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# What Does Equity in Assessment Mean in the Context of English Language Learners?



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# Session Learning Outcomes

How to design equitable assessment for English language learners using:

- Flexibility
- Culturally responsive assessment
- Pedagogy of care
- Trauma-informed pedagogies
- Equitable feedback
- Partnership
- Positionality



# [Definitions]

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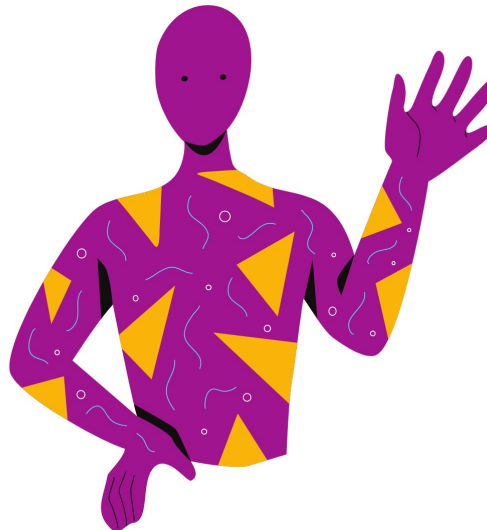
- Assessment
- Equity
- Culture
- Trauma





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# [ Meet our students for today



# [What impacts our understanding?]

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## Jamboard activity

- What impacts our students' perception of the world?



# English language learners: who are they?

## Jamboard activity

- Write down what your thoughts are when you meet an English language learner? Where are they from? What do they know? How would you describe them?

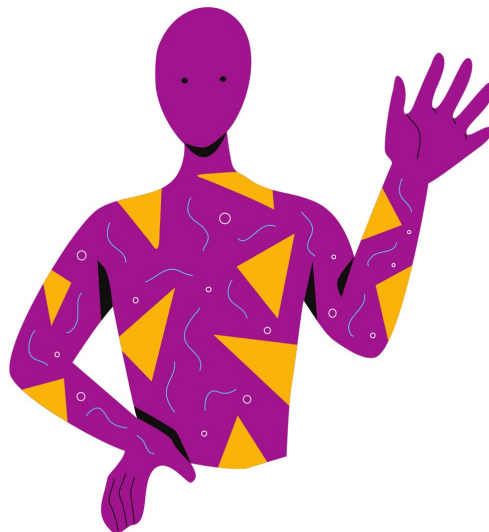


# Who are our English Language Learners?

- Bilingual (at least)
- Bicultural
- A new worldview
- Exciting interpretations



# [ Scenarios ]





- Is often quiet in class, does not contribute to any classroom discussion. I am not sure how to grade the participation!



# [Flexibility]

- “Assessment practices are flexible if they can accommodate the scope of knowledge and skills encompassed by the assessment criteria, the variations in context in which assessment may be conducted, and the range of needs and personal situations of potential candidates.” Rumsey (1994, p. 20).
- Nine methods that allow instructors to be flexible in assessment: flexibility in components, style, tools, feedback, grouping, weighting, content and marking (Wood and Smith, 1999).
- Giving students choice in their assessment increases their motivation and supports inclusion (Adams et al., 2017).
- Giving students choice in their assessment increased engagement and empowerment (O’Neill and Padden, 2021).





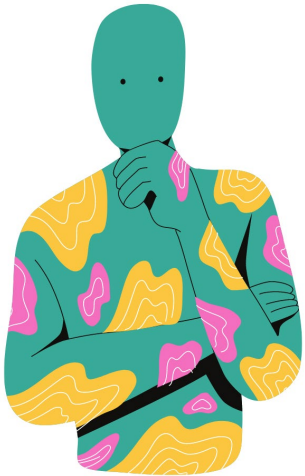
- I use a great example about the most famous Hockey player, Tom Brady, a well-known TV show, a famous writer .....



# Culturally Responsive Assessment

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- I ask them to provide examples from their own background, but they are reluctant to share



# [ Trauma-informed Pedagogy ]





- In the papers she writes, she doesn't do any critical thinking. She just summarizes the papers, does not present her point of view or opinion
- I don't think they understand or even read the rubric



# [Partnership]

- Pedagogical partnership is “a collaborative, reciprocal process” whereby “all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision making, implementation, investigation, or analysis” (Cook-Sather, Bovill, & Felten, 2014, pp. 6-7).
- A class-constructed assessment rubric
- Partnership in questions
- Co-deciding on the grading scheme/medium of assessment, the deadlines, the content of the assessment (a topic students are interested in)
- Feedback on assessment





- Paper competently or even impressively reports on research, yet shows little evidence of original thinking



# [Equitable Feedback]

- Culturally responsive teaching/pedagogy acknowledges the significance of culture on student learning (Ladson-Billings, 1994).
- Responsive indicates “an action-based, urgent need to create contexts and curriculum that responds to the social, political, cultural, and educational needs of students; it is affirmative and seeks to identify and institutionalize practices that affirm indigenous and authentic cultural practices of students” (Khalifa, Gooden, & Davis, 2016, p. 1278).
  - know your student population
  - Language also plays an important role
  - students must see themselves within the field
  - Give students voice and appreciate their input and experiences
  - Make sure your feedback is culturally responsive
  - Collaboration with local communities





- There are so many grammatical mistakes in their paper, I get upset when I read their paper. How did they even make it to this class?



# [ Bias ]

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- Positionality
- Construct relevance
- Bias





- I had a meeting with my international graduate student, and they told me they are thinking of quitting because this program is too hard.
- My student mentioned, in passing, that they work on the thesis 20 hours a day because they have no social life or friends.



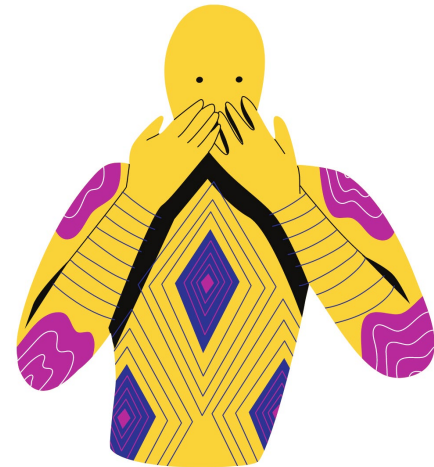
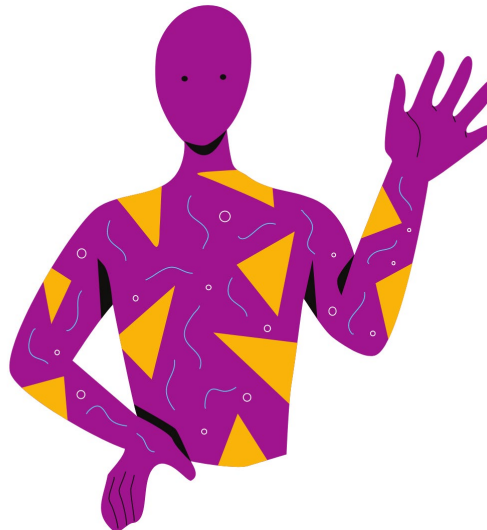
# [ Pedagogy of care ]

- Listening to the student
- Community care
- Being vulnerable
- Getting to know your students

Mehrotra, G. R. (2021). Centering a pedagogy of care in the pandemic. *Qualitative Social Work*, 20(1-2), 537-543.



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# Equity in Assessment of English Language Learners?

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[Thank you

