

EQUITABLE ASSESSMENT IN THE CLASSROOM

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WHAT WE WILL DISCUSS

- Definitions of equity and assessment
- Traditional assessment
- Inclusive assessment
- Equity-minded assessment principles
- Equity guidelines for assessment design
- Examples
- Equity in the grading process





DEFINITION OF EQUITY

What one word do you feel best describes **equity** in the context of the classroom?

DEFINITION OF EQUITY

Equality



The assumption is that everyone benefits from the same supports. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

DEFINITION OF ASSESSMENT

What one word do you feel best defines **assessment** in the classroom?





TRADITIONAL ASSESSMENT



Who is assessing?	Teacher
What is assessed?	Memory, tutoring, cultural capital, time, sleep, hunger, neuro-normativity, social roles, life circumstances, emotions, primacy of academic genre and the written form
Why is the assessment done?	Ranking and validating, gatekeeping, knowledge and skills transmission, specific discourse patterns
What are the associated emotions?	Anxiety, stress, sense of competition, time-stress
What are the forms of assessment?	Testing, papers

INCLUSIVE ASSESSMENT

Who is assessing?	Teacher AND learner, peers
What is assessed?	Skills and knowledge AND collaboration, asking questions, problem solving, listening, observation, application of knowledge
Why is the assessment done?	Knowledge and skill transmission AND move a project forward, solve a problem, learn to collaborate and communicate
What are the associated emotions?	Curiosity, sense of challenge and progress, anticipation of a solution, safety in working with others
What are the forms of assessment?	Group project, experiential, experimental, problem-based learning

EQUITY-MINDED ASSESSMENT PRINCIPLES

National Institute for Learning Outcomes Assessment (NILOA):

- Check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege
- Use multiple sources of evidence appropriate for the students being assessed and assessment effort
- Include student perspectives and take action based on perspectives
- Increase transparency in assessment results and actions taken
- Ensure collected data can be meaningfully disaggregated and interrogated
- Make evidence-based changes that address issues of equity that are context-specific

<https://www.learningoutcomesassessment.org/equity/>

EQUITY GUIDELINES FOR ASSESSMENT DESIGN

Check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege.

Use multiple sources of evidence appropriate for the students being assessed and assessment effort.

Include student perspectives and take action based on perspectives.

Increase transparency in assessment results and actions taken.

Ensure collected data can be meaningfully disaggregated and interrogated.

Make evidence-based changes that address issues of equity that are context-specific.

National Institute of Learning Outcomes Assessment

What is my assessment philosophy? Who am I blocking or harming in my assessment methods?

Do I have multiple ways to gauge how students are learning that make space for different life situations, needs, and [dis]abilities?

Do I ask my students for feedback to how we go about assessment? Do I co-create assessments with my students? Do I use peer- and self-assessment?

Do I provide transparent assignments and checklists for assessment?

Do I use formative assessment to foster metacognition and learning how to learn so that students see feedback as data for growth and improvement?

THREE MOVEMENTS FOR EQUITABLE ASSESSMENT DESIGN

Remove Barriers

- How can assessment be fully inclusive?
- What forms and modes remove barriers to learning?

Invite Growth and Joy

- How can assessment be learning-centered and joyful?
- What forms and modes foster learning how to learn and growth mindsets?

Invite Meaningfulness and Relevance

- How can assessments integrate student agency and lived experiences?
- What forms and modes foster capacities for future flourishing?



EXAMPLES – REMOVE BARRIERS

Transparent Design – Explicit assignment document – Purpose, Task Process, Success Criteria

Formative Feedback – Drafts, self- and peer-review, teacher feedback, collaborative crowdsourcing help, time for revision (fewer assignments)

Open Book Assessments – Take-home exams, multiple attempt quizzes

Stretch Deadlines – Preferred and extended dates, avoid timed and closed-booked assessments

Benefits: Increased confidence, autonomy, persistence (growth mindset), sense of support, safe-fail, metacognition, learning how to learn, mattering, connection with others



EXAMPLES – INVITE JOY AND GROWTH

Student Co-Creation and Agency – Student-created questions for quizzes/exams, student-designed papers and projects

Collaborative Assessments – Peer written papers, group projects with reflection

Safe Fail Processes – Rehearse before testing, multiple attempts

Metacognition of Learning as Growth – Learning journals, learning reflection meetings, explicit celebration of courage in learning, process, and effort

Learning Portfolios – Curation of work products with self- and peer-assessment

Benefits: Increased confidence, autonomy, persistence (growth mindset), sense of support, safe-fail, metacognition, learning how to learn, mattering, connection with others



EXAMPLES – INVITE MEANINGFULNESS AND RELEVANCE

Multiliteracies and Universal Design – Students use different modalities and genres to articulate what they have learned rather than a standard single format

Co-creation of Work – Group or pair projects to connect concepts to current events and local communities, role-play panel, documentary creation, collaboration with students from other institutions/countries

Authentic Audiences – Project- and community-based learning, exhibitions, websites to present work, online forums and presentations, portfolio presentations to invited family and friends

Benefits: Increased confidence, autonomy, persistence (growth mindset), sense of support, safe-fail, metacognition, learning how to learn, mattering, connection with others



EQUITY IN THE GRADING PROCESS

Blind Grading – Reduces instructor bias based on students' previous work linked to his/her/their name; use anonymous grading to control for unconscious bias, preserve fairness, and promote credibility

WISE Feedback – Instructive feedback that is specific, but not overwhelming, maintains high standards, sees mistakes as opportunities for growth, and provides actionable suggestions for improvement

Labor-based Contracts – Agreements developed collaboratively with students at the start of the class term that focuses on the amount of labor required for learning, such as the time spent on assignments

Grading Conferences – Individual meetings with students to discuss major assignments and collaboratively assign a grade based on a conversation about learning and the learning process

QUESTIONS

What questions do you have?



RESOURCES

- Janio, Jarek. "[Dr. Shamini Dias: Equity in Assessing Learning](#)." Friday SLO Talk . 15 May 2021.
- Montenegro, Erick, and Natasha A. Jankowski. January 2020 ed., National Institute for Learning Outcomes Assessment, Champaign, IL, 2020, [*A New Decade for Assessment: Embedding Equity into Assessment Praxis*](#).
- [CORA](#) Courses
 - Unconscious Bias
 - Racial Microaggressions
 - Supporting Men of Color in the Community College