

Appropriateness for After School Review Form



Reviewer _____

Date _____

Title of Material _____

Year of Publication _____

Publisher _____

ID Number _____

Target Grade Level _____

Instructional Topic(s) Academic Learning Activities (Integrated) Behavior Management English-Lang. Arts
Health Services History/Social Science Mathematics Nutrition Physical Activity Program Administration
Safe Learning Environments Science Youth Development Visual/Performing Arts

Material Format(s) (check all that apply): Print DVD CD-ROM Online Other _____

1. SUPPORT FOR AFTER SCHOOL STAFF

Rate the following:	Not Available	Missing or Inadequate	Satisfactory or Good	Comments
1. Understanding the Lessons				
a. Clear instructions for lesson delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Reasonable time required to become familiar with the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Equipment, Materials, and Supplies				
a. Required equipment clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Materials and supplies are included, or easily accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Minimal time needed to prepare materials for the lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Tips for learning environment set-up included	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Student Learning Objectives				
a. Clearly stated student learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Learning objectives appropriate for after school settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Learning objectives linked to regular school day priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Continued:	Not Available	Missing or Inadequate	Satisfactory or Good	Comments
4. Directing the Lessons				
a. Step-by-step directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Scripted instructor dialogue, including questions to support critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Strategies for monitoring student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Tips for providing constructive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Lesson flexibility (e.g., can be segmented into parts, if needed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Conducting Active Learning				
a. Instructions for facilitating active learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Tips for managing activity transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Tips for responding to student comments/questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Conducting Group Processes				
a. Specific questions or prompts to facilitate group discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Instructions for managing small-group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Tips for supporting positive peer relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Engaging All Students				
a. Adaptations for English learners (e.g. descriptive graphics, glossary of terms, visual aids, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Adaptations for students with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Adaptations for advanced learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Includes students of diverse racial, ethnic, or cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Intentional Relationship Building				
a. Strategies for establishing relationships with peers and/or adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Connecting to Family and Community				
a. Tips and activities for supporting parent involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Tips and activities for linking learning to the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. ACTIVE STUDENT ENGAGEMENT WITH THE CONTENT

Rate the following:	Not Available	Inadequate	Satisfactory or Good	Comments
1. Active Learning Strategies				
a. Cooperative group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Games/simulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Peer teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Project-based learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Problem-solving/critical thinking activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. Service learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g. Student-designed activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h. Student-led activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i. Role play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
j. Self assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
k. Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Personal/Social Skill Building				
a. Individual:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Group:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments: _____

3. MATERIAL DESCRIPTION

Specify the grade level and audience for whom you think the material is appropriate.
(Check all that apply)

For use with: All Youth English-Language Learners Special Education
 GATE Other (Specify) _____

Grade level: PreK - K K - 3 4 - 6 6 - 8 9 - 12

Provide a brief description of the material: _____

4. REVIEWER'S NOTES

Provide suggestions to users, such as strengths of the material, possible applications, appropriate target audiences, teaching ideas, teaching alerts, connections with other resources, additional costs to implement lessons, etc.

5. EVALUATION SUMMARY

	Poor	Low Quality	Satisfactory	High Quality	Excellent
Summary evaluation of Support for After School Staff:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary evaluation of Active Student Engagement with the Content:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Overall Evaluation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you recommend that we acquire this material for the California After School Resource Center's statewide circulating collection? (check one)

- _____ **Highly Recommended.** Highest-quality after school instructional material. It should be made available to California after school programs as part of the Resource Center's collection.
- _____ **Recommended.** Good-quality after school instructional material. It may enhance the Resource Center's collection. Consider adding to the collection.
- _____ **Not Recommended.** Average- or poor-quality after school instructional material. Not recommended for the Resource Center's collection.

Comments on your recommendations: _____
