

Diverse Materials Evaluation Rubric Template

TITLE
REVIEWED BY

	SCORE
EXEMPLARY Purchase, promote on booklists, booktalk, display	62
ACCEPTABLE Purchase if needed. Fills a gap, but is potentially flawed and the best representation we can purchase.	61-52
NEEDS IMPROVEMENT Analyze circulation statistics, research reviews beyond professional journals, ask another selector to complete rubric	41-32
INADEQUATE Weed	< 31

CRITERIA	YES (2pt)	NO (1pt)
ACCURACY & AUTHENTICITY		
Details are factually accurate. Review terms, language, location/setting, culture and other details to determine if accurate information is presented.		
If applicable, supplemental content includes credible sources.		
Is not identified as problematic by marginalized group experts and scholars. Experts include but are not limited to: Sarah Park Dahlen, Debbie Reese, Edith Campbell...		
CHARACTERS		
Characters avoid stereotypes either visually or within their personalities, lifestyles or culture.		
Character is human.		
Main characters are from a marginalized or under represented group and not relegated to secondary characters.		
Characters represent different body types and different abilities.		
Character portrayal counteracts negative or harmful views of diverse groups. Multidimensionality exists within groups and avoids tokenism.		
PLOT		
Characters from socially dominant culture groups do not act as saviors for diverse characters.		
Storylines are unbiased and avoid undermining marginalized identities.		
Character achievements and struggles are not stereotyped.		

Balance of power exists between non-dominant and dominant culture groups; ie-- is the teacher in the story stereotypical?		
Victim in story avoids stereotypes or is not part of a marginalized group.		
Main characters from marginalized groups have agency in the story and are empowered to be the hero.		
SETTING/TIME PERIOD		
Marginalized groups have presence in story outside of their stereotypical representation in the time period.		
Marginalized groups present in current context.		
Set in another country/culture.		
Setting, time period, or historical event is under-represented or it is shared in a new way.		
Urban, suburban, rural and cultural settings are realistically portrayed.		
CREATORS (AUTHOR, ILLUSTRATOR)		
Author or illustrator has lived the experience narrated in their story.		
Author or illustrator identifies similarly to the main characters.		
Characters with disabilities are not written by a parent of a child who identifies as having a disability; the author has identified as having the disability.		
GENERAL		
Content is timeless despite publication date.		
Content avoids references to pop culture.		
Content avoids loaded words, negative connotations, microaggressions.		
Publisher or author has asked for it to be removed from collections, has stopped publication of item. Item is no longer in print.		
Item has been read by staff member.		
Item is part of a series or a popular character and demand has not lessened.		
Item is an award winner: Pura Belpre, Schneider Family Award, Coretta Scott King, Stonewall Book Award, etc.		
If the story is a retelling, does the author have permission to tell it? Are they an authority or scholar on the subject?		
Positive professional reviews of item identify race in review. Prioritize Kirkus, Booklist, and Bulletin of Cooperative Children's Book Center.		
COMMENTS FROM REVIEWER:		

COLUMN TOTALS	0	0
Courtesy of Glen Ellyn Public Library. TOTAL SCORE	0	