

Equity-minded Assessment

- Traditional assessment makes a significant impact on students' likelihood
 of success and thereby contributes to justice or lack thereof in society. · Educators must acknowledge that we live in a dominant culture where:
 - · We all have internalized -isms Systems impact privileged and marginalized people differently
 - Systemic oppression is present in institutional practices which it causes harm.
- · Many widely used assessment methos and tools signal discriminatory or biased message, trigger microaggressions, focus on student deficits -rather than structural barriers, and fail to center equity.

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Equity-minded Assessment

"Assessment, if not done with equity in mind, privileges and validates certain types of learning and provides evidence of learning over others, can hinder the validation of multiple means of demonstration, and can reinforce within students the false notion that they do not belong in higher education." – Montenegro and Jankowski, 2017

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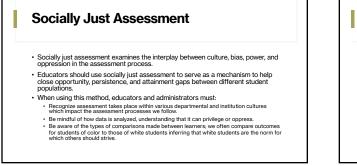


- · Foundationally, equity-minded assessment calls for those who lead and participate in assessment activities to be conscious of how assessment can either facilitate or perpetuate equity in higher education.
- · Equity-minded assessment contains elements of:
 - Culturally Responsive Assessment Social Just Assessment
 - Critical Assessment

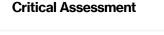


- At its core, culturally responsive assessment must:
 Be conscious of the student population being served
 Involve students in the process of learning assessment
- Involve students in the process of learning assessment
 Use student-focused and cultural language in learning outcomes to ensure students
 understand expectations
 Use evidence sources and assessment tools that are culturally responsive
 Intentionally improve student learning through data-driven methods which examine the
 structures, established demonstrations of learning, and supports that privilege some
 students while disadvantaging others.
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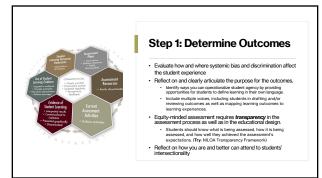


- · Both culturally responsive and socially just assessment from a critical perspective. · Critical assessment calls for:
 - Intical assessment calls for: Accepting the fact that assessment is inherently subjective and is often guided by biases and past experiences. Varying the types of evidence used to assess learning to prevent privileging specific ways of knowing or preferred ways to demonstrate knowledge. Including the voices of students, especially those who belong to marginalized populations.

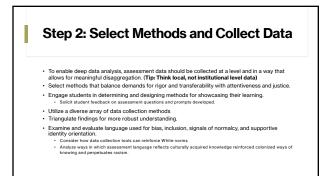
 - Using assessment to advance the pursuit of equity across previous identified parameters that demonstrate disparate outcomes across student populations.

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- Equity-minded assessment should involve exploration of assessment data to uncover learning gaps occurring between students AND make data informed changes to close those gaps. Detween students ANU make data income oranges to close those gaps. A radysis of the neguty-invited assessment to hold: Stive to engage attaleholders in interpretation and reporting of data to ensure results are representative of the voices that matter this is a mitigated, and deficie denired language can be near readily dentified, removed, and revised. Disagregate data by student demographic variables and combinations of student variables (e.g. Black women, Low SES LOBOT) Do not hold White student experiences and outcomes as the benchmark for comparison
- Equity-minded improvements and decision-making does not necessitate large student sample sizes; Improvement in a single student has implications for retention and persistence.
- A single student should be assessed at multiple timepoints throughout a program to examine learning
 progression over time; shift the unit of analysis from a student to individual instances of demonstrated learning.

Step 4: Use and Share Results

- Collaboratively create your reporting process in effort to be intentional about your approach to data sharing.
 Contemplate how you could be writing results from a deficit-based position.
- Consider who has the power to determine if results are valid and accurate and how data reports will be written and shared.
- Ensure findings are actionable opportunities to advance equity.
- Reflect on ways language used in assessment reports and presentations reflect culturally
 acquired knowledge, validate Western ways of knowing, and perpetuate racism.
- Identify ways to educate administrators, faculty, and staff about racial inequity as a structural problem and the need to consider what exclusionary practices exist on your campus and in higher education.

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Contextual Considerations

- Equity-minded assessment should align with ongoing program, department, or institutional goals.
- Assessment efforts should consider the inequities which matter most in their specific cultural and institutional contexts.
- Depending on the existing culture of assessment, the conservation around equity-minded assessment may be difficult; identify an individual to lead and facilitate the discussion in language that resonated with the institutional context.
- Context-Specific approaches might begin with:
 Exploratory analyses see if there are inequities within assessment data and inquire about how they can be fixed
 Purposeful analyses see if a recent change intended to close a learning outcome gap among specific populations has achieve its intended purpose.

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References

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