

# Designing for Equity in Assessment



# Introductions

- Your name
- Department/program affiliation

# Agenda

1. Your goals and concerns
2. Equity & Assessment Overview
3. Sample Activity Brainstorm
4. Resources & Wrap Up



What are some of your  
assessment goals and  
concerns?

# 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>

## Equality



## Equity



# 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/>.

## 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

# 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

# Reading Response Assignment

Read the Nature article

Write a 200 word summary of the article, then write one additional paragraph explaining your own opinion about resistance to use of facial recognition technologies.

What can you learn about students' knowledge and skills if they complete this assignment?

# Small group discussion 10 minutes

Discuss strategies to design for equity

Identify a question to pose to colleagues when you return

# Equitable Assessment Practices at John Jay

- Providing students with the opportunity to incorporate their lived experiences into their assignments and other work
- Providing more than one assessment for students to choose from
- Using multiple “low-stakes” assignments for assessment
- Reviewing course titles and descriptions according to racial justice themes
- Reviewing syllabi to evaluate the extent to which faculty teaching required courses in the major were addressing anti-racism in their classes
- Shifting some of their class assignments from a focus on “getting it right” to a focus on giving students an opportunity to practice

# 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>

# Resources & Next Steps

# Thanks

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