Northeastern
College of Professional Studies

Culturally Responsive Lens for an Equitable Assessment Cycle

Dr. Mamta Saxena
Assistant Dean, Academic
Quality & Assessment

Dr. Rashid Mosley
Assistant Teaching Professor

Session Objectives

Interpret "equitable and culturally responsive" practices for classroom assessment

Reflect upon one's own power, positionality, agency, and biases as assessors, instructional designers, faculty, and learners

Recognize how to craft, teach, and assess affective learning outcomes in the context of culturally responsive pedagogy

Discover the role of multiple assessment methods in assessing learning for different student population

Use assessment data in ways that will help address inequities in meaningful ways in your classroom

Question for You

What comes to your mind when you think of **"equity?"**

Northeastern University
College of Professional Studies

01 Definitions

Unpacking Racism

One group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices

DuBose & Gorski, 2021

Northeastern University
College of Professional Studies

Unpacking Equity

Inequity

"An unfair distribution of *material* and *non-material* access and opportunity resulting in *outcome and experience disparities* that are <u>predictable by race</u>, socioeconomic status, gender identity, home language, or other dimensions of identity."

Equity

"<u>A commitment to action</u>: the process of redistributing access and opportunity to be fair and just.

<u>A way of being</u>: the state of being free of bias, discrimination, and identity-predictable outcomes and experiences"

DuBose & Gorski, 2021

Northeastern University
College of Professional Studies

What is Equity in the Classroom?

Early Benchmarks Show 'Post-Millennials' on Track to Be Most Diverse, Best-Educated Generation Yet (Fry & Parker)

https://www.pewresearch.org/social-trends/2018/11/15/early-benchmarks-show-post-millennials-on-track-to-be-most-diverse-best-educated-generation-yet/

N Northeastern University
College of Professional Studies

Culturally Responsive/Relevant Pedagogy

"Teaching that engages learners whose experiences and cultures are traditionally excluded from mainstream settings and where students' unique cultural identity and strengths are nurtured and celebrated to support learning and a sense of belonging in the learning space and the world"

Gloria Ladson-Billings

Northeastern University
College of Professional Studies

Antiracist Pedagogy

- Content

Activities

- Assessments

02

Identity & Positionality

Question for You

What is the **role of identity** when considering culturally responsive pedagogy?

Northeastern University
College of Professional Studies

Identity and Positionality

Diversity Wheel from Red River, Manitoba Canada

Identity Safe Classrooms

Domains of Identity Safety:

1. Student-Centered Teaching
2. Cultivating Diversity as a Resource
3. Classroom Relationships
4. Caring Classroom Environments

Image: From https://www.iesabroad.org/blogs/ameer-dunston/conversation-nationality-and-identity#sthash.th15fqjS.dpbs

04

Assessment Cycle

Question for You

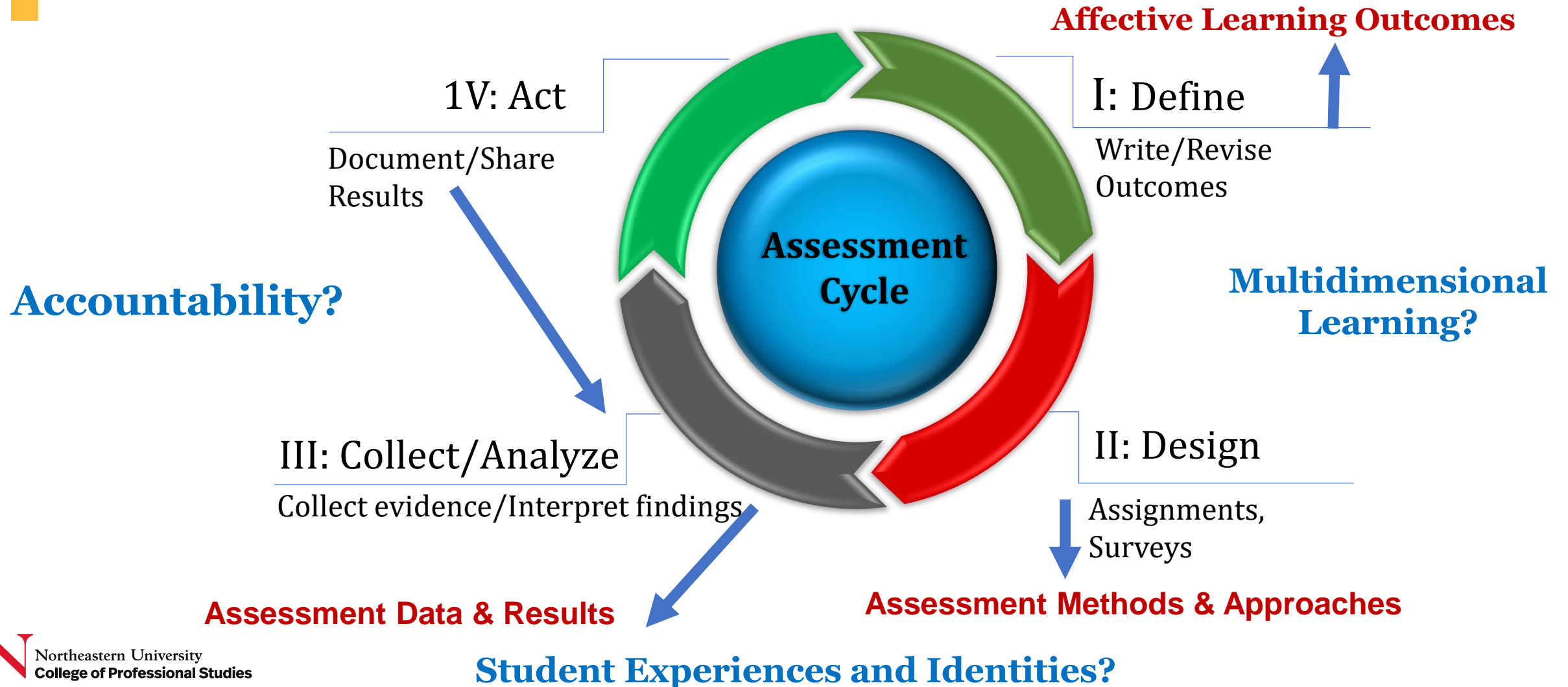What comes to your mind when you hear the words "**equitable assessment**"?

Northeastern University
College of Professional Studies

Does Good Assessment Benefit ALL?

- Understanding of learning- multidimensional, integrated and performance over time

- Attention to both outcomes and experiences that leads to outcomes

- Includes wide representation (Faculty, students, advising)

- Accountability to students and society, beyond reporting

Hutchings, Ewell, Banta (2012)

Can Good Assessment Omit Some Learners?

Northeastern University
College of Professional Studies

Rethink Assessment Cycle

Affective Learning Outcomes

1V: Act

Document/Share
Results

I: Define

Write/Revise
Outcomes

Accountability?

Assessment Cycle

**Multidimensional
Learning?**

III: Collect/Analyze

Collect evidence/Interpret findings

II: Design

Assignments,
Surveys

Assessment Data & Results

Assessment Methods & Approaches

Student Experiences and Identities?

Northeastern University
College of Professional Studies

04 Outcomes

Learning Outcomes

- Behaviorism

- Cognitivism

- Constructivism

- Humanism

- Connectivism

- **Critical Constructivism**

Challenge the notion of cognitive-only learning outcome assessment paradigm

Northeastern University
College of Professional Studies
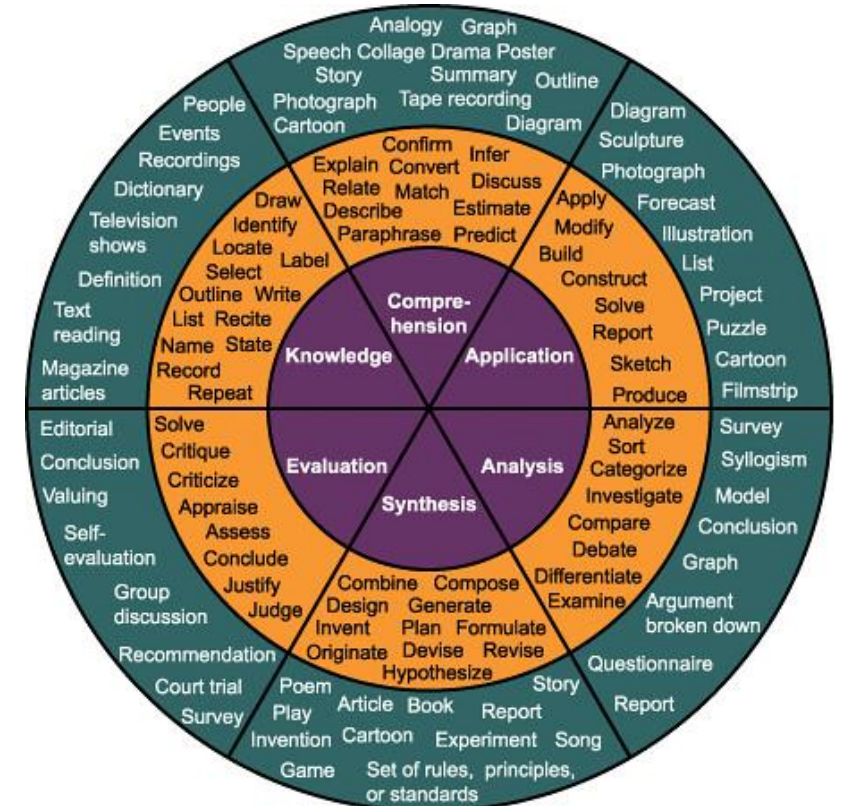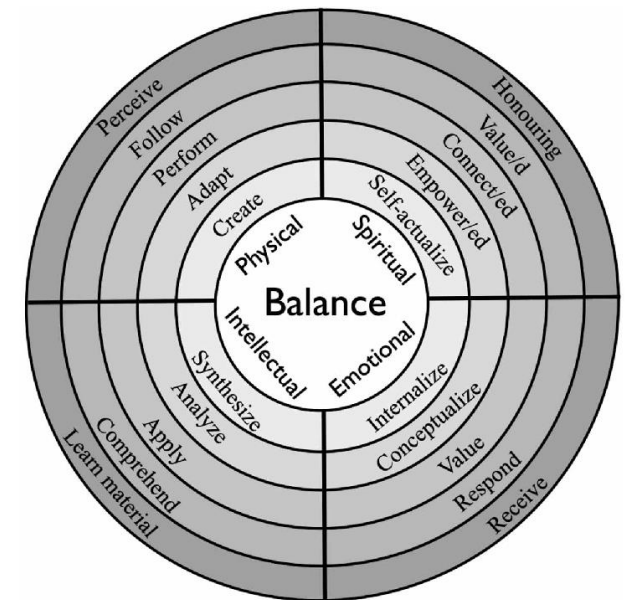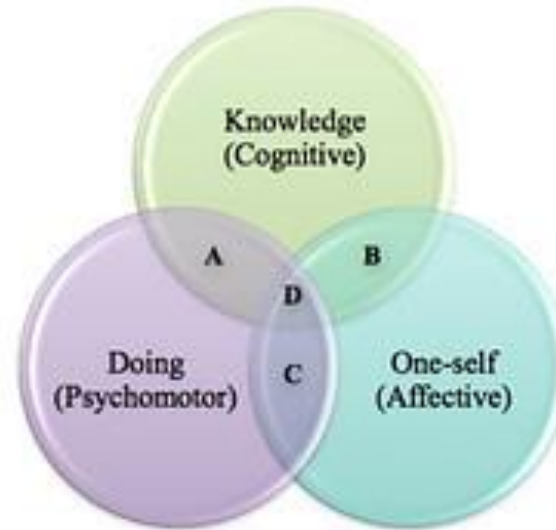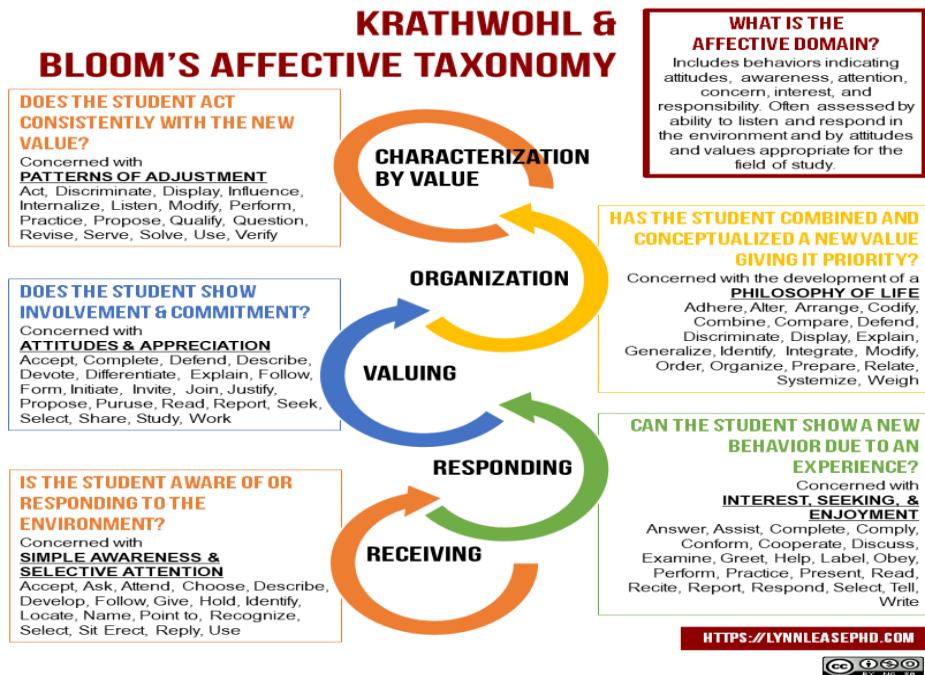
Affective Outcomes/Human Dimension

Figure 1. Four-domain learning framework

MEDICINE WHEEL
Using the Medicine Wheel for Curriculum Design in Intercultural Communication: Rethinking Learning Outcomes

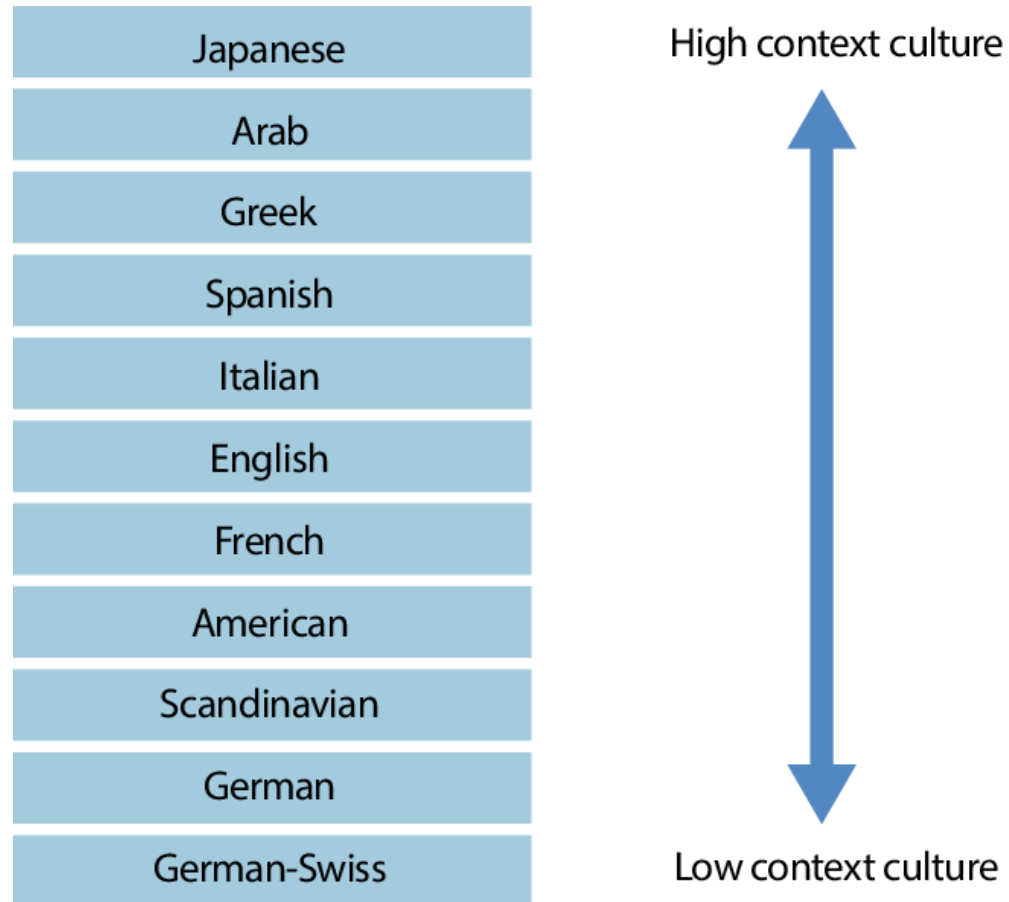Northeastern University
College of Professional Studies

04 Methods

Assessment Methods

"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."
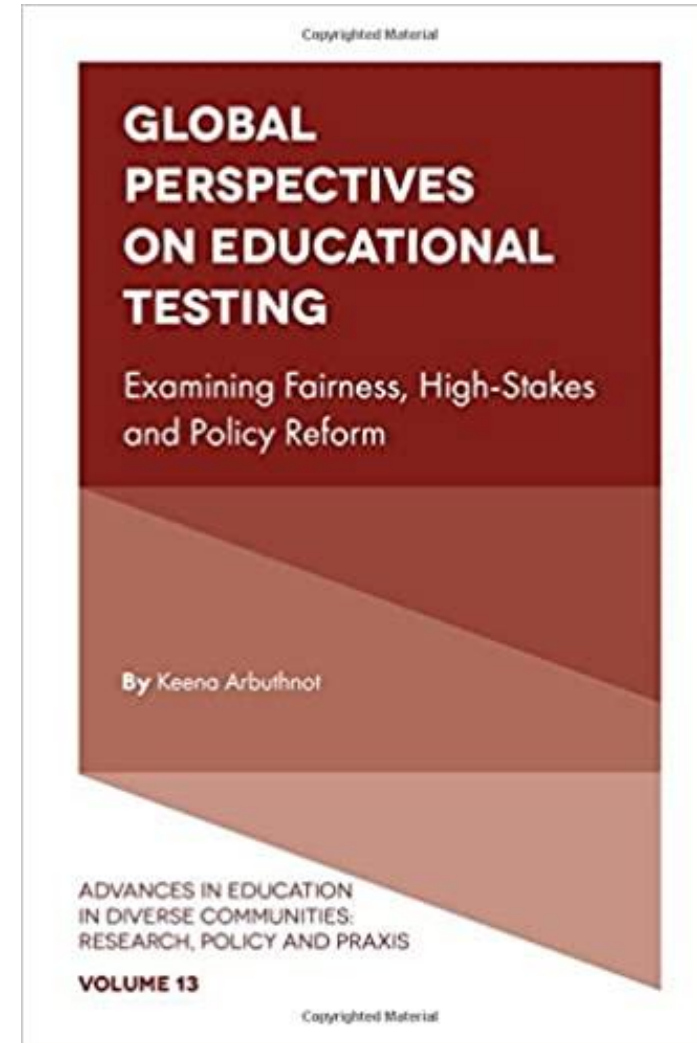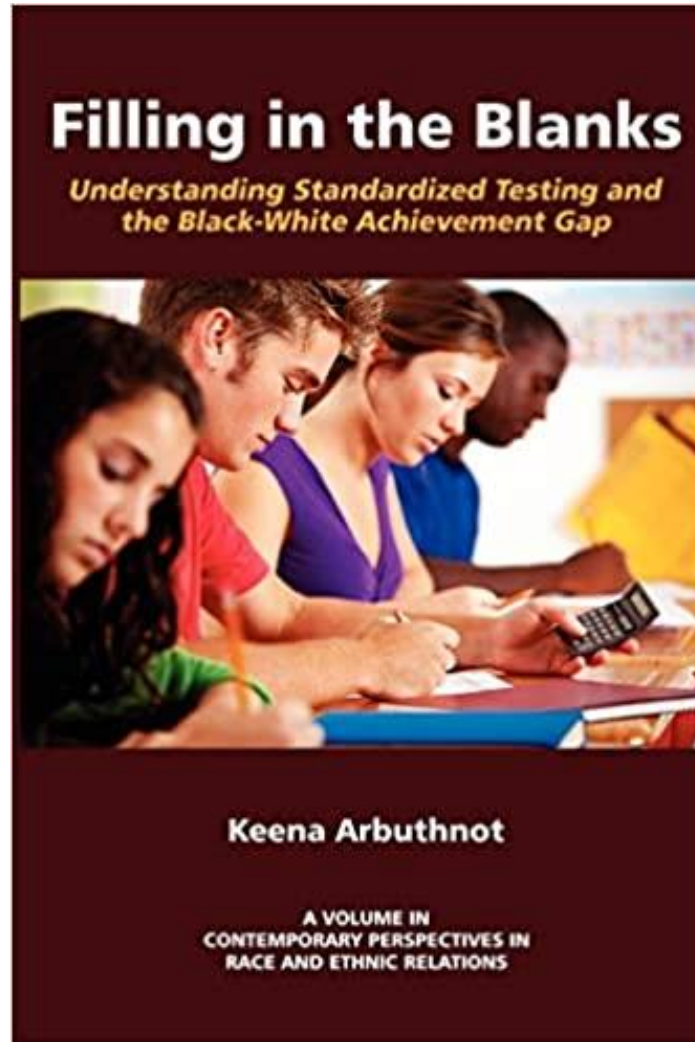
Montenegro & Jankowski, 2017

Northeastern University
College of Professional Studies

Culture Matters

Japanese	High context culture
Arab	
Greek	
Spanish	↑
Italian	
English	
French	
American	
Scandinavian	
German	↓
German-Swiss	Low context culture

Source: Research Gate

What Does Research Say?

Filling in the Blanks
Understanding Standardized Testing and the Black-White Achievement Gap

Keena Arbuthnot

A VOLUME IN
CONTEMPORARY PERSPECTIVES IN
RACE AND ETHNIC RELATIONS

Copyrighted Material

GLOBAL PERSPECTIVES ON EDUCATIONAL TESTING

Examining Fairness, High-Stakes and Policy Reform

By Keena Arbuthnot

ADVANCES IN EDUCATION
IN DIVERSE COMMUNITIES:
RESEARCH, POLICY AND PRAXIS

VOLUME 13

Copyrighted Material

Northeastern University
College of Professional Studies

Achievement Gaps: High Stakes Tests

Low Context Culture	High Context Culture
❑ Fact Based ❑ Individual ❑ Explicit ❑ Direct Communication ❑ Feedback is Less Important	❑ Intuitive/Illogical ❑ Group/Team ❑ Implicit ❑ Indirect Communication ❑ Feedback is More Important

Male and White
Geometry, measurement, unconventional graphs/visuals, data interpretation

Females, Black, Hispanic, Asian, Native American
Algebra , other real-world items

N Northeastern University
College of Professional Studies

Assessment Design Implications

- Include multiple methods and when feasible design authentic, embedded, real-world assignments

- When using MCQ exams, consider higher order and good design

- Increase transparency of assignments: clear guidelines and directions for participation in discussions, group projects, assignments

- Set higher standards via frequent and regular feedback

- Offer scaffolding via frequent formative assessments allowing multiple drafts and actionable feedback

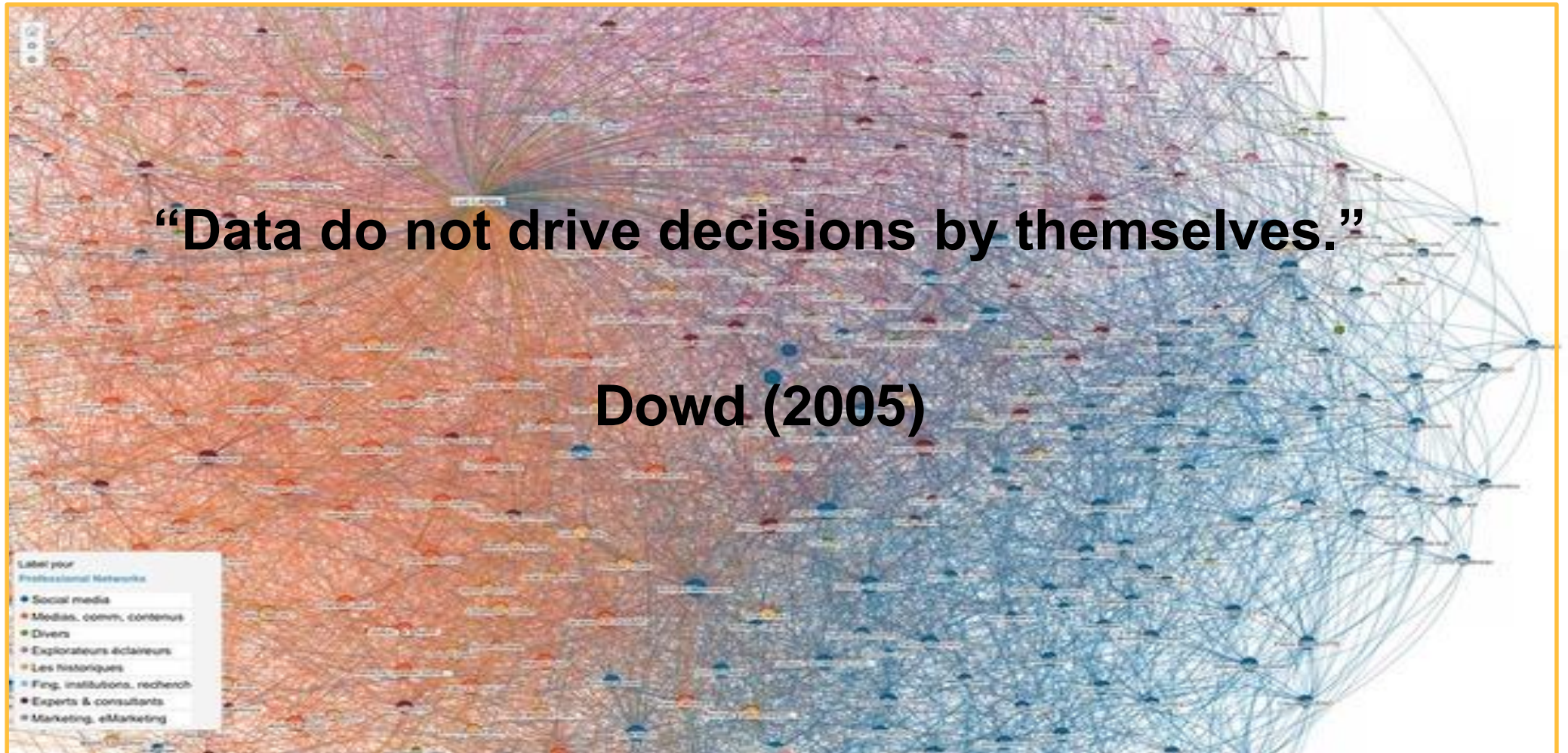- Engage students in design of methods and solicit their feedback on questions or prompts

04   **Data**

Assessment Data

"Data do not drive decisions by themselves."

Dowd (2005)

Label pour
Professional Networks

- Social media
- Medias, comm, contenus
- Divers
- Explorateurs éclaireurs
- Les historiques
- Fing, institutions, recherch
- Experts & consultants
- Marketing, eMarketing

Northeastern University
College of Professional Studies
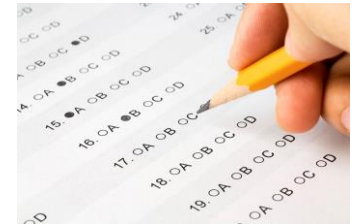
Reflective Questions

- *Which subgroups of students are struggling or excelling in their experiences?*

- *What are the needs and experiences of students from underrepresented backgrounds?*

- *What actions I need to take to address the gaps in the learning experiences?*

- *Who else do I need to share this data with to help with continuous improvement efforts for this course or program?*

Reach out/Collaborate to find out! (Assessment unit)

Northeastern University
College of Professional Studies

Implications & Approaches

Use variety of data collection methods (Triangulation)

Include student voice in data collection (rubrics, surveys, instruments)

Disaggregate data by population and take action:

- Investigate and share achievement gaps

- Identify who is struggling and what support is needed

- Adjust assessment structure or design as needed

Word of caution-disaggregated data for small sample size

Northeastern University
College of Professional Studies

Question for You

What reflective questions will you use to shape your "**equitable and culturally responsive assessment?**"

Northeastern University
College of Professional Studies

Q & A

Contact Information:

Dr. Mamta Saxena

m.saxena @northeastern.edu

Dr. Rashid Mosley

r.mosley@northeastern.edu

References

Allen, K. N., & Friedman, B. D. (2010). Affective learning: A taxonomy for teaching social work values. *Journal of Social Work Values and Ethics, 7* (2).

Arbuthnot, K. (2017). *Global perspectives on educational testing: Examining fairness, high-stakes and policy reforms*. Bingley, UK: Emerald Publishing

Asghar, M. (2012). The lived experience of formative assessment practice in a British university. *Journal of Further and Higher Education, 36*(2), 205–223. https://doi.org/10.1080/0309877X.2011.606901

Boud, D., & Falchikov, N. (2006). Aligning assessment with long-term learning. *Assessment & Evaluation in Higher Education, 31*(4), 399–413. https://doi.org/10.1080/02602930600679050

Chirkov, V. I. (2009). A cross-cultural analysis of autonomy in education: A self-determination theory perspective. Theory and Research in Education, 7(2), 253–262. https://doi.org/10.1177/1477878509104330

Dowd, A.C., Data don't drive: Building a practitioner-driven culture of inquiry to assess community college performance, *Lumina Foundation for Education*, 2005, Retrieved from https://www.luminafoundation.org/files/publications/datadontdrive2005.pdf

DuBose, M., & Gorski, P. (2021). Equity Literacy Facilitator Training Resources. From https://www.equityliteracy.org/educational-equity-resources

Esther O. Ohito (2020) Fleshing out enactments of Whiteness in antiracistpedagogy: snapshot of a White teacher educator's practice, *Pedagogy, Culture & Society, 28(1)*1,17-36, DOI: 10.1080/14681366.2019.1585934

Falchikov, N. (2004). Involving Students in Assessment. *Psychology Learning and Teaching,* 3(2), 102–108. https://doi.org/10.2304/plat.2003.3.2.102

Hall, Edward T. (1976). *Beyond Culture*. Garden City, NY; Anchor Books.

Hutchings, P., Ewell, P., & Banta, T. (May, 2012). AAHE principles of good practice: Aging nicely. NILOA

Kincheloe, J. L., McLaren, P., & Steinberg, S. R. (2011). Critical pedagogy and qualitative research. *Handbook Qualitative Research*, 163–177

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice, 34*(3), 476.

Marchesani, L. S., & Adams, M. (1992). Dynamics of diversity in the teaching-learning process: A faculty development model for analysis and action.

Montenegro, E., & Jankowski, N. A. (Januayr, 2017). Equity and assessment: Moving towards culturally responsive assessment. NILOA

Montenegro, E., & Jankowski, N. A. (2020, January). A new decade for assessment: Embedding equity into assessment praxis (Occasional Paper No. 42). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Muniz, J. (2019). Culturally responsive teaching. From https://www.newamerica.org/education-policy/reports/culturally-responsive-teaching/