Scorecard Development

CRC Scorecard Background

The Culturally Responsive Curriculum Scorecard was developed to help parents, community members, educators and organizers investigate how culturally responsive their school's curriculum is. The CRC Scorecard was primarily developed for humanities textbooks and accompanying teacher's manuals that schools and districts purchase (such as Pearson, McGraw-Hill, Houghton Mifflin Harcourt, Cengage Learning and others). The research team was comprised of three African American and White women who all had different backgrounds and expertise in academic research and organizing around culturally responsive education.

How This Tool was Developed

The research team began by reviewing more than 20 existing education, classroom, and library based rubrics and comparing them to culturally responsive education research. Most of the rubrics reviewed were oriented towards evaluating multicultural education, diversity, culturally responsive classrooms and pedagogy, and general textbook analyses. Based on the review of existing rubrics, the research team outlined existing elements of culturally responsive education and areas where new rubric foci and questions were necessary. There are three distinct ways that cultural responsiveness can appear in curriculum: the subjects of the curriculum; the socio-historical-political context and positioning of those subjects; and the strategies and guidance for teaching. These three categories became the three sections of the Scorecard: Representation (with Diversity of Characters and Accurate Portrayals subsections), Social Justice (with Decolonization/Power and Privilege, Centering Multiple Perspectives, and Connecting Learning to Real Life & Action subsections), and Teacher's Materials.

The research team modified statements from six existing rubrics and wrote the remaining CRC Scorecard statements. The tables below identify the origins of each scorecard statement. In recognition of the technical language used to discuss culturally responsive education, guidelines and a glossary were created to make the Scorecard more user-friendly. Fuller guidelines can be found on the CRC Scorecard website, along with supplemental learning materials which can be read at your discretion. Finally, the research team developed guidelines for interpreting scores for each section of the scorecard. The team decided to split all possible scores into five categories, Culturally Destructive, Culturally Insufficient, Emerging Awareness, Culturally Aware, and Culturally Responsive. Each of these categories were measured by calculating score ranges with the following percentages respectively, 30%, 20%, 20%, 15%, and 15%. After experimenting with multiple scoring calculations, this range best represented the essence of the CRC categories, their relation to CRC statements, and the various ranges of possible responses.

The CRC Scorecard was first piloted amongst a group of six New York City parent leaders and community organizers,

together with two researchers, and then tested amongst a larger group of about twenty parent leaders and community organizers. The research team also elicited one-on-one feedback on the scorecard by reaching out to national organizers, CRE experts, educators and parent leaders to make revisions to the scorecard. In each of these settings, researchers asked for and incorporated feedback on the scorecard's design, content, ease of use, and overall usefulness of the scorecard.

Limitations

There are several limitations of the CRC Scorecard:

- The time required to fully evaluate a curriculum is likely beyond the capacity of many organizing groups, teachers, parents, and communities at large. This limitation is addressed by suggesting users sample parts of the curriculum to make conclusions about the curriculum.

- It may be difficult for parents, organizers, and communities at large to get access to their school's curriculum. While testing the scorecard, it became apparent that not all schools and districts are transparent about the curriculum being used in classrooms, despite the fact that many districts explicitly give parents the right to see their child's curriculum.

- The CRC Scorecard may be easiest to use with curriculum that are in textbook or text-based formats. In some cases, teachers and schools create their own curriculum by pulling resources, lesson plans, and learning materials from multiple places.

- Organizers, parents, and communities may need additional help with using the Scorecard because examining issues of representation, social justice, and teacher instruction is challenging work. EJ-ROC can assist interested parties in using the scorecard or train representatives from each organization in using the scorecard.

If you have additional questions about how the Scorecard was developed or the Scorecard in general, please contact us at nyu-ejroc@nyu.edu.

Sources

Table 1. Representation Section Original Sources

Representation
The character and author tally was modified from Grant & Sleeter's Turning on Learning: Five Approaches for Multicultural Teaching Plans for Race, Class, Gender and Disability (2003).

Scorecard Statements	
Diversity of characters	**Modified Statement:** 1. The curriculum features visually diverse characters, and the characters of color do not all look alike. **Source:** World View. (2013). *Seven ways to evaluate multicultural literature*. Chapel Hill, NC: University of North Carolina
	Statement: 2. There are references to different ethnic and cultural traditions, languages, religions, names and clothing. 3. Diverse ethnicities and nationalities are portrayed – not all Asian families are Chinese, not all Latinx families are Mexican, etc. **Source:** Written by EJ-ROC Research Team
	Modified Statement: 4. Diverse family structures (ie. single parents, adopted or foster children, same-sex parents, other relatives living with the family, etc.) are represented. **Source:** "Ten quick ways to analyze books for racism and sexism" taken from Children's literature: An issues Approach by Masha K. Rudman, (1984), 2nd edition, p. 126, Longman. The information was adopted and reprinted from the Council on Interracial Books for Children, Inc's publication
	Statement: 5. Characters that are differently abled are represented. 6. Characters of color are main characters and not just sidekicks. 7. If there is conflict in the storyline the characters of color are not mostly considered the problem. **Source:** Written by EJ-ROC Research Team
Accurate portrayals	**Modified Statements:** 8. Characters of color are not assumed to have low family wealth, low educational attainment and/or low income.

	9. Gender is not central to the storyline. Female characters are in a variety of roles that could also be filled by a male character. 10. Social situations and problems are not seen as individual problems but situated within a societal context. **Source: Source:** "Ten quick ways to analyze books for racism and sexism" taken from Children's literature: An issues Approach by Masha K. Rudman, (1984), 2nd edition, p. 126, Longman. The information was adopted and reprinted from the Council on Interracial Books for Children, Inc's publication
	Modified Statement: 11. Characters of diverse cultural backgrounds are not represented stereotypically, or presented as foreign or exotic. **Source:** World View. (2013). *Seven ways to evaluate multicultural literature.* Chapel Hill, NC: University of North Carolina.
	Statement: 12. Problems faced by people of color or females are not resolved through the benevolent intervention of a white person or a male. 13. Diverse characters are rooted in their own cultures and are not ambiguous. Source: Written by EJ-ROC Research Team

Table 2. Social Justice Section Original Sources

Social Justice Orientation	
Decolonization/Power and privilege	**Modified Statements**: 14. Curriculum highlights non-dominant populations and their strengths and assets, so that students of diverse race, class, gender, ability, and sexual orientation can relate and participate fully. 15. The curriculum communicates an asset-based perspective by representing people of diverse races, classes, genders, abilities and sexual orientations through their strengths, talents and knowledge rather than their perceived flaws or deficiencies. 16. The curriculum does not communicate negativity or hostility toward people of marginalized backgrounds through verbal or nonverbal insults, slights or snubs. **Source:** Aguilar-Valdez, J. (2015). Rubric for culturally responsive lessons/assignments. Retrieved from https://www.westminstercollege.edu/docs/default-source/undergraduate-documents/other-programs/tides/rubric-for-culturally-responsive-lessons.pdf?sfvrsn=2
	Modified Statement: 17. Curriculum and instructional activities promote or provoke critical questions about the societal status quo. They present alternative points of view as equally worth considering.

	Source: National Center for Culturally Responsive Educational Systems. (2006). The Mississippi cultural responsivity matrix: A teacher's self-study guide for culturally responsive practices in grades k-6: Reading and Mathematics. Retrieved from https://steinhardt.nyu.edu/scmsAdmin/uploads/004/678/NCCREStMississippiTool%201.4.pdf
Centering Multiple Perspectives	**Modified Statement:** 18. The curriculum recognizes the validity and integrity of knowledge systems based in communities of color, collectivist cultures, matriarchal societies, and non-Christian religions. **Source:** Alaska Department of Education & Early Development. (2012). Guide to Implementing the Alaska Cultural Standards for Educators. Retrieved from https://education.alaska.gov/akstandards/cultural/cultural_standards.pdf
	Statement: 19. The curriculum presents different points of view on the same event or experience, especially points of view from marginalized people/communities. **Source:** Written by EJ-ROC Research Team
Connect learning to action/real life issues	Modified Statement: 20. The curriculum provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and contribute to change. Source: Aguilar-Valdez, J. (2015). Rubric for culturally responsive lessons/assignments. Retrieved from https://www.westminstercollege.edu/docs/default-source/undergraduate-documents/other-programs/tides/rubric-for-culturally-responsive-lessons.pdf?sfvrsn=2
	21. The curriculum encourages students to take actions that combat inequity or promote equity within the school or local community. **Source:** National Center for Culturally Responsive Educational Systems. (2006). The Mississippi cultural responsivity matrix: A teacher's self-study guide for culturally responsive practices in grades k-6: Reading and Mathematics. Retrieved from https://steinhardt.nyu.edu/scmsAdmin/uploads/004/678/NCCREStMississippiTool%201.4.pdf

Table 3. Teacher's Materials Original Sources

Teacher Materials
Statement: 22. The authors of the teachers' materials are people of diverse identities (race/ethnicity, gender, other identities if possible). **Source:** Written by EJ-ROC Research Team

Modified Statement:

23. Guidance is provided on being aware of one's biases and the gaps between one's own culture and students' cultures.

Source: Culturally Proficient Inquiry: A Lens for Identifying and Examining Educational Gaps. Randall B. Lindsey, Stephanie Graham, R. Chris Westphal, Jr., & Cynthia Jew. Thousand Oaks, CA.: Corwin Press, 2008.

Statements:

24. Diverse student identities are seen as assets and strengths that can advance individual and group learning, rather than seen as challenges or difficulties to be overcome.

25. Guidance is provided on making real-life connections between academic content and the local neighborhood, culture, environment and resources.

Source: Written by EJ-ROC Research Team

Modified Statement:

26. Guidance is provided on giving students opportunities to contribute their prior knowledge and experience with a topic, not just respond to the text and information presented in class.

Source: Newton Public Schools: "Educator Evaluation Rubric and Performance Standards - Classroom Educators"

Modified Statement:

27. Guidance is provided on engaging students in culturally sensitive experiential learning activities.

Source: Alaska Department of Education & Early Development. (2012). Guide to Implementing the Alaska Cultural Standards for Educators. Retrieved from https://education.alaska.gov/akstandards/cultural/cultural_standards.pdf

Statements:

28. Guidance is provided on opportunities to engage students' families to enhance lessons.

29. Guidance includes, for specific lessons, a range of possible student responses that could all be valid, given the range of student experiences and perspectives.

30. Guidance is provided on customizing and supplementing the curriculum to reflect the cultures, traditions, backgrounds and interests of the student population.

Source: Written by EJ-ROC Research Team