Leveraging Classroom Assessments to Boost Equity Outcomes

STRENGTHENING STUDENT SUCCESS CONFERENCE, OCTOBER 4TH, 2018
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Welcome!

- This session we will discuss...
- The Relation Between Assessment Practices and Equity Outcomes
- Some Specific Assessment Techniques and Strategies More Likely to Support Equity
Vision for Success

SEAP

intentional

Guided Pathways

Funding Formula
Equity Gaps

“We must teach the way students learn, rather than expecting them to learn the way we teach.”

~Pedro Noguera
Assessment Defined

"The systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning." (Walvoord 2)

**Authentic Assessment**: A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills (Mueller).
Formative and Summative Assessment

- **Formative**: improving the quality of student learning and instructor's teaching during the learning experience
  - EXs: "muddiest point," "ticket out the door"

- **Summative**: providing evidence for evaluating or grading students
  - EXs: graded research paper, final exam, annotated portfolio, invented monologue
Culturally Responsive Teaching & Learning

Relevant

Positive perspectives
Communication of high expectations

Responsive

Learning within the context of culture
Culturally mediated instruction

Strength Based

Student centered
Teacher as facilitator
Reshaping the curriculum
What do I want students to learn?
Are there different ways of measuring their learning?
How can I best test the understanding of diverse groups of students rather than their skill in/with a particular form of assessment?
What do I need to learn about what students have and haven’t learned?
Increasing Your Equity Impact

1. Clarifying expectations surrounding assessment activities.
2. Providing assessment options
3. Attending to frequency of assessment
4. Simplifying grading and reviewing feedback
"STUDENTS MUST BE... ALLOWED THE RESO URCE OF THE TEACHER'S EXPERT KNOWLEDGE, WHILE BEING HELPED TO A CKNOW LEDGE THEIR OWN 'EXPERTNESS' AS WELL." ~LISA DELPIT

- Do we give clear, frequent, consistent, repeated instruction to students? Are these available in multiple forms?
- Do students understand why these outcomes will help them in their degrees, certificates, work life?
- Do students understand how individual assessments are tied to course outcomes (helps them learn what they need to learn)?
- Do students know what is most valued or important in their work?
- Do students understand how individual assessments are structured to help them stay on track in their skill/knowledge building?
Common Ground

Learning through...

- narrative.
- images, symbols, metaphors.
- place-responsive, environmental practice.

Planning & visualizing explicit processes.

Working non-verbally with self-reflective, hands-on methods.

Using indirect, innovative & interdisciplinary approaches.

Modelling and scaffolding by working wholes to parts.

Connecting learning to local values, needs and knowledge.
2. Providing Options

- Do assessment choices allow students to use their strengths and/or leverage their interests to apply concepts? Do they measure learning?

- Do assessment choices allow students with different ways of knowing and different learning styles to demonstrate critical thinking and application of concepts?

- Do they allow students to apply concepts in a context relevant to them/their learning needs?

- Do assessments measure understanding of concepts rather than particular forms of expression/skill in particular forms of assessment? (responsiveness)
What will really tell us about student learning?
3. Grading & Feedback

- Do students understand the grading scale and how they are doing?
- Does grading emphasize learning or getting it right in a particular way?
- Do students know what they are doing well and how to build on that?
### Option 1

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>Quizzes</td>
<td>5 quizzes, 10-50 pts</td>
</tr>
<tr>
<td>20%</td>
<td>Group Projects</td>
<td>2, 100 pts each</td>
</tr>
<tr>
<td>25%</td>
<td>Midterm</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td>Final</td>
<td></td>
</tr>
</tbody>
</table>

A = 93-100%
B = 88-92%
C = 76-87%
D = 66-5%
F = 0-65%

### Option 2

Your final grade is calculated out of 1000

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Essays/Reflections (4)</td>
<td>400 pts</td>
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<tr>
<td>1st</td>
<td>50</td>
</tr>
<tr>
<td>2nd</td>
<td>75</td>
</tr>
<tr>
<td>3rd</td>
<td>125</td>
</tr>
<tr>
<td>4th</td>
<td>150</td>
</tr>
<tr>
<td>Exams (3 exams, 100 pts)</td>
<td>300 pts</td>
</tr>
<tr>
<td>Various Assignment, 10</td>
<td>300 pts</td>
</tr>
</tbody>
</table>

A    Excellent Work -         (900 to 1000 points)
B    Good -                        (800 to 899 points)
C    Acceptable -               (700 to 799 points)
D    Not Acceptable -        (600 to 699 points)
F    Failing -                     (599 points or below)
4. Frequency

- Do assessments allow for early successes?
- Does the frequency of assessments support how we want students to learn?

- Do assessments allow for incremental skill building?
- Do assessments measure what they claim to measure?
Classroom Assessment Techniques

Easy techniques to integrate into your classroom to increase equity and student success
Who Are Your Students? What Do They Know? What Don't They Know?

- Background Knowledge Probe
- Interests/Knowledge/Skills Checklist
- Focused Autobiographical Sketches
What Are You Teaching Them? What Are You Not?

- One-Minute Paper
- Muddiest Point
- Ticket Out the Door
- Chain Notes
- Course Feedback Online
Summative Assessments: Can You Hear Your Students' Voices?

- Invented Dialogues
- Annotated Portfolios
- Concept Maps
- Invention Wheel (Don Ambrose)
What Else? Please Share!

- What formative or summative assessment techniques do you use in your classroom that you think might help decrease equity gaps?
- What else do you do to increase student success?
- What resources or additional support would you like if you want to make changes to your assessment practices?