

# Sensitivity Review Guidelines

## 1. Gender Considerations

- a. Does the material favor one group over another?
- b. Does the material present a stereotype of females or males?
- c. Does the material use language, content, or context that is offensive to males or females?
- d. Does the material use language, content, or context that is not accessible to or is not easily understood by either males or females?

## 2. Race/Ethnic Considerations

- a. Does the material favor one racial or ethnic group over others?
- b. Does the material portray one or more racial or ethnic groups in a pejorative or stereotype manner?
- c. Does the material use language, content, or context that is offensive to one or more racial or ethnic groups?
- d. Does the material use language, content, or context that is not accessible to one or more racial or ethnic groups?

## 3. Religious Considerations

- a. Does the material favor one religion and demean others?
- b. Does the material portray one or more religions or religious leaders in a pejorative or inappropriately stereotypic manner?
- c. Does the material use language, content, or context that is offensive to one or more religions?
- d. Does the material use language, content, or context that is not accessible to or not easily understood by one or more religions?
- e. Does the material require the parent, teacher, or examinee to support a position that is contrary to their religious beliefs or teachings?

## 4. Considerations for English as a Second Language

- a. Does the material contain language that is either unclear or not comprehensible?
- b. Is the vocabulary inaccessible or needlessly unfamiliar?
- c. Are there any false cognates?
- d. Do the questions or stimuli require cultural knowledge that is irrelevant to the subject matter?

## 5. Age Considerations

- a. Does the material favor one age group over others except in a context where experience or maturation is relevant?
- b. Does the material portray one or more age groups in a pejorative or inappropriately stereotypic manner?
- c. Does the material use language, content, or context that is offensive to one or more age groups?
- d. Does the material use language, content, or context that is not accessible to one or more age groups tested?

**6. Disability Considerations**

- a. Does the material degrade people on the basis of physical appearance or physical, cognitive, or emotional challenge?
- b. Does the material focus on a disability to the exclusion of portraying the person as a whole?
- c. Does the material make assumptions about what a person with a disability can or cannot do?
- d. Does the material suggest how a person with a disability feels about their disability?

**7. Socio-economic Considerations**

- a. Do the constraints of socio-economic access to material resources interfere in student's ability to relate to the material?

**8. General Considerations**

- a. Does the material require a student to take a position that challenges parental authority?
- b. Does the material present violence gratuitously, disproportionately, or in an overly graphic manner?
- c. Does the material present gratuitous or overly graphic speech?
- d. Does the material assume that the examinee has experience with a certain type of family structure?
- e. Does the material present inflammatory or highly controversial themes such as death, wars, abortion, or euthanasia, except where they are needed to meet test specifications?
- f. Does the material suggest that affluence is related to human worth?
- g. Does the material assume values not shared by all test-takers?
- h. Does the material present sexual innuendo?
- i. Does the material degrade people or cultures from certain regions of the country?
- j. Does the material accept or fail to denounce criminal, illegal, or dangerous behavior?
- k. Does the material require examinees to disclose values that they would rather hold confidential?
- l. Does the material use contexts or settings that may be differentially interesting or familiar (sports, war, violence, rural life)?