Presented by:

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Agenda

Reflection
Assessment Overview
Understanding Bias
Principles of Equitable Assessment
Questions/Discussion
Reflection

• What do you come to mind when you think of “equitable” assessment?
• Why is equitable assessment important (and to whom)?
Inclusive, good-quality education is a foundation for dynamic and equitable societies.

Desmond Tutu
Assessment Overview
The Iron Triangle of Assessment (*Blaich & Wise, 2018*)

- Meaningful
- Managable
- Equitable
## Assessment Measures - Definitions

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<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
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<td>Direct examination or observation of student knowledge, skills, attitudes or behaviors to provide evidence of learning outcomes.</td>
<td>Perceived extent or value of learning experiences</td>
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Reflection

• What are you assessing in your areas (curricular and co-curricular)?
• What type of data are you gathering?
Understanding Bias
Understanding Bias

• The social and institutional contexts in which the assessment is being undertaken maintains certain assumptions and biases

• Disciplinary theories and assessment practices maintain inherent biases

• We all have biases, it's a matter of awareness, recognition, and when possible - unlearning

• Particularly in participatory assessment, we need to be mindful of our aims, outcomes, biases, and assumptions.
Principles of Equitable Assessment
Student Profile: Darius

- Milwaukee to Ashland, WI
- First-generation college student
- Low-income background
- Inadequately-diagnosed learning disability and mental health issues
- Difficulty with basic study skills
- Little to no experience navigating systems (financial, IEP, degree planning)
- Gifted mathematician, critical thinker, pianist
Student Profile: Darius

- First semester – assignments in my class
- Difficulty understanding faculty expectations in Statistics class
- Not knowing how to ask for help or what help to ask for
- Issues in securing a campus job
- Roommate conflicts
- Escalating mental health concerns
- Snowball effect of assignments and exams
Principles of Equitable Assessment

*Adapted from Tufts, University of Minnesota, National Institute for Learning Outcomes Assessment (NIOLA)*

- Use multiple assessment types
- Provide reasonable accommodations and deadline expectations
- Provide options/choices for students to demonstrate their learning
- Ensure your materials are accessible
- Use clear language that is understood by all
- Be specific and transparent about student expectations
- Create transparency throughout the process
- Provide early, regular, and targeted feedback
- Maximize learning from big assessments
- Enlist and act on student input
- Ensure collected data can be meaningfully disaggregated and interrogated
- Make evidence-based changes that address issues of equity that are context-specific