AUDIT BY:	DATE:	CLASSROOM:

CLASSROOM LIBRARY AUDIT

PURPOSE:

- To examine the classroom libraries to ensure that students are being provided with both windows and mirrors in their reading choices.
- Students should see their own lives and others' represented in classroom materials and be exposed to a diversity of perspectives and experiences.
- A more diverse classroom library will create a more equitable school experience for all students.
- To collect data to purposefully guide book purchases and donations as efforts are made to refresh the classroom libraries.
- To ensure that the classroom libraries are purposefully curated as a rich resource.

INSTRUCTIONS:

- If a book is in disrepair and looks like a child would never want to read it, remove it from the library and place it in a box for recycling. Please do not discard these books prior to the classroom teacher giving approval.
- Fill in as much information as possible for each book. Use the information available on the covers and title pages, or based on your own knowledge if you have read it.

OVERALL CONDITION OF THE CLASSROOM LIBRARY	
Total number of books in the collection?	
Is there a proper shelf to fit the collection?	Yes No Comments:
Is the shelving accessible to the students?	Yes No Comments:
Generally, is the collection in good repair and appealing?	Yes No Comments:

AUTHOR/ILLUSTRATOR TALLY	MALE	FEMALE	OTHER/ UNKNOWN
Author/Illustrator is white			
Author/Illustrator is Indigenous			
Author/Illustrator is a Person of Colour			
#OwnVoice: The book is by a diverse author and the characters have the same ethnic/racial/gender etc identity as the author.			

SETTING - Please identify the primary setting, location, and era.

QUESTION	TALLY				
Is set in which region of the world:	Canada	Indigenous Community	N. America/ USA or W. Europe	Central Asia	S/SE Asia
	Central/S. America	E.Europe/Russia	Africa	Middle East	Oceania
The location is:	Urban	Rural	Suburban	Nature	Space
The era is:	Ancient	Recent Past	Со	ntemporary	

CHARACTERS TALLY - Please count each book only once in the main character and secondary characters columns.

Choose the category that best represents the characters in the book. **QUESTION** MAIN CHARACTER **SECONDARY CHARACTERS** Character(s) is non-human or anthropomorphic (animal, truck, unicorn, robot) Character(s) is cis male Character(s) is cis female Character(s) is gender diverse/non-binary/Trans Character(s) is white Character(s) is Indigenous Character(s) is Black Character(s) is Asian Character(s) is Middle Eastern Character(s) is South Asian Character(s) is Latinx Character(s) is a Person of Colour Character(s) is lesbian/gay/bi/queer/two-spirited Character(s) is a person with a disability Character(s) speaks a language other than English

STORY LINES AND THEMES - Choose the statement that most reflects the story/theme of the book.	TALLY
Story and theme do not represent diversity	
Reflects various socioeconomic backgrounds	
Reflects religious diversity (if yes, list religion)	
Reflects various family structures and configurations	
Reflects of a non-dominant culture or heritage	
Reflects intergenerational perspectives	
Reflects experiences of immigration	
Explores non-stereotypical male and female characters (activities, roles, interests)	
Explores diversity, but in a tokenistic way (festivals, foods, about overcoming prejudice and discrimination)	
Explores identity formation	
Explores interdependence	
Non-fiction	

BOOKS REMOVED DUE TO DISREPAIR OR OUT-OF-DATE THEMES/MESSAGES

Please list any books which you removed from the library due to extreme disrepair or messages that are out-of-date. These books should be set aside for the classroom teacher to examine and dispose of.

Look for: harmful stereotypes, inaccurate/outdated information, generalizations, misrepresentations, discriminatory content, non-authentic stories about a group of people.

NOTES AND OTHER INFORMATION				