EQUITY IN ASSESSMENTS

THE CITY UNIVERSITY OF NEW YORK

In their paper for the National Institute for Learning Outcomes and Assessment, researchers Montenegro and Jankowski (2017) stated "assessment, if not done with equity in mind, privileges and validates certain types of learning and 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."

EVALUATING YOUR COURSE

Inclusive assessments give students the opportunity to demonstrate their competence through a variety of activities. Below is a checklist of considerations to help you make your assessments more inclusive. Does your class:

☐ have assessments that are formative and summative?

☐ include synchronous and asynchronous activities when possible and appropriate?

☐ include strategies and tips for students based on feedback from students who were previously enrolled?

☐ include instructions and rubrics that are detailed and transparent?

☐ have regular feedback opportunities, provided promptly?

☐ use scaffolding so that students get to practice the subparts of larger projects? Are all the smaller assignments aligned with the summative assessments and course outcomes?

☐ incorporate universal design principles?

☐ mask student names so that they are unknown to the professor during grading?

Your Notes:

EXAMPLE ASSESSMENT ACTIVITIES FOR STUDENTS

Exam Wrapper

- o American Psychological Association (APA). (2022). *Exam wrapper.* https://www.apa.org/ed/precollege/topss/teaching-resources/exam-wrapper

Midterm Evaluations

- o Tollefson, S. (2005, Fall). *Teaching resources: Sample midterm evaluations. University of California Berkeley.* https://teaching.berkeley.edu/sites/default/files/sample_midterm_evals.pdf

REFERENCES & RESOURCES

- o National Institute for Learning Outcomes Assessment (NILOA). (2022). Equity in assessment. https://www.learningoutcomesassessment.org/equity/

- o New York University. (n.d.). Inclusive curriculum design and assessment practices. https://www.nyu.edu/life/global-inclusion-and-diversity/learning-and-development/toolkits/faculty-digital-inclusion/inclusive-curriculum-design.html#assessment

- o Rogers, H. (2021, July 27). Symposium Spotlights: Going gradeless as an inclusive, perpetual practice. Duke Learning Innovation. https://learninginnovation.duke.edu/blog/2021/07/symposium-spotlights-going-gradeless-as-an-inclusive-perpetual-practice/

- o TILT Higher Ed. (2013). Transparent assignment design template for teachers. https://tilthighered.com/assets/pdffiles/Transparent%20Assignment%20Templates.pdf

- o University of Denver Office of Teaching & Learning. (2022). Inclusive assessment. https://operations.du.edu/inclusive-teaching/inclusive-assessment

- o University of Toronto Center for Teaching Support & Innovation. (2022). Multiple choice question and quiz tips. https://teaching.utoronto.ca/resources/multiple-choice-question-and-quiz-tips/