



CLR Scorecard for ELA Curricular Materials:

An Equity Tool for New Mexico Educators

Introduction

The *Culturally and Linguistically Responsive Scorecard for English Language Arts Curricular Materials* was developed in the spring of 2021 by a team of roughly 90 New Mexico educators who share NMPED’s belief that all students deserve equitable learning opportunities. Influenced by TNTP’s *The Opportunity Myth* and the academic research of leading education scholars like Zaretta Hammond and Sharroky Hollie, this teacher-created tool is intended to help classroom practitioners, schools, and districts have data-driven conversations on the extent to which their curricular materials validate and affirm students’ home cultures and languages and help students create connections with other cultures and languages. First-time users are encouraged to read the corresponding *Implementation Guide* as it provides additional context on why this tool was created and important considerations for how to use it effectively.

CRITERION 1: Representation

Who comes to life in these curricular materials?

The representation section assesses the extent to which a broad range of people, whose identities encompass a variety of demographic groups, cultures, family structures, gender identities, sexual orientations, and abilities, appear in the curricular materials. It seeks to ensure that the curricular materials serve both as a “mirror” in which students can see their own identities validated and affirmed and as a “window” through which they can see and learn about people whose identities may differ from their own.

Indicator	Does not meet expectations	Partially meets expectations	Meets expectations
R1 The curricular materials provide a collection of images, stories, and information about people, representing a broad range of demographic groups, cultures, family structures, gender identities, sexual orientations, and abilities.	0	1	2
R2 The curricular materials include images, stories, and information about the various groups of people who live or have lived in New Mexico.	0	1	2
R3 The authors of the texts used in the curricular materials represent a variety of backgrounds and identities.	0	1	2

TOTAL	0 – 2: Does not meet
_____ / 6	3 – 4: Partially meets
	5 – 6: Meets

CRITERION 2: Portrayal

How are those individuals and groups portrayed?

The portrayal section assesses the extent to which the curricular materials accurately reflect the complex, multi-dimensional histories and experiences of the people they include. It seeks to ensure that the curricular materials validate and affirm the strengths of the broad range of people they feature.

	Indicator	Does not meet expectations	Partially meets expectations	Meets expectations
P1	The curricular materials avoid making generalizations or reinforcing stereotypes about the broad range of people they include.	0	1	2
P2	The curricular materials validate and affirm the strengths of the broad range of people they include, especially groups that historically have been marginalized or underrepresented, rather than focusing on their perceived weaknesses.	0	1	2
P3	The curricular materials validate and affirm the various cultures and languages that exist and that have existed in New Mexico.	0	1	2
		TOTAL	0 – 2: Does not meet	
		_____ / 6	3 – 4: Partially meets	
			5 – 6: Meets	

CRITERION 3: Critical Consciousness

How do the curricular materials develop critical thinking about cultural and linguistic diversity?

The critical consciousness section assesses the extent to which the curricular materials demand awareness of historical and present stereotypes and biases to allow students to reflect critically on our global society. It seeks to ensure that full narratives and multiple perspectives of events and thinking are included.

	Indicator	Does not meet expectations	Partially meets expectations	Meets expectations
CC1	The curricular materials provide opportunities for students to engage with multiple points of view from a broad range of people, including the voices of New Mexico's indigenous populations.	0	1	2
CC2	The curricular materials provide opportunities for students to learn about, challenge, and disrupt stereotypical images and ideas of a particular type of person, group of people, behavior, or event.	0	1	2
CC3	The curricular materials provide opportunities for students to connect their own learning to social, political, or environmental concerns that affect them and their community.	0	1	2
CC4	The curricular materials provide opportunities for students to develop their critical understanding of current and historical events that involve prejudice, racism, and discrimination.	0	1	2
		TOTAL	0 – 3: Does not meet	
		_____ / 8	4 – 6: Partially meets	
			7 – 8: Meets	

CRITERION 4: **Teacher Support**

How are teachers supported to implement the curricular materials?

The teacher support section assesses the extent to which the curricular materials guide teachers as they learn about and deliver culturally responsive instruction. It seeks to ensure that teachers are adequately supported as they strive to validate and affirm students' cultural and linguistic diversity and help students create connections with other cultures and languages.

	Indicator	Does not meet expectations	Partially meets expectations	Meets expectations
TS1	The curricular materials provide strong, research-based guidance to teachers on how to plan for instruction that is culturally and linguistically responsive.	0	1	2
		TOTAL ____ / 2	0: Does not meet 1: Partially meets 2: Meets	

OVERALL

Score	Rating
Criterion 1: Representation _____ / 6	0 – 7: Does not meet expectations 8 – 15: Partially meet expectations 16 – 22: Meets expectations
Criterion 2: Portrayal _____ / 6	
Criterion 3: Critical Consciousness _____ / 8	
Criterion 4: Teacher Support _____ / 2	
TOTAL _____ / 22	