u>Does this material:</u>	YES	NO	NOT SURE	DOES NOT APPLY
Appeal to the current interests of students?				
Contribute to a collection that reflects differing viewpoints on controversial issues?				
Encourage students to form their own values, opinions, and philosophies?				
Incorporate a well-constructed plot with logical development and a minimum of coincidence?				
Include well-developed characters?				
Use vocabulary, language, and concepts appropriate to the user for whom the material is intended?				
Use potentially offensive language judiciously and only when appropriate to the purposes of the text?				
Utilize any potentially offensive episodes, if present, as an integral part of the theme?				
Use authentic racial or ethnic dialect when such dialect is appropriate to the purposes of the text?				

VI. Criteria Regarding Attitudes

<u>Does the material, whether print or nonprint, fiction or nonfiction:</u>	YES	NO	NOT SURE	DOES NOT APPLY
Foster respect for and understanding of the ideas and beliefs of various religious, non- religious, social, political, historical, and ethnic groups?				
Present, when appropriate, accurate descriptions of past racial, ethnic, sexual and cultural stereotypes and if such stereotypes are employed is it contextually clear that they are no longer current or acceptable?				
Avoid racist, homophobic, or sexist statements, unless such statements are clearly intended to reflect historical accuracy?				
Avoid affirming the idea that any segment of the population is superior, more capable, or more important than any other in contemporary society?				
Reflect accurately the contributions to society by minority groups and both sexes, both historically and currently?				
Contain, where appropriate, positive role models of both sexes and minority groups?				

VII. Reviewer’s Comments:

VIII. Approval: Use only section A or B, not both.

A.	APPROVED	K - 5
		6 - 8
		9 - 12

(CIRCLE ALL APPROPRIATE LEVELS)

B.	DISAPPROVED	K - 5
		6 - 8
		9 - 12

(DISAPPROVE ONLY AT YOUR LEVEL)

(Reviewer’s signature)

(Reviewer’s signature)

(Reviewer’s signature)