



Equity Audit Rubric

DESCRIPTION: This rubric was designed to support educators assessing curriculum to maintain an equity lens as they review materials. This tool can be used for curriculum or literature adoptions.

The questions have their roots in Critical Race Theory and focus the user to look for subtle and not so subtle details that are regularly absent from reading materials used in schools. It helps keep the user concentrated on ensuing diversity in voice and perspective throughout the process to ensure the materials being adopted are inclusive and comprehensive.

SUGGESTED USES: The tool was initially designed to evaluate textbooks that were being considered for the Social Studies Framework adoption. It can be slightly modified and used for assessing student literature and other written materials across the curriculum.

It would also be a valuable tool to use as a springboard with educators to help expand thinking and create opportunities for open and honest dialogue regarding current practices. It can support shifts in thinking and behavior and encourage reflective practice.

GO DEEPER WITH EPOCH: If you are interested in support using this tool or creating your own based on your specific needs, we would recommend our Excellence Through Equity (ETE) training program. This project-based action planning program supports teams to look at internal policies, practices, procedures and programs to ensure they are equitable and promoting excellence for all students. School sites will deepen their knowledge around the needs of marginalized groups, explore institutional inequities and build awareness, empathy and understanding while changing educational outcomes for those most at risk.

For more information please contact us at: hello@epocheducation.com or visit our [“Tools of the Trade”](#) for more free resources.

Rubric Credit: Nicole Kukral – San Juan Unified School District

Equity Audit Rubric - Social Science Materials Adoption Equity Evaluation

Characteristic	Acceptable	Approaching	Concerning	Very Problematic
<p><i>The authors of the materials represent diverse backgrounds and perspectives</i></p>	<p>All of the following groups are represented in the authorship panels:</p> <ul style="list-style-type: none"> · Women · People of color · LGBTQ people · People with disabilities <p>Representation extends beyond "tokenism"</p>	<p>Most of the following groups are represented in the authorship panels:</p> <ul style="list-style-type: none"> · Women · People of color · LGBTQ people · People with disabilities 	<p>A token person or two who belong(s) to the following groups is/are represented on the authorship panel:</p> <ul style="list-style-type: none"> · Women · People of color · LGBTQ people · People with disabilities 	<p>The entire panel is exclusively white and male</p>
<p><i>People of color and other diverse communities are central to the narrative, rather than (literally) marginalized in the periphery of the pages</i></p>	<p>The main copy tells rich stories throughout every unit, chapter, and section about the historical contributions of diverse communities.</p> <p>Peripheral materials add to the richness of the text.</p>	<p>There are stories about the historical contributions of diverse communities in every chapter and unit.</p> <p>Peripheral materials include more examples than the main text</p>	<p>There are one or two examples of diverse communities in each chapter.</p> <p>The stories take up very little physical space in the main copy.</p>	<p>There are very few examples of historical contributions of diverse communities in the text.</p> <p>Examples of diverse communities are primarily left to the notes, margins, sidebar coverage, captions, and/or supplemental materials</p>
<p><i>People of color and other diverse communities "tell" their own stories in these materials</i></p>	<p>Wherever possible, the stories about diverse people are told in their own words (e.g. through primary sources or other tools and narratives that are authored by people with diverse identities)</p>	<p>There are some primary sources from the perspective of diverse individuals and communities included throughout the materials</p>	<p>There are only a few examples of primary sources written by diverse individuals or communities</p> <p>A significant portion of the primary source documents included in the materials are still authored by whitemen</p>	<p>The stories about diverse individuals are primarily told through the textbook author's words (in the main copy of the text or in the sidebar material)</p> <p>These authors are primarily white men</p>

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<p><i>The materials offer perspectives from all or most groups impacted by historical events and periods</i></p>	<p>Multiple perspectives of an issue are thoroughly discussed and explored</p> <p>Multiple perspectives are complex enough to help students develop a well- rounded understanding of historical events, issues, and time periods</p>	<p>Multiple perspectives of an issue are included; perhaps one perspective is emphasized a little more than others</p> <p>Perspectives shared are varied</p>	<p>There may be one or two alternative perspectives included in the materials</p> <p>The materials still favor the dominant culture's traditional view of the historical events</p> <p>Perspectives shared are superficial and perhaps slightly misleading</p>	<p>The materials reinforce the superiority of the dominant culture's viewpoint</p>
<p><i>People of color and members of other diverse communities are seen as people with power who have shaped history rather than primarily as victims</i></p>	<p>Most of the examples of diverse individuals are portrayed as decision makers and leaders, not as passive recipients of the dominant culture's decisions</p> <p>The materials include more than the "typical" examples of diverse heroes; students learn about diverse people that are usually absent from history curriculum</p> <p>The historical significance of diverse people and communities are explained and discussed in robust ways</p>	<p>There are some examples of people of color being portrayed as decision-makers and leaders, but the materials still incorporate more examples of diverse individuals fighting oppression</p> <p>While students may still see "typical" examples of diverse heroes; students may be introduced to some new historical figures</p> <p>Contributions of diverse people and communities are explained</p>	<p>There are a few examples of diverse leaders in powerful situations, but most of the examples of these leaders are related to victimization</p> <p>The materials list names of diverse individuals who have impacted history; they are the typical figures that tend to be included in history books</p> <p>Contributions of diverse people and communities are listed, but not explained</p>	<p>The materials include simply a token list of names of diverse individuals who have impacted history</p> <p>Examples of diverse people in leadership roles primarily portray people who have been victimized and are fighting oppression</p> <p>Contributions of diverse people are difficult to find or misrepresented</p>
<p><i>The main copy provides a balanced perspective of the ways that historical events impacted a variety of communities</i></p>	<p>The materials include a balanced discussion of historical events that includes how a variety of communities were impacted by events that are traditionally seen as victories of the dominant culture</p> <p>The materials discuss and explore the positive, negative, and unintended consequences on a variety of communities</p>	<p>The materials include some examples of how a variety of communities were impacted by historical events, especially those traditionally considered Western victories</p> <p>The materials include consequences of events on different communities</p> <p>The materials help students see a different side of events, and they encourage a more complex or sophisticated understanding of historical events</p>	<p>The materials include an example or two about how a different community was impacted by historical events.</p> <p>The materials may mention a couple of consequences, but may also justify these consequences because the dominant culture still "won"</p> <p>The materials support a Western-</p>	<p>The materials primarily celebrate the dominant culture's victories and successes without acknowledging the consequences on non- dominant people and groups</p> <p>The materials reinforce a Western-dominated view of success and victory</p>