**Health Education Materials**

**Culturally and Linguistically Appropriate Services (CLAS)**

**Standards Checklist**

Please use this checklist to decide whether the health education materials are aligned with the National CLAS Standards. Please note that **some items may not be applicable** to every health education material. If these items are not satisfied by the material and their absence does not affect the message, value, or appropriateness of the document, you may select “N/A.” When adding up the total CLAS score, any “N/A” selections can be counted toward your total score as if they were a “yes.” However, if a material did not satisfy these items and it would clearly benefit from them, then you should not select “N/A” in their absence. Instead, you should score the material as “no,” meaning the items would be applicable to the material, however, the material did not satisfy these items. If the material satisfies at least 70% of the items, it is aligned with National CLAS Standards and is acceptable to disseminate. If the material satisfies less than 70% of the items, please revise or create a new version of the material until it satisfies the minimum 70%. For more information on how to use this list to assess materials, see the document called [**CLAS Standard Checklist Explained.**](https://www.dartmouth-hitchcock.org/sites/default/files/2023-08/CLAS-Standards-Checklist-Explained-revised.pdf)

Requestor Name, Title, Department: Click or tap here to enter text.

Date: Click or tap here to enter text.

Reviewer Name, Title: Click or tap here to enter text.

Date: Click or tap here to enter text.

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| **#** | **Question** | **Yes** | **No** | **N/A** | **Comment (if you score “no”, please let us know specifically what needs to be fixed)** |
| 1 | Cover is visually acceptable and meets DH style guide standards. To review the style guide standards, go to file called DH Style Guide – June 22. |  |  |  | Click or tap here to enter text. |
| 2 | Cover/title indicates core content and speak to intended audience. |  |  |  | Click or tap here to enter text. |
| 3 | Desired behavior changes are addressed. “Need to know” information is emphasized. |  |  |  | Click or tap here to enter text. |
| 4 | No more than 3 or 4 main points are presented, or if more than 4, content seems appropriate to the context. |  |  |  | Click or tap here to enter text. |
| 5 | Headers and summaries show organization and provide message repetition. |  |  |  | Click or tap here to enter text. |
| 6 | Summary emphasizes what to do. |  |  |  | Click or tap here to enter text. |
| 7 | Writing is conversational style, active voice. |  |  |  | Click or tap here to enter text. |
| 8 | Little or no technical jargon |  |  |  | Click or tap here to enter text. |
| 9 | Text is vivid and interesting, tone is friendly. |  |  |  | Click or tap here to enter text. |
| 10 | Pages or sections appear uncluttered. Ample white space. |  |  |  | Click or tap here to enter text. |
| 11 | Lowercase letters are used (capitals used only where grammatically necessary). |  |  |  | Click or tap here to enter text. |
| 12 | High degree of contrast between print and paper. |  |  |  | Click or tap here to enter text. |
| 13 | Print size is at least 12-point, serif type, and no stylized letters. |  |  |  | Click or tap here to enter text. |
| 14 | Illustrations are simple, preferably line drawings. |  |  |  | Click or tap here to enter text. |
| 15 | Illustrations serve to amplify the text. |  |  |  | Click or tap here to enter text. |
| 16 | Materials align with target population social norms (e.g. culture, gender, age). |  |  |  | Click or tap here to enter text. |
| 17 | Materials closely match the logic, language, and experience of intended audience. |  |  |  | Click or tap here to enter text. |
| 18 | Interaction is invited via questions, responses, suggested actions, etc. |  |  |  | Click or tap here to enter text. |
| 19 | You have done your best to put the text in plain language, with simple sentence structures. |  |  |  | Click or tap here to enter text. |
|  | Other Comments, Questions, Concerns |  |  |  | Click or tap here to enter text. |
|  | Total | **x** |  | **x** |  |

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| **Total CLAS Score: x/19 points** |

**Percent Score: x percent**

NOTE: to calculate score, each YES or N/A checkbox = 1 point. Once you have total score, divide 19.

This checklist was adapted from the National Center for the Study of Adult Learning and Literacy’s “Health Literacy Public Health Forums: Partners for Action: A ‘How-to’ Guide on Designing and Implementing Health Literacy Forums at Departments of Health”, originally from *Teaching Patients with Low Literacy Skills* (Doak, Doak, & Root, 1996, 2nd edition)

Revised 8/15/23