

# Curricular Analysis Framework

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One child, one teacher, one book, one pen can change the world.

– Malala Yousafzai

## Overview of the Framework

This curricular analysis framework supports educators in selecting and adapting materials that align with Oregon’s 2024 Standards for ethnic studies, the Holocaust and other genocides. It provides guidance for ensuring resources are historically accurate, culturally responsive and inclusive of diverse voices and perspectives. High-quality curricular materials should reflect multiple perspectives—particularly those of traditionally underrepresented groups—while encouraging students to critically analyze narratives, examine persistent disparities and connect historical events to contemporary issues. This framework supports teachers’ efforts to create inclusive classrooms where students feel valued and respected, develop critical thinking and inquiry skills and engage in meaningful discussions that deepen understanding, foster empathy and encourage civic participation.

## Key Components of the Framework

This framework provides educators with a clear approach for evaluating and adapting curricular resources for standards related to ethnic studies, the Holocaust and other genocides. While each topic has unique content and goals, the framework addresses shared priorities, such as fostering critical thinking, promoting inclusivity and ensuring historical accuracy. The approach includes eight categories, each accompanied by a decision-making checklist and practical examples. For quick reference, a consolidated checklist is included, which highlights the essential elements from all categories, supporting teachers in efficiently assessing and enhancing their instructional materials.

## How to Use the Framework

Educators can implement this framework comprehensively or focus on specific categories to refine areas of their practice, such as ensuring historical accuracy and including diverse voices. The framework supports both individual planning and team-based implementation in professional learning communities or department meetings. When used collaboratively, the framework facilitates shared reflection, consistent practices across classrooms and collective commitment to high-quality teaching and learning.

## Consolidated Checklist for Evaluating Curricular Resources

The Consolidated Checklist for Evaluating Curricular Resources offers a quick reference tool for assessing curricular resources, highlighting essential considerations for inclusive and authentic materials. For those seeking a deeper dive, a more detailed checklist for each category is provided in the following section, offering comprehensive guidance for evaluating resources in alignment with the standards incorporating ethnic studies, the Holocaust and other genocides.

CATEGORY AND CRITERIA	YES	NO	CAN ADAPT
<b>Knowing Yourself:</b> Have I reflected on how this resource challenges my cultural assumptions, addresses biases and highlights what I need to learn to better serve my students?			
<b>Knowing Your Students:</b> Does this resource affirm students' identities, reflect their lived experiences and create meaningful connections to their cultural and familial knowledge?			
<b>Knowing Your World:</b> Does this resource authentically represent local community voices and aspirations while connecting to broader state, national and global contexts?			
<b>Critical Inquiry and Action:</b> Does this resource critically examine persistent disparities and provide opportunities for students to think critically and take informed action?			
<b>Authentic Narratives and Diverse Perspectives:</b> Does this resource include diverse and authentic perspectives, avoid stereotypes and promote critical analysis of whose stories are told, by whom and for what purpose?			
<b>Accessibility and Inclusion:</b> Is this resource accessible to all students, inclusive of diverse identities and designed to engage learners of varying abilities and backgrounds?			
<b>Culturally Responsive and Inclusive Assessment:</b> Are assessments equitable, aligned with learning objectives and designed to reflect diverse ways of knowing and promote student reflection?			
<b>Continuous Reflection and Responsive Teaching:</b> Did the resource effectively engage students in meaningful and relevant learning about ethnic studies, the Holocaust and other genocides?			

## Using the Curricular Resource Evaluation Framework

This section outlines a structured approach for evaluating curricular resources, empowering educators to make thoughtful and informed decisions about the materials used to teach ethnic studies, the Holocaust and other genocides. By focusing on quality, relevance and inclusivity, this approach helps educators select resources that foster meaningful learning experiences, align with standards and honor the dignity and humanity of all individuals. Curricular resources shape students' understanding of complex historical and cultural topics. This framework supports teachers in critically evaluating resources to ensure they

- ◉ Reflect diverse perspectives and lived experiences accurately.
- ◉ Avoid perpetuating stereotypes or harm.
- ◉ Promote critical thinking, engagement and awareness of complex social issues.
- ◉ Align with community values and aspirations.
- ◉ Encourage actionable learning and informed civic participation.

### How to Use This Section

This evaluation framework is organized into eight key categories, each focusing on a vital aspect of curricular resource quality. Each category includes reflection questions and criteria to guide educators through a thorough review. To support practical application, the categories feature actionable checklists and examples of how to evaluate and adapt resources effectively. Educators can begin with any category that aligns with the aspect of the resource they want to evaluate. The checklist questions help identify strengths and areas for improvement, allowing teachers to document strategies for adaptation or enhancement. After implementing the resource in the classroom, educators can revisit the checklist to reflect on its impact, gather feedback and refine their approach for future teaching.

#### The eight categories include

1. Knowing Yourself
2. Knowing Your Students
3. Knowing Your World
4. Critical Inquiry and Action
5. Authentic Narratives and Diverse Perspectives
6. Accessibility and Inclusion
7. Culturally Responsive and Inclusive Assessment
8. Continuous Reflection and Responsive Teaching

## CATEGORY 1

# Knowing Yourself

### A Good Place to Start

Knowing yourself is an essential starting point in the process of evaluating curricular resources. This category involves reflecting on your identity, beliefs and the power dynamics that influence your teaching practice. Unlike other categories, this one focuses on the necessary internal work of self-reflection to prepare you to make informed, thoughtful decisions about the materials you bring into your classroom.

### Why does knowing yourself matter for curricular resource selection?

Self-awareness enables teachers to recognize how their assumptions and experiences shape curriculum choices, classroom dynamics and interactions with students. It also helps educators identify areas where their knowledge may be limited, particularly regarding the histories, cultures and lived experiences of the communities they serve. By addressing biases, acknowledging areas of uncertainty and committing to learning more, educators can create an inclusive, equitable environment that affirms students' identities and lived experiences. This foundation ensures that subsequent decisions about curricula are intentional and aligned with the needs of all learners.

### Knowing Yourself Checklist

The Knowing Yourself Checklist provides key actions to guide your reflection as you work toward selecting high-quality, relevant curricular resources. For each action, indicate whether you select "yes" (I have), "no" (I have not) or "with support" (I could). Use your responses to identify areas for further professional learning, support or collaboration with a colleague, community member or content expert. While this process may feel challenging at first, regular engagement will make it easier to choose and implement effective instructional materials for teaching about ethnic studies, the Holocaust and other genocides.

### Practice Example

A history teacher is evaluating a resource for a lesson on Indigenous histories. They notice the resource primarily highlights European settlers' perspectives while minimizing or leaving out Indigenous voices. The teacher identifies this as a gap in their own understanding and supplements the resource with materials authored by Indigenous scholars and leaders, ensuring that the curriculum includes Indigenous perspectives and agency.

<b>KNOWING YOURSELF</b> <b>SUBCATEGORY AND CRITERIA</b>		YES	NO	WITH SUPPORT
<b>Cultural Frames of Reference</b>	I have reflected on how my cultural background influences my interpretation and selection of this curricular resource.			
	I have considered how my experiences shape the way I present the topics covered in this resource.			
	I have identified how my assumptions about the content might affect how I use this resource in the classroom.			
<b>Addressing Biases</b>	I have reflected on potential biases I bring into evaluating and using this resource.			
	I have taken steps to check my biases when determining the appropriateness of this resource for my students.			
	I have sought feedback from colleagues or students to identify areas where my assessment of this resource might be incomplete or biased.			
<b>Knowledge and Gaps</b>	I know enough about the communities or historical contexts represented in this resource to understand its relevance and nuances.			
	I have identified areas where I need more knowledge to evaluate this resource effectively.			
	I have considered what training or additional resources could help me better assess this curricular material.			
<b>Creating an Inclusive Environment</b>	I have evaluated how this curricular resource creates space for diverse perspectives and experiences.			
	I have reflected on how this resource can help me address oversights and promote inclusivity in my classroom.			
	I have considered feedback from students about the inclusivity of this resource.			
	I have planned steps to adapt this resource to ensure it is meaningful and accessible for all students.			

## CATEGORY 2

# Knowing Your Students

### What is it?

Knowing your students means understanding their cultural identities, lived experiences and the knowledge they bring to the classroom. This understanding allows teachers to choose curricular resources that reflect their students' realities, affirm their identities and create meaningful connections between their experiences and the content being taught.

### Why does knowing your students matter for curricular resource selection?

When students see their identities and experiences reflected in the curriculum, they feel valued and respected. This fosters engagement, a sense of belonging and motivation to learn. Additionally, by considering students' diverse perspectives, teachers can create more equitable and inclusive learning environments that challenge biases and promote meaningful discussions. Understanding students ensures the curriculum is not just informative but also personally relevant.

### Knowing Your Students Checklist

The Knowing Your Students Checklist uses reflection questions to evaluate how well curricular resources align with your students' identities, experiences and learning needs. For each question, use the scale to determine your response. "Yes" signifies that the resource meets the criteria and aligns well with your students' needs, interests and identities. "No" signifies that the resource does not currently meet the criteria and may require significant adaptation. "Can Adapt" signifies that the resource can be adjusted to better reflect and support your students with some modifications. This scale helps identify areas where the resource already works well, where it falls short and where adjustments can enhance its effectiveness. Use these reflections to adapt materials, ensuring they affirm student identities, create connections to their lived experiences and engage them meaningfully. For areas needing improvement, consider consulting people from students' families or communities.

### Practice Example

A teacher preparing a unit on historical migrations notices that the selected textbook lacks personal narratives and focuses solely on economic impacts. Reflecting on their students' diverse backgrounds, the teacher supplements the resource with oral histories and community interviews. They also design an activity encouraging students to share their own family migration stories or cultural connections. This adaptation ensures the material is engaging, relevant and provides a platform for students to see their identities reflected in the curriculum.

<b>KNOWING YOUR STUDENTS</b> <b>SUBCATEGORY AND CRITERIA</b>		YES	NO	CAN ADAPT
<b>Cultural and Familial Knowledge</b>	Does this resource reflect my students' cultural and familial knowledge?			
	Does this resource affirm my students' identities and lived experiences?			
	Are there cultural assumptions embedded in this resource that may alienate some students?			
<b>Relevance and Affirmation</b>	Does this resource create opportunities for students to feel seen, valued and included?			
	Does this resource encourage students to make connections between their own identities and the content being taught?			
	Does this resource reflect the cultural, historical and familial experiences of my students in meaningful and authentic ways?			
<b>Engagement and Perspectives</b>	Does this resource provide opportunities for diverse forms of student participation and expression?			
	Does this resource create a welcoming environment where all students can engage meaningfully?			
	Does this resource allow for tailoring to meet the unique needs of my students?			
<b>Family and Community Involvement</b>	Does this resource create opportunities to involve families in the learning process?			
	Does this resource encourage connections between classroom learning and students' communities?			
<b>Strategies for Understanding Students</b>	Does this resource provide insights into my students' lived experiences or perspectives?			
	Does this resource align with strategies I can use to better understand my students and their needs?			



## CATEGORY 3

# Knowing Your World

### What is it?

Knowing your world involves understanding the cultural, historical, social and contemporary contexts of the local community and the broader global environment. This includes learning about the values, traditions, challenges and strengths of students' communities while also connecting these insights to regional, state, national and global issues. Teachers draw on this knowledge to situate instruction within meaningful, historically grounded contexts that connect local events to broader global dynamics.

### Why does knowing your world matter for curricular selection?

A deep understanding of the local community fosters relevance and engagement by helping students see the connection between their education and their lived experiences. It also builds pride and responsibility toward the community. Simultaneously, awareness of global issues broadens students' perspectives, encouraging them to think critically about interconnected societal challenges and their roles as informed global citizens. By integrating these local and global lenses, educators ensure that curricular resources resonate with students and prepare them to navigate and contribute to an interconnected world.

### Knowing Your World Checklist

The Knowing Your World Checklist helps educators critically evaluate curricular resources to ensure they reflect and connect with both local and global contexts. Start by reviewing the checklist questions to identify whether the resource reflects the community's cultural and historical context and incorporates global perspectives. For areas needing improvement, consider consulting community members or integrating supplemental materials that highlight local contributions or broader societal connections.

### Practice Example

A teacher preparing a unit on the Equal Rights Amendment (ERA) finds that a resource provides strong historical context but lacks connections to local activism and ongoing struggles for gender equity. Using reflection questions, they research local activists who advocated for the ERA, incorporating newspaper articles, oral histories and legislative debates. They also introduce primary sources, such as campaign materials and speeches, to help students analyze how arguments for and against the ERA evolved over time. These adaptations make the ERA's history more tangible, showing students how national movements intersect with local advocacy and contemporary gender rights issues.

<b>KNOWING YOUR WORLD</b> <b>SUBCATEGORY AND CRITERIA</b>		YES	NO	CAN ADAPT
<b>Alignment With Local and Global Contexts</b>	Does this resource align with the values, traditions and aspirations of the local community?			
	Does this resource explore how local histories intersect with global forces, such as migration, trade or conflict?			
	Does this resource encourage students to explore how their identities are connected to broader global narratives?			
	Does this resource help students analyze how global events and movements (e.g., colonialism, human rights struggles) have shaped their local community?			
<b>Historical Knowledge and Analysis</b>	Does this resource provide opportunities for students to analyze key historical events and movements in depth?			
	Does this resource encourage critical thinking about the causes and consequences of historical events?			
	Are students encouraged to use primary and secondary sources to evaluate historical narratives and develop their own evidence-based interpretations?			
	Does this resource help students examine how historical narratives are constructed and whose voices are prioritized or omitted?			
<b>Partnerships and Expertise</b>	Does this resource encourage collaboration with community members to co-create meaningful learning?			
	Have you identified local organizations or subject matter experts who can provide context to enhance the resource?			
	Are there global organizations or international experts whose perspectives could complement this resource?			
	Are there materials that can make this resource more relevant to your classroom context and students' lives?			
<b>Addressing Missing Perspectives</b>	Have you identified perspectives and underrepresented groups that are missing from this resource?			
	Does this resource encourage students to analyze multiple perspectives and experiences?			
	Does this resource provide access to international case studies or narratives that offer comparative perspectives to local and national issues?			

## CATEGORY 4

# Critical Inquiry and Action

### What is it?

Critical inquiry and action evaluates curricular resources for their potential to help students understand, analyze and take informed action in their world. This involves equipping students with tools to examine historical and institutional contexts, recognize persistent patterns of inequality and explore their role in understanding societal challenges and participating in democratic processes. Resources that support critical inquiry and action encourage students to interrogate complex issues, reflect on their place in the world, challenge assumptions and develop actionable solutions that promote democratic values and civic engagement.

### Why does critical inquiry and action matter for curricular selection?

Critical inquiry and action empowers students to critically engage with social, political and economic systems, enabling them to address inequities and contribute to a more just and democratic society. Effective resources connect learning to real-world issues, cultivating empathy, critical thinking and informed civic action. They amplify diverse voices, challenge dominant narratives and encourage students to analyze societal issues, understand causes and consequences and explore solutions. For example, a resource on environmental issues might guide students to examine how climate change impacts different communities disproportionately, analyze the historical and geographic factors influencing these patterns and consider various approaches to addressing these challenges. Selecting and adapting such materials creates meaningful learning experiences that prepare students to participate meaningfully in their communities and the wider world.

### Critical Inquiry and Action Checklist

The Critical Inquiry and Action Checklist helps educators assess whether curricular materials promote critical thinking and actionable learning. Teachers reflect on whether the resource addresses historical patterns of inequality, includes diverse perspectives and encourages students to analyze societal issues and propose solutions. It enables educators to identify areas where the resource is effective or may need adaptation to inspire meaningful learning. After reviewing, teachers can adjust the resource to include missing perspectives, strengthen connections to students' lives or provide additional tools for analysis and reflection.

### Practice Example

A teacher evaluates a resource on colonization that provides historical context but lacks opportunities for deeper sociopolitical inquiry. To adapt the resource, they incorporate a document-based investigation where students analyze primary sources detailing the economic, political and cultural impacts of colonization. The teacher introduces guiding questions that prompt students to examine how colonial policies shaped contemporary global inequities. To deepen engagement, they facilitate a case study comparison between historical and modern instances of economic exploitation, encouraging students to draw connections and reflect on lasting systemic effects. Finally, students develop their own inquiry questions about complex social issues in their communities and research potential solutions, fostering critical thinking and civic engagement.

<b>CRITICAL INQUIRY AND ACTION</b> <b>SUBCATEGORY AND CRITERIA</b>		<b>YES</b>	<b>NO</b>	<b>CAN ADAPT</b>
<b>Examining Historical Patterns of Inequities and Amplifying Underrepresented Voices</b>	Does this resource explicitly examine historical patterns of inequality and institutional influences on society?			
	Does this resource avoid reenacting harm or perpetuating bias?			
	Does this resource include diverse voices and perspectives to challenge dominant narratives?			
	Are students guided to explore how power structures shape societal norms and their own experiences?			
<b>Fostering Critical Thinking</b>	Does this resource encourage students to critically analyze and question historical patterns of inequality and persistent disparities?			
	Are students prompted to ask deep, critical questions about societal norms, systems and power dynamics?			
	Does this resource include activities or tools to help students reflect on and critique their own assumptions?			
	Does this resource connect students' intellectual inquiry to real-world social, historical and civic contexts?			
<b>Encouraging Action</b>	Does this resource provide opportunities for students to take informed action on issues affecting their lives, community or beyond?			
	Does this resource include pathways for students to apply their learning to real-world community or global challenges?			
	Does this resource empower students to envision and work toward solutions for societal problems?			
	Does this resource evaluate the effectiveness of previous attempts to address specific societal problems and explore how to improve future efforts?			
<b>Facilitating Sensitive Discussions</b>	Does this resource provide clear guidance for facilitating discussions on sensitive or controversial topics?			
	Does this resource include strategies to manage differing opinions constructively?			
	Does this resource offer ways to structure discussions in a safe, inclusive environment that considers students' emotional needs?			

## CATEGORY 5

# Authentic Narratives and Diverse Perspectives

### What is it?

Authentic narratives and diverse perspectives focuses on evaluating the stories and narratives within curricular resources to ensure they reflect resilience, agency and authenticity. It involves examining whose voices are included, the purpose of the narratives and whether those represented can tell their own stories. By prioritizing balanced and asset-based narratives, this category ensures the materials provide empowering and accurate perspectives that enrich students' understanding of historical and contemporary issues.

### Why do authentic narratives and diverse perspectives matter for curricular selection?

Authentic narratives and diverse perspectives shape how students perceive and understand history and the present. Thoughtful integration of authentic and valid stories avoids perpetuating stereotypes or biases, promotes critical thinking and affirms students' identities. Including diverse, asset-based stories allows students to connect emotionally and intellectually with the material, fostering deeper learning. Narratives that balance oppression with resilience empower students to critically analyze history and contemporary issues while fostering a sense of dignity and connection.

### Authentic Narratives and Diverse Perspectives Checklist

The Authentic Narratives and Diverse Perspectives Checklist supports educators in assessing whether curricular resources present narratives that are accurate, inclusive and empowering. Teachers reflect on whose perspectives are represented, whose are excluded and whether the resource provides a balance between challenges and resilience. The checklist helps identify areas where the material may need adaptation, such as incorporating underrepresented voices or re-framing narratives to promote critical thinking and dignity. After evaluating a resource, educators can make adjustments to ensure it aligns with their goals of fostering meaningful and relevant learning experiences.

### Practice Example

A teacher evaluating a textbook chapter on the civil rights movement notices it emphasizes the struggles and violence faced by activists but offers limited insight into their resilience, strategies and successes. Through reflection, the teacher identifies the resource's narrow focus and considers how it might shape students' understanding of the movement. To provide a more complete narrative, they incorporate materials about the Children's Crusade in Birmingham or the Student Nonviolent Coordinating Committee's Freedom Schools. They add oral histories from young people who organized lunch counter sit-ins and local protests in their own communities. The teacher also designs an activity where students compare narratives to analyze how different framings influence their perception of historical events. These adaptations ensure the material provides a balanced and empowering narrative, encouraging students to engage critically and connect meaningfully with the content.

<b>AUTHENTIC NARRATIVES AND DIVERSE PERSPECTIVES</b> SUBCATEGORY AND CRITERIA		YES	NO	CAN ADAPT
<b>Authentic and Ethical Representation</b>	Does this resource clearly identify whose story is being told and by whom?			
	Does this resource clarify the purpose of its narrative and the messages it conveys?			
	Does this resource authentically and respectfully include diverse voices and lived experiences?			
<b>Avoiding Harm and Promoting Dignity</b>	Does this resource avoid reenacting harm and perpetuating stereotypes and instead affirm dignity?			
	Does this resource balance narratives of oppression with stories of resilience, strength and contributions to society?			
<b>Fostering Critical and Relevant Engagement</b>	Does this resource encourage students to connect the narratives to broader historical and contemporary issues, fostering relevance and depth?			
	Does this resource challenge students to question societal norms, dominant perspectives or their own assumptions?			
<b>Understanding the Role of Storytelling in Shaping History</b>	Does this resource guide students in examining how narratives serve as tools for understanding history and influencing social or political change?			
	Does this resource help students analyze how stories are constructed, adapted and wielded over time to reflect or challenge power dynamics and dominant ideologies?			
	Does this resource prompt students to consider whose perspectives are amplified and whose are underrepresented, fostering a critical understanding of historical narratives?			
<b>Empowering Student Voice and Agency</b>	Does this resource empower students to explore, critique or share their own narratives in connection with the content?			
	Does this resource encourage reflection on how narratives shape societal understanding and empower students to consider their roles in contributing to or reshaping those understandings?			

## CATEGORY 6

# Accessibility, Inclusion and Multiple Representations

### What is it?

Accessibility, inclusion and multiple representations examines curricular resources for their capacity to support diverse abilities, languages, forms of participation and learning needs while fostering an inclusive classroom environment. Accessibility ensures that all students can access materials physically or digitally, while inclusion focuses on providing equitable opportunities for participation and representation. High-quality resources incorporate diverse identities, accommodate various learning styles and offer multiple ways for students to engage with and express their learning.

### Why does accessibility, inclusion and multiple representations matter for curricular selection?

Accessibility and inclusion is fundamental to equitable education, particularly in instruction related to ethnic studies, the Holocaust and other genocides, where understanding diverse perspectives is central to the learning experience. Resources that fail to address the varied needs of students or exclude underrepresented voices can create barriers to learning and perpetuate historical and cultural inequities. Inclusive and accessible materials ensure that all students can fully engage with content that reflects and affirms their identities while challenging dominant narratives. By selecting such resources, educators foster a sense of belonging, encourage critical engagement with complex issues and promote empathy and respect for diverse experiences. These efforts help ensure that students feel valued, seen and empowered to contribute meaningfully to classroom learning.

### Accessibility, Inclusion, and Multiple Representations Checklist

The Accessibility, Inclusion and Multiple Representations Checklist guides educators in determining whether curricular resources meet the diverse needs of their students. Teachers can reflect on whether resources provide accommodations for students with disabilities, offer varied ways for students to engage with and demonstrate their learning and include examples and scenarios that affirm students' identities, discourses and lived experiences. This process helps educators identify strengths in their materials and pinpoint areas that require adjustments.

### Practice Example

A teacher evaluates primary source documents on the Stonewall Uprising and finds them inaccessible for non-English speakers and students with emerging literacy skills. To address this, they source translations in students' primary languages, incorporate multilingual news articles from those involved and add audio recordings for accessibility. To provide context, they integrate timelines of events, annotated maps of key locations and vocabulary glossaries defining terms like "LGBTQ+ rights" and "resistance." Finally, the teacher facilitates small linguistically diverse groups where students analyze and compare interpretations, fostering deeper engagement and understanding of Stonewall's impact on the LGBTQ+ rights movement.



<b>ACCESSIBILITY, INCLUSION AND MULTIPLE REPRESENTATIONS SUBCATEGORY AND CRITERIA</b>		<b>YES</b>	<b>NO</b>	<b>CAN ADAPT</b>
<b>Language and Communication Accessibility</b>	Are the materials available in multiple languages and include supports like glossaries or translations for students with limited English proficiency?			
	Does this resource support diverse forms of discourse and expression, allowing students to communicate their ideas in ways that reflect their linguistic, cultural and learning needs?			
<b>Supporting Diverse Abilities</b>	Does this resource provide accommodations and options for presenting material in diverse formats to meet a range of abilities and needs?			
	Does this resource address a range of abilities and learning needs to ensure equitable access?			
<b>Inclusivity in Visuals and Content</b>	Are the visuals, examples and scenarios inclusive of the diverse cultures, abilities and identities represented in my classroom?			
	Are the visuals and examples free from stereotypes, tokenism or cultural misrepresentation?			
<b>Physical and Emotional Accessibility</b>	Does this resource include specific strategies or tools (e.g., seating arrangements, adaptive technology, sensory supports) to create a physically accessible learning space for students?			
	Does this resource offer guidance for addressing the emotional needs of students, such as trauma-informed approaches or strategies to foster a supportive learning environment?			
<b>Engagement Opportunities</b>	Does this resource allow for multiple ways for students to engage with the content (e.g., group work, individual projects, hands-on activities)?			
	Does this resource encourage active and diverse forms of participation, ensuring all students can contribute meaningfully to learning?			



## CATEGORY 7

# Culturally Responsive and Inclusive Assessment

### What is it?

Culturally responsive and inclusive assessment emphasizes ways to measure and understand student learning that honor diverse ways of knowing and reflect students' lived experiences. High-quality assessments should provide multiple ways for students to meaningfully demonstrate their learning, accommodating different abilities, cultural contexts and perspectives. These practices ensure that assessments are not only equitable but also culturally affirming and relevant to the students being assessed.

### Why does culturally responsive and inclusive assessment matter for curricular selection?

Assessment is a critical tool for understanding student learning and guiding instruction. However, assessments that fail to account for cultural and linguistic diversity and disability or that rely solely on traditional methods risk perpetuating inequities and overlooking students' full potential. Culturally responsive assessments empower students by valuing their unique strengths, affirming their identities and promoting fairness. They also foster meaningful engagement and ensure that learning connects to students' lives and communities, creating opportunities for students to feel valued and seen.

### Culturally Responsive and Inclusive Assessment Checklist

The Culturally Responsive and Inclusive Assessment Checklist guides educators in evaluating whether curricular resources align assessments with learning objectives, offer varied formats to accommodate diverse abilities and ways of knowing and avoid cultural or linguistic bias. Educators should consider whether assessments are meaningful and relevant to students' identities and experiences while also promoting practices like feedback and self-reflection to support growth. Teachers can use the checklist to identify areas where assessments may require adaptation, to create new practices or to ensure existing assessment methods are fair, inclusive and supportive of all students.

### Practice Example

A teacher designing an assessment on Chinese immigration and its contributions to the development of the United States begins with a standard timeline activity. To provide students with multiple ways to express their understanding, they expand the assignment to include options such as creating a multimedia presentation that integrates immigrant narratives, composing reflective journal entries on personal or community connections or designing an annotated map showing key migration routes and contributions to industries like railroads, agriculture and commerce. These adaptations ensure students engage meaningfully with the material while highlighting diverse perspectives and historical impacts.

<b>CULTURALLY RESPONSIVE AND INCLUSIVE ASSESSMENT</b> SUBCATEGORY AND CRITERIA		<b>YES</b>	<b>NO</b>	<b>CAN ADAPT</b>
<b>Respecting Diverse Ways of Knowing</b>	Does this assessment reflect diverse ways of knowing, like cultural, linguistic and experiential perspectives?			
	Are students offered multiple ways to demonstrate understanding (e.g., oral presentations, collaborative projects, creative work)?			
	Are assessment prompts designed to avoid cultural or linguistic assumptions that could disadvantage students?			
	Does this assessment encourage students to bring their own perspectives and identities into responses?			
<b>Alignment and Relevance</b>	Does this assessment clearly align with the learning objectives, ensuring it measures the intended outcomes?			
	Are the assessment tasks meaningful and connected to students' cultural, social and lived experiences, making the content relevant to their realities?			
	Does this resource thoughtfully incorporate the histories, contributions and perspectives of the populations being studied, ensuring authenticity and depth?			
<b>Differentiation and Accessibility</b>	Does this resource provide accommodations for students with disabilities?			
	Are flexible assessment methods included, such as project-based tasks, oral responses or visual demonstrations, to meet diverse learning needs?			
	Are assistive technologies or tools suggested to support students with disabilities or language differences?			
	Does the resource include scaffolding or differentiated supports to ensure all students can fully engage?			
	Are instructions clear, accessible and adaptable for a range of language proficiencies and learning needs?			
<b>Using Student Feedback and Data to Adapt Instruction</b>	Does this resource offer strategies for gathering and integrating student feedback into assessment design?			
	Does this resource offer continuous improvement by providing data to inform instruction and assessment design?			

## CATEGORY 8

# Continuous Reflection and Responsive Teaching

### Do this after using the curricular resource!

Continuous reflection and responsive teaching focus on evaluating the effectiveness of curricular resources after their implementation. This category involves analyzing how well the materials supported student learning, identifying gaps or areas for improvement and adapting resources to align more closely with students' needs and experiences. It emphasizes the importance of using feedback to refine teaching practices, ensuring that they remain equitable, inclusive and meaningful.

### Why does continuous reflection and responsive teaching matter for curricular selection?

Continuous reflection and responsive teaching is key to maintaining high-quality student-centered teaching. Through critical reflection, educators can celebrate the strengths of their resources, address weaknesses and make intentional adjustments to improve outcomes for all learners. This iterative process helps ensure that curricular materials stay relevant and responsive, fostering equity, inclusion and deeper engagement. Reflection also allows educators to integrate new perspectives and insights into their teaching, supporting continuous professional growth.

### Continuous Reflection and Responsive Teaching Checklist

The Continuous Reflection and Responsive Teaching Checklist helps teachers evaluate and adapt curricular resources by focusing on their impact and effectiveness. Teachers use the checklist to assess how well the resources supported student engagement, representation and accessibility. It guides educators in gathering and incorporating feedback from students and colleagues, identifying gaps or biases in the materials and ensuring that lessons evolve to meet the needs of all learners.

### Practice Example

A teacher reflects on the outcomes of a project-based learning activity in their unit on the Holocaust. While many students demonstrated strong engagement, feedback revealed that some felt the activity focused too heavily on broad historical events without personal connections to the human impact of the Holocaust. The teacher adapts the project by incorporating survivor testimonies and family histories where available. For example, they add an option for students to analyze personal letters, diaries or oral histories from Holocaust survivors, emphasizing the resilience and humanity of those who lived through this period. They also introduce prompts that allow students to explore the ripple effects of the Holocaust on contemporary communities, such as second- and third-generation survivors. In the next iteration of the project, the teacher conducts a mid-project check-in to gather real-time feedback from students, adjust the approach and close the feedback loop by sharing with students the ways their feedback was valuable for adapting the lesson.

<b>CONTINUOUS REFLECTION AND RESPONSIVE TEACHING</b> SUBCATEGORY AND CRITERIA		YES	NO	CAN ADAPT
<b>Assessing Student Learning Outcomes</b>	Did the resource help students meet key learning goals, such as understanding historical events, persistent disparities or cultural resilience?			
	Were students able to analyze and critique historical narratives, identifying perspectives and biases?			
	Did the resource foster critical thinking about the causes, consequences and lasting impacts of historical events?			
	Were students able to connect the resource to their own identities, histories or lived experiences?			
<b>Evaluating Student Engagement</b>	Did students demonstrate engagement (e.g., questioning, talking, collaborating, making connections to their lives)?			
	Were students actively participating and showing interest?			
	Did the resource provide opportunities for diverse forms of engagement (e.g., discussions, projects, reflections)?			
<b>Inclusivity and Accessibility</b>	Did the resource address the needs of all students, including diverse abilities and linguistic backgrounds?			
	Could students access and understand the content?			
	Did the resource promote inclusivity by representing diverse perspectives and experiences?			
<b>Reflecting on Feedback and Instructional Practices</b>	Did students have an opportunity to provide feedback on the resource's relevance, clarity and effectiveness?			
	Did you use the feedback to identify the resource's strengths, limitations and needed adaptations?			
	How did this resource inform your instructional practice, and what specific adaptations might you make as a result?			
	Have you considered how these insights shape your approach to selecting and using curricular materials?			
<b>Measuring Impact on Learning</b>	Did the resource lead to meaningful and sustained improvements in student learning and understanding?			
	Were there tangible changes in how students applied the knowledge or skills gained from the resource to discussions, projects or real-world contexts?			