



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 adoption.

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 ensuring 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.



EQUITY AUDIT RUBRIC

Physical Environment: Acknowledgment and Connectedness

Title	Possible Examples	Notes/Recommendations	Rating
<p>1. Displays represent diverse cultural materials, photos, words, art.</p> <p>There are positive, normalized representations of the racial and cultural identities of students represented within the school.</p>	<ul style="list-style-type: none"> • Wall displays are more than cartoon representations of diversity • Students “see” themselves in the room • Displays recognize contributions of a diverse population 		
<p>2. “High quality” student work is displayed.</p>	<ul style="list-style-type: none"> • Students have a say in the work that is represented on the wall • Examples of collaborative work • Example of progress and growth • Work is fresh, new, rotated 		
<p>3. Classroom climate is warm and welcoming to students.</p>	<ul style="list-style-type: none"> • Teacher greets students individually • Joyful learning opportunities are visible • Classroom “feels” like a place different people want to learn in 		
<p>4. Classroom environment is conducive to collaborative learning.</p>	<ul style="list-style-type: none"> • Flexible groupings opportunities are visible • Flexible seating opportunities are visible • Easy flow and space to move about 		
<p>5. Literature (class libraries) reflects the cultural diversity of the students in the class.</p>	<ul style="list-style-type: none"> • Books are independently accessible to students • Random sampling of books reflect multiple identities 		



EQUITY AUDIT RUBRIC

	<ul style="list-style-type: none"> • There are more than “just a few” diverse books • Diverse literature goes beyond biographies and non-fiction 		
6. Students feel like they belong in the classroom and the classroom belongs to them.	<ul style="list-style-type: none"> • Students are known and celebrated as individuals with rich cultural, racial intersectional identities • Students have confidence with procedures, routines, and expectations • Students take leadership roles 		
7. Students problem solve independently.	<ul style="list-style-type: none"> • Students know where to look to get answers to their questions • Resources are available and easily accessed 		
8. Opportunities for independence and autonomy are available.	<ul style="list-style-type: none"> • Students know what to do when they complete assignments • Activities are set up so students can self-manage their time and behavior 		
9. What else did you notice in the space?			

N/A Did not observe 1-absent 2-saw occasionally 3-saw consistently 4-saw outstanding examples of