

# RESOURCE EVALUATION TOOL



**Illinois**  
State Board of  
Education



**College of Education**  
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN



# RESOURCE EVALUATION TOOL

Finding quality, inquiry-based and justice-centered resources for social studies can be challenging. This Resource Evaluation Tool can be used to support a quick, yet thoughtful analysis of the numerous resources you might encounter when coordinating and assembling inquiry-based and inclusive learning experiences for your social studies students. It is composed of three parts. Part 1 asks you to document relevant resource information for easy recall in the future. In Part 2, you'll analyze the resource for its broader connections to inquiry and inclusion. The last section, Part 3, asks you to explore the more specific and localized connections that the resource holds to inquiry and inclusion.

This Resource Evaluation Tool can be used to check for inquiry-based and inclusive criteria (as detailed in the Illinois Learning Standards for Social Science and the Illinois Mandated Units of Study for Social Science) while also providing you space to reflect on each of the indicators. The Resource Evaluation Tool is not meant to serve as a mechanism to determine what resources to use or not use. Rather, it is a tool to help you identify how inclusive and inquiry-based the resources you select might be. While some resources may be deemed inappropriate for use, others may call for more supplementation. We also encourage you to consider, given the contexts of teaching and learning that you and your students are within, which indicators are most important in responding to your local needs and aspirations.

In selecting resources that meet the needs and interests of your students, we encourage you to identify inclusive resources in multiple modalities, including traditional printed text, but also including video, print media, music, performances, and other humanities and arts-related resources.

## PART 1: RESOURCE DESCRIPTION

Resource name: \_\_\_\_\_

Website link: \_\_\_\_\_

Resource type (e.g. primary resource): \_\_\_\_\_

Grade band (check all that apply):

K    1    2    3    4    5    6    7    8    9    10    11    12

Description of resource:

## PART 2: RESOURCE OVERVIEW

Indicator	very much	somewhat	not at all	not sure	Evidence and/or how you might modify:
2.1. Resource is developmentally appropriate for learners (includes varying and appropriate modes of teaching and learning, such as play-based, hands-on, inquiry-based, etc.).					
2.2. Resource sufficiently connects to one or more of the <a href="#">Illinois Mandated Units of Study for Social Science</a> .					
2.3. Resource sufficiently connects with one or more <a href="#">Illinois Learning Standards for Social Science</a> and is aligned with one or more of the <a href="#">Domains of Competency in Social Studies</a> .					
2.4. Resource includes perspectives and/or identities (e.g., racial/ethnic, physical or cognitive ability status, gender, spiritual orientations), that have been erased or are often not included in social studies.					
2.5. Resource provides (or can be amended to include) multiple ways for students of differing abilities and knowledge or skill levels to engage.					
2.6. Resource provides opportunities for expression of, and sharing about, student experiences and perspectives.					
2.7. Resource provides appropriate support, accommodations, and/or modifications for numerous student populations that will support their active participation in learning (e.g., bilingual, English Learners, IEP/504 accommodations, advanced learners).					
2.8. Materials clearly demonstrate editorial professionalism (e.g., sources are properly cited and free of grammatical and factual errors) and appropriative language (e.g., enslaved not slave, inclusive pronouns).					
2.9. Resource supports <a href="#">guided and/or free inquiry</a> .					

## PART 3: INCLUSIVE CHECKPOINTS

Indicator	very much	somewhat	not at all	not sure	Evidence and/or how you might modify:
3.1. Resource integrates the diverse cultural and social backgrounds of students and/or the needs and aspirations related to diversity/inclusion that are not reflected in the communities served.					
3.2. Resource includes local community-based social studies teaching and learning.					
3.3. Resource views students and community partners as co-creators of inclusive social studies.					
3.4. Resource builds upon a counternarrative that provides a new or alternative way of thinking about traditional or exclusionary history.					
3.5. Resource connects to the lived experiences and voices of populations or communities historically ignored in the social studies curriculum.					
3.6. Resource provides a critical analysis that can be used to evaluate systems, inequity and power.					
3.7. Resource is from a historically marginalized perspective or written (or produced) by communities represented in the Illinois Mandated Units of Study for Social Science.					
3.8. Resource can support students taking informed action.					

# REFLECTIONS & NOTES

Add additional analyses and reflections here:



A large white rectangular area for writing, featuring a vertical column of ten circular punch holes on the left side. A light blue rectangular sticker is attached to the top left corner of this area.

This guide was created by Asif Wilson, Jon Hale, and Jennie Garcia as part of **I3: Inclusive, Inquiry-based Social Science for Illinois**.

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