Figure 3.1  Classroom Equity Assessment

Directions: Consider all population groups represented in your class. These might include groups designated by race, gender, economic class, learning difference, ethnicity, culture, home language, and so forth. Using the following scale, circle the number that indicates the frequency at which you perform the stated actions. Once you have assigned a number to each statement, add all the numbers to get your total score. This will give you an indication of the level of equity within your classroom.

5 = always
4 = frequently
3 = sometimes
2 = seldom
1 = never

In my class,

1. I discipline students as often and at the same level of severity, regardless of their race, gender, economic class, and so forth.
   1 2 3 4 5

2. I ensure that students have equal access to my attention, regardless of their race, gender, economic class, and so forth.
   1 2 3 4 5

3. I give enough instructional support for students to master the learning objectives being taught, regardless of their race, gender, economic class, and so forth.
   1 2 3 4 5

4. I am aware of every student’s instructional level and differentiate instruction to meet student needs, regardless of their race, gender, economic class, and so forth.
   1 2 3 4 5

5. I know each student’s achievement level in my class and on district, state, and national achievement tests, regardless of their race, gender, economic class, and so forth.
   1 2 3 4 5

6. My instruction draws from and builds on students’ backgrounds, regardless of their race, gender, economic class, and so forth.
   1 2 3 4 5

7. I look for learning differences in students and refer them for gifted or advanced education and/or special education, regardless of their race, gender, economic class, and so forth.
   1 2 3 4 5

8. I develop partnerships with students’ families, regardless of their race, gender, economic class, and so forth.
   1 2 3 4 5

9. I provide a rigorous curriculum and challenging instruction to students, regardless of their race, gender, economic class, and so forth.
   1 2 3 4 5

10. I am respectful and develop relationships with students, regardless of their race, gender, economic class, and so forth.
    1 2 3 4 5

Add your scores for each of the ten items and use the scale below to see where your current level of equity consciousness falls according to our definition of the concept.

45–50 Indicates strong efforts to ensure equity
39–44 Indicates moderate efforts to ensure equity
Below 34 Indicates insignificant efforts to ensure equity