

## Step 4: Conduct the materials review and make decisions.

In Step 4, a district or school conducts an inclusive materials review process from start to finish, using integrated criteria from the ELSF’s Benchmarks of Quality and Guidelines.

### CHECKLIST FOR INCLUSIVE MATERIALS REVIEW

Use the checklist below to plan a materials review process that is inclusive of multilingual learners.

Action Item	✓
Ensure that the review process does not gloss over discussion about the quality of the instructional materials for priority student groups. Provide a dedicated time for reviewers to discuss their findings regarding how the materials support or do not support multilingual learners so that their appraisal does not get lost in the process.	
Provide a note catcher for reviewers to document their evidence of the materials’ strengths and weaknesses for multilingual learners and priority student groups.	
Ensure that reviewers note major red flags or problematic aspects of the materials that have the potential to negatively impact learning for multilingual learners (i.e., oversimplify a task, or limited opportunities for student discussions)	
Make sure that recommendations to the school board include an analysis of the materials’ strengths and weaknesses for multilingual learners and priority student groups.	