

SUMMER SEMINAR SERIES



102: Assessment Through an Equity Lens

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DJ Hardwick

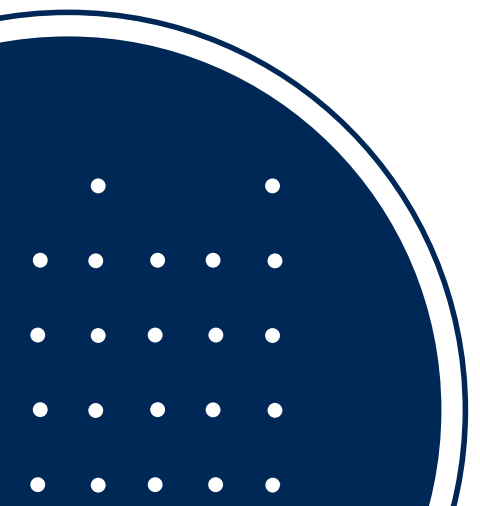
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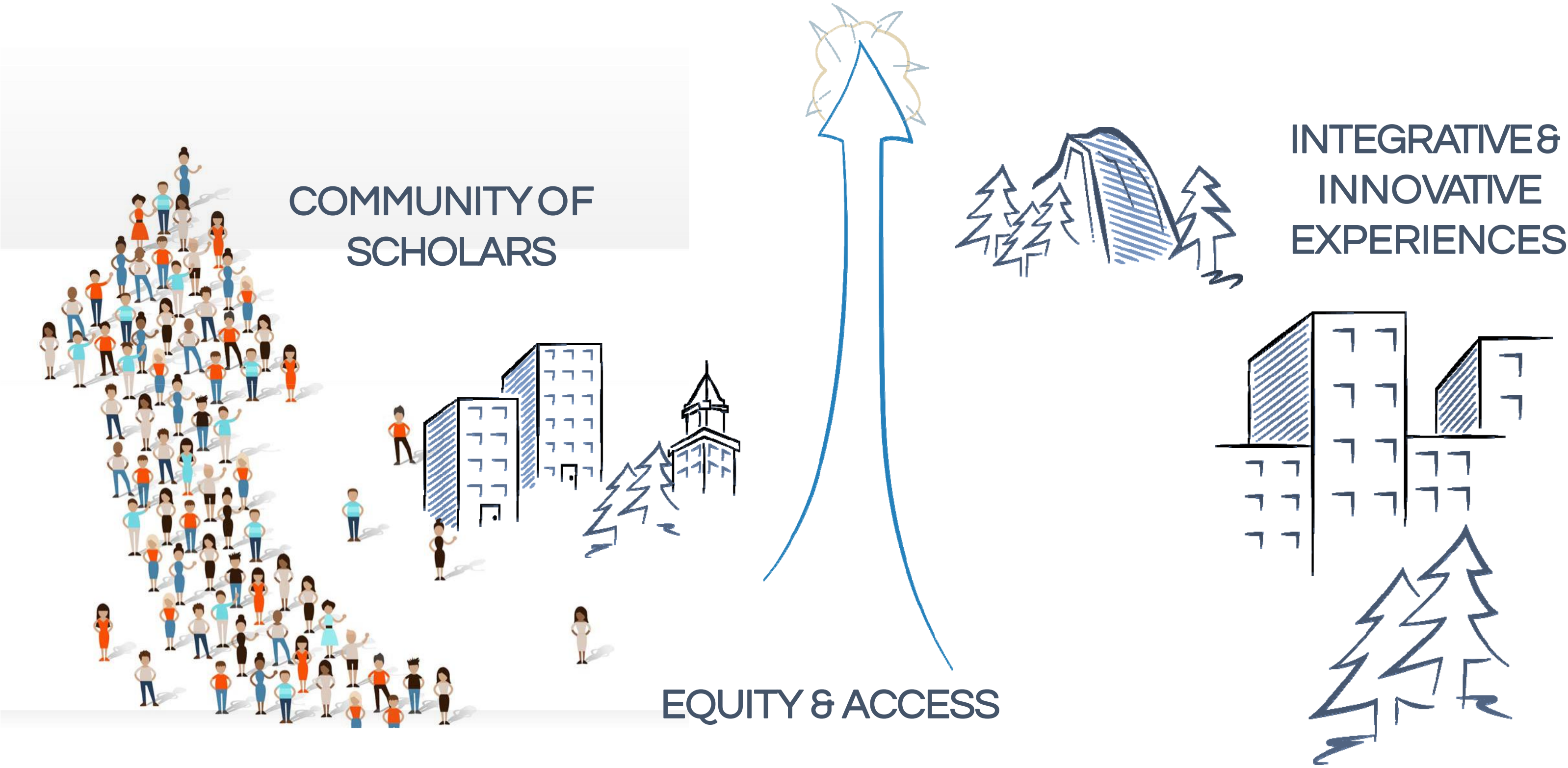
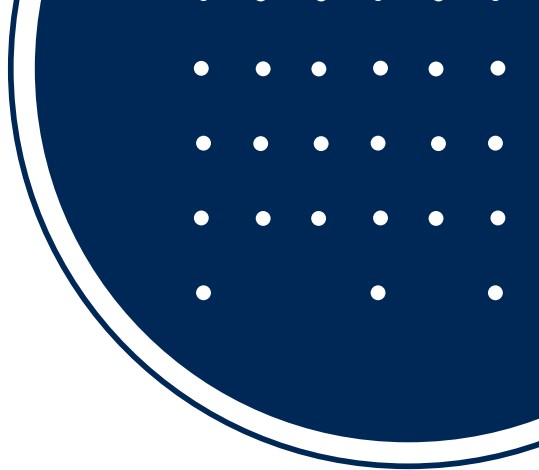
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Learning Outcomes

- 1 Participants will be asked to explore issues of equity and the needs of diverse learners
- 2 Participants will be asked to explore the equity of assessment



Our commitment to Student Success means
“to be responsive to both issues of equity
and the needs of diverse learners,” (NILOA, 2020)

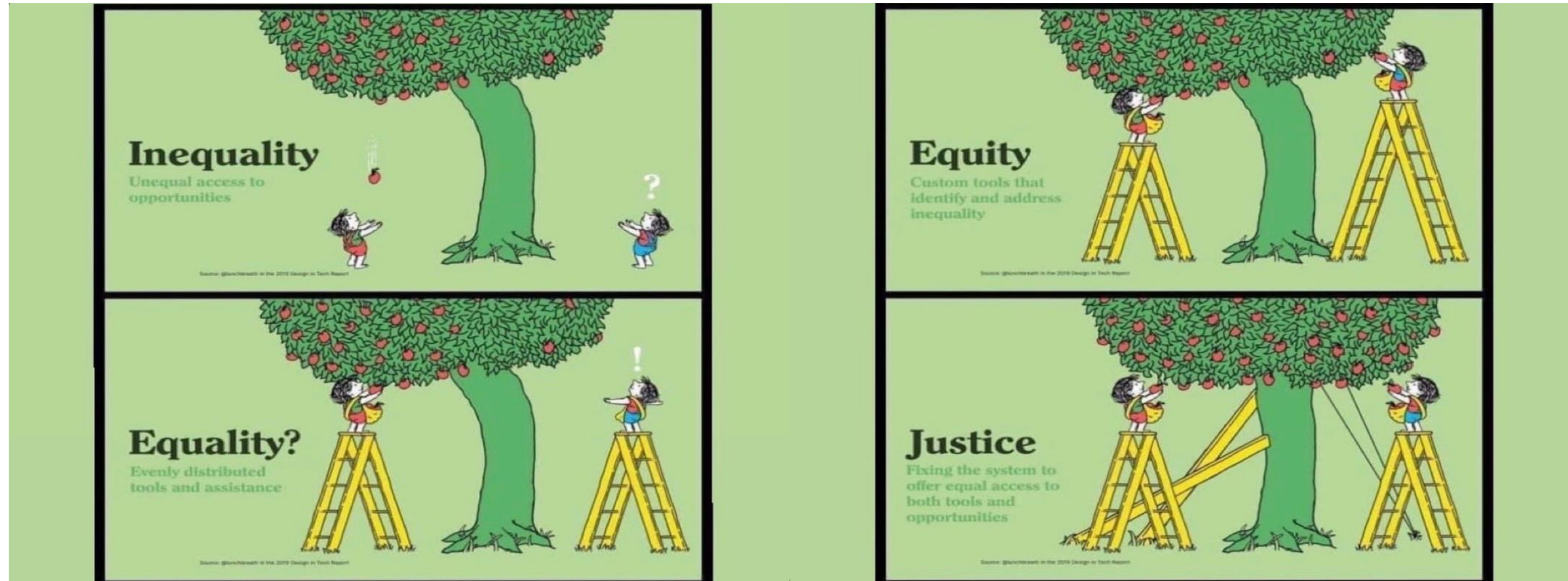


To achieve educational equity, we must examine the equity of assessment

1. Investigation into self and positionality
2. The assessment process
3. Data used to disrupt systems of oppression



#1 Investigation into self and positionality



INEQUALITY: Unequal access to opportunities

EQUALITY? Evenly distributed tools and assistance...

EQUITY: Custom tools that identify and address inequality

JUSTICE: Fixing the system to offer equal access to both tools and opportunities

Awareness of our own identities



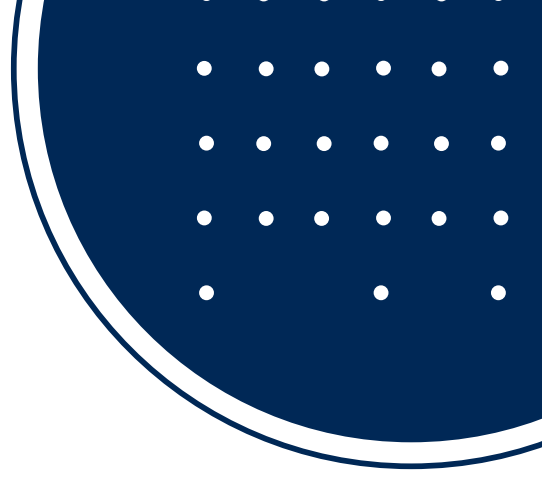
#2 Assessment Process

- Design
- Implementation
- Analysis
- Interpretation
- Reporting of survey and results

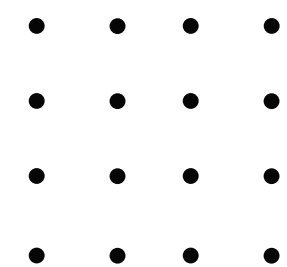
**Is equity at the forefront
of the process?**



#3 Bringing equity to the center of assessment



Data do not speak for themselves.
They are given voice by those who interpret them.



(Hood Hopson, Kirkhart, 2015)

Basis of Discussion

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

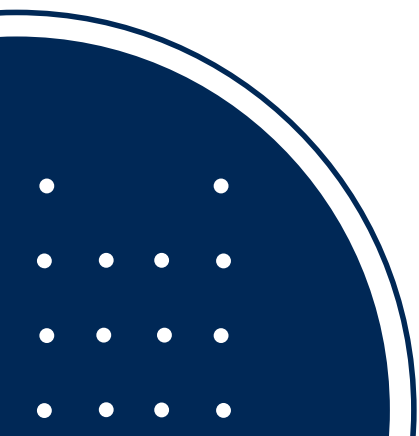
Use multiple sources of evidence appropriate for the students being assessed and assessment effort.

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.



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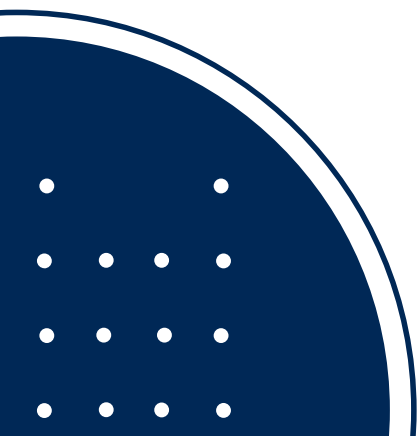
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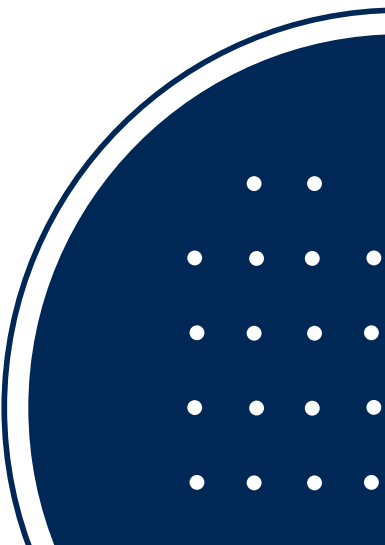
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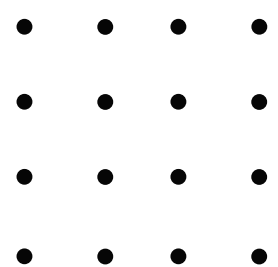
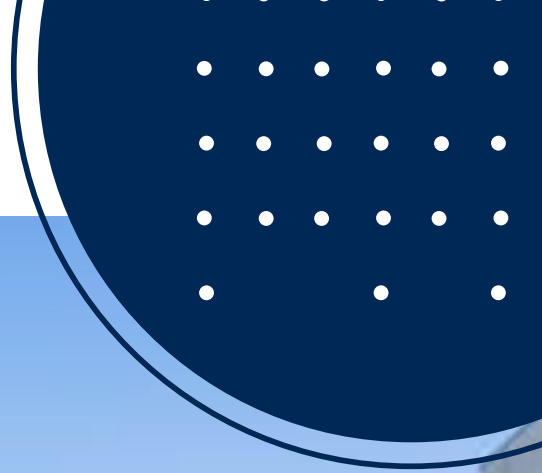
5 Principles for Enacting Equity by Design

1. Clarity in language, goals, and measures is vital to effective equitable practices.
2. “Equity-mindedness” should be the guiding paradigm for language and action.
3. Equitable practice and policies are designed to accommodate differences in the contexts of students’ learning—not to treat all students the same.
4. Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.
5. Equity must be enacted as a pervasive institution- and system-wide principle.

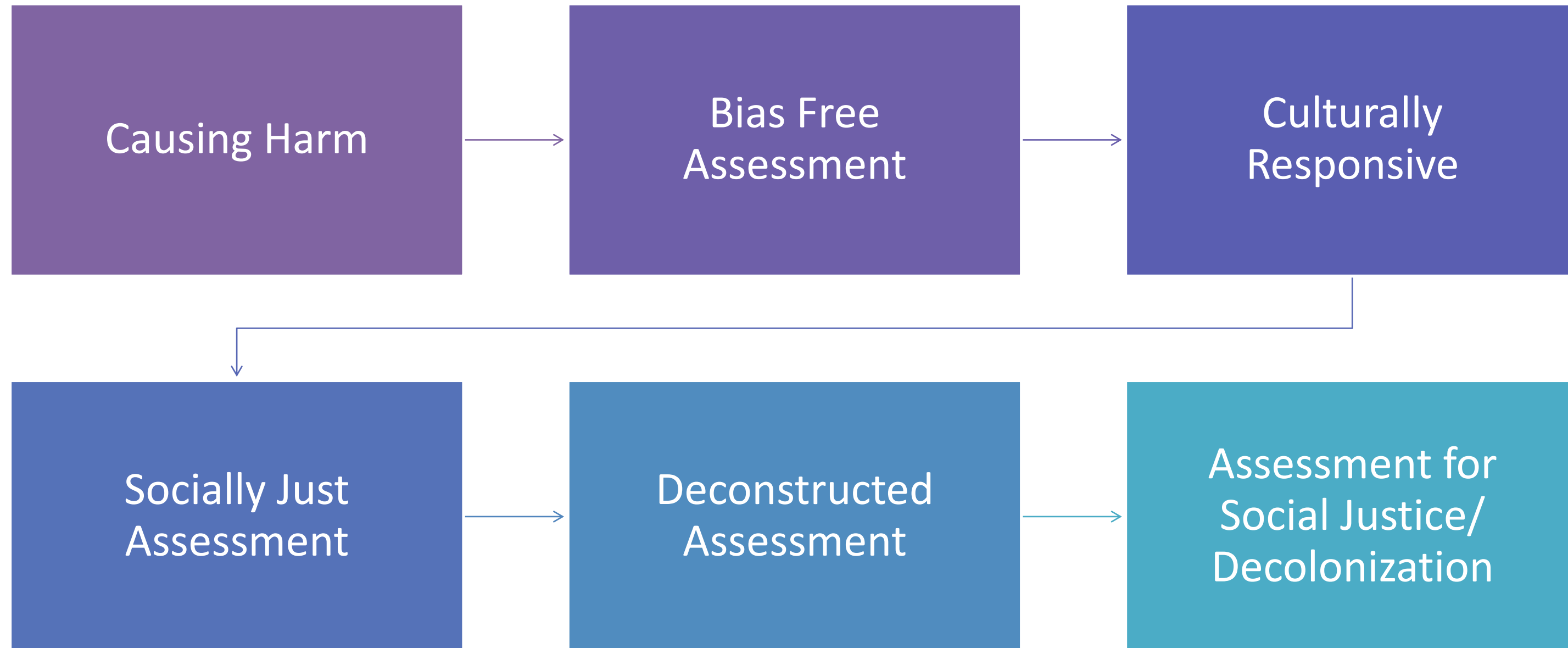


At its core, equitable assessment calls for those who lead and participate in assessment activities to pay attention and be conscious of how assessment can either feed into cycles that perpetuate inequities or can serve to bring more equity into higher education.

– Montenegro & Jankowski (2020)



Continuum of Equity-Minded Assessment

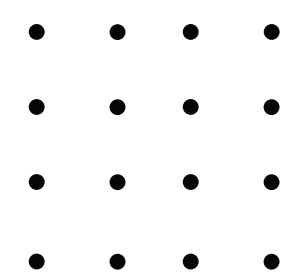


(Henning and Lundquist, 2018)

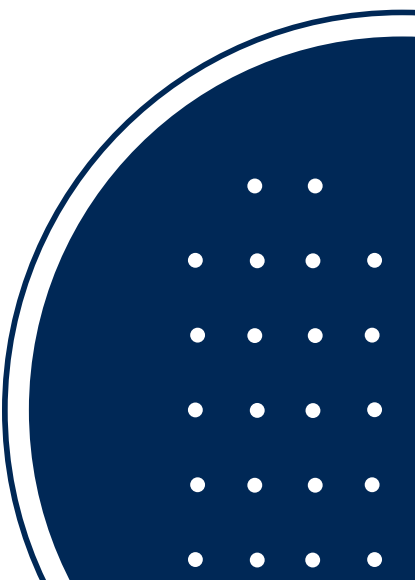
Continuum of Equity-Minded Assessment

Portrays increasing levels of one's actions to **address systems of power and oppression**. The beginning of the continuum points to the potential ways a lack of critical reflection may be **causing unintentional harm** to students within assessments. Moving through the continuum, assessment for social justice and decolonization includes prior dimensions of addressing bias, culturally responsive, socially just, and deconstructed assessment, but also **centers the assessment itself** to advance social justice and decolonization.

Consider where your assessment is located within the continuum.



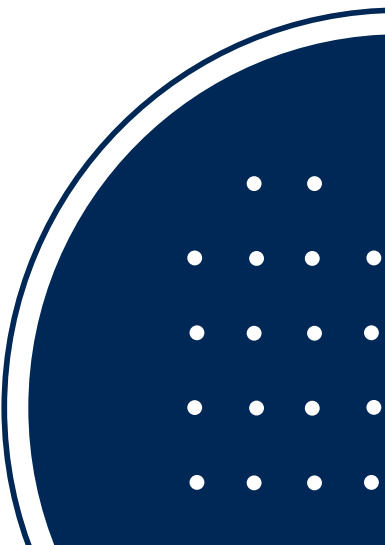
(Henning and Lundquist, 2018)



First Principle Unpacked

- Clarity in language
 - Clarity of language is especially important because equity is so often confounded with equality (p. 1).
 - Shorthand terms like “at risk” or URM are problematic.
This is connected to our Divisional work on Assess-based Language
- Clarity in goals and measures
 - Data that are disaggregated can be very effective in increasing practitioners’ awareness and their desire to know why equity gaps exist (p. 2).

(Five Principles for Enacting Equity by Design in Diversity and Democracy, AAC&U, by Bensimon, Dowd & Witham, Winter 2016)



Thank You!

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