



Equity Minded Assessment

Equity Mindset

What is it?

In her Assessment Institute keynote remarks, Tia B. McNair (2019) said that those doing equity work need to live equity work. In other words, doing equity work is not something we can step in and out of. It is a **mentality and approach** that remains central so that we do not lose sight of it, that others are able to follow by example, and we are **always being critical, reflective, and questioning processes, biases, assumptions, within ourselves, others, and the processes followed.** This equity-mindedness needs to actively permeate the entire assessment process, and the practice of assessment professionals.

Equality and Equity

Equality



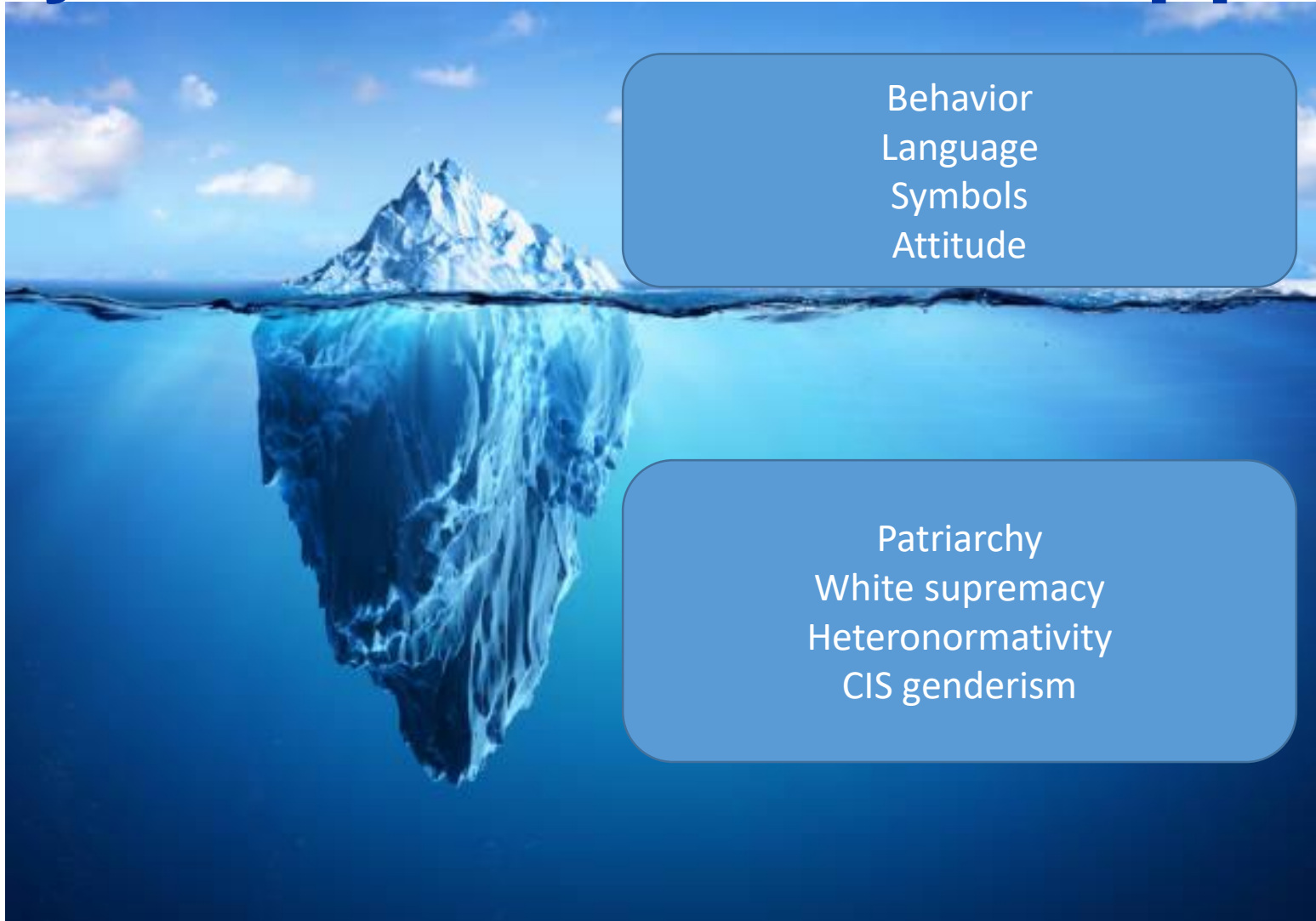
Equity



Justice

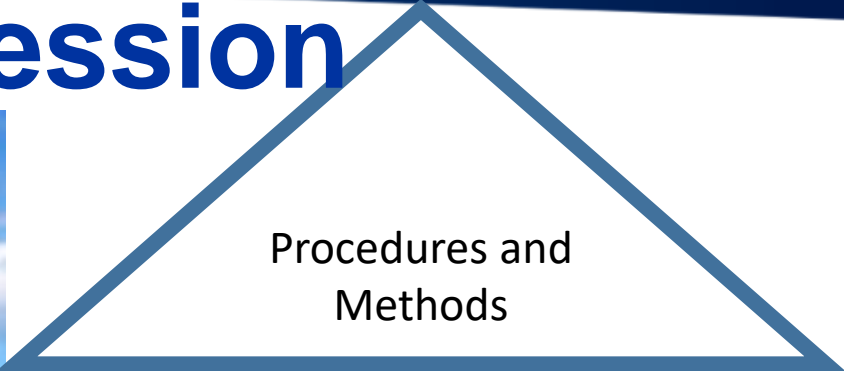


Systems of Power and Oppression

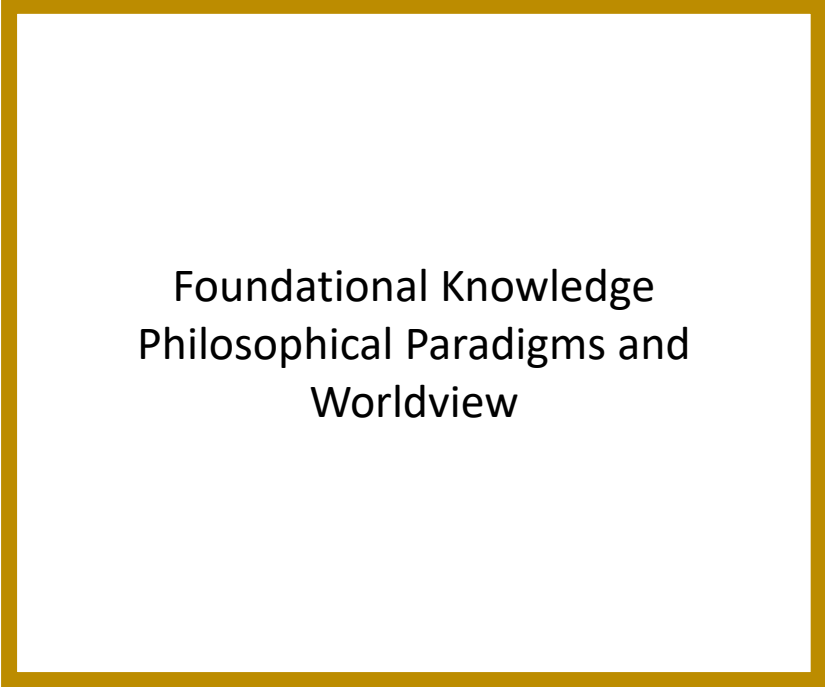


Behavior
Language
Symbols
Attitude

Patriarchy
White supremacy
Heteronormativity
CIS genderism



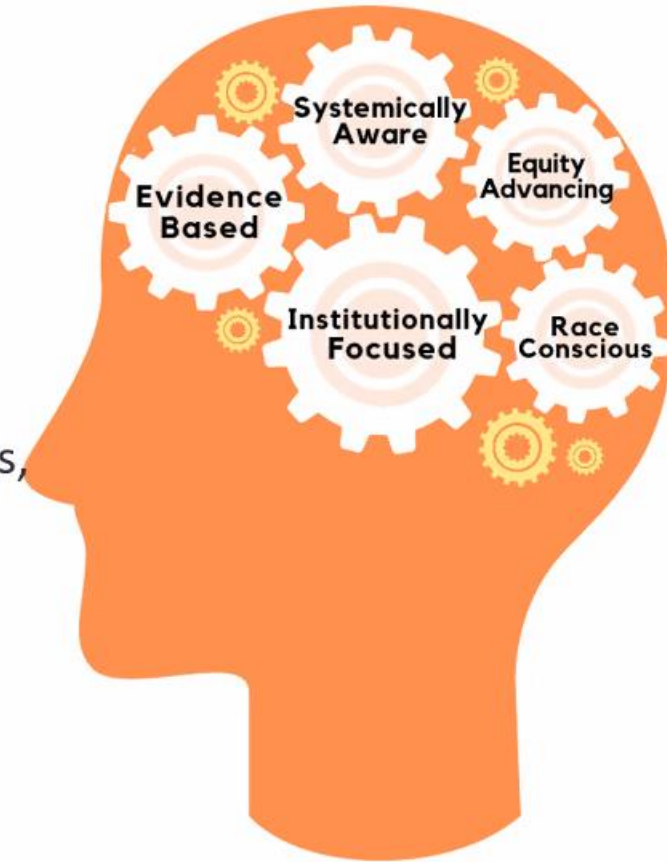
Procedures and
Methods



Foundational Knowledge
Philosophical Paradigms and
Worldview

Equity Mindset

- The perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes.
- These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices.
- It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education



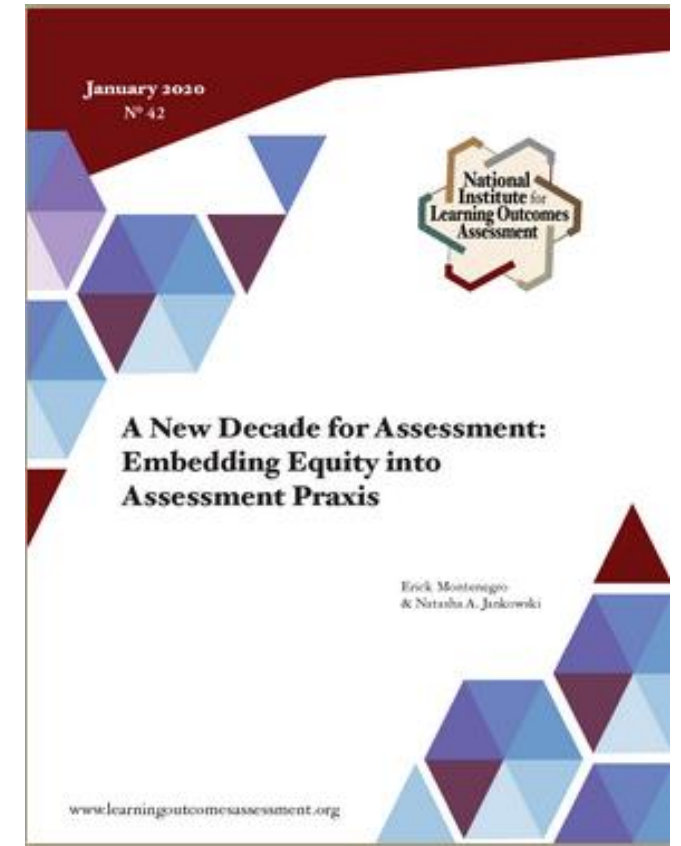
Center for Urban Education, USC cue.usc.edu/about/equity/equity-mindedness/

Equity Assessment

What is it?

Equity-minded assessment entails the following actions:

1. Check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege.
2. Use multiple sources of evidence appropriate for the students being assessed and assessment effort.
3. Include student perspectives and take action based on perspectives.
4. Increase transparency in assessment results and actions taken.
5. Ensure collected data can be meaningfully disaggregated and interrogated.
6. Make evidence-based changes that address issues of equity that are context-specific.



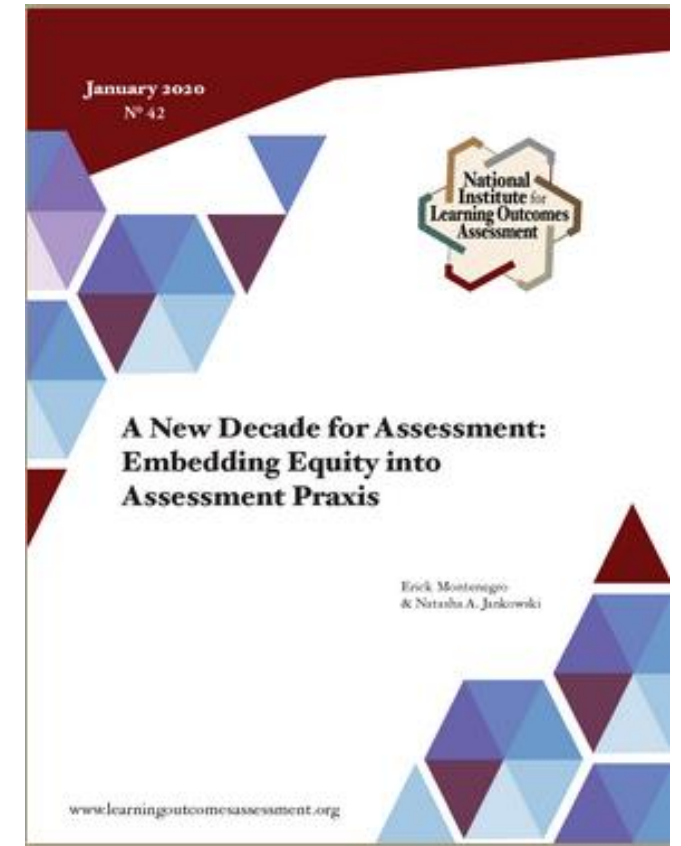
<https://www.learningoutcomesassessment.org/wp-content/uploads/2020/01/A-New-Decade-for-Assessment.pdf>

Culturally responsive assessment:

mindful of student populations, highly dependent on context of assessments.

Socially Just assessment: close gaps, challenge structures, intentional and difficult conversations

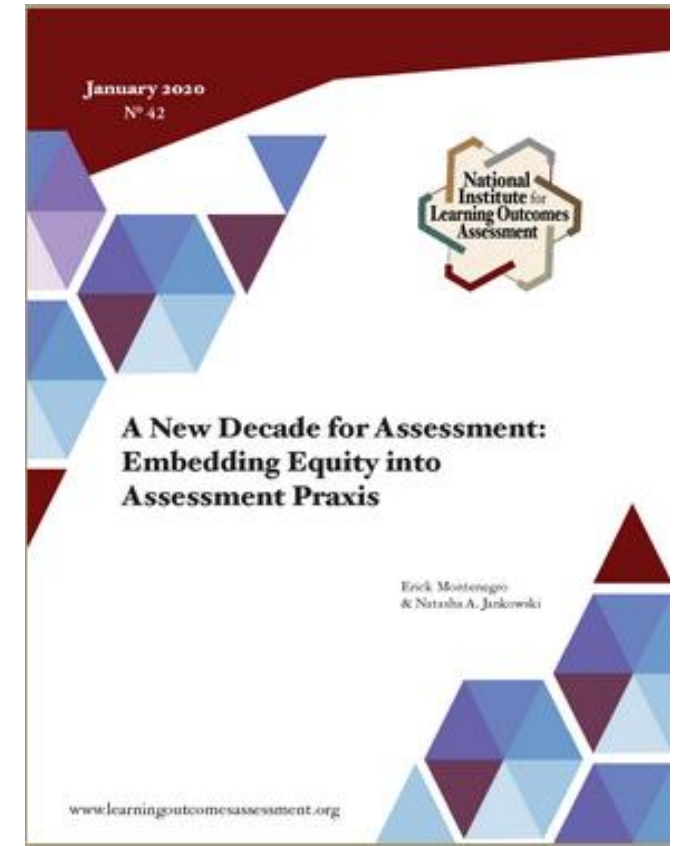
Professional Development: The Key to Unlocking the Potential of Equity-Minded Assessment



<https://www.learningoutcomesassessment.org/wp-content/uploads/2020/01/A-New-Decade-for-Assessment.pdf>

Barriers to Equitable Assessment

1. Initiative fatigue
2. Assessment culture
3. Student involvement and comfort of level of involvement



<https://www.learningoutcomesassessment.org/wp-content/uploads/2020/01/A-New-Decade-for-Assessment.pdf>

Performance Metrics such as graduation rates, persistence rates, time to degree, matriculation into graduate school, and job placement

Easily Identified Learning through test scores and standardized exams

Application of skills such as:

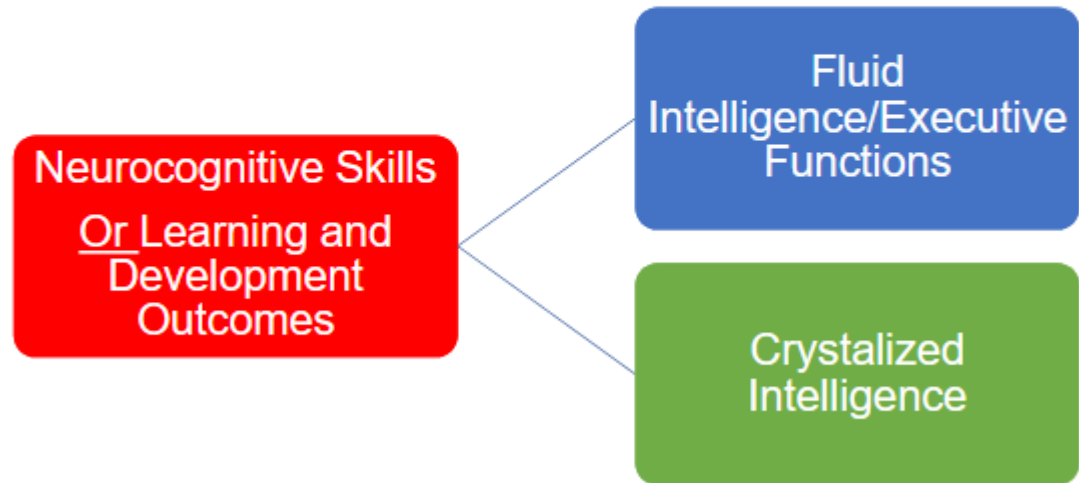
- Attention Regulation,
- Emotion Regulation,
- Active Listening,
- Empathetic Listening,
- Growth Mindset,
- Resilience,
- Prosocial Behavior,
- Implicit Bias Regulation,
- Implicit Stereotype Threat,
- Empathy,
- Openness,
- Reflective Learning,
- Conscientiousness,
- Effortful Control,
- Academic Self-Efficacy, and
- Deliberate Problem Solving

Iceberg Analogy of Dispositional Learning
Adapted from Bresciani Ludvik (2017)

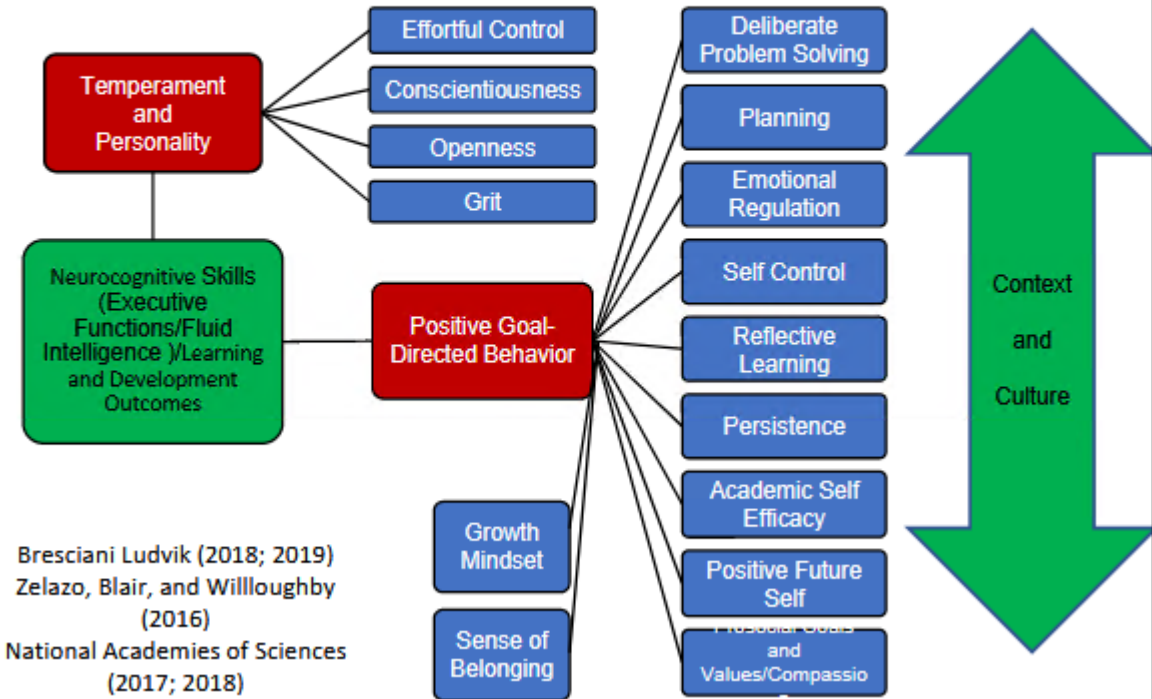


Learning and Development as Neurocognitive Skills

(Bresciani Ludvik, 2018; Zelazo, Blair, and Willoughby, 2016)



Map of Fluid Intelligence/Executive Functions to Specific Learning and Development Outcomes



How Do We Know...

