



# Youth Development Instructional Material Review Form



## 1. Descriptive Information

Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Material: \_\_\_\_\_ Year of Publication: \_\_\_\_\_

Publisher: \_\_\_\_\_ ID Number: \_\_\_\_\_

Publisher's Target Grade Level(s): \_\_\_\_\_

Target Audience (if other than general classroom): \_\_\_\_\_

Explicitly Linked to a California-Adopted Curriculum?  No  Yes (specify): \_\_\_\_\_

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

## 2. Instructional Design

### A. PROGRAM CHARACTERISTICS

	Not Addressed	Inadequate	Satisfactory	Good
Information is accurate and current	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content is aligned with school learning environment, characteristics, and staff capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A positive Youth Development theoretical or perceptual framework is clearly defined (i.e., youth as resources perspective)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scope is adequate and detail of information is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities are flexible (can be presented in whole, or segmented into sections)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Program Characteristics:

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## 2. Instructional Design (continued)

### B. MATCH to CALIFORNIA STUDENT POPULATION

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	<b>Inadequate</b> <i>Few activities and content are accessible, and somewhat effective.</i>	<b>Satisfactory</b> <i>Some activities and content is accessible, and mostly effective.</i>	<b>Good</b> <i>All or most of the activities and content are accessible, and highly effective.</i>
<b>Rate the quality of the scaffolds included for English learners. (Fill in the bubbles for all that apply):</b> <input type="radio"/> Adaptations for English learners (e.g., descriptive graphics, glossary of terms, visual aids, etc.) <input type="radio"/> Pre-teaching youth development concepts/vocabulary <input type="radio"/> Opportunities to practice basic interpersonal communication skills <input type="radio"/> Other (describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
<b>Rate the quality of the modifications provided for students with special needs. (Fill in the bubbles for all that apply):</b> <input type="radio"/> Building background knowledge <input type="radio"/> Presenting key concepts one at a time <input type="radio"/> Modifying assignments (e.g., number or level of difficulty of tasks or projects) <input type="radio"/> Other (describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
<b>Rate the quality of the extensions integrated for advanced learners. (Fill in the bubbles for all that apply):</b> <input type="radio"/> Choices of activities to achieve depth and complexity of understanding (e.g., extension, inquiry, challenges, etc.) <input type="radio"/> Choices of activities to accelerate pace (e.g., developing a unique project, assuming leadership roles in groups, etc.) <input type="radio"/> Other (describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Are the activities, content, and examples representative of diverse individuals, families, and cultures?  Yes  No

Are the main or supplementary materials available in languages other than English?  Yes  No

Specify if translated materials are provided for:  Teachers  Students  Parents

Specify languages: \_\_\_\_\_

**Comments on Match to California Student Population:** \_\_\_\_\_

### 2. *Instructional Design (continued)*

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## Youth Development Instructional Material Review Form

<b>C. TEACHING METHODS</b>				
<b>Rate the items addressed by the material.</b>	<b>Not Addressed</b>	<b>Inadequate</b>	<b>Satisfactory</b>	<b>Good</b>
Objectives at beginning of each lesson or learning activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities build understanding of key concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities promote skill development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiple examples and/or perspectives explored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities promote student reflection on social, emotional, and cognitive levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of resources (fill in the bubbles for all that apply): <input type="radio"/> Visual aids <input type="radio"/> Literature books <input type="radio"/> Multimedia (e.g., CD-ROM, video, software) <input type="radio"/> Guest speakers and/or community resources <input type="radio"/> Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group projects (e.g., projects, problem-solving activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Role-play or dramatization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service learning or community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of community-building processes (e.g., community circles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methods to invite community/parent/family involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-age, peer-to-peer helping and education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Youth Development Instructional Material Review Form

<b>C. TEACHING METHODS, continued</b>				
Rate the items addressed by the material.	Not Addressed	Inadequate	Satisfactory	Good
Independent (self-directed) learning activities. <b>(Fill in the bubbles for all that apply):</b> <ul style="list-style-type: none"> <li><input type="radio"/> Writing about concepts (e.g., journaling, responding to hypothetical scenarios, etc.)</li> <li><input type="radio"/> Using support resources (e.g., informational handouts or other literature)</li> <li><input type="radio"/> Opportunities to practice constructive use of time (e.g., managing homework)</li> <li><input type="radio"/> Accessing instructionally supportive resources (e.g., multimedia, technology)</li> <li><input type="radio"/> Other (specify): _____</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Youth Development strategies to evaluate student learning (e.g., student self-assessment, student portfolios, self-reflection projects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments on Teaching Methods:**

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# Youth Development Instructional Material Review Form

## 3. Building Protective Factors

A. Evaluate how well the material supports student interaction with environmental features that promote positive youth development.

Positive Environmental Features (e.g., external assets, school climate)	Not Addressed	Interactive Teaching Methods	Developmentally Appropriate and Relevant to Students' Social, Cultural, and Ethnic Experience and Interests	Meaningful Skills Development and Practice	Opportunities for Student Reflection and Construction of Personal Meaning	Overall Quality of the Material
1. <b>Caring Relationships</b> (e.g., family, peers, teachers, and other adults)	<input type="checkbox"/>	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
Explanatory comments and examples:						
2. <b>Empowerment</b> (e.g., opportunities for meaningful participation and leadership)	<input type="checkbox"/>	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
Explanatory comments and examples:						
3. <b>Boundaries</b> (e.g., clear and appropriate limits)	<input type="checkbox"/>	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
Explanatory comments and examples:						

## Youth Development Instructional Material Review Form

Environmental Factors, continued	Not Addressed	Interactive Teaching Methods	Developmentally Appropriate and Relevant to Students' Social, Cultural, and Ethnic Experiences and Interests	Meaningful Skills Development and Practice	Opportunities for Student Reflection and Construction of Personal Meaning	Overall Quality of the Material
4. <b>High Expectations</b> (e.g., achievement of success is assumed and promoted by family, peers, teachers, and other adults)	<input type="checkbox"/>	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
Explanatory comments and examples:						
5. <b>Constructive Use of Time</b> (e.g., participation in creative projects, sports, extracurricular activities)	<input type="checkbox"/>	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
Explanatory comments and examples:						

## Youth Development Instructional Material Review Form

**B. Evaluate the degree to which the material provides opportunities for students to experience/develop the following youth competencies.**

Youth Competencies (e.g., internal assets)	Not Addressed	Interactive Teaching Methods	Developmentally Appropriate and Relevant to Students' Social, Cultural, and Ethnic Experiences and Interests	Meaningful Skills Development and Practice	Opportunities for Student Reflection and Construction of Personal Meaning	Overall Quality of the Material
1. <b>Commitment to Learning</b> (e.g., achievement motivation)	<input type="checkbox"/>	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
Explanatory comments and examples:						
2. <b>Positive Values</b> (e.g., character traits, such as honesty, responsibility, empathy, integrity)	<input type="checkbox"/>	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
Explanatory comments and examples:						
3. <b>Cooperation and Communication Skills</b> (e.g., written, verbal and nonverbal skills to interact with others and communicate effectively)	<input type="checkbox"/>	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
Explanatory comments and examples:						

## Youth Development Instructional Material Review Form

Youth Competencies, continued	Not Addressed	Interactive Teaching Methods	Developmentally Appropriate and Relevant to Students' Social, Cultural, and Ethnic Experiences and Interests	Meaningful Skills Development and Practice	Opportunities for Student Reflection and Construction of Personal Meaning	Overall Quality of the Material
4. <b>Problem-Solving Skills</b> (e.g., planning, decision making, resourcefulness and resiliency, critical and reflective thinking)	<input type="checkbox"/>	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
Explanatory comments and examples:						
5. <b>Autonomy and Sense of Self</b> (e.g., personal identity and power, self-efficacy, self-awareness)	<input type="checkbox"/>	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
Explanatory comments and examples:						
6. <b>Sense of Meaning and Purpose</b> (e.g., personal conviction, personally meaningful goals and high expectations, optimism)	<input type="checkbox"/>	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
Explanatory comments and examples:						

# Youth Development Instructional Material Review Form

## 4. Evaluation Summary

	Poor	Low Quality	Satisfactory	High Quality	Excellent
Overall evaluation of the <b>Instructional Design</b> of the material:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall evaluation of the <b>Building Protective Factors</b> quality in this material:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall evaluation:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Recommendation regarding the acquisition of this material for the California Healthy Kids Resource Center and the California After School Resource Center statewide circulating collection:** *(check one)*

- \_\_\_\_\_ **Highly Recommended.** Highest-quality Youth Development instructional material. It should be made available to California teachers as part of the Resource Centers' collections.
- \_\_\_\_\_ **Recommended.** Good-quality Youth Development instructional material. It may enhance the Resource Centers' collections. Consider adding to the collections.
- \_\_\_\_\_ **Not Recommended.** Average- or poor-quality Youth Development instructional materials. Not recommended for the Resource Centers' collections.

Comments on your recommendation: \_\_\_\_\_

## 5. Material Description - Specify the grade level and audience for whom **you think** the curriculum is appropriate. *(Check all that apply)*

**For use with:**  All Youth  English Learners  Special Education  GATE  Other (specify): \_\_\_\_\_

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

**In your opinion,** is the material aligned with a California-adopted curriculum?

No  Yes, specify program(s): \_\_\_\_\_

Provide a brief description of the material: \_\_\_\_\_

## **Youth Development Instructional Material Review Form**

**6. Reviewer's Notes** - Provide suggestions to teachers and other 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.:

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