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Equity Action Makers' Assessment Projects: What Have We Learned Thus Far?

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What Have We Learned Thus Far?

An Emerging Praxis-based Framework for Assessment Professionals

Dr. Mary K. Thompson and Julene L. Jones
Grand Challenges in Assessment, Equity Action Makers

Introduction

The Grand Challenges Project supports global collaborations that inform equitable practices for assessment practitioners in higher education while identifying evidence-informed solutions.

The Grand Challenges Project

The work presented here emerges from the Equity Action Makers team, a subgroup of the Grand Challenges project, that aims to identify and articulate work currently underway at institutions and translate the ideas presented that may be transferable to other institutions.

Process & Methodology

Over 2023-2024, we conducted 20 interviews with assessment professionals across higher education units to learn how they use assessment data to further equity.

Results within a Praxis Framework

The findings from our interviews underscore the critical role of providing actionable ways for practitioners and assessment professionals to work together within an equity-based framework for student success.

An Emerging Praxis Framework: Equity in Action for Assessment Professionals

Faculty and Practitioner Driven

- **Inclusive Assessment Design**
 - Self-reflective writing and e-portfolios to bridge lived-experiences in their learning
- **Culturally Responsive Assessment**
 - Examining bias in written tests and providing examples that are inclusive to diverse background
- **Transparent and Clear Criteria**
 - Sounding boards for new ideas before using it in the classroom with mixed results
- **Student Involvement**
 - Being intentional and respectful of student time and effort; bringing students into the creation process.

Institutional-Minded Practices

- **Professional development**
 - Workshops and podcasts to provide spaces for learning, focusing on student experience, trust-building
- **Data-informed Decisions**
 - Telling the data story & why it matters; how to be part of constant improvement
- **Support systems**
 - Discovering and creating opportunities to support students holistically
- **Policy and institutional commitment**
 - Examining policies to avoid unintentional harm; examining praxis to foster critical use of data

Reflection Questions

1. While many of these ideas seem relatively simple, thinking about your campus/department/institution where are the biggest challenges?
2. How can we advocate for sustainable funding to support equity-based assessment measures?
3. What self-reflection do we need to do to be aware of and acknowledge our own power, privilege and positionality?
4. How often are students at the table supporting decision making for equitable change and transparency for improved learning? If not, why do you think students are not invited to the table?
5. How do you advocate for change when you are not in a leadership role?

Link



Grand Challenges Equity
Action Makers blog posts

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