



Belonging Checklist Scoring Scale

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Know Your Students	Comprehensive understanding of all students' names, backgrounds, and strengths.	Good understanding of most students' names, backgrounds, and strengths.	Basic understanding of some students' names, backgrounds, and strengths.	Limited understanding of students' names, backgrounds, and strengths.
Cultural Awareness	In-depth knowledge of students' cultural backgrounds and migration histories.	Good knowledge of students' cultural backgrounds and migration histories.	Basic knowledge of students' cultural backgrounds and migration histories.	Limited knowledge of students' cultural backgrounds and migration histories.
Student Interests	Regularly incorporates students' interests and experiences into the curriculum.	Often incorporates students' interests and experiences into the curriculum.	Occasionally incorporates students' interests and experiences into the curriculum.	Rarely incorporates students' interests and experiences into the curriculum.
Classroom Decor	Classroom fully reflects students' identities with diverse visual representations.	Classroom mostly reflects students' identities with some visual representations.	Classroom somewhat reflects students' identities with few visual representations.	Classroom rarely reflects students' identities with minimal visual representations.
Check-Ins	Regular use of morning circles or check-ins to build community.	Frequent use of morning circles or check-ins to build community.	Occasional use of morning circles or check-ins to build community.	Rare use of morning circles or check-ins to build community.

Inclusive Language	Consistently uses inclusive language that respects all students' identities.	Often uses inclusive language that respects all students' identities.	Sometimes uses inclusive language that respects all students' identities.	Rarely uses inclusive language that respects all students' identities.
Student-Led Activities	Regular opportunities for student-led discussions and activities.	Frequent opportunities for student-led discussions and activities.	Occasional opportunities for student-led discussions and activities.	Rare opportunities for student-led discussions and activities.
Feedback Mechanisms	Effective systems in place for students to give feedback on the classroom environment.	Good systems in place for students to give feedback on the classroom environment.	Basic systems in place for students to give feedback on the classroom environment.	Limited systems in place for students to give feedback on the classroom environment.
Curriculum Content	Curriculum consistently includes diverse perspectives and stories related to migration.	Curriculum often includes diverse perspectives and stories related to migration.	Curriculum sometimes includes diverse perspectives and stories related to migration.	Curriculum rarely includes diverse perspectives and stories related to migration.
Perspective Taking	Regularly encourages students to consider different perspectives in	Often encourages students to consider different perspectives in discussions and assignments.	Sometimes encourages students to consider different perspectives in	Rarely encourages students to consider different perspectives in discussions and assignments.

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Check-ins	Regular individual check-ins to understand students' needs and feelings.	Frequent individual check-ins to understand students' needs and feelings.	Occasional individual check-ins to understand students' needs and feelings.	Rare individual check-ins to understand students' needs and feelings.
Peer Connections	Facilitates activities that help students build relationships with each other regularly.	Facilitates activities that help students build relationships with each other often.	Facilitates activities that help students build relationships with each other occasionally.	Facilitates activities that help students build relationships with each other rarely.
Self-Reflection	Regular self-reflection on practices and their impact on student belonging.	Frequent self-reflection on practices and their impact on student belonging.	Occasional self-reflection on practices and their impact on student belonging.	Rare self-reflection on practices and their impact on student belonging.
Professional Development	Engages in ongoing learning about culturally responsive teaching and asset-based pedagogy regularly.	Engages in ongoing learning about culturally responsive teaching and asset-based pedagogy often.	Engages in ongoing learning about culturally responsive teaching and asset-based pedagogy occasionally.	Engages in ongoing learning about culturally responsive teaching and asset-based pedagogy rarely.

Follow-Up Suggestions

1. Self-Reflection and Professional Development:
 - Encourage educators to engage in ongoing professional development about culturally responsive teaching and asset-based pedagogy.
 - Suggest using the Re-Imagining Migration student belonging survey to gather data on students' sense of belonging.
2. Building Student Profiles:
 - Recommend using the Moving Stories project to help teachers understand their students' migration stories and backgrounds.
 - Suggest creating a classroom map with students' countries of origin to visually represent diversity.
3. Fostering a Welcoming Environment:
 - Encourage the use of morning circles or check-ins to build community.
 - Suggest projects like the Name Jar to explore students' identities.
4. Promoting Student Voice and Agency:
 - Recommend creating opportunities for student-led discussions and activities.
 - Implement feedback mechanisms for students to express their sense of belonging.
5. Integrating Diverse Perspectives:
 - Encourage the inclusion of diverse migration stories in the curriculum.
 - Use Project Zero thinking routines to explore different perspectives.
6. Building Relationships:
 - Suggest regular check-ins with students to understand their needs and feelings.
 - Facilitate activities that help students build relationships with each other.