GROUP 1
Equity-minded Assessment Truths

1. Including student voices is essential to (more) inclusive approaches to assessment.
2. Minimizing opportunity gaps maximizes the opportunities for student success on assessments.
3. The types of assessment tools we select and the way we use them have consequences for equity.
4. There are five questions about assessment every equity-minded faculty member / department should be asking.
5. Transparency and comprehensibility of student learning outcomes (SLOs) matter for equity.

Which equity-minded assessment truth *best matches* the information below?

#____:
(Winklemes, 2013) • Students who described their racial/ethnic groups as other than Caucasian reported greater gains in academic self-confidence than did their Caucasian peers in courses in the STEM disciplines (ranging in size up to thirty students) when courses offered transparency around the learning goals and design rationale for assignments. • In humanities courses (ranging in size up to thirty students) that implemented transparency around the learning goals and design rationale for assignments, students who identified themselves as either first-generation college students or transfer students responded more positively than similar students in control group courses in this category to the question, "How much has this course helped you in improving your ability to learn effectively on your own?". • As class size in social science courses increases—from classes of thirty-one to sixty-five students to classes of three hundred or more students—transparency about the learning goals and design rationale for assignments appears to become more effective for students' current course learning experiences. "When they are concrete and clear about the proficiencies students are to achieve, [learning outcomes] statements provide reference points for student performance. Doing this demands active, operational verbs to guide the design of assignments that motivate students to demonstrate the desired outcomes in a way that can be verified. Clear, specific statements describing desired outcomes also make it possible for faculty to align curriculum and pedagogy with intended proficiencies, which is essential to ensuring that a [course] is, indeed, achieving its purposes. Such statements also make it easier for students to understand and appreciate … expectations for their performance" (NILOA, 2016).

GROUP 2
Equity-minded Assessment Truths

1. Including student voices is essential to (more) inclusive approaches to assessment.
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5. Transparency and comprehensibility of student learning outcomes (SLOs) matter for equity.

Which equity-minded assessment truth *best matches* the information below?

#___:

- Assessing sample products using the rubric / scoring guide is a key practice in ensuring students have sufficient background knowledge for the assessment task (Temeltas & Poczos, 2020):
  - Analyze, score, and discuss high-quality students' sample products ***before*** students attempt the assignment
  - Instead of being a tool for instructor grading, the rubric becomes <u>a tool for students to understand</u> the assignment expectations, set goals, and identify areas for growth
  - Exposure to high-quality sample products means <u>students can envision what is being asked of them</u>
  - By analyzing both the strengths and the growth areas of sample products, students see completing the assignment as an ongoing improvement process and <u>begin to develop a growth mindset</u> about their own work
- Other ways to reduce opportunity gaps on assignments/assessments:
  - Include clear and explicit instructions – Minimizes cognitive load (which increases opportunities for students to demonstrate their learning well); maximizes chances you are assessing students' *intended* knowledge/skills (and are not unintentionally assessing their ability to read your mind)
  - Use rubrics – Clarifies expectations for students and focuses grading
  - N.B. Students from traditionally under-represented groups in higher ed are less likely to ask clarification questions than their majority peers – exacerbating the opportunity gap (Singer-Freeman, et al, 2020)

GROUP 3
Equity-minded Assessment Truths

1. Including student voices is essential to (more) inclusive approaches to assessment.
2. Minimizing opportunity gaps maximizes the opportunities for student success on assessments.
3. The types of assessment tools we select and the way we use them have consequences for equity.
4. There are five questions about assessment every equity-minded faculty member / department should be asking.
5. Transparency and comprehensibility of student learning outcomes (SLOs) matter for equity.

Which equity-minded assessment truth *best matches* the information below?

#____:

- Analysis of assignment types – disaggregated data on these types of assignments + student perception surveys yielded the following results (Singer-Freeman, Hobbs, & Robinson, 2020):
    - Reflective writing
        - High inclusive content (i.e., fewer equity gaps in outcomes on these tasks)
        - High perceived utility value (personal, professional, academic)
    - Writing in the discipline
        - Low inclusive content (i.e., more equity gaps in outcomes on these tasks)
        - High perceived utility value
    - Inclusive (i.e., group) projects
        - High inclusive content
        - Low perceived utility value (personal, professional, academic)
    - "Formal" essays, tests, homework
        - Low inclusive content
        - Low perceived utility value
            - Frequent equity gaps in tests – MC more problematic than free response
            - Frequent equity gaps in low-stakes homework
- It's not enough to identify *classes* with equity gaps – Attention to *assignment* grades can reveal specific aspects of a class that could be reconsidered
- There is evidence that increasing (perceived) utility value, inclusive content, and alignment (among SLOs, teaching/facilitated learning, and assignments/assessments) reduces equity gaps
    - Must learn about how students view assignments
    - Work to improve existing assignments
- But … What about tests?
    - Have students provide feedback on questions
    - Encourage questions during testing
    - Mitigate test anxiety (provide sufficient information about content and form before the test, consider open note, and/or collaborative tests and quizzes)
    - Increase (perceived) utility value
    - Conduct item analyses – Identify questions with equity gaps

GROUP 4
Equity-minded Assessment Truths

1. Including student voices is essential to (more) inclusive approaches to assessment.
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3. The types of assessment tools we select and the way we use them have consequences for equity.
4. There are five questions about assessment every equity-minded faculty member / department should be asking.
5. Transparency and comprehensibility of student learning outcomes (SLOs) matter for equity.

Which equity-minded assessment truth *best matches* the information below?

#____:
(Bheda, 2020; Jankowski, 2020) • A metric often overlooked when thinking about assessment of student learning: How many times were students clear on the expectations of an assignment/assessment? • What types of students do our assessment practices privilege? • In what ways are our assessment practices failing students? • In what ways are our assessment practices, or the practices of the institution, related to racial inequities in outcomes? • In what ways are our assessment practices enabling or reinforcing racial inequities in outcomes?

Which equity-minded assessment truth *best matches* the information below?

#____:

Considering Autonomy, Power, & Motivation in Classroom Assessment (Chase, 2020)
• 5 Flexible, Student-Centered Practices to Include Students' Voices in the Assessment Process:
   1. Topic/assessment method choice
   2. Self-assessment
   3. Peer-assessment
   4. Rubric feedback / co-construction
   5. Weighting allocation feedback or choice