

White/Crist Curriculum Review Tool

This curriculum review tool was developed by Brandon White and Kate Crist. It is intended to be used to help **analyze instructional materials at the whole grade and individual unit level**. This tool focuses analysis on the extent to which a curriculum is aligned with **culturally relevant and sustaining pedagogies, college-and-career-readiness standards, and building student agency and efficacy**.

This tool **draws on work that came before**, including:

- Zaretta Hammond's [READY for Rigor framework](#)
- Gloria Ladson Billings [Toward a Theory of Culturally Relevant Pedagogy](#)
- Rudine Sims Bishop [Mirrors, Windows, and Sliding Glass Doors](#)
- Zaretta Hammond's [Ready 4 Rigor Framework](#),
- Gholdy Muhammad's [5 Pursuits of Learning \(Page 6\)](#),
- NYSED's [Culturally Responsive-Sustaining Education Framework](#), In depth
- Student Achievement Partners [Considerations for Text Complexity, Qualitative Complexity Analysis, Initial Considerations for Complexity and Cultural Relevance](#), and Professional Learning Core Content in [ELA/Literacy](#),
- Humanities Accelerator [materials analysis](#) tool and [Third Period Framework](#)
- UnboundEd [Supports Vs Modifications](#)
- NYU Metro Center's [Culturally Responsive Curriculum Scorecards](#),
- ELSF's [ELA Guidelines](#),

Grade Level

Unit _____

Unit Summary

Grade Level

Criteria	Details <i>To what extent do materials in _____ grade build from the start to the end of the year, in order to:</i>	Alignment to Criteria <ul style="list-style-type: none"> • <i>Not Present</i> • <i>Does Not Meet</i> • <i>Partially Meets</i> • <i>Meets or Exceeds</i> 	Evidence from Materials <ul style="list-style-type: none"> • <i>Broad scope</i> • <i>In-line</i>
Culturally Relevant and Sustaining	Affirm and challenge student identities? Build community between and among students? Support knowledge building that reflects the diversity, challenge, and joy of the human experience?		
CCR Standards-Alignment	Provide opportunities to engage with increasingly complex texts? Ensure students regularly engage with grade level, relevant, evidence-based tasks? Engage students in a variety of short and long-term research projects?		
Agency/Efficacy	Empower students to be agents of their own literacy/own their learning and its process? Support teachers to continuously examine their own beliefs and practices, especially those that undermine their ability to provide regular access to culturally relevant and grade level work?		
Score 0 - Not Present 1 - Does Not Meet 2 - Partially Meets 3 - Meets or Exceeds		Comments on Score:	

Suggested changes to better align the curriculum to Culturally Relevant and Sustaining Pedagogies, College-and-Career-Readiness Standards, and building student agency and efficacy.

Unit _____

Topic	Goal
Assessment	

Texts

Core texts in the unit include	
Supporting texts in the unit include	
Bonus/Extra texts in the unit include	

Criteria	Details <i>To what extent do materials in unit _____ provide regular opportunities with texts that:</i>	Alignment to Criteria <ul style="list-style-type: none"> • <i>Not Present</i> • <i>Does Not Meet</i> • <i>Partially Meets</i> • <i>Meets or Exceeds</i> 	Evidence from Materials <ul style="list-style-type: none"> • <i>Broad scope</i> • <i>In-line</i>
Culturally Relevant and Sustaining	<p>Build knowledge on topics that are engaging, meaningful, and culturally relevant?</p> <p>Are aligned with two or more of the following?</p> <ul style="list-style-type: none"> • building and/or challenging student identities • conveying relevant and meaningful ideas and thoughts • representative of authentic experiences • connecting to current events and/or topics that are meaningful to students • explores causes and effects of power, equity, justice, oppression • exposing to new and varying identities or perspectives 		
CCR Standards-Alignment	<p>Are appropriately complex by qualitative and quantitative measures for the grade level and time in the year?</p> <p>Strategically build a coherent body of knowledge?</p> <p>Reflect a range of text types and diverse syntactical language structures?</p>		

Score 0 - Not Present 1 - Does Not Meet 2 - Partially Meets 3 - Meets or Exceeds	Comments on Score:
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Tasks

Criteria	Details <i>To what extent do materials in unit _____ provide regular opportunities with evidence-based tasks that:</i>	Alignment to Criteria <ul style="list-style-type: none"> • <i>Not Present</i> • <i>Does Not Meet</i> • <i>Partially Meets</i> • <i>Meets or Exceeds</i> 	Evidence from Materials <ul style="list-style-type: none"> • <i>Broad scope</i> • <i>In-line</i>
Culturally Relevant and Sustaining	Engage students in critical conversations and writing about communities, justice, and joy? Are aligned with two or more of the following? <ul style="list-style-type: none"> • student identities • relevant and meaningful ideas and thoughts • authentic experiences • current events • the intention/impacts or causes/ effects of power/equity/justice/ oppression Promote contrastive analysis between the language of the text and the student's home language(s)? Provide translanguaging opportunities for students?		

CCR Standards-Alignment	<p>Provide regular opportunities for students to engage with the content and construct of complex, relevant, grade-level texts in a way that meets grade level literacy standards? This includes:</p> <ul style="list-style-type: none"> • Regular practice with academic vocabulary, syntax, and morphology in and out of context • Engaging students in a variety of writing tasks and types to: build students' understanding of texts and topics, build actual & discreet writing skills, showcase student depth of knowledge of a topic, and actual writing skills. • Using a variety of speaking and listening tasks to engage students in critical discourse with peers and teachers on concrete topics that build and challenge their understanding of text(s). 		
Agency/Efficacy	Engage students in authentic formative assessments, summative assessments, and routine constructive feedback to increase meaningful and accomplishable rigor.		

<p>Score</p> <p>0 - Not Present 1 - Does Not Meet 2 - Partially Meets 3 - Meets or Exceeds</p>	<p>Comments on Score:</p>
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Supports

Criteria	Details <i>To what extent do materials in unit _____ provide strategic opportunities for just-in-time support that:</i>	Alignment to Criteria <ul style="list-style-type: none"> • <i>Not Present</i> • <i>Does Not Meet</i> • <i>Partially Meets</i> • <i>Meets or Exceeds</i> 	Evidence from Materials <ul style="list-style-type: none"> • <i>Broad scope</i> • <i>In-line</i>
Culturally Relevant and Sustaining	<p>Use metacognitive strategies that help students process and reflect on their own learning?</p> <p>Build content knowledge to connect students to their prior or cultural funds of knowledge?</p>		

<p>CCR Standards-Alignment</p>	<p>Engage students in 1:1, pairs, small groups, and whole class fluency/ language practice? Accelerate reading skills as needed with foundational reading activities focused on phonics, word recognition, and morphology activities? Provide language work as needed in small group, pair, and one-on-one formats to access course content (i.e., contextualized vocabulary, oral language practice, form/syntax/ structure work, translanguaging, explore models of writing, context building, etc.)?</p>		
<p>Agency/ Efficacy</p>	<p>Center students as the guides of their own learning and support needs.</p>		
<p>Score</p> <ul style="list-style-type: none"> 0 - Not Present 1 - Does Not Meet 2 - Partially Meets 3 - Meets or Exceeds 		<p>Comments on Score:</p>	

Unit Summary

Total Score	Score Comments
Suggested changes to better align the unit to Culturally Relevant and Sustaining Pedagogies, College-and-Career-Readiness Standards, and building student agency and efficacy.	