

**Part 1 - Evaluation Rubric**

Title of Work Evaluated: Author: Target Age of Audience: Disability Depicted:
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Literary Feature 1: <b>Physical Appearance</b> (American Library Association, 2017; Nasatir & Horn, 2003; Price, Ostrosky, & Mouzourou, 2016)					
Criteria	Yes	No	Unsure	N/A	Rater's Notes (briefly summarize important passages or scenes that illustrate the criterion being rated)
1.1 Format is appealing given intended target age of reader.					
1.2 Illustrations and images are realistic and/or appropriate for intended audience.					
1.3 Illustrations and images show the distinctive personality of the character with a disability (they do not appear stereotypically alike, as if all people with disabilities look the same).					
1.4 Illustrations and images show the character with a disability actively involved in the environment; a "doer".					
<b>Feature Scores-Physical Appearance</b> (Sum the number of responses in each column for literary feature 1.)					

Literary Feature 2: <i>Characterization</i> (Andrews, 1998; Landrum, 1999; Nasatir & Horn, 2003; Prater, Dyches, & Johnstun, 2006; Price, Ostrosky, & Mouzourou, 2016)					
Criteria	Yes	No	Unsure	N/A	Rater's Notes (briefly summarize important passages or scenes that illustrate the criterion being rated)
2.1 Focuses on common traits of all people while showing human qualities of people with disabilities.					
2.2 The character with the disability possesses dynamic qualities and is not only defined by his/her disability.					
2.3 Character accepts his/her own disability and focuses on his/her abilities.					
2.4 Characters with and without disabilities use correct terminology when referring to the disability itself.					
2.5 Meaningful interactions exist among characters with and without disabilities.					
2.6 The character is not presented as a stereotyped case (e.g., violent, laughable, asexual, a burden, pitiable, etc.).					
2.7 A positive portrayal of strengths exists for the character with a disability.					
2.8 Character with a disability is portrayed as confident and able to make own decisions.					
2.9 Character with a disability is accepted by peers.					
2.10 A balance of roles exists between the character with a disabilities and characters without a disability.					
<b>Feature Scores-Characterization</b> (Sum the number of responses in each column for literary feature 2.)					

Literary Feature 3: <i>Style</i> (American Library Association, 2009; Andrews, 1998; Prater, et al., 2006)					
Criteria	Yes	No	Unsure	N/A	Rater's Notes (briefly summarize important passages or scenes that illustrate the criterion being rated)
3.1 People first language is used appropriately (e.g., "a boy with intellectual disabilities" instead of "the mentally retarded boy")					
3.2 Terms used to describe characters and settings are appropriate.					
3.3 Language is age appropriate for audience/clear style/appropriate vocabulary.					
3.4 The narrative and dialogue portraying the characters with a disability is appropriate for age of readers.					
3.5 Descriptions provide colorful imagery without being lengthy.					
3.6 Dialogue among all characters is genuine.					
3.7 Catches interest within first 10 pages.					
<b>Feature Scores-Style</b> (Sum the number of responses in each column for literary feature 3.)					

Literary Feature 4: <i>Plot</i> (American Library Association, 2017; Andrews, 1998; Landrum, 1999; Nasatir & Horn, 2003; Prater, et al., 2006; Price, Ostrosky, & Mouzourou, 2016)					
Criteria	Yes	No	Unsure	N/A	Rater's Notes (briefly summarize important passages or scenes that illustrate the criterion being rated)
4.1 The character with the disability plays a major role in the plot.					
4.2 The character's disability is naturally revealed throughout the plot.					
4.3 The plot highlights the abilities (not just disabilities) of the character with a disability.					
4.4 Plot is realistic/believable (e.g., character with a disability is not portrayed as a superhero, the character is not cured, parents are not saints, etc).					
4.5 The plot shows the character with a disability having similar life experiences as peers without disabilities (e.g., similar conflicts, similar goals, similar likes, etc).					
4.6 Accurate information regarding the disability is provided throughout the plot.					
4.7 All characters are well developed.					
4.8 Interesting plot throughout story.					
4.9 Dialogue and action is used to develop the plot.					
4.10 Uses humor appropriately.					
<b>Feature Scores-Plot</b> (Sum the number of responses in each column for literary feature 4.)					

Literary Feature 5: <i>Setting</i> (Prater, et al., 2006)					
Criteria	Yes	No	Unsure	N/A	Rater's Notes (briefly summarize important passages or scenes that illustrate the criterion being rated)
5.1 The setting allows the character with the disability to be included in society (school, work, recreation).					
5.2 Portrays up-to-date practices regarding disabilities.					
5.3 Accurate historical/current perspective of people with disabilities living within society.					
<b>Feature Scores-Setting</b> (Sum the number of responses in each column for literary feature 5.)					

Literary Feature 6: <i>Theme</i> (American Library Association, 2009; Andrews, 1998; Prater, et al., 2006)					
Criteria	Yes	No	Unsure	N/A	Rater's Notes (briefly summarize important passages or scenes that illustrate the criterion being rated)
6.1 The theme teaches a valuable lesson about interacting with people with disabilities.					
6.2 The theme rectifies a stereotype/myth about people with disabilities.					
6.3 The theme is familiar and appealing to intended audience (making friends, parental conflicts, sibling conflicts, dating, school issues, etc.).					
<b>Feature Scores-Theme</b> (Sum the number of responses in each column for literary feature 6.)					

Literary Feature 7: <i>Point of View</i> (Prater, et al., 2006)					
Criteria	Yes	No	Unsure	N/A	Rater's Notes (briefly summarize important passages or scenes that illustrate the criterion being rated)
7.1 Written from the perspective of the character with a disability.					
<b>Features Scores-Point of View</b> (Sum the number of responses in each column for literary feature 7.)					

Literary Feature 8: <i>Reader Response</i> (Rosenblatt, 1995)					
Criteria	Yes	No	Unsure	N/A	Rater's Notes (briefly summarize important passages or scenes that illustrate the criterion being rated)
8.1 This work allows readers to create their own meaning about disabilities; stimulates thinking and appropriate discussions.					
<b>Feature Scores-Reader Response</b> (Sum the number of responses in each column for literary feature 8.)					

<i>Literary Feature</i>	<b>Total Yes</b>	<b>Total No</b>	<b>Total Unsure</b>
<i>1. Physical Appearance</i>			
<i>2. Characterization</i>			
<i>3. Style</i>			
<i>4. Plot</i>			
<i>5. Setting</i>			
<i>6. Theme</i>			
<i>7. Point of View</i>			
<i>8. Reader Response</i>			
<b>Sum of Feature Scores</b>			

**Final Rubric Score**

*Sum of Total Yes Column*

*Across all 8 Features* = \_\_\_\_\_

**Interpretation of Final Rubric Score**

If the **Final Rubric Score** (i.e., total number of yes column responses) ranges from:

**39-30**, the work includes **predominately accurate information and positive images** of people with disabilities;

**29-20**, the work includes **accurate and inaccurate information and both positive and negative images** of people with disabilities; and,

**19 and below**, includes **predominately inaccurate information and negative images** of people with disabilities.

**Note:** If you are unsure of 1/3 or more of the rubric criteria (i.e., **13 or more “unsure” responses across all 8 literary features**) we suggest you consult a second rater to assist in a re-evaluation of the work. The second rater should have knowledge of disabilities and a background in special education, English education, or be a media specialist and the two raters should use the rubric together to score the work, discussing their reasons for giving the score to each criterion item on the rubric. This way the co-raters can benefit for one another’s knowledge and expertise about literature and disability.

**Resources for Locating Literature**

For literature promoting understanding and inclusion see:

<https://www.disability.illinois.edu/disability-allyship-resources>

For more information about inclusion literature, please go to:

<http://scholar.lib.vt.edu/ejournals/ALAN/spring98/andrews.html>