Instrument for the Purpose of Evaluating Religious Education Materials

School: ___________________  Evaluator: ______________________________
Grade:_________________ Date:______________________  Average rating:__________

Lesson Title Evaluated:______________________________________________ Page:_______________

As you review the religious education materials, respond to each question based on your review, listing examples of each principle. Use the following evaluation scale marking your response on the line provided before each numbered item.

Not observed A little true Somewhat true Pretty much true Very much true
NA 1 2 3 4

_____1. Is this material *Christ-centered* rather than man-centered?
   Comments/examples:

_____2. Is this material *Bible-based*, true to the scriptures in every sense?
   Comments/examples:

_____3. Is this material *Life-directed*? Does it apply Law and Gospel to life in a relevant way?
   Comments/examples:

_____4. Does this material clearly proclaim specific Law and specific Gospel?
   Comments/examples:

_____5. Does this material avoid the suggestion that we can help or cooperate with God toward our own conversion?
   Comments/examples:

_____6. Does this material seek to motivate good works solely by means of the Gospel?
   Comments/examples:

_____7. Does this material honor the acts of Lutheran/Christian worship?
   Comments/examples:
8. Does this material exalt both the Offices of the Holy Ministry and the priesthood of all believers?

Comments/examples:

9. Does this material energetically promote the mission of the Church?

Comments/examples:

10. Does this material promote unity in the church by teaching pure doctrine? (grade/lesson specific)

Comments/examples:

11. Does this material incorporate the very best in teaching methods, visual design, creativity, and lesson and course organization?

Comments/examples:

12. Does this material involve families, especially parents of both members and non-members children, in meaningful ways?

Comments/examples:

13. Does this material provide a scope and sequence?

Comments/examples:

14. Does the content and purpose of this course meet the spiritual and educational ESLRS of the school.

Comments/examples:

15. Not only must a lesson tell the truth—it must be accurate in its presentation of Scripture and it must treat Scripture truthfully and faithfully. Is this lesson true to scripture?

Comments/examples:

16. Does this lesson move the learner to realize that he or she is in need of forgiveness in Jesus Christ?

Comments/examples:

17. Does this lesson comfort the learner with the Good News of God’s unconditional love in Jesus Christ and apply the Gospel to the needs of the learner?

Comments/examples:
18. Would the lesson intersect with the interests of the learner?

Comments/examples:

19. Is the lesson written so that the target audience can understand it? Is it too hard or too easy?

Comments/examples:

20. Are the educational methods and the activities varied? Interesting? Involving? Useful?

Comments/examples:

21. Does the lesson touch the emotions (feelings) as well as the mind?

Comments/examples:

22. Do the objectives of the lesson move toward goals for heart as well as head, for doing as well as knowing?

Comments/examples:

23. Is the material attractive and the artwork appealing to the learner?

Comments/examples:

24. Does the layout and design of the lesson assist learning?

Comments/examples:

25. Are the teacher’s materials clear, helpful and detailed?

Comments/examples:

26. Does the teacher’s guide list and provide adequate resources?

Comments/examples:

27. Do the activities of the lesson support and reinforce the goals and objectives of the lesson? Comments/examples:

28. Are the student resources/text adequate, interesting, and age appropriate?

Comments/examples:
29. Does the lesson provide on-line learning opportunities for the student?
   Comments/examples:

30. Does the lesson provide on-line resource for the teacher?
   Comments/examples: