Designing for Equity in Assessment

Spring 2021 Faculty Development Day
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Agenda

1. **Introductions**

   - Equity Issues in Assessment

2. **Equity & Assessment Brainstorms**

   - Impact of Assessment

   - Designing for Equity

3. **Next Steps & Anticipated Challenges**

4. **Resources & Wrap Up**

Introductions

- Your name
- Department/program affiliation
- What classes are you teaching this spring?
- What are some factors that promote or inhibit equity in assessment of student learning?

Why focus on equity?

Working definitions

Equity: developing environments and systems in ways that provide students with what they need based on careful and systematic attention to the particulars of their situation.

Equality: providing students with the same, standardized set of conditions and resources regardless of circumstances.

Source: Milner, H., IV. (2018, February). *Confronting Inequity / Assessment for Equity.* Educational Leadership. Retrieved August 05, 2020, from http://www.ascd.org/publications/educational-leadership/feb18/vol75/num05/Assessment-for-Equity.aspx

Graphic created by the Robert Wood Johnson Foundation, downloaded August 10, 2020, from http://betterbikeshare.org/2019/10/24/equity-vs-equality/

What's the impact of course level assessment?

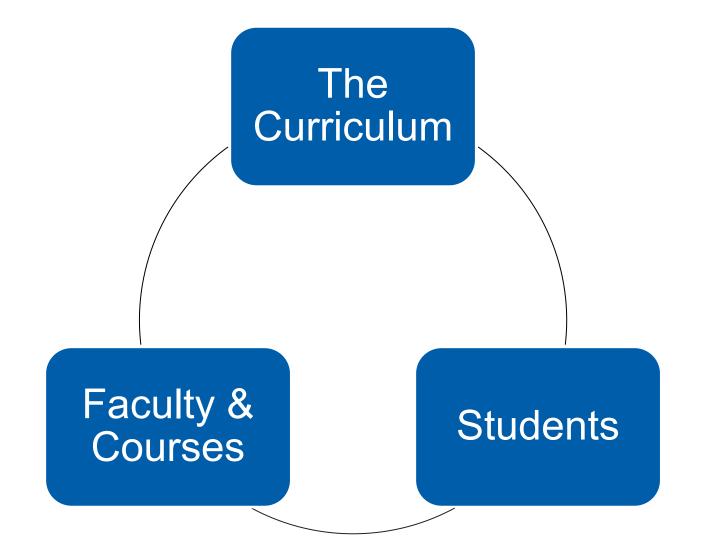# Brainstorm # 1: Use the link in chat
5 minutes

Share your ideas in the Google Doc we link to in chat.

What are the impacts of course level assessments….

On students?

On faculty and the course?

On the college community?

The Curriculum

Faculty & Courses

Students

Designing for Equity: Tips and Reminders

Equitable assessments should:

- be used to gauge student learning, development, and improvement over time
- be used by instructors to adjust practices to respond to and meet the needs of students
- be just as diverse as the student who take them
- not intimidate students but show them where they are and what to do to improve

Source: Milner, H., IV. (2018, February). *Confronting Inequity / Assessment for Equity.* Educational Leadership. Retrieved August 05, 2020, from http://www.ascd.org/publications/educational-leadership/feb18/vol75/num05/Assessment-for-Equity.aspx

Designing for Equity in Assessment

Involve students in development and/or elucidation of learning outcomes and/or get to know their learning approach

Design appropriate assessments that allow for **diverse modes of demonstrating learning** that share the same evaluative criteria

Be intentional in using results to improve learning for all students

Brainstorm #2: Assessment Redesign

Identify an example of an assessment from your class that you would like to revise.

As you redesign for greater equity, consider how you might:
1. Involve students?
2. Create more diverse options to demonstrate learning?
3. Adjust your use of results?

Some Broad Design Principles:

- **Tell "Em What You're Going to Teach "Em** - share your expectations and rubrics with students. Don't assume they're going to know.
- **Discovery-based learning** - hands on approaches to learning that let students explore situations and problems in a manner that is collaborative and relatively unconstrained.
- **Inclusion -** including students in defining outcomes, assessments and evaluations.
- **Blind-scoring -** removes identifications so that perceptions do not enter into evaluation.
- **Equitable grading -** scores student work in a way that is mathematically appropriate and accurate, bias resistant, and motivational.

Enhancing Assessment

- Explain your strategy and reinforce it
- Provide early and frequent formative assessment opportunities
- Use a combination of product, performance and process assessments
- Present options for demonstrating understanding of key concepts:
  - Visual analyses of texts/images
  - ePortfolios, blogs, videos, oral presentations
  - Metaphors for science concepts
- Use models for major assignments
- Create opportunities for both independent and collaborative demonstration of learning
- Make the structure of the discourse or domain visible

What the Research Says...

Students from underrepresented groups often face additional challenges. By introducing inclusive teaching practices, faculty create learning environments where all students feel they belong and have the opportunity to achieve at high levels.

Source: Inclusive Teaching Practices Toolkit. Association of College and University Educators (ACUE), downloaded August 10, 2020, from https://acue.org/inclusive-teaching-practices-toolkit/.

What are the challenges for professors to negotiate?

What do you want to do next?

Resources & Next Steps

Thanks

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