## Selection and Evaluation Criteria

- Is the plan easy to understand and use?
- What additional background information might be needed for teachers?
- How are these engagements interdisciplinary? What extensions can be made?
- How are the engagements connected to the enduring understanding(s) and essential questions?
- Does the compilation of engagements equitably cultivate students’ engagement in speaking, reading and writing about texts?
- How does the thinking support and allow for follow through with students’ own inquiries?

### Book Selection and Use

- Does the selection represent current titles?
- Whose cultures and perspectives are represented? Whose are missing?
- What other selections could be included?
- Are a variety of texts (fiction, nonfiction, artifacts, etc.) included?
- How do the engagements allow for and support students to think critically with and about texts?

### Standards

- Which standards are addressed?
- Are standards referenced in the outcomes of the engagements?
- How are specific standards explicitly addressed and taught within engagements?

## Are these engagements multicultural?

- In what ways are students learning about culture through these engagements?
- Are diverse perspectives incorporated into the engagements (i.e., will students recognize and appreciate the multiple interconnections and interdependence of a diverse community/society?)
- Do students have opportunities to critically examine, explore and reflect upon their own cultures and experiences as part of these discussions?
- Does the engagement help students participate in cross-ethnic and cross-cultural experiences and reflect upon them?
- How can the engagement help students develop a sense of efficacy (i.e., the sense that by taking action they can influence the outcomes of their life and society)?
Multicultural Curriculum Final Evaluation Rubric

- Are diverse perspectives incorporated into all aspects of the curriculum? (i.e., will students recognize and appreciate the multiple interconnections and interdependence of a diverse community/society?)
- Do instructional materials treat racial and cultural differences and groups honestly, authentically and realistically? (i.e., do they avoid stereotypes or one dimensional images?)
- Does the curriculum examine the total experiences of groups instead of focusing exclusively on heroes and holidays?
- Does the curriculum include the study of societal problems that different cultural, ethnic and racial groups have experienced, such as racism, prejudice, discrimination, and exploitation?
- Does the curriculum help students develop a sense of efficacy (i.e., the sense that by taking action they can influence the outcomes of their life and society?)
- Does the curriculum help students develop skills necessary for effective interpersonal and intercultural group interactions?
- Does the curriculum help students participate in cross-ethnic and cross-cultural experiences and reflect upon them?
- Does the curriculum encourage student inquiry into the strengths of or challenged faced by a particular culture and of the impact of that culture on the world?