

**Nevada Instructional Materials Review Process
Category 2 Rubric – Alignment to Social Justice**

Criteria	Metrics	Meets	Needs Improvement	Does not Meet
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0
	Materials provide learning and tasks that is predominantly student centered.	2	1	0
<i>Column Totals</i>				
OVERALL SCORE				

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Category 2 Rubric – Alignment to Social Justice**

Criterion A - Accessibility

Provides opportunities for every student to express ideas through various learning modalities and creates space to tailor content to the interests and concerns of the student.

Criterion B - Connections

Students connect learning experiences to social, political, or environmental real-life representations that affect them, their lives, and enact change.

Criterion C - Culturally Centered

Resources are diverse in authorship and philosophy and reflect the diversity in culture, languages, traditions, beliefs, values, and customs.

Criterion D - Equity

Resources intentionally minimize dominant discourses, deficit perspectives, and possible biases in instruction, so students from historically underserved backgrounds (e.g., students from poverty, students with disabilities, students of various genders/sexual orientations, students of various races and ethnicities, students from different cultures and religions) have access and can participate as readily as those from dominant backgrounds.

Criterion E - Student Voice

Engages students in critical reflections using students' cultural competence through learning about and developing their own identity and the identity of other cultures and the community.