

Criteria and Guidance Document for Reviewing Core Instructional Materials for Cultural and Linguistic Relevance (06/21)

The purpose of this rubric is to provide a framework to review instructional materials (print and digital materials, core instructional materials, supplemental instructional materials, etc.) with a cultural and linguistically relevant lens. Materials that score at 27pts are recognized for CLR.

	Criteria:	Guidance for Determining Alignment of Instructional Material to Criteria:	Materials Meet Criteria (2pts)	Materials Partially Meet Criteria (1pt)	Materials Do Not Meet Criteria (0pts)
Materials can be easily customized for individual learners.					
1	Materials can be customized to meet the needs of different student populations.	<p>Do the materials offer multiple lessons with different approaches or content for one concept/idea/content area that will allow teachers to choose the best lesson for their students to better learn the standard?</p> <p>Are teachers able to customize materials for local use (student and/or community interests)?</p>			
2	The Teacher's Edition provides differentiated instruction strategies and/or activities to meet the needs of all students including below proficiency and advanced learners.	What specific strategies for support, accommodations, and/or modifications within the lesson are provided for the teacher?			
3	Materials include activities for students to make interdisciplinary connections and/or connections with their personal experiences.	<p>Possible examples:</p> <ul style="list-style-type: none"> • activities that link current content with other content areas such as social studies, math, science, art, etc. • projects linking multiple content areas • writing that requires inclusion of personal experiences 			
Materials give all students extensive opportunities and support to explore key concepts.					

4	Materials provide support, accommodations, and modifications for English Language Learners, culturally and linguistically diverse students, and other special populations that will support their regular and active participation in learning content (e.g., modifying vocabulary).	<p>What specific strategies for support, accommodations, and/or modifications within the lesson are provided for the teacher?</p> <p>How frequent is teacher guidance provided such that ELL and other special populations can regularly and actively participate in learning the content?</p> <p>For which type of learner are specific strategies provided (ELL, other special populations)? Are there scaffolds in place to assist EL learners, such as extra linguistic supports (visual tools, illustrations, videos) or supplementary text for EL students?</p>			
5	Materials encourage and support teachers to draw upon culture and home language to facilitate learning.	<p>How do materials provide guidance for teachers to engage parents and communities of culturally and linguistically diverse students?</p> <p>Look for examples of home language connections and connections to different cultures of students to facilitate learning.</p>			
6	Materials provide strategies for teachers to inform and engage parents and caregivers of all learners, including culturally and linguistically diverse students, about the program and suggestions for how they can help support student progress and achievement. <i>(Publisher citation only required.)</i>	<p>Do the materials provide strategies for informing students, parents, or caregivers about the program? (Look for items such as newsletters, articles, and web links to share with all.)</p> <p>Do the materials provide suggestions for how parents or caregivers can help support student progress and achievement? (Look for strategies or items that can be shared with parents and caregivers, such as homework help strategies, letters to parents, or online support.)</p>			
7	Materials include opportunities that encourage and support creative thinking and effective problem solving skills.	<p>How do materials cultivate students' creative thinking skills? How do the materials encourage students to develop their problem solving skills?</p> <p>Look for:</p> <ul style="list-style-type: none"> • opportunities for students to solve problems in innovative ways • opportunities for students to communicate in engaging and creative ways • activities that allow students to take on leadership roles 			
Materials take into account cultural perspectives.					

8	Materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds, setting high expectations for culturally and linguistically diverse students, and ensuring best instructional practices that are inclusive and student-centered.	<p>How do materials integrate culturally relevant pedagogy (ex: using world problems that are culturally familiar, including illustrations to promote gender and racial equity)?</p> <p>Look for examples, activities, or illustrations that:</p> <ul style="list-style-type: none"> • affirm students' backgrounds; • begin with what students already know from home, community, and school; and/or • allow several instructional strategies for students to work together cooperatively or share their cultural and linguistic backgrounds. 			
9	Materials provide a balanced use of examples and illustrations to create cultural bias-free, stereotype-free, and barrier-free instruction.	<p>How do teacher materials provide resources, tools and examples that represent different cultures and traditions? What teacher resources, tools and examples that represent different cultures and traditions are provided in the materials?</p> <p>Do the materials offer examples (beyond pictures) of multicultural representations relevant to the standards and the students? Look for photos, illustrations, language, data, charts, activities, etc., that reflect the multicultural diversity of the community, state, and nation.</p> <p>How do materials use illustrations and examples to create cultural bias-free, stereotype-free, and barrier-free instruction?</p> <p>Look for examples, activities, or illustrations that:</p> <ul style="list-style-type: none"> • portray all ethnic groups in a particular manner which is not derogatory or offensive to members of that group (for example mankind vs humankind, policeman vs police officer, stewardess vs flight attendant); • depict members of both sexes in nontraditional as well as traditional roles in the family, at work, and in leisure activities as well as independent/ dependent, strong/emotional, active/passive; and/or • depict family models as nuclear family, single parents, adopted/foster children, stepparents, same-sex parents, relatives living with family. 			

10	Materials positively reflect the diversity in culture, languages, traditions, beliefs, values, and customs represented within the community, state, and nation.	<p>Do teacher materials provide resources, tools and examples that represent different cultures and traditions? What teacher resources, tools and examples that represent different cultures and traditions are provided in the materials?</p> <p>Do the materials offer examples (beyond pictures) of multicultural representations relevant to the standards and the students? Look for photos, illustrations, language, data, charts, activities, etc., that reflect the multicultural diversity of the community, state, and nation.</p>			
11	Materials provide examples, contexts, illustrations, and exercises for students related to real-life experiences and cultural and linguistic backgrounds.	<p>Look for opportunities in lessons or activities for students to make connections to their own experiences and backgrounds.</p> <p>Possible examples:</p> <ul style="list-style-type: none"> • Writing exercises/assignments that allow students to include or relate their experiences and backgrounds to the content they are studying. • Activities that allow discussion involving the experiences and cultures of multiple students in relation to the content. 			
Inclusion of Culturally Responsive Lens (CR)					
12	The instructional materials include tools to relate the content area appropriately to the diversity in culture and language.	<p>Look for examples, activities, or illustrations such as:</p> <ul style="list-style-type: none"> • Graphic organizers • Checklists • Response prompts • Sentence starters 			
13	The instructional materials include tools that demonstrate multiple perspectives in a specific concept.	Look for examples, activities, or illustrations that give students various opportunities to explore many avenues of their thoughts/views/perspectives that connect instruction to their social concerns that are relevant and meaningful to them.			
14	The instructional materials engage students in critical reflection about their own lives and societies.	Look for examples, activities, or illustrations that engage students with many opportunities for higher order applications and creative thinking in several ways.			

15	Materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.	<p>Do the materials include diverse cultural perspectives? Do the materials value and recognize cultural sensitivity regarding race, religion, socio-economic status, orientations, and views?</p> <p>How do materials integrate/promote democratic values in the curriculum?</p> <p>Look for examples, activities, or illustrations that allow instructional opportunities for all students to express their ideas and learning in various ways.</p>			
		Instructional Materials Total Score:			