



Quality Assurance Checklist for Instructional Materials

In order to ensure the quality of their materials, learning resource creators should employ a rigorous product development process focused on the needs of the learner. Obtaining answers to the following questions may help you determine the highest quality materials for your use.

1 How was content determined?

- Did content creator consult state curriculum committees, authors, digital media experts, independent experts/reviewers, national standards organizations, national advisory groups?
- Did content creator study an established research base and new research findings?
- Is there a plan for customized correlations to state standards?

2 Was there research and planning for quality?

- Were content experts identified?
- Were educators surveyed?
- Did the content creator develop and produce a prototype?
- Was the prototype reviewed with authors, digital media experts and educators?
- Was the development plan revised to reflect input from content authors, digital media experts and educators?
- Was the prototype revised and retested?

3 How was early product development handled?

- Did the development team include authors, content experts, graphic artists, digital media developers and other specialists?
- Did development team create customized correlations to state standards?
- Did authors, digital media developers and content area experts create and evaluate first draft?
- Are teacher editions/interface and ancillary materials created at the development stage?

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4 How was initial editing and review process conducted?

- Did the publisher document all facts from at least two independent sources?
- Was content reviewed for accuracy and usability (for digital materials) by academic reviewers, independent readers, evaluators, master teachers, digital media developers and instructional designers?
- Was content copy edited, fact-checked and proofread?
- Were changes from authors, editors, digital media developers and reviewers incorporated into the initial product?
- Was a first printing or beta test (digital materials) sent to teachers and students for their feedback?

5 Were quality reviews of beta test or first printing conducted?

- Were student and teacher editions sent to independent reviewers for complete content read and to test usability (for digital materials)?
- Were comments solicited from teachers and state review committees?
- Did the publisher and/or author(s) research and verify accuracy of error reports through independent content authorities?
- Were any errors or technical issues corrected and tested?

6 Are there continuing quality reviews?

- Is there a process to receive and review comments from students, teachers, academics and review committees?
- Are text, photographs, charts and graphs, art and digital interfaces corrected for errors or clarifications?
- How are errata/updates distributed if errors are found?

7 Are subsequent editions/versions forthcoming?

- What is the process for determining if a subsequent edition or revised version will be produced?
- Are authors, developers and editors aware of public comments on the material? Are they involved in decision to revise material?
- Is the process for creating revised materials as rigorous as for initial materials?

8 Do the materials include copyrighted works from photographers, artists or authors?

- If the materials include photographs, graphic illustrations or text that may not be in the public domain and subject to copyright, have rights and permissions been secured to ensure use of the material does not infringe upon the rights of others?

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- ✓ **Are there continuing quality reviews?**
- ✓ **Are subsequent editions/versions forthcoming?**
- ✓ **Do the materials include copyrighted works from photographers, artists or authors?**