

Bias/Sensitivity Review Guidelines

- Ensure that language has the same basic semantic content for all students regardless of race, gender, ethnicity, age, sexual orientation, or physical or mental condition
- Consider the denotative and connotative meaning of words, expressions, images and symbols
- Avoid any items or materials that might evoke negative or potentially inflammatory associations on the part of students
- Consider the fairness of items and supporting materials:
 - Include females as well as males, and reflect nontraditional as well as traditional roles, relationships, and traits and occupations
 - Present women, very young and elderly individuals, individuals with disabilities, a range of religious, ethnic, and racial minorities in roles of diverse status and power, conventional and unconventional
- Ensure that there is no stereotyping
- Represent the multiculturalism and diversity of our schools, nation, and world
- Consider the possibility of sensitivity toward particular topics, which may interfere with students' ability to address item directives. Topics often regarded as sensitive include:

death/suicide	extreme illness	violence/terrorism
religion	sex/birth control/pregnancy	drugs/alcohol
bigotry/bias	homelessness	family dysfunction
- Avoid creating situations in which students are asked to, or feel compelled to, divulge personal information (e.g., religious, social, economic disclosures)

Please review: [Bias/Sensitivity Review Checklist](#).