

# Manitoba Education and Training

## Senior 3 (Grade 11) and Senior 4 (Grade 12) English Language Arts Evaluation Forms

The following forms are being used in evaluating learning resources submitted by publishers and producers.

There are two types of material groupings: Integrated Resources (IRs) consisting of integrated resources, book collections, and series; and Stand-Alone (S/A) resources consisting of stand-alone print anthologies, textbooks, interactive software, and kits. The table below indicates the evaluation forms used with each material grouping.

Table of Contents		
Evaluation Forms Used	S/A	IRs
1. First Cut Print / Decision Page Evaluation	x	-
2. In-Depth Curriculum Fit, Part I (customized for each subject)	x	x
3. In-Depth Instructional and Technical Design, Social Considerations Part II Resource Formats		
Print	x	x
Audio	x	x
Video	x	x
Multimedia, Web Site/Links, Software	x	x
Manipulatives	x	x
Web Based Resource	x	x
4. In-Depth Part I and Part II Decision Page	x	x
5. Multi-Grade/Level Series Evaluation	-	x
6. Guidelines for Recommending the Selection of Literature	x	x
6. Annotation Form	x	x
7. Designation Form	x	x



**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
First Cut (Single/Stand-Alone Resources) Print Only**

**Subject of Review** \_\_\_\_\_

**Resource I.D. Number**

**Date** \_\_\_\_\_

**Resource Title** \_\_\_\_\_ **Grade** \_\_\_\_\_

<b>A. Curriculum Fit/Content/Philosophy</b>	<b>Yes</b>	<b>No Page #</b>	<b>N/A</b>
<p>C1 The resource is consistent with the philosophy.</p> <hr/> <hr/>			
<p>C2 The content and processes fit the curriculum.</p> <hr/> <hr/>			
<p>C3 The content is current and accurate.</p> <hr/> <hr/>			
<b>Overall Rating</b>	<b>N</b>	<b>W/P</b>	<b>F G E</b>

**Comments/Alerts**

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**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
First Cut (Single/Stand-Alone Resources) Print Only**

<b>B. Instructional Design</b>	<b>Yes</b>	<b>No Page #</b>	<b>N/A</b>
<p>I1 Resource is clear, well-organized and user-friendly.</p> <hr/> <hr/>			
<p>I2 The conceptual level of the materials is appropriate for intended audience (student resource only).</p> <hr/> <hr/>			
<p>I3 The vocabulary and reading level is appropriate for intended audience (student resource only).</p> <hr/> <hr/>			
<p>I4 Instructional goals and learner outcomes are clearly stated.</p> <hr/> <hr/>			
<p>I5 Assessment/evaluation is appropriate.</p> <hr/> <hr/>			
<b>Overall Rating</b>	<b>N</b>	<b>W/P</b>	<b>F G E</b>

**Comments/Alerts**

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**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
First Cut (Single/Stand-Alone Resources) Print Only**

<b>C. Social Considerations</b>	<b>Yes</b>	<b>No Page #</b>	<b>N/A</b>
<p>SC1 Diversity of Western Canadian society, including a variety of First Nations, Inuit and Métis is accurately portrayed.</p> <hr/> <hr/> <p>SC2 There is sufficient Canadian orientation or content.</p> <hr/> <hr/> <p>SC3 The resource is free of bias/stereotyping.</p> <hr/> <hr/>			
<b>Overall Rating</b>	<b>N W/P F G E</b>		

**Comments/Alerts**

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**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
First Cut (Single/Stand-Alone Resources) Print Only**

<b>D. Technical Design</b>	<b>Yes</b>	<b>No Page #</b>	<b>N/A</b>
<p>T1 The content is laid out in an interesting or appealing manner.</p> <hr/> <hr/> <p>T2 Physical characteristics of the resource are appropriate and effective (visual quality).</p> <hr/> <hr/> <p>T3 Resource quality is suitable for classroom use (durability).</p> <hr/> <hr/>			
<b>Overall Rating</b>	<b>N W/P F G E</b>		

**Comments/Alerts** \_\_\_\_\_

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## In-Depth – Part I

Resource I.D. Number

English Language Arts

Grade(s) \_\_\_\_\_

**A.) Curriculum Framework Fit/Content/Philosophy**

Resource supports the outcomes of Senior 3 – 4 ELA Framework Overview

<b>General Outcome 1</b> <i>Explore thoughts, ideas, feelings and experiences</i>	Yes	No Page #	N/A
<p><b>Discover and Explore</b></p> <ul style="list-style-type: none"> <li>• express ideas .....</li> <li>• consider others' ideas .....</li> <li>• experiment with language and form .....</li> <li>• express preferences .....</li> <li>• set goals .....</li> </ul> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p><b>Clarify and Extend</b></p> <ul style="list-style-type: none"> <li>• develop understanding .....</li> <li>• explain opinions .....</li> <li>• combine ideas .....</li> <li>• extend understanding .....</li> </ul>			
<b>Outcome Rating</b>	N	WP	F G E

Comments \_\_\_\_\_

**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
In-Depth – Part I**

<b>General Outcome 2</b> <i>Comprehend and respond personally and critically to oral, print, and other media texts</i>	Yes	No Page #	N/A
<p><b>Use Strategies and Cues</b></p> <ul style="list-style-type: none"> <li>• prior knowledge .....</li> <li>• comprehension strategies .....</li> <li>• textual cues .....</li> <li>• cueing systems .....</li> </ul> <hr/> <p><b>Respond To Texts</b></p> <ul style="list-style-type: none"> <li>• experience various texts .....</li> <li>• connect self, texts, and cultures .....</li> <li>• appreciate the artistry of texts .....</li> </ul> <hr/> <p><b>Understand Forms and Techniques</b></p> <ul style="list-style-type: none"> <li>• form and genre .....</li> <li>• techniques and elements .....</li> <li>• vocabulary .....</li> <li>• experiment with language .....</li> <li>• create original texts .....</li> </ul>			
<b>Outcome Rating</b>	<b>N</b>	<b>W P</b>	<b>F G E</b>

**Comments**

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**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
In-Depth – Part I**

<b>General Outcome 3</b> <i>Manage ideas and information</i>	<b>Yes</b>	<b>No</b> <b>Page #</b>	<b>N/A</b>
<p><b>Plan and Focus</b></p> <ul style="list-style-type: none"> <li>• use personal knowledge .....</li> <li>• ask questions .....</li> <li>• contribute to group inquiry .....</li> <li>• create and follow a plan .....</li> </ul> <hr/> <p><b>Select and Process</b></p> <ul style="list-style-type: none"> <li>• identify personal and peer knowledge .....</li> <li>• identify sources .....</li> <li>• evaluate sources.....</li> <li>• access information .....</li> <li>• make sense of information .....</li> </ul> <hr/> <p><b>Organize, Record and Assess</b></p> <ul style="list-style-type: none"> <li>• organize information .....</li> <li>• record information .....</li> <li>• evaluate information .....</li> <li>• develop new understanding .....</li> </ul>			
<b>Outcome Rating</b>	<b>N</b>	<b>WP</b>	<b>F G E</b>

**Comments** \_\_\_\_\_

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**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
In-Depth – Part I**

<b>General Outcome 4</b> <i>Enhance the clarity and artistry of communication</i>	<b>Yes</b>	<b>No</b> <b>Page #</b>	<b>N/A</b>		
<p><b>Generate and Focus</b></p> <ul style="list-style-type: none"> <li>• generate ideas .....</li> <li>• choose forms.....</li> <li>• organize ideas.....</li> </ul> <hr/> <p><b>Enhance and Improve</b></p> <ul style="list-style-type: none"> <li>• appraise own and others’ work.....</li> <li>• revise content .....</li> <li>• enhance legibility.....</li> <li>• enhance artistry .....</li> <li>• enhance presentation .....</li> </ul> <hr/> <p><b>Attend to Conventions</b></p> <ul style="list-style-type: none"> <li>• grammar and usage.....</li> <li>• spelling.....</li> <li>• capitalization and punctuation.....</li> </ul> <hr/> <p><b>Present and Share</b></p> <ul style="list-style-type: none"> <li>• share ideas and information.....</li> <li>• effective oral and visual communication .....</li> <li>• attentive listening and viewing.....</li> </ul>					
<b>Outcome Rating</b>	<b>N</b>	<b>WP</b>	<b>F</b>	<b>G</b>	<b>E</b>

**Comments** \_\_\_\_\_



**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
In-Depth – Part I**

<b>The Importance of Language for Senior 3 – 4 English Language Arts Framework Overview</b>	<b>Yes</b>	<b>No Page #</b>	<b>N/A</b>		
<p><b>Nature of Language</b></p> <ul style="list-style-type: none"> <li>• Reflect the integrated nature of English Language Arts .....</li> </ul> <hr/> <p><b>Language Acquisition and Development</b></p> <ul style="list-style-type: none"> <li>• Promote language learning as an active process .....</li> <li>• Take into account that language development is continuous and recursive .....</li> <li>• Recognize that students reflect on and use prior knowledge to extend and enhance their language and understanding .....</li> <li>• Help students to use language to meet personal, social and academic goals .....</li> </ul> <hr/> <p><b>Language Learning: A Shared Responsibility</b></p> <ul style="list-style-type: none"> <li>• Help students develop and apply a repertoire of strategies for comprehending, composing, and responding to a variety of texts, situations, and across subject areas .....</li> </ul> <hr/> <p><b>Thinking and Learning Through Language</b></p> <ul style="list-style-type: none"> <li>• Reflect recent developments in the research into language learning and literacy development .....</li> <li>• Enable students to participate effectively in various communities within and beyond the classroom .....</li> <li>• Provide opportunities for students to think critically (i.e., reflect, speculate, analyse, synthesize, problem solve) .....</li> <li>• Enable students to develop metacognition (i.e., develop awareness and control of their own thinking and learning processes) .....</li> <li>• Enable students to develop skills and strategies they need to complete language learning tasks successfully .....</li> </ul>					
<b>The Importance of Language Rating</b>	<b>N</b>	<b>WP</b>	<b>F</b>	<b>G</b>	<b>E</b>

**Comments** \_\_\_\_\_

**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
In-Depth – Part I**

**Overall General Outcomes 1 Through 5 Rating (Please check ✓):**

- Not Applicable     Weak/Poor     Fair     Good     Excellent

**Recommendation**

I recommended this learning resource for (check all that are applicable).

S3 LF

S3 CF

S3 TF

S4 LF

S4 CF

S4 TF

Rejected

**Comments** \_\_\_\_\_

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**Cautions** \_\_\_\_\_

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**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts**

**In-Depth Part II - Print**

**Subject of Review**

**Resource I.D. #**

**Resource Title**

**Date**

**Course Name**

**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
In-Depth Part II - Print**

<b>B.) Instructional Design</b>	<b>Yes</b>	<b>No Page #</b>	<b>N/A</b>
<p><b>Design</b></p> <p>I-1 Instructional goals and learner outcomes are clearly stated.....</p> <p>I-2 Resource is clear, well-organized and user-friendly .....</p> <p>I-3 Resource takes into account a variety of teaching styles and strategies... ..</p> <hr/> <p><b>Student Learning</b></p> <p>I-4 Resource takes into account various ways of learning.....</p> <p>I-5 Resource accommodates a wide range of student competencies .....</p> <p>I-6 Resource encourages student creativity .....</p> <p>I-7 Active learning is promoted within authentic and relevant communication contexts.....</p> <p>I-8 Vocabulary and reading levels are appropriate for intended audience.....</p> <p>I-9 Concepts and processes are introduced, developed and reinforced.....</p> <p>I-10 Follow-up and extension activities are provided, where appropriate.....</p> <p>I-11 Appropriate support materials are provided.....</p> <hr/> <p><b>Relevance and Integration</b></p> <p>I-12 Resource promotes connections between subject areas .....</p> <p>I-13 Resource encourages teachers and students to make connections between the Subject area and everyday life experiences .....</p> <p>I-14 Content is engaging and relevant for intended audience.....</p> <hr/> <p><b>Assessment and Evaluation</b></p> <p>I-15 Assessment and evaluation strategies are congruent with the instructional strategies and learning outcomes .....</p> <p>I-16 .. Assessment methods are developmentally appropriate and culturally sensitive and offer a variety of ways for students to demonstrate their learning.....</p> <p>I-17 Assessment methods are multidimensional to allow for assessment of a broad range of subject area knowledge, skills and attitudes using a variety of media..</p>			
<b>Instructional Design Rating</b>	<b>N</b>	<b>W/P</b>	<b>F G E</b>

**Comments** \_\_\_\_\_

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**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
In-Depth Part II - Print**

<b>C.) Social Considerations for Resource as a Whole</b>	<b>Yes</b>	<b>No Page #</b>	<b>N/A</b>
SC-1 People of all ages are represented positively .....			
SC-2 Fair balance and equity of gender roles are portrayed .....			
SC-3 Resource is free from cultural, racial and ethnic stereotypes/biases .....			
SC-4 Diverse beliefs, customs and language use are accurately portrayed .....			
SC-5 Diversity of Western Canadian society, including a variety of First Nations, Inuit and Métis are accurately portrayed .....			
SC-6 References to religious beliefs are appropriate and balanced .....			
SC-7 References to political topics are appropriate and balanced .....			
SC-8 References to people with disabilities are included and appropriate .....			
SC-9 References to people from a variety of social and economic situations are present .....			
SC-10 Inclusive language is used .....			
SC-11 Unnecessary portrayals of violence have been avoided .....			
SC-12 Controversial issues are presented appropriately representing various viewpoints on the issue .....			
SC-13 Material has Canadian content (author, language usage, literature, visuals, statistics, information, examples of achievement and people, spelling) .....			
SC-14 Demonstrates a consensus-based decision-making process that details .....a sustainable process of integrating and balancing the economy, the environment, and society .....			
<b>Social Considerations Rating</b>	<b>N</b>	<b>W/P</b>	<b>F G E</b>

**Comments** \_\_\_\_\_

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**Cautions (if applicable)** \_\_\_\_\_

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**Note: Social Considerations for individual works of literature within a resource must be evaluated by completing “Guidelines for Recommending the Selection of Literature” (Yellow, single page form)**



**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts**

**In-Depth Part II - Audio**

**Subject of Review**

**Resource I.D. #**

**Resource Title**

**Date**

**Course Name**

**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
In-Depth Part II - Audio**

<b>B.) Instructional Design</b>	<b>Yes</b>	<b>No Page #</b>	<b>N/A</b>		
<p><b>Design</b></p> <p>I-1 Instructional goals and learner outcomes are clearly stated.....</p> <p>I-2 Resource is clear, well-organized and user-friendly .....</p> <p>I-3 Resource takes into account a variety of teaching styles and strategies... ..</p> <hr/> <p><b>Student Learning</b></p> <p>I-4 Resource takes into account various ways of learning.....</p> <p>I-5 Resource accommodates a wide range of student competencies .....</p> <p>I-6 Resource encourages student creativity .....</p> <p>I-7 Active learning is promoted within authentic and relevant communication contexts.....</p> <p>I-8 Vocabulary and reading levels are appropriate for intended audience.....</p> <p>I-9 Concepts and processes are introduced, developed and reinforced.....</p> <p>I-10 Follow-up and extension activities are provided, where appropriate.....</p> <p>I-11 Appropriate support materials are provided.....</p> <hr/> <p><b>Relevance and Integration</b></p> <p>I-12 Resource promotes connections between subject areas .....</p> <p>I-13 Resource encourages teachers and students to make connections between the Subject area and everyday life experiences .....</p> <p>I-14 Content is engaging and relevant for intended audience.....</p> <hr/> <p><b>Assessment and Evaluation</b></p> <p>I-15 Assessment and evaluation strategies are congruent with the instructional strategies and learning outcomes .....</p> <p>I-16 .. Assessment methods are developmentally appropriate and culturally sensitive and offer a variety of ways for students to demonstrate their learning .....</p> <p>I-17 Assessment methods are multidimensional to allow for assessment of a broad range of subject area knowledge, skills and attitudes using a variety of media..</p>					
<b>Instructional Design Rating</b>	<b>N</b>	<b>W/P</b>	<b>F</b>	<b>G</b>	<b>E</b>

**Comments** \_\_\_\_\_

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**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
In-Depth Part II - Audio**

<b>C.) Social Considerations for Resource as a Whole</b>	<b>Yes</b>	<b>No Page #</b>	<b>N/A</b>
SC-1 People of all ages are represented positively .....			
SC-2 Fair balance and equity of gender roles are portrayed .....			
SC-3 Resource is free from cultural, racial and ethnic stereotypes/biases.....			
SC-4 Diverse beliefs, customs and language use are accurately portrayed.....			
SC-5 Diversity of Western Canadian society, including a variety of First Nations, Inuit and Métis are accurately portrayed .....			
SC-6 References to religious beliefs are appropriate and balanced .....			
SC-7 References to political topics are appropriate and balanced.....			
SC-8 References to people with disabilities are included and appropriate.....			
SC-9 References to people from a variety of social and economic situations are present .....			
SC-10 Inclusive language is used .....			
SC-11 Unnecessary portrayals of violence have been avoided .....			
SC-12 Controversial issues are presented appropriately representing various viewpoints on the issue.....			
SC-13 Material has Canadian content (author, language usage, literature, visuals, statistics, information, examples of achievement and people, spelling).....			
SC-14 Demonstrates a consensus-based decision-making process that details .....a sustainable process of integrating and balancing the economy, the environment, and society .....			
<b>Social Considerations Rating</b>	<b>N W/P F G E</b>		

**Comments**

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**Cautions (if applicable)**

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**Note: Social Considerations for individual works of literature within a resource must be evaluated by completing “Guidelines for Recommending the Selection of Literature” (Yellow, single page form)**





**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts**

**In-Depth Part II - Video**

**Subject of Review**

**Resource I.D. #**

**Resource Title**

**Date**

**Course Name**

**Manitoba Education and Training**  
**Senior 3 and Senior 4 English Language Arts**  
**In-Depth Part II - Video**

<b>B.) Instructional Design</b>	<b>Yes</b>	<b>No Page #</b>	<b>N/A</b>		
<p><b>Design</b></p> <p>I-1 Instructional goals and learner outcomes are clearly stated .....</p> <p>I-2 Resource is clear, well-organized and user-friendly .....</p> <p>I-3 Resource takes into account a variety of teaching styles and strategies .....</p> <hr/> <p><b>Student Learning</b></p> <p>I-4 Resource takes into account various ways of learning .....</p> <p>I-5 Resource accommodates a wide range of student competencies .....</p> <p>I-6 Resource encourages student creativity .....</p> <p>I-7 Active learning is promoted within authentic and relevant communication contexts .....</p> <p>I-8 Vocabulary and reading levels are appropriate for intended audience .....</p> <p>I-9 Concepts and processes are introduced, developed and reinforced .....</p> <p>I-10 Follow-up and extension activities are provided, where appropriate .....</p> <p>I-11 Appropriate support materials are provided .....</p> <hr/> <p><b>Relevance and Integration</b></p> <p>I-12 Resource promotes connections between subject areas .....</p> <p>I-13 Resource encourages teachers and students to make connections between the Subject area and everyday life experiences .....</p> <p>I-14 Content is engaging and relevant for intended audience .....</p> <hr/> <p><b>Assessment and Evaluation</b></p> <p>I-15 Assessment and evaluation strategies are congruent with the instructional strategies and learning outcomes .....</p> <p>I-16 ..Assessment methods are developmentally appropriate and culturally sensitive and offer a variety of ways for students to demonstrate their learning .....</p> <p>I-17 Assessment methods are multidimensional to allow for assessment of a broad range of subject area knowledge, skills and attitudes using a variety of media ..</p>					
<b>Instructional Design Rating</b>	<b>N</b>	<b>W/P</b>	<b>F</b>	<b>G</b>	<b>E</b>

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**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
In-Depth Part II - Video**

<b>C.) Social Considerations for Resource as a Whole</b>	<b>Yes</b>	<b>No Page #</b>	<b>N/A</b>
SC-1 People of all ages are represented positively .....			
SC-2 Fair balance and equity of gender roles are portrayed.....			
SC-3 Resource is free from cultural, racial and ethnic stereotypes/biases .....			
SC-4 Diverse beliefs, customs and language use are accurately portrayed .....			
SC-5 Diversity of Western Canadian society, including a variety of First Nations, Inuit and Métis are accurately portrayed.....			
SC-6 References to religious beliefs are appropriate and balanced.....			
SC-7 References to political topics are appropriate and balanced .....			
SC-8 References to people with disabilities are included and appropriate .....			
SC-9 References to people from a variety of social and economic situations are present.....			
SC-10 Inclusive language is used.....			
SC-11 Unnecessary portrayals of violence have been avoided.....			
SC-12 Controversial issues are presented appropriately representing various viewpoints on the issue .....			
SC-13 Material has Canadian content (author, language usage, literature, visuals, statistics, information, examples of achievement and people, spelling) .....			
SC-14 Demonstrates a consensus-based decision-making process that details .... a sustainable process of integrating and balancing the economy, the environment, and society.....			
<b>Social Considerations Rating</b>	<b>N</b>	<b>W/P</b>	<b>F G E</b>

**Comments**

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**Cautions (if applicable)**

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**Note: Social Considerations for individual works of literature within a resource must be evaluated by completing “Guidelines for Recommending the Selection of Literature” (Yellow, single page form)**



**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
In-Depth Part II - Video**

<b>Additional Elements Regarding Technical and Instructional Design</b>	<b>Yes</b>	<b>No Page #</b>	<b>N/A</b>
V1 Volume and quality of sound are acceptable .....			
V2 Video sequencing (chunking) allows for pauses in viewing, if appropriate .....			
V3 Narration (pacing, clarity, gender, etc.) is appropriate .....			
V4 Music and sound effects are appropriate for instructional purposes .....			
V5 Visual effects such as animation, graphics, captions and transitions are appropriate, clear and enhance the learning .....			
V6 Adequate/appropriate previewing activities are suggested .....			
V7 Adequate/appropriate post-viewing activities are suggested .....			
<b>Video Rating</b>	<b>N</b>	<b>WP</b>	<b>F G E</b>

**Comments**

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**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts**

## **In-Depth Part II - Multimedia, Web Site/Link, Software**

<b>Subject of Review</b>
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<b>Resource I.D. #</b>
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<b>Resource Title</b>
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<b>Date</b>
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<b>Course Name</b>
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**Manitoba Education and Training**  
**Senior 3 and Senior 4 English Language Arts**  
**In-depth Part II – Multimedia, Web Site/Link, Software**

<b>B.) Instructional Design</b>	Yes	No Page #	N/A
<p><b>Design</b></p> <p>I-1 Instructional goals and learner outcomes are clearly stated .....</p> <p>I-2 Resource is clear, well-organized and user-friendly .....</p> <p>I-3 Resource takes into account a variety of teaching styles and strategies .....</p> <hr/> <p><b>Student Learning</b></p> <p>I-4 Resource takes into account various ways of learning .....</p> <p>I-5 Resource accommodates a wide range of student competencies .....</p> <p>I-6 Resource encourages student creativity .....</p> <p>I-7 Active learning is promoted within authentic and relevant communication contexts .....</p> <p>I-8 Vocabulary and reading levels are appropriate for intended audience .....</p> <p>I-9 Concepts and processes are introduced, developed and reinforced .....</p> <p>I-10 Follow-up and extension activities are provided, where appropriate .....</p> <p>I-11 Appropriate support materials are provided .....</p> <hr/> <p><b>Relevance and Integration</b></p> <p>I-12 Resource promotes connections between subject areas .....</p> <p>I-13 Resource encourages teachers and students to make connections between the Subject area and everyday life experiences .....</p> <p>I-14 Content is engaging and relevant for intended audience .....</p> <hr/> <p><b>Assessment and Evaluation</b></p> <p>I-15 Assessment and evaluation strategies are congruent with the instructional strategies and learning outcomes .....</p> <p>I-16 ..Assessment methods are developmentally appropriate and culturally sensitive and offer a variety of ways for students to demonstrate their learning .....</p> <p>I-17 Assessment methods are multidimensional to allow for assessment of a broad range of subject area knowledge, skills and attitudes using a variety of media ..</p>			
<b>Instructional Design Rating</b>	<b>N W/P F G E</b>		

**Comments** \_\_\_\_\_

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**Manitoba Education and Training**  
**Senior 3 and Senior 4 English Language Arts**  
**In-depth Part II – Multimedia, Web Site/Link, Software**

<b>C.) Social Considerations for Resource as a Whole</b>	<b>Yes</b>	<b>No Page #</b>	<b>N/A</b>
SC-1 People of all ages are represented positively .....			
SC-2 Fair balance and equity of gender roles are portrayed .....			
SC-3 Resource is free from cultural, racial and ethnic stereotypes/biases.....			
SC-4 Diverse beliefs, customs and language use are accurately portrayed.....			
SC-5 Diversity of Western Canadian society, including a variety of First Nations, Inuit and Métis are accurately portrayed .....			
SC-6 References to religious beliefs are appropriate and balanced .....			
SC-7 References to political topics are appropriate and balanced.....			
SC-8 References to people with disabilities are included and appropriate.....			
SC-9 References to people from a variety of social and economic situations are present .....			
SC-10 Inclusive language is used .....			
SC-11 Unnecessary portrayals of violence have been avoided .....			
SC-12 Controversial issues are presented appropriately representing various viewpoints on the issue.....			
SC-13 Material has Canadian content (author, language usage, literature, visuals, statistics, information, examples of achievement and people, spelling).....			
SC-14 Demonstrates a consensus-based decision-making process that details .....a sustainable process of integrating and balancing the economy, the environment, and society .....			
<b>Social Considerations Rating</b>	<b>N W/P F G E</b>		

**Comments**

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**Cautions (if applicable)**

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**Note: Social Considerations for individual works of literature within a resource must be evaluated by completing “Guidelines for Recommending the Selection of Literature” (Yellow, single page form)**



**Manitoba Education and Training**  
**Senior 3 and Senior 4 English Language Arts**  
**In-depth Part II – Multimedia, Web Site/Link, Software**

Resource I.D. # \_\_\_\_\_

<b>Additional Elements Regarding Technical and Instructional Design</b> <ul style="list-style-type: none"> <li>• If <b>NO</b> is applicable, indicate page number in column.</li> <li>• Indicate format by circling: <b>MAC</b> or <b>WIN</b></li> </ul>	Yes	No Page #	N/A
S1 Software installation: <ul style="list-style-type: none"> <li>• Log-on is fast. User can begin interacting with program in less than 2 minutes.....</li> <li>• Installation guide is easy to follow.....</li> <li>• Software self-installs (takes charge of the installation).....</li> <li>• Software installation is easy and trouble free.....</li> <li>• Software includes a tutorial.....</li> </ul>			
S2 Appropriate teacher options are included: learning management, record keeping, and content modifications .....			
S3 Instructional prerequisites are stated or easily inferred .....			
S4 Opportunities are provided for different levels of instruction .....			
S5 Content chunking and sequencing are appropriate .....			
S6 User inputs are monitored and appropriate responses are provided .....			
<ul style="list-style-type: none"> <li>• Interactivity.....</li> </ul>			
S7 Feedback is non-threatening, immediate, positive, motivational and user sensitive .....			
S8 Quantitative feedback is included where appropriate (e.g., complexity of key strokes, manipulation of graphics) .....			
<ul style="list-style-type: none"> <li>• Controls entry points (allows user to start where he/she left off)</li> </ul>			
S9 Graphics are appropriate, properly labelled, and clear .....			
<ul style="list-style-type: none"> <li>• Instructional and technical support materials are clearly written, and support instructional objectives of the software.....</li> </ul>			
S10 Colour is used appropriately and effectively to emphasize instructional concepts .....			
S11 Sound effects are used appropriately and effectively to emphasize instructional concepts .....			
<ul style="list-style-type: none"> <li>• Music, animation, and sound effects, are used appropriately and effectively to emphasize instructional concepts .....</li> <li>• Voice is human or has human-like qualities .....</li> </ul>			
S12 A help function is provided and appropriate .....			
<ul style="list-style-type: none"> <li>• A user friendly help function is provided and easily accessible at all times while the program is running.....</li> </ul>			

**Manitoba Education and Training**  
**Senior 3 and Senior 4 English Language Arts**  
**In-depth Part II – Multimedia, Web Site/Link, Software**

<b>Additional Elements Regarding Technical and Instructional Design</b> <ul style="list-style-type: none"> <li>• If <b>NO</b> is applicable, indicate page number in column.</li> <li>• Indicate format by circling: <b>MAC</b> or <b>WIN</b></li> </ul>	<b>Yes</b>	<b>No Page #</b>	<b>N/A</b>
<p>S13 On-screen text is clear, uncluttered, and kept to a minimum .....</p> <ul style="list-style-type: none"> <li>• Size of characters/fonts is appropriate for user.....</li> </ul> <p>S14 Screen layouts are logical, consistent, and uncluttered .....</p> <ul style="list-style-type: none"> <li>• Icons are suitable size and easy to locate .....</li> </ul> <p>S15 Program is appropriate for use on hardware readily available in most schools .....</p> <p>S 16 Program Navigation is easy to use</p> <ul style="list-style-type: none"> <li>• .... User can easily determine how to navigate through the program</li> <li>• Program allows user-paced interaction</li> <li>• Program executes tasks rapidly</li> <li>• User can move to another level of the program at any time (bypass some activities).....</li> </ul> <p>S17 On-line Availability</p> <ul style="list-style-type: none"> <li>• Internet hyperlinks available .....</li> <li>• Program allows e-mail.....</li> </ul>			
<b>Software Rating</b>	<b>N</b>	<b>W P</b>	<b>F G E</b>

**Comments**

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**Cautions (if applicable)**

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**Manitoba Education and Training**  
**Senior 3 and Senior 4 English Language Arts**  
**In-depth Part II – Multimedia, Web Site/Link, Software**

**Instructional Design**

Check  all methodologies and features that apply to the learning resource.

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> direct instruction | <input type="checkbox"/> animation              | <input type="checkbox"/> archival footage  | <input type="checkbox"/> educational game |
| <input type="checkbox"/> drill-and-practice | <input type="checkbox"/> interactive feedback   | <input type="checkbox"/> story telling     | <input type="checkbox"/> search engine    |
| <input type="checkbox"/> hypermedia         | <input type="checkbox"/> documentary            | <input type="checkbox"/> concept formation | <input type="checkbox"/> other            |
| <input type="checkbox"/> problem solving    | <input type="checkbox"/> live action            | <input type="checkbox"/> graphics          | <input type="checkbox"/> e-mail links     |
| <input type="checkbox"/> simulation         | <input type="checkbox"/> interactive evaluation | <input type="checkbox"/> interviews        | <input type="checkbox"/> site map         |
| <input type="checkbox"/> tutorial           | <input type="checkbox"/> still photography      | <input type="checkbox"/> paintings         | <input type="checkbox"/> web site links   |
| <input type="checkbox"/> utility/tool       | <input type="checkbox"/> dramatization          | <input type="checkbox"/> music             | <input type="checkbox"/> reference        |
| <input type="checkbox"/> clip art           |   |  |   |

Check  all components found in the supporting print materials.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> content summary        | <input type="checkbox"/> suggested learning activities      | <input type="checkbox"/> vocabulary list      |
| <input type="checkbox"/> objectives             | <input type="checkbox"/> bibliography                       | <input type="checkbox"/> script               |
| <input type="checkbox"/> background information | <input type="checkbox"/> classroom organization suggestions | <input type="checkbox"/> discussion questions |
| <input type="checkbox"/> test/quiz              | <input type="checkbox"/> other _____                        |   |

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**Supporting Print Materials**

Describe (e.g., Teacher's support document, workbook, etc.)

Title _____	Description _____	ISBN _____
Title _____	Description _____	ISBN _____
Title _____	Description _____	ISBN _____
Title _____	Description _____	ISBN _____
Title _____	Description _____	ISBN _____
Title _____	Description _____	ISBN _____

**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts**

**In-Depth Part II - Manipulatives**

**Subject of Review**

**Resource I.D. #**

**Resource Title**

**Date**

**Course Name**

**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
In-Depth Part II - Manipulatives**

<b>B.) Instructional Design</b>	<b>Yes</b>	<b>No Page #</b>	<b>N/A</b>
<p><b>Design</b></p> <p>I-1 Instructional goals and learner outcomes are clearly stated .....</p> <p>I-2 Resource is clear, well-organized and user-friendly.....</p> <p>I-3 Resource takes into account a variety of teaching styles and strategies.....</p> <hr/> <p><b>Student Learning</b></p> <p>I-4 Resource takes into account various ways of learning.....</p> <p>I-5 Resource accommodates a wide range of student competencies .....</p> <p>I-6 Resource encourages student creativity.....</p> <p>I-7 Active learning is promoted within authentic and relevant communication contexts.....</p> <p>I-8 Vocabulary and reading levels are appropriate for intended audience.....</p> <p>I-9 Concepts and processes are introduced, developed and reinforced .....</p> <p>I-10 Follow-up and extension activities are provided, where appropriate.....</p> <p>I-11 Appropriate support materials are provided .....</p> <hr/> <p><b>Relevance and Integration</b></p> <p>I-12 Resource promotes connections between subject areas .....</p> <p>I-13 Resource encourages teachers and students to make connections between the Subject area and everyday life experiences.....</p> <p>I-14 Content is engaging and relevant for intended audience .....</p> <hr/> <p><b>Assessment and Evaluation</b></p> <p>I-15 Assessment and evaluation strategies are congruent with the instructional strategies and learning outcomes .....</p> <p>I-16 ..Assessment methods are developmentally appropriate and culturally sensitive and offer a variety of ways for students to demonstrate their learning.....</p> <p>I-17 Assessment methods are multidimensional to allow for assessment of a broad range of subject area knowledge, skills and attitudes using a variety of media ..</p>			
<b>Instructional Design Rating</b>	<b>N W/P F G E</b>		

**Comments** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
In-Depth Part II - Manipulatives**

<b>C.) Social Considerations for Resource as a Whole</b>	<b>Yes</b>	<b>No Page #</b>	<b>N/A</b>
SC-1 People of all ages are represented positively .....			
SC-2 Fair balance and equity of gender roles are portrayed .....			
SC-3 Resource is free from cultural, racial and ethnic stereotypes/biases.....			
SC-4 Diverse beliefs, customs and language use are accurately portrayed.....			
SC-5 Diversity of Western Canadian society, including a variety of First Nations, Inuit and Métis are accurately portrayed .....			
SC-6 References to religious beliefs are appropriate and balanced .....			
SC-7 References to political topics are appropriate and balanced.....			
SC-8 References to people with disabilities are included and appropriate.....			
SC-9 References to people from a variety of social and economic situations are present .....			
SC-10 Inclusive language is used .....			
SC-11 Unnecessary portrayals of violence have been avoided .....			
SC-12 Controversial issues are presented appropriately representing various viewpoints on the issue.....			
SC-13 Material has Canadian content (author, language usage, literature, visuals, statistics, information, examples of achievement and people, spelling).....			
SC-14 Demonstrates a consensus-based decision-making process that details .....a sustainable process of integrating and balancing the economy, the environment, and society .....			
<b>Social Considerations Rating</b>	<b>N W/P F G E</b>		

**Comments**

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**Cautions (if applicable)**

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**Note: Social Considerations for individual works of literature within a resource must be evaluated by completing “Guidelines for Recommending the Selection of Literature” (Yellow, single page form)**





Manitoba Education and Training  
English Language Arts  
Senior 3 (Grade 11) and Senior 4 (Grade 12)

## In-Depth Part II - Web Base Resource

**Subject of Review**

**Resource ID #**

**Resource Title**

**Date**

**Course Name**

**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
In-Depth Part II - Web Based Resource**

<b>Additional elements regarding authorship, accuracy, currency, objectivity, and technical and instructional design</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
<p>W1 Site is technically superior, facilitating easy access and user control</p> <ul style="list-style-type: none"> <li>• The site loads quickly</li> <li>• The site is compatible with commonly used browsers (Netscape, Explorer)</li> <li>• Lengthy text or large graphics are available through links or thumbnails</li> <li>• Organization is clearly shown through a directory, map, or other visual locator that indicates the hierarchy of page structure</li> <li>• The site is accessible without a secondary viewer (Java, Acrobat), or clear pointers for installation are provided</li> <li>• Audio and video can be accessed without additional software, or clear pointers for installation are provided</li> <li>• Multiple entry points are provided</li> <li>• Information may be downloaded and printed</li> <li>• Return links are provided</li> <li>• Lengthy text can be read without excessive vertical or horizontal scrolling</li> <li>• The site is stable and reliable technically</li> </ul> <p>W2 Site is interactive</p> <ul style="list-style-type: none"> <li>• Users can interact with site in an audio or visual format</li> <li>• Users can interact with others through e-mail, chat, bulletin board, etc.</li> <li>• Provides for and encourages student to student interaction.</li> <li>• Users can submit information to the site</li> <li>• Users can e-mail the author and/or webmaster</li> <li>• User inputs are monitored and appropriate responses are provided</li> <li>• Virtual field trips, mentorships, collaborative projects are facilitated through internal or external links</li> <li>• The site allows internal searches of indexes, databases</li> <li>• The site contains a Frequently Asked Questions area or Ask the Expert area</li> <li>• Chat areas or Multiple User Dimensions are closely monitored</li> </ul> <p>W3 Web design is appropriate for the intended audience</p> <ul style="list-style-type: none"> <li>• The site includes appropriate visuals, audio, video clips</li> <li>• Headings, sub-headings, font, background colour are suitable</li> </ul> <p>W4 Authorship, affiliation, and purpose are clearly stated</p> <ul style="list-style-type: none"> <li>• Author's credentials and sponsoring organization are described</li> <li>• Copyright date is provided</li> <li>• Bias or philosophical stance is clearly stated.</li> <li>• Controversial issues are dealt with in a balanced presentation</li> </ul> <p>W5 The site is free from excessive advertising</p> <ul style="list-style-type: none"> <li>• Advertising is separated from the main text</li> </ul> <p>W6 The site contains current information and perspectives</p> <ul style="list-style-type: none"> <li>• Copyright is clearly indicated</li> <li>• Date of latest update is provided</li> <li>• Information is based on the most recent information available</li> </ul>			

**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
In-Depth Part II - Web Based Resource**

<p>W7 Information in the site is well-researched, free from error, and follows appropriate norms of writing</p> <ul style="list-style-type: none"> <li>• Research sources are acknowledged</li> <li>• Written and audiovisual texts are free from error and at an appropriate level of sophistication</li> </ul> <p>W8 Coverage of the topic or issue is adequate</p> <ul style="list-style-type: none"> <li>• The site provides sufficient depth and richness of information</li> <li>• Links to other quality sites are included when appropriate</li> <li>• Suggestions are made for off-line extensions</li> </ul>					
<b>Web Site Only Rating</b>	<b>N</b>	<b>WP</b>	<b>F</b>	<b>G</b>	<b>E</b>

N Not Addressed   W/P Weak/Poor   F Fair   G Good   E Excellent

Comments

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**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts  
In-Depth Part II - Web Based Resource**

<b>C.) Social Considerations for Resource as a Whole</b>	<b>Yes</b>	<b>No Page #</b>	<b>N/A</b>
SC-1 People of all ages are represented positively .....			
SC-2 Fair balance and equity of gender roles are portrayed .....			
SC-3 Resource is free from cultural, racial and ethnic stereotypes/biases.....			
SC-4 Diverse beliefs, customs and language use are accurately portrayed.....			
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SC-6 References to religious beliefs are appropriate and balanced .....			
SC-7 References to political topics are appropriate and balanced.....			
SC-8 References to people with disabilities are included and appropriate.....			
SC-9 References to people from a variety of social and economic situations are present .....			
SC-10 Inclusive language is used .....			
SC-11 Unnecessary portrayals of violence have been avoided .....			
SC-12 Controversial issues are presented appropriately representing various viewpoints on the issue.....			
SC-13 Material has Canadian content (author, language usage, literature, visuals, statistics, information, examples of achievement and people, spelling).....			
SC-14 Demonstrates a consensus-based decision-making process that details .....a sustainable process of integrating and balancing the economy, the environment, and society .....			
<b>Social Considerations Rating</b>	<b>N</b>	<b>W/P</b>	<b>F G E</b>

**Comments** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Cautions (if applicable)** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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**Resource ID # (s)**

## In-Depth Part I and Part II Decision Page

**Resource Title** \_\_\_\_\_

**Integrated Resource/Program/Series** \_\_\_\_\_

Print  Multimedia, Web Site/Links, Software  Audio  Video  Manipulatives  Web Based

**Rating Summary**

**Part I**

Passed  S3 LF  S3 CF  S3 TF   
S4 LF  S4 CF  S4 TF

Rejected

**Part II**

Passed  Rejected

Passed  Rejected

Passed  Rejected

**A Curriculum Fit**

**B Instructional Design**

**C Social Considerations**

**D Technical Design**

N	W/P	F	G	E

N	W/P	F	G	E

**If passed , select the appropriate course(s)**

S3 LF  S3 CF  S3 TF   
S4 LF  S4 CF  S4 TF

**Reasons for rejection Part I** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Reasons for rejection Part II** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
**Reviewer ID number**

\_\_\_\_\_  
**Date**

**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts**

## **Multi-Grade/Level Series Evaluation**

- Answer all applicable statements and provide brief but clear explanations.

**Purpose**

- If resource is selected, the YES statements and comments should be used by teacher/evaluators to provide the structure/outline for the Overall Annotation
- If resource is not selected (REJECTED), the NO statements and comments will be used by the Project Leader to supply the publisher (if requested) with overall feedback regarding the rejection.

1. The overall purpose is stated.  Yes       No

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2. The goals and objectives are clearly stated.  Yes       No

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3. The goals and objectives are met.  Yes       No

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4. The organization of the resource is easy to follow.  Yes       No

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5. The resource meets the need for  
Skill and Strategy Development  Yes       No

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**Manitoba Education and Training**  
**Senior 3 and Senior 4 English Language Arts**  
**Multi-Grade/Level Series Evaluation**

5. The resource meets the need for (continued)

Communication Skills  Yes  No

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Cooperative Learning  Yes  No

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Problem Solving  Yes  No

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Critical Thinking  Yes  No

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6. The resource provides for a broad range of learning styles and needs.  Yes  No

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7. For English Language Arts Only: Does the resource provide for integration of the English language arts.  Yes  No

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8. The resource provides for cross-curricular integration possibilities.  Yes  No

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9. The content of the resource supports the intent of the curriculum.  Yes  No

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10. The technical design of the resource aids student learning and engages student interest.  Yes  No

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**Manitoba Education and Training**  
**Senior 3 and Senior 4 English Language Arts**  
**Multi-Grade/Level Series Evaluation**

11. The formatting of the resource complements or clarifies the textual meaning.  Yes  No

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12. The assessment strategies and tools are appropriate.  Yes  No

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13. Provide information on any of the following social consideration concerns, if applicable: (provide significant examples, quotations, etc., with page references)

- equitable representation of both sexes in content and visuals
- representation of a variety of ages
- representation of a variety of cultures
- appropriate language use
- safety regulations and safety concerns
- representation of people with special needs
- representation of a variety of geographical regions
- consideration of the role of “voice”, i.e., First Nations or other cultures
- consideration of a wide variety of beliefs
- balanced view of political or ethical questions
- sensitive portrayal of a variety of lifestyles
- appropriate role models, i.e., career, gender, behavioural, etc.

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Major strengths of the resource/series as a whole.

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Major weaknesses of the resource/series as a whole.

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Resource ID #

**Manitoba Education and Training  
Senior 3 and Senior 4 English Language Arts Review**

## Guidelines for Recommending the Selection of Literature

The following checklist includes the main considerations for recommending learning resources for the classroom, although it is not an exhaustive list. Many student learning resources include a number/multiple of individual pieces (e.g. a collection of student learning resources, such as novels, plays, articles, short stories, poems, essays, myths and folk tales). Use this form to assess these individual works.

<b>Content</b> <b>The literature:</b>	<b>Yes</b>	<b>No</b> <b>Page #</b>	<b>N/A</b>
supports curricular outcomes			
contains works of Manitoba, Canadian, and international writers and producers			
contains a balance of classical and contemporary works			
is relevant to students' lives and interests			
contains balanced portrayals of differing points of view			
demonstrates accuracy of factual or historical information			
If "NO" has been checked on any of the above, has the item been dealt with appropriately in the teacher support material?			

<b>Audience</b> <b>Does the literature:</b>	<b>Yes</b>	<b>No</b> <b>Page #</b>	<b>N/A</b>
address individual, group or whole class reading			
consider students with special needs and English as a second language (ESL) students			
demonstrate a variety of reading levels and language abilities			
demonstrate age and grade appropriateness			
appeal to male and female students			
appeal to students from diverse multicultural backgrounds			
If "NO" has been checked on any of the above, has the item been dealt with appropriately in the teacher support material?			

<b>Special Considerations</b> <b>Does the literature:</b>	<b>Yes</b>	<b>No</b> <b>Page #</b>	<b>N/A</b>
demonstrate respect of classroom, school, and community culture			
contain culturally authentic material which avoids cultural appropriation			
respect Aboriginal peoples and perspectives			
include multiculturalism and anti-racism educational material			
respect gender equity			
portray sensitivity and address controversial topics			
Demonstrate consideration of health, safety, and legal issues			
use language and terminology appropriately			
If "NO" has been checked on any of the above, has the item been dealt with appropriately in the teacher support material?			



# Manitoba Education and Training Annotation Form

Collection/Integrated Resource/Program/Series Name or Stand-Alone Resource I.D. Number

Subject of Review \_\_\_\_\_ Grade(s) \_\_\_\_\_

## Section A

### Intended User

Student  K  1  2  3  4  5  6  7  8  S1  S2  S3  S4  Breadth  Depth  Breadth & Depth

Teacher  K  1  2  3  4  5  6  7  8  S1  S2  S3  S4

### Type of Resource (for editorial use, check as many as applicable)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Blackline Master    | <input type="checkbox"/> Series                      | <input type="checkbox"/> Teacher Professional Pedagogy |
| <input type="checkbox"/> Book Collection     | <input type="checkbox"/> Student Textbook            | <input type="checkbox"/> User's Manual                 |
| <input type="checkbox"/> Dictionary          | <input type="checkbox"/> Student Workbook            | <input type="checkbox"/> Web Site                      |
| <input type="checkbox"/> Integrated Resource | <input type="checkbox"/> Teacher Reference (Content) |  |
| <input type="checkbox"/> Reference Handbook  | <input type="checkbox"/> Teacher Guide               |  |

### Type of Media

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Activity Card     | <input type="checkbox"/> Flash Card       | <input type="checkbox"/> Poster            |
| <input type="checkbox"/> Art Prints        | <input type="checkbox"/> Game             | <input type="checkbox"/> Print-Anthology   |
| <input type="checkbox"/> Art Reproduction  | <input type="checkbox"/> Globe            | <input type="checkbox"/> Print-Fiction     |
| <input type="checkbox"/> Atlas             | <input type="checkbox"/> Kit              | <input type="checkbox"/> Print-Non-Fiction |
| <input type="checkbox"/> Audiocassette     | <input type="checkbox"/> Map              | <input type="checkbox"/> Realia            |
| <input type="checkbox"/> Chart             | <input type="checkbox"/> Microscope Slide | <input type="checkbox"/> Slides            |
| <input type="checkbox"/> Compact Disc      | <input type="checkbox"/> Model            | <input type="checkbox"/> Technical Drawing |
| <input type="checkbox"/> Computer Software | <input type="checkbox"/> Motion Picture   | <input type="checkbox"/> Toy               |
| <input type="checkbox"/> CD-ROM            | <input type="checkbox"/> Multimedia       | <input type="checkbox"/> Transparencies    |
| <input type="checkbox"/> Diorama           | <input type="checkbox"/> Music            | <input type="checkbox"/> Videocassette     |
| <input type="checkbox"/> DVD               | <input type="checkbox"/> Periodical       | <input type="checkbox"/> Web Site          |
| <input type="checkbox"/> Filmstrip         | <input type="checkbox"/> Picture          |  |

### Range of Classroom Use

If anything other than General is selected please provide a sentence providing detail within the annotation.

- General (*statement not required*)       Gifted Learner       Special Needs
- Struggling Learner       ESL

Explain your selection for "Range of Classroom Use" in the Annotation

**Manitoba Education and Training**

**Annotation Form**

**Section B - Physical Description**

**For Integrated Resources/Programs/Series/Collections complete as many pages of Section B as required**

**Resource Title** \_\_\_\_\_ **Resource I.D. Number**

**Grade(s)**     K    1    2    3    4    5    6    7    8    S1    S2    S3    S4  
**Cluster(s)**    0    1    2    3    4    Other

**Material Type**

- |  |                                       |                                       |                                       |
|--|---------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Binder            | <input type="checkbox"/> Coilbound    | <input type="checkbox"/> Hardcover    | <input type="checkbox"/> Paperback    |
| <input type="checkbox"/> Bigbook-paperback | <input type="checkbox"/> Compact disc | <input type="checkbox"/> Hole-punched | <input type="checkbox"/> Set          |
| <input type="checkbox"/> Booklet           | <input type="checkbox"/> Cerlox       | <input type="checkbox"/> Kit          | <input type="checkbox"/> Spiral-bound |
| <input type="checkbox"/> Cassette          | <input type="checkbox"/> Disk         | <input type="checkbox"/> Loose-leaf   | <input type="checkbox"/> Stapled      |

**Resource Title** \_\_\_\_\_ **Resource I.D. Number**

**Grade(s)**     K    1    2    3    4    5    6    7    8    S1    S2    S3    S4  
**Cluster(s)**    0    1    2    3    4    Other

**Material Type**

- |  |                                       |                                       |                                       |
|--|---------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Binder            | <input type="checkbox"/> Coilbound    | <input type="checkbox"/> Hardcover    | <input type="checkbox"/> Paperback    |
| <input type="checkbox"/> Bigbook-paperback | <input type="checkbox"/> Compact disc | <input type="checkbox"/> Hole-punched | <input type="checkbox"/> Set          |
| <input type="checkbox"/> Booklet           | <input type="checkbox"/> Cerlox       | <input type="checkbox"/> Kit          | <input type="checkbox"/> Spiral-bound |
| <input type="checkbox"/> Cassette          | <input type="checkbox"/> Disk         | <input type="checkbox"/> Loose-leaf   | <input type="checkbox"/> Stapled      |

**Resource Title** \_\_\_\_\_ **Resource I.D. Number**

**Grade(s)**     K    1    2    3    4    5    6    7    8    S1    S2    S3    S4  
**Cluster(s)**    0    1    2    3    4    Other

**Material Type**

- |  |                                       |                                       |                                       |
|--|---------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Binder            | <input type="checkbox"/> Coilbound    | <input type="checkbox"/> Hardcover    | <input type="checkbox"/> Paperback    |
| <input type="checkbox"/> Bigbook-paperback | <input type="checkbox"/> Compact disc | <input type="checkbox"/> Hole-punched | <input type="checkbox"/> Set          |
| <input type="checkbox"/> Booklet           | <input type="checkbox"/> Cerlox       | <input type="checkbox"/> Kit          | <input type="checkbox"/> Spiral-bound |
| <input type="checkbox"/> Cassette          | <input type="checkbox"/> Disk         | <input type="checkbox"/> Loose-leaf   | <input type="checkbox"/> Stapled      |

# Manitoba Education and Training Annotation Form

## Annotation Instructions

For Multi-grade collections, series, integrated resources, or programs an annotation is required for each grade as a whole as well as a physical description of each resource within each grade level. Complete as many pages of Section B as required.

For Stand-Alone resources an annotation is required. Complete Section B for the physical description.

Note: Section A must be completed for all annotations.

Please use the following headers as a guide to the composition of your annotation. Type annotation on the computer provided (using "Word"). Copy the annotation onto the disk provided. Label the disk and turn in to the Project Leader. The annotation will be printed and attached to the annotation form.

- **Purpose**

- **Goals and Objectives**

- **Organization of Materials**

Identify all Strands or outcomes or clusters addressed in the resource) and describe the number and type (audio, video, software, print, multi-media) of pieces and their organization relationship to the whole collection/program/integrated resource/series.

- **Comments**

**Suggested classroom usage/special context considerations** (e.g., Oral and written activities found at the end of the book may provide a basis for a more in-depth exploration of the novel.)

**Awards** (e.g., This resource is a winner of the Governor General's award or the resource is a Newbery Award Winner)

**Special considerations** such as First Nations, Gender Equity, Multiculturalism, Environmental Issues (e.g., Positive role models provided by several young people with physical disabilities presents opportunities for discussion.)

- **Cautions**

Provide information about the following where applicable. Describe the severity of the alert. For example, the content includes

Visuals with some nudity

Religious allegory and/or mythical creatures

Occasional violence

A link to a web site which has not been evaluated therefore the teacher may wish to evaluate the identified web site

Some or frequent use of offensive language

