Guide to Using ANet's Text Equity Analysis Tracker

ANet's text equity analysis tracker allows teachers to evaluate their instructional materials through the lens of bias and sensitivity and help determine how to supplement or modify their existing materials to ensure that they represent an array of races and ethnicities, genders, abilities, and socioeconomic backgrounds in culturally responsive and inclusive ways. ANet has been using this tracker to vet our assessment passages to ensure that the passages are free of any bias and to build a more diverse bank of assessment passages; however, we are still learning and continuing to adapt the tracker to reflect a broader spectrum and intersection of identities. Please don't hesitate to customize the tracker to your school's needs and to reach out to Marie Kodama at mkodama@achievementnetwork.org for any suggestions on how to improve the tracker.

*"What I love about the tracker is that it's **very helpful in getting me to become more aware of how my own experiences limit my perspective when reviewing texts**. Often I'll find that I come to something in a text that my own experiences don't allow me to see as problematic, but that will raise a potential flag when checked against the criteria in the tracker. **I try to take those moments as learning opportunities and carry those considerations with me in future reviews.**" - Emma McCandless, ANet ELA Assessment*

Things to keep in mind while you use the tracker

★ Collaborate with a group of people, which may include students, with varied perspectives, experiences, and backgrounds so that your biases can be checked and challenged as you interpret the criteria and complete the tracker.

★ Distinguish how to supplement or modify materials depending on how the material will be used. For example, a text with concerns that are flagged through the text analysis process may not be suitable for use on a final exam where there may be limited opportunity to have open discussion about those concerns while the students are reading the text, but it may be suitable for classroom use where the concerns can be addressed through dialogue and there is ample space for student to student and student to teacher discourse.

★ Apply the criteria to each text individually, but also analyze how the texts work together in a curriculum. While you may not find concerns on a text as you engage in the text analysis process, looking at the range of texts overall, you may find that there are gaps. You may want to ask, for example, do the texts in your curriculum as a whole about people of color skew to one sort of experience, like overcoming hardships? Can you modify some texts so that other experiences can be highlighted?

Before using the tracker, ensure that materials are of grade level complexity and aligned to the curriculum.

How can I use the tracker to evaluate instructional materials through the lens of bias and sensitivity, to determine how to supplement or modify existing materials to ensure that they represent diverse voices in culturally responsive and inclusive ways?

1. **Conduct a norming activity:** With your team, norm on how to use the tracker by selecting, reading, and then evaluating a sample passage (e.g. a chapter of a book that you have used in the past).
   ❏ Make a copy of the tracker for the norming activity. Each individual should have a tab.
   ❏ Each individual should complete a review on their tab on their own.
   ❏ Look across each other's tabs and elevate areas of concerns and discrepancy by using the "Discussion passages" tab.
   ❏ As a group, discuss why individuals have different evaluations and try to codify how to approach criteria with the greatest discrepancy by coming to a consensus on how to interpret them.

2. **Incorporate student voice:** In the spirit of culturally responsive instruction, try leveraging the text analysis process and the criteria in the tracker to incorporate student voice in the selection and discussion of instructional materials so that these materials foster a positive sense of identity for students. You could include student representatives to help fill out the tracker for any materials you are considering, alongside the team of educators you may be working with to interpret and complete the tracker. During instruction, elements of the criteria in the tracker could be used to craft discussion questions.

3. **Guide your planning for the current year:** Take stock of the materials you are planning to use for the year, and evaluate each against the criteria to determine how to make changes to materials.
   ❏ Enter each material in the columns of the tracker and complete a review.
   ❏ Ideally, work with a team, just like with the norming activity, so that there are multiple points of view informing the review of materials.
   ❏ If there are equity concerns, determine whether the material should be included in the curriculum, whether additional context and framing could alleviate the concerns, and whether additional materials that represent diverse groups could be incorporated to fill gaps.
   Note: There is no magic number of "No"s and "Somewhat"s that would merit having an equity concern about a passage. The severity of concerns may also differ depending on the type of material; for example, there may be more opportunity to address any concerns for a text used for classroom instruction, whereas it may be beneficial to try to avoid any concerns for a text used on a final exam. Try to evaluate a passage holistically, and if you are on the fence, try to raise and discuss any questions or concerns you may have with your team using the "Discussion passages" tab.

4. **Guide your curriculum strategy across multiple years:** Assess the breadth and depth of your instructional materials across the year and across grade levels by taking an inventory of all materials and highlighting gaps to address over time.
   ❏ Enter each material in the columns of the tracker and complete a review.
   ❏ Ideally, work with a team, just like with the norming activity, so that there are multiple points of view informing the review of materials.
   ❏ The section "Overall Equity Review" on the far right will automatically calculate. Review the numbers holistically to get a sense of how you can work to improve the diversity of your passages.
   ❏ Prioritize how to fill the gaps illuminated in the "Overall Equity Review" section, and set goals for the following year(s). This goal setting may include, for example, taking into account statistics around student demographics at your school or community and working to better reflect them in your materials.