Culturally Responsive Lens for an Equitable Assessment Cycle

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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?”
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*
Unpacking Equity

**Inequity**

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

**Equity**

“A commitment to action: the process of redistributing access and opportunity to be fair and just.

*A way of being: the state of being free of bias, discrimination, and identity-predictable outcomes and experiences*

*DuBose & Gorski, 2021*
What is Equity in the Classroom?

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

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
Antiracist Pedagogy

- Content
- Activities
- Assessments
Identity & Positionality
Question for You

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

04

Assessment Cycle
Question for You

What comes to your mind when you hear the words “equitable assessment”?
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?
Rethink Assessment Cycle

I: Define
- Write/Revise Outcomes

III: Collect/Analyze
- Collect evidence/Interpret findings

II: Design
- Assignments, Surveys

Assessment Methods & Approaches

1V: Act
- Document/Share Results

Assessment Data & Results

Accountability?

Multidimensional Learning?

Student Experiences and Identities?
Outcomes
Learning Outcomes

- Behaviorism
- Cognitivism
- Constructivism
- Humanism
- Connectivism
- **Critical Constructivism**

Challenge the notion of cognitive-only learning outcome assessment paradigm
Affective Outcomes/Human Dimension

**KRATHWOHL & BLOOM’S AFFECTIVE TAXONOMY**

- **Characterization by Value**
- **Organization**
- **Valuing**
- **Responding**
- **Receiving**

**WHAT IS THE AFFECTIVE DOMAIN?**

- Concerned with behaviors indicating attitudes, emotions, attention, concern, internal, and responsibility. Often assessed by ability to listen and respond to the feelings and values appropriate for the field of study.

**HAS THE STUDENT COMBINED AND CONCEPTUALIZED A NEW VALUE?**

- Concerned with the development of a philosophy of life, understanding and practice of the human condition in the world, the relationship between form, focus, and relational, moral, order, organize, propose, relate, systemize, weigh.

**CAN THE STUDENT SHOW A NEW BEHAVIOR DUE TO AN EXPERIENCE?**

- Concerned with interest, seeing, and perceiving.

**DOES THE STUDENT ACT CONSISTENTLY WITH THE NEW VALUE?**

- Concerned with patterns of adjustment, act, demonstrate, display, influence, follow, observe, practice, propose, quality, question, resist, sense, solve, like, verify.

**DOES THE STUDENT SHOW INVOLVEMENT & COMMITMENT?**

- Concerned with attitudes and appreciation.

**IS THE STUDENT AWARE OF OR RESPONDING TO THE ENVIRONMENT?**

- Concerned with simple awareness & selective attention.

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**MEDICINE WHEEL**

Using the Medicine Wheel for Curriculum Design in Intercultural Communication: Rethinking Learning Outcomes
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
# Culture Matters

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<thead>
<tr>
<th>Culture</th>
<th>Type</th>
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<tbody>
<tr>
<td>Japanese</td>
<td>High context</td>
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<tr>
<td>Arab</td>
<td>High context</td>
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<tr>
<td>German</td>
<td>Low context</td>
</tr>
<tr>
<td>German-Swiss</td>
<td>Low context</td>
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*Source: Research Gate*
What Does Research Say?

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

Keena Arbuthnot

GLOBAL PERSPECTIVES ON EDUCATIONAL TESTING
Examining Fairness, High-Stakes and Policy Reform

By Keena Arbuthnot

Northeastern University
College of Professional Studies
Achievement Gaps: High Stakes Tests

<table>
<thead>
<tr>
<th>Low Context Culture</th>
<th>High Context Culture</th>
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<tr>
<td>Fact Based</td>
<td>Intuitive/Illogical</td>
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<tr>
<td>Individual</td>
<td>Group/Team</td>
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<tr>
<td>Explicit</td>
<td>Implicit</td>
</tr>
<tr>
<td>Direct Communication</td>
<td>Indirect Communication</td>
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<tr>
<td>Feedback is Less Important</td>
<td>Feedback is More Important</td>
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Male and White
Geometry, measurement, unconventional graphs/visuals, data interpretation

Females, Black, Hispanic, Asian, Native American
Algebra, other real-world items
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)
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 do 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)
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
Question for You

What reflective questions will you use to shape your “equitable and culturally responsive assessment?”
Q & A

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References


