Library Collection and Evaluation Rubric

Categories for Consideration for Individual Texts

- Text Complexity
  - Evaluate the elements and difficulty of the text utilizing text leveling resources such as Guided Reading or Fountas and Pinnell level or Lexile level.
- Representation
  - Mirrors-Does the book reflect the life and stories of the readers?
  - Windows- Does the book open a new view to the world for the reader?
  - Doors- Does the book invite the reader to consider and engage with new concepts, feelings, facts, or communities?
- Context
  - Are the author, illustrator, or other contributors qualified to be representing what is presented in the text or art?
- Authenticity
  - Are the information, stories, or communities represented in the book presented without distortion, in a way that accurately represents how the information, stories, or communities show up in the world?
- Stereotypes
  - Is the book free from stereotypes? Does it break stereotypes?
- Critical Thinking Skills
  - Does the text open space for...
    - Problem Solving
    - Examining conflicts
    - Safe place to process the world
    - Start Discussion
    - Inference
    - Moving beyond the text
    - Abstract thinking
    - Provoking Curiosity
- Literature Quality
  - Publication Date
    - When was the text published?
    - Is the text still relevant?
    - Is there a balance of old and new in the collection?
    - Does the era when published affect the information, content, context, or stereotypes of the text and/or visuals?
  - Story/Information
    - Is the text...
      - well written?
      - an example we want to present to the children and community?
      - relatable or valuable to the reader?
      - age-appropriate in content and context?
      - encouraging critical and abstract thinking, problem solving?
      - discussion provoking?
  - Do the characters:
    - represent people from a variety of cultural groups, age ranges and sizes, including some with disabilities?
    - depicted as "good" characters reflect a variety of backgrounds?
    - include females as well as males in leadership and/or non-traditional roles?

- o Themes
  - ▪ Do the themes:
    - • offer children a variety of things to think about, question and consider?
    - • explore, instead of preach, values?
    - • include lessons from which children can learn?
- o Settings
  - ▪ Do the stories:
    - • reflect a variety of settings?
    - • represent urban, suburban and rural settings realistically?
    - • represent cultural settings realistically?
- o Illustrations/Graphics
  - ▪ Do the illustrations/graphics:
    - • include representation of diverse populations, settings, and cultures?
    - • contain diversity represented within cultural groups?
    - • include characters depicted realistically and genuinely?
    - • avoid reinforcing societal stereotypes?

Examination of the Collection

- • Equitable representation of
  - o Community members
  - o The diverse world we live in
  - o Guided reading levels
  - o Needed interventions for diverse learners
    - ▪ Does the collection include broad selections of:
      - • High/Low Books
      - • Spanish/English bilingual
      - • Books or shared reading
      - • Books with Social Emotional Learning themes
      - • Books focusing on and encouraging Science, Technology, Engineering, Art, and Math
      - • Guided Reading Levels
- • Genre Diversity
  - o Does the collection include broad selections of:
    - ▪ Fiction
      - • Prose
      - • Picture books
      - • Novels
      - • Historical Fiction
      - • Realistic Fiction
      - • Mystery
      - • Fantasy
      - • Science Fiction
    - ▪ Nonfiction
      - • Informational
      - • Biography
      - • Autobiography
    - ▪ Graphic Novels
    - ▪ Poetry
    - ▪ Legend/Folk Tale/Fable