

# Equity Audit: Self-Assessing Your Classroom Library

Use the following guide to evaluate your library's strengths, needs, and patterns, as well as to inform your next steps. Take a sample of your library collection, maybe a theme bin like 'fairy tales,' an author collection, or another text set. To what extent does your library collection reflect the following criteria?

## SECTION 1: Inclusive Representation

<b>My collection contains books that include positive and affirming representations of</b>		1 None or Almost None	2 Some	3 Many or Most	4 All
1.	main characters who are White				
2.	main characters of color				
3.	main characters of color with very dark skin				
4.	main characters who are bilingual or multilingual				
5.	main characters who are immigrants, migrants, or refugees				
6.	main characters who are LGBTQIA+				
7.	main characters with physical or cognitive disabilities				
8.	main characters who practice diverse religions or traditions				

## SECTION 2: Female and Women Identified Characters

<b>My collection portrays women and female identified characters in the following ways</b>		1 None or Almost None	2 Some	3 Many or Most	4 All
1.	Their achievements are based on their own intelligence, initiative, and efforts. As strong, confident leaders and problem solvers				
2.	Their achievements are based on their appearance, sex appeal, or relationships with males				
3.	As needing to be rescued or saved by someone else. As fearful.				
4.	As having aspirations limited to love, marriage, and raising children				

5.	As having healthy relationships and friendships with one another				
6.	As loud, obnoxious, bossy, or overbearing				
7.	Older or unmarried females are portrayed in a negative manner and assumed to be bitter, unfulfilled, crazy, or boring				
8.	Their physical appearance is overemphasized by the author or illustrator				

### SECTION 3: People of Color

<b>In my collection, people of color are depicted as</b>		1 None or Almost None	2 Some	3 Many or Most	4 All
1.	Heroes, main characters, protagonists, positive historical figures				
2.	Villains, criminals, prisoners, antagonists				
3.	Ancillary, insignificant characters in supporting roles				
4.	Slaves or survivors of slavery or oppression; or victims who are suffering and in need of saving				
5.	Characters in books that are specific to holidays or a specific heritage month; Characters in books specifically ABOUT cultural or racial diversity				
6.	Characters in books that are NOT ABOUT cultural or racial diversity and instead are presented as normal people doing regular things				

### SECTION 4: Families

<b>My collection includes families who are</b>		1 None or Almost None	2 Some	3 Many or Most	4 All
1.	Nuclear				
2.	Multigenerational/extended (grandparents, cousins, aunts, uncles)				
3.	Blended (remarried, step families)				
4.	Single-Parent or unmarried				
5.	Multiracial				
6.	Adoptive, non-biological				
7.	Temporary (foster parents, state custody, group homes)				

8.	Legal Guardians, Caregivers other than parents				
9.	LGBTQ+				
10.	Otherwise “non-traditional”				

### SECTION 5: STORYLINES

<b>The storylines or emphases of the books in my collection are</b>		1 None or Almost None	2 Some	3 Many or Most	4 All
1.	Focused on the deficit or problems related to holding a certain identity (ex. race, disability, social class, gender)				
2.	About dominant characters rescuing, saving, fixing, or being the benefactors to their less privileged counterparts				
3.	About the conditions facing oppressed people as a result of systemic or societal inequity				
4.	About the conditions facing oppressed people as a result of their own laziness, fault, or innate deficit				
5.	Advocating for the passive or unquestioned acceptance of inequity				
6.	Advocating for social justice and equity				

### SECTION 6: Stereotypes

<b>My collection includes books that depict harmful stereotypes about</b>		1 None or Almost None	2 Some	3 Many or Most	4 All
1.	White people				
2.	People of Color				
3.	LGBTQ+ people				
4.	People based on their gender (female, male, another gender)				
5.	People with physical or cognitive disabilities				
6.	People based on their religious beliefs				
7.	Immigrants, migrants, and refugees				
8.	People whose first language is not English				
9.	People experiencing poverty or homelessness				

10.	People based on their age				
11.	People based on their body type				
12.	People based on their occupation/career				

## SECTION 7: Authenticity

My collection includes books that present		1 None or Almost None	2 Some	3 Many or Most	4 All
1.	Misrepresented or inaccurate information about a group of people (i.e. are Indigenous or First Nations people from one group shown wearing the hair styles, clothing, or jewelry of another tribe?)				
2.	Over-generalizations about a group of people (i.e. lumping all Asians together ignoring differences in ethnicity, nationality, immigration history, language, culture, or historical conflict)				
3.	Oversimplified or tokenized depictions of a cultural group or other identity group (i.e. mascots, costumes)				
4.	Quaint, cutesy, or exoticized depictions of people				
5.	A genuine, authentically credible perspective and insight into the lives and experiences of characters in books due to the author/illustrator's own identity, experience, research, or role in a specific community				
6.	Relevant, up to date information, language, and perspectives published within the last 20 years				

**Findings:**

**Action Steps:**

**Resources:**

[Lee and Low Books](#)  
[We Need Diverse Books](#)  
[Social Justice Books](#)

[Teaching Tolerance Classroom Resources](#)  
[Rethinking Schools](#)  
[Child Peace books for Anti-Bias Education](#)

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