

A Change Model for Equity-Centered Assessment



Ciji Heiser | Developing Capacity Coaching & Co-Creating Action | ciji.heiser@gmail.com

Gavin Henning | New England College | gghenning@nec.edu

Anne Lundquist | The Hope Center at Temple University | anne.Lundquist@temple.edu



Land, Labor, and Knowledge Acknowledgement

Colleges and universities were built on the stolen lands of many Indigenous peoples.

Colleges and universities are built and maintained on the labor of others, including those enslaved and oppressed.

The information presented in this session is built on the knowledge created by many others. No one person holds knowledge—a community holds knowledge.



Learning Outcomes

- Describe why having a change model for equity-centered assessment is important
- Describe the 3x3 Equity-Centered Assessment Change Model
- Identify strategies for applying this model in one's own work



Resources

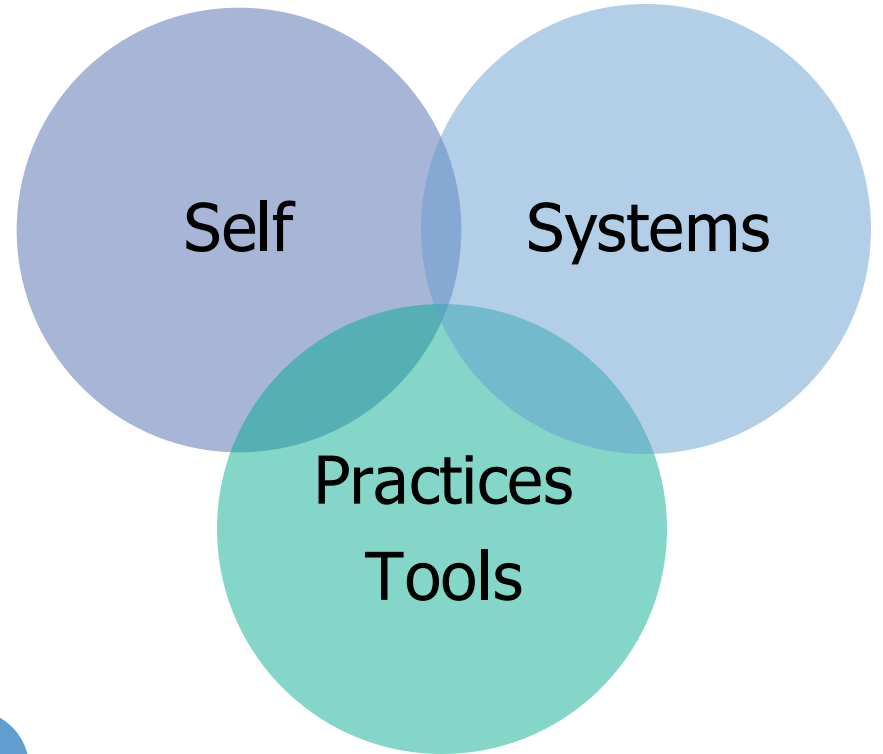
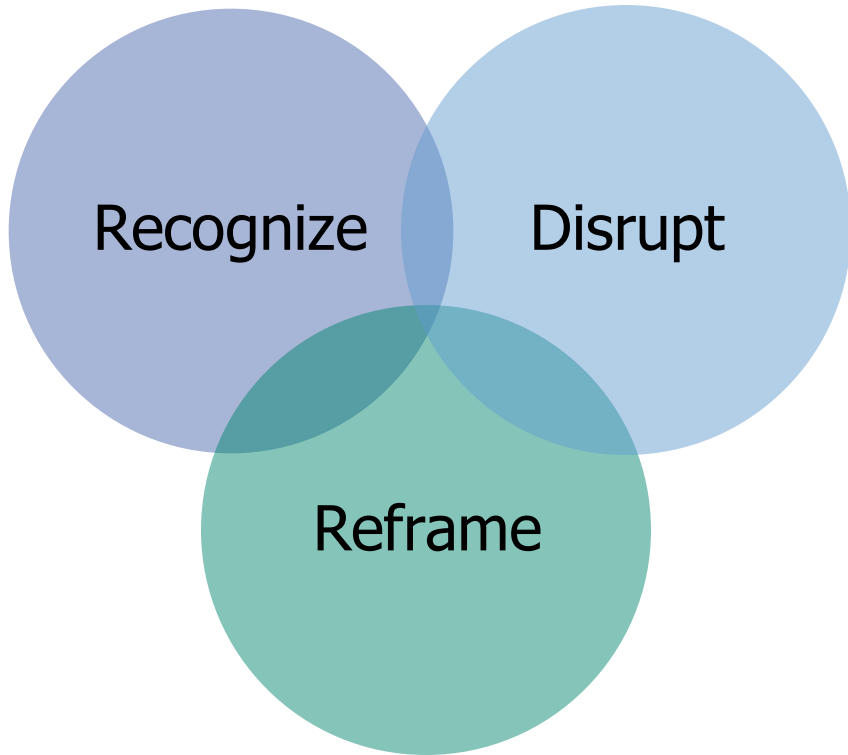


bit.ly/ECACHange_AI24

W H Y
W H Y

Three white wooden blocks are arranged in two rows on a light gray surface. The top row consists of three blocks with the letters 'W', 'H', and 'Y' on their top faces. The bottom row consists of three blocks with the letters 'W', 'H', and 'Y' on their front faces. The blocks are slightly offset from each other, creating a sense of depth. The lighting is soft, casting gentle shadows to the right of the blocks.

Merging Two Frameworks





Equity-Centered Assessment Change Model

		Action		
		Recognize	Disrupt	Reframe
Do ma in	Oneself			
	Systems			
	Practices			



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Examples

		Action		
		Recognize	Disrupt	Reframe
Do ma in	Oneself	Reflect on the impact of one's own positionality in the assessment process.	Attend webinars to learn more about the impact of one's positionality.	Implement an assessor journal to practice reflexivity.
	Systems	Consider the extent to which student voice is included throughout assessment processes.	Pilot students as co-assessors in an assessment project.	Create paid student assessor positions that include assessment training.
	Practices	Interrogate assumptions of unexamined assessment paradigms.	Explicitly identify and state assessment assumptions for an assessment project.	Embed section of assessment reports for stated assumptions.



Reflection Questions

		Action		
		Recognize	Disrupt	Reframe
Do ma in	Oneself	What biases/assumptions do I bring into the assessment process, and how do they shape data collection & meaning making?	How can I challenge my own gaps in knowledge that may perpetuate inequity in assessment practices?	How can I realign my thinking to center equity, ensuring that my capacity development continues to inform my assessment practices?
	Systems	What structural inequities exist within the broader institutional or departmental systems that impact how assessments are designed and interpreted?	How can I actively question/challenge systemic policies or frameworks that may reinforce inequities in the assessment process?	What new structures or policies could be created to ensure assessments are fair, equitable, and promote inclusivity within the system?
	Practices	How do my current assessment practices reinforce or challenge existing inequities within the educational environment?	What specific assessment practices need to be redesigned to prevent the marginalization of underrepresented groups?	How can I reimagine assessment practices ensure they are more inclusive, responsive, and equity-centered?



Strategies for Applying the Model

1. Start with self-reflection around biases and assumptions to uncover knowledge gaps
2. Create spaces for collaborative dialogues to dig into the reflection questions on self, systems, and practices
3. Use data to identify patterns in inequities, make interventions, and track progress
4. Start with a small-scale project to test the model in your context, then work towards broader implementation

Practice





Wrap Up

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