



Workshop:

Equitable Assessment

Dr. Emmy Min

Iriss (Linshuang) Jiang

Katelyn (Yue) Huang





Designing and Administering Equitable Assessment is Challenging



Validity
Reliability
Authenticity
Practicality
Washback
Equity



Equitable Assessment
Framework

A group of four students are sitting around a table in a library, looking at a laptop and papers. The background is filled with bookshelves. A semi-transparent blue and red overlay is present on the left side of the image.

Validity

Degree to which an assessment aligns with its intended objectives and to which results are interpreted to be fair for the assessed groups.

Factors to consider for Valid Assessment



- Research the context and students' needs. Outline what intended **consequence** is desired from the assessment.
- Ask another teacher possibly from a different (or sharing the background of students') ethnic group, language, gender, or socioeconomic background) to **review** the assessment and identify any unintended **consequences** from the assessment.
- Reflect to see if the **construct** being used for the language assessment is evidence-based.
- Check to see whether the **content** of the assessment aligns with the **objective** of the lesson or assessment.
- Use a variety of different **question types or items** in an assessment.



Academic and Professional Spoken English Course

VISUAL AIDS: The presenter followed the Assertion Slide guidelines to effectively clarify the message. The images and text are simple and large enough to be seen. ←

4 _____ 3 _____ 2 _____ 1 ←

Comments: ↓

I think the assertion title is clear, and the video/image for showing example is demonstratable and understandable. ←

CLARITY OF PRESENTATION The content is adapted for audience's understanding, and the language is appropriate to the audience. The technical aspects are adequately explained. ←

4 _____ 3 _____ 2 _____ 1 ←

Comments: Overall, the topic and content is not familiar to general audience. But I tried to use daily-life example and dynamic video/gif to present the ideas. ←

ORAL DELIVERY: The presenter speaks clearly, loudly, and at an effective pace. Has a naturalness that varies in tone, pitch, and emphasis (to emphasize important language and ideas). Verbal distractions - mispronunciation, filler sounds and words ("ums," "uhs," "okays," and "you knows") - are minimal or non-existent. ←

4 _____ 3.5 _____ 2 _____ 1 ←

Comments: *Less filler sounds and words than before. And speak more fluently* ←

BODY LANGUAGE DELIVERY: Good eye contact enables presenters to connect with the audience. Gestures are natural, appropriate, and confident. ←

4 _____ 3 _____ 2 _____ 1 ←

Comments: Did as before. ←

HANDLING QUESTIONS: Presenters repeated and handled the questions well. ←

4 _____ 3 _____ 2 _____ 1 ←

Comments: *Not repeating every questions, but tried best to answer every question clearly.* ←

LANGUAGE: ↓

Pronunciation/Enunciation ←

Grammar ←

27:53 That two frequency → Those two frequencies ←



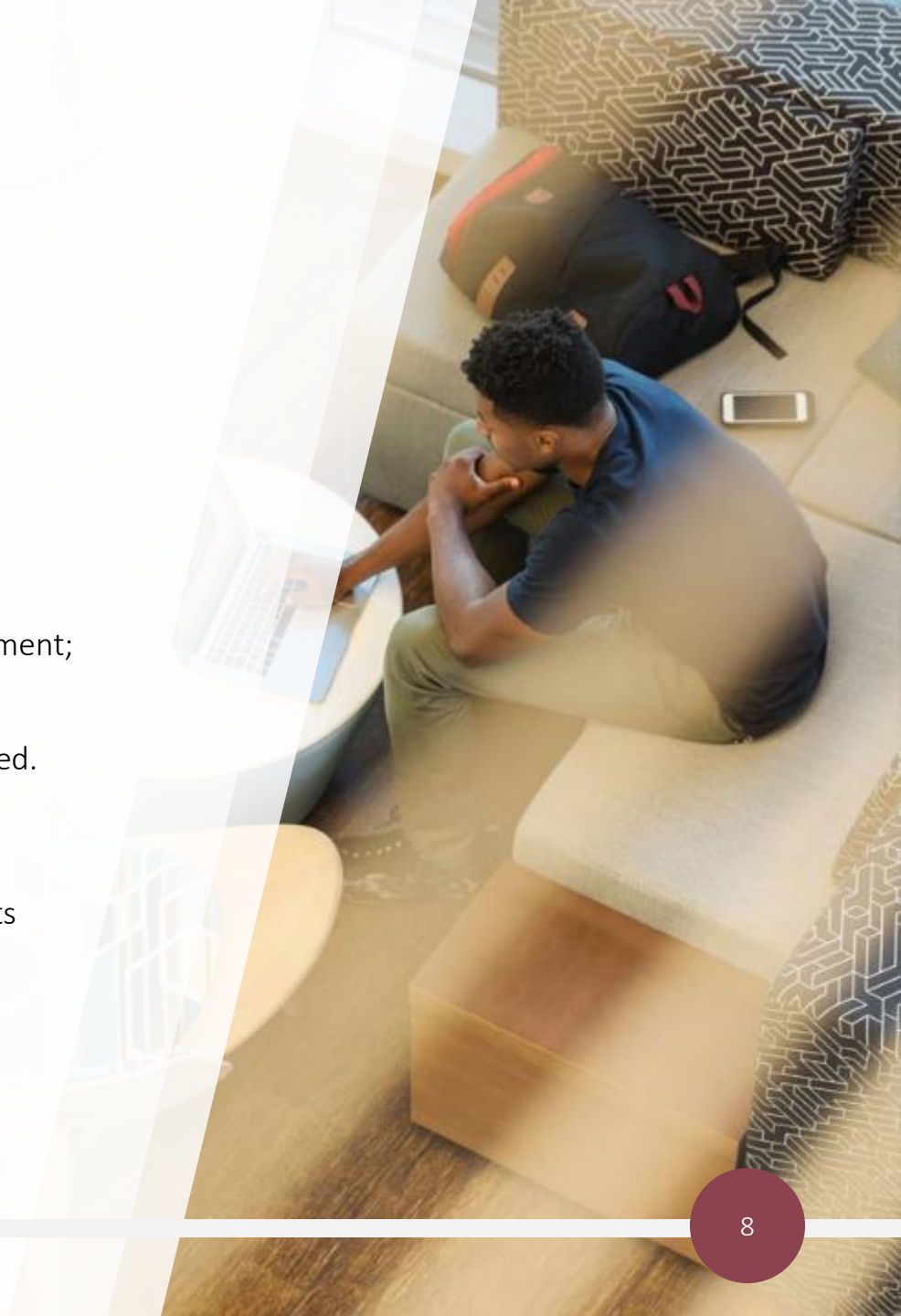
Reliability

Degree to which an assessment is reliable and consistent

Factors to consider for Reliability



- Hold regular and thorough norming sessions to make sure all **raters** are using consistent standards for grading the same assessment.
- Focus on the **criteria** related to the objective of the assessment when grading an assessment; do not rely on subjective criteria.
- Try to **avoid fatigue** when grading criteria, take frequent breaks and rereview as needed.
- Develop a **rubric** with measurable and consistent criteria.
- Make sure the conditions of the **test centers** are optimal and consistent for all students
- Review the test carefully so that the assessment is **free of errors or typos**.
- Check to see whether the assessment's design, format, and instrument, and the way it is administered, are **optimal and consistent** for all students.



Example for Reliability



Test-retest reliability – it measures student achievement consistently

Using the kitchen scale to weigh the potatoes, the same weight of the potatoes should be read, unless it is not a reliable scale, or the tomatoes were peeled.



Authenticity

Degree to which an assessment is authentic
(resembles real world)

Factors to consider for Authenticity



- Is the **content** of the assessment authentic to students? Is it something that they will be likely to encounter in their everyday lives?
- If the content is not directly related to their everyday lives, has the teacher built **background knowledge** for the students?
- Are the questions and items on the assessment **contextualized**? A contextualized assessment tends to be more authentic than an assessment with isolated items and/or questions.
- Is the required **task authentic** for students? In other words, is it something that they are likely to enact in contexts where they will use the target language?
- Have you invited **students' input and perspectives** in evaluating and designing the authenticity of the assessment?





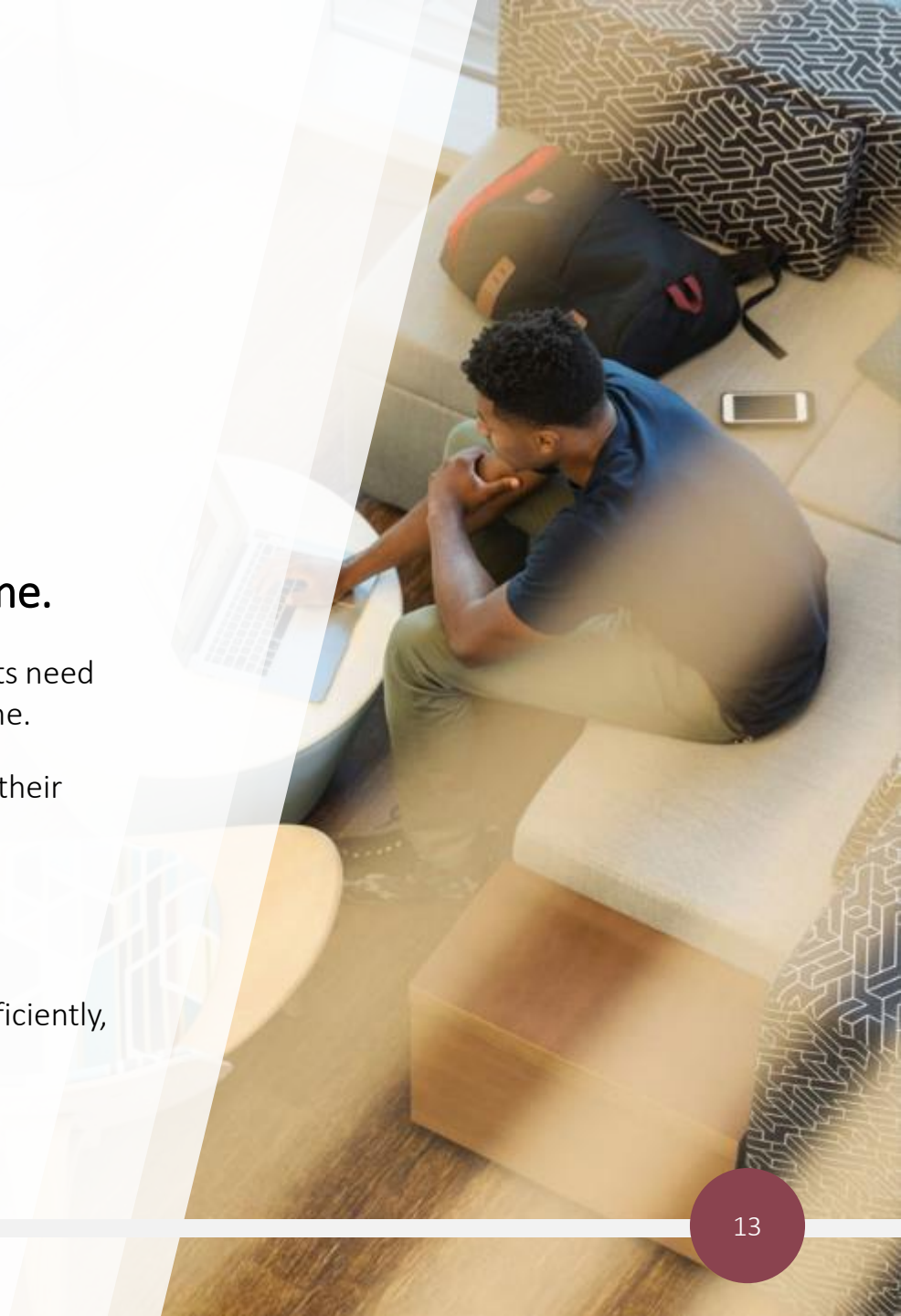
Practicality

Degree to which an assessment uses available resources and time

Factors to consider for Practicality



- Conduct research on the available **resources, physical space,** and **allotted time.**
- Make sure all students can complete the assessment in the **time** allotted. If some students need more time, do give more time to those students as language learners typically need more time.
- Based on the availability of resources, do use **different resources** to accommodate their needs. For example, for students who are unable to read yet, provide auditory support if it is available.
- The directions for **administering** assessment should be clear and manageable.
- Coordinate time and resources** so that they can be managed appropriately, efficiently, and effectively.



A group of four students are gathered around a table in a library, looking at a laptop and papers. The background is filled with bookshelves. A semi-transparent blue overlay covers the left side of the image, and a semi-transparent red overlay covers the bottom. The text is overlaid on the blue area.

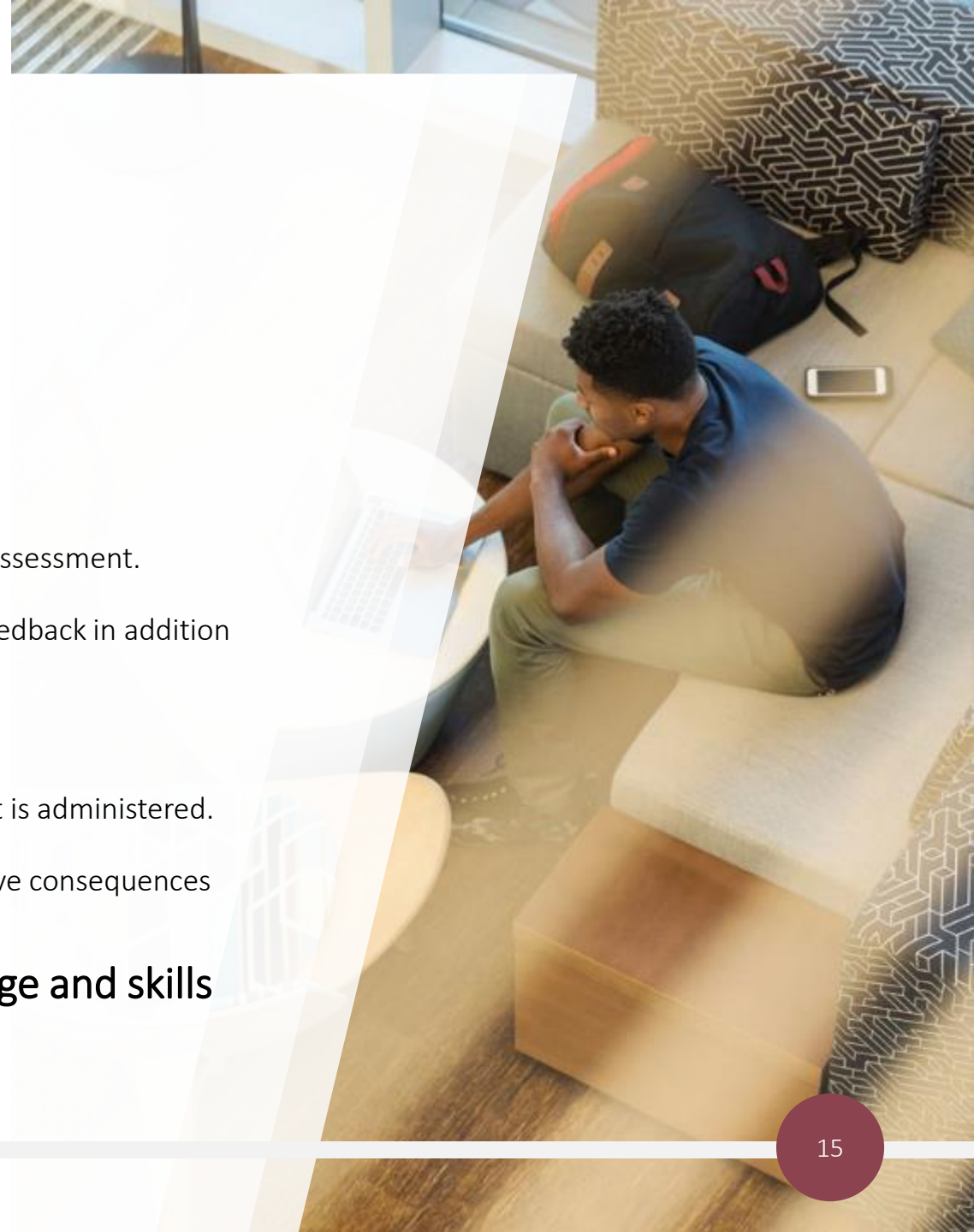
Washback

Positive or Negative impact of assessment on teaching and/or learning

Factors to consider for Washback



- Conduct a **review** session before the assessment to prepare students for the assessment.
- Provide a variety of **feedback**, such as written qualitative, and quantitative feedback in addition to verbal one-on-one, informal feedback during and after lessons.
- Use **rubric** or grading criteria that have a built-in feedback section.
- Provide an opportunity to **discuss the assessment** with students after it is administered.
- Consider possible **consequences** of the assessment and try to avoid negative consequences as a result of the assessment.
- Assess **students'** socio-cultural, content, linguistic and academic **knowledge and skills** prior to designing and administering a language assessment.



A group of four diverse students are gathered around a table in a library, engaged in a collaborative study session. They are looking at a laptop and some papers. The background is filled with bookshelves. The image has a semi-transparent blue overlay on the left side and a semi-transparent red overlay at the bottom. The word "Equity" is written in white text across the blue overlay.

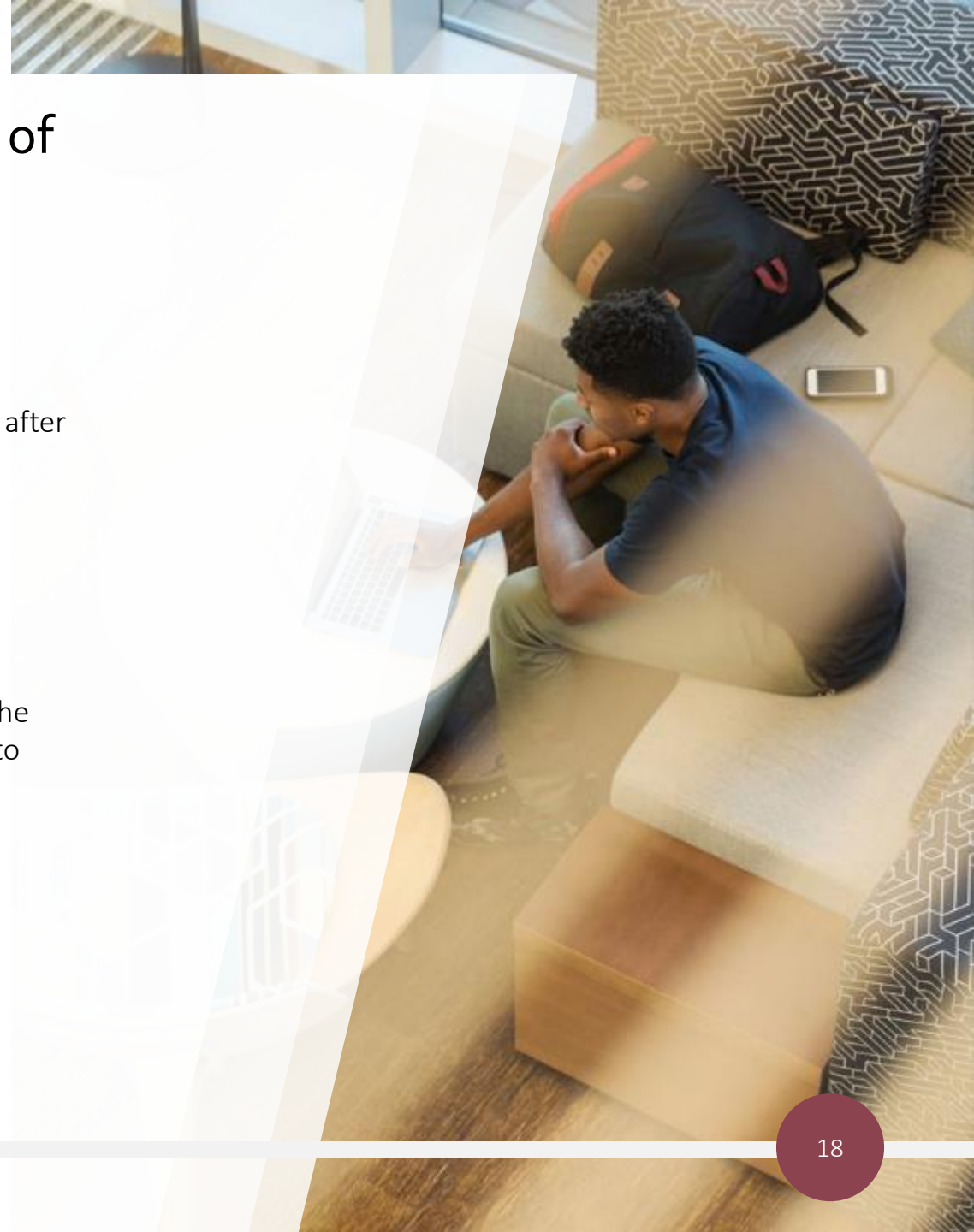
Equity

Factors to consider for Equity (Content & Delivery)

- Review and revise assessment to avoid potential **misrepresentations, omissions, insensitive content, or language**. Give opportunities for students to evaluate the assessment (Kunnan, 2000).
- Conduct research and investigate the performance of students of different ethnicities and races, genders, religions, and socioeconomic backgrounds and determine whether there is **discrepancy** in the learner outcomes. When interpreting the results of the performances, ensure that the difference is due to the skill, knowledge, and/or ability that the assessment is targeting specifically, not due to any potential learning discrepancies that exist. If the difference in the performance is due to preexisting learning discrepancies, then implement ways to close the gap.
- Ask students to bring content materials, topic and research findings of their **interests** as instructional and assessment resources. Develop close **relationships** with students' home culture and activate their background knowledge to be incorporated into instruction and assessment
- Provide **accommodations** to students who need extra help before, during, and after the assessment. Provide differentiated assessment as needed.
- Teaching and assessment practices should be **integrated** using formative and dynamic assessment.
- Reporting of assessment results should usually be in the form of a **qualitative profile** rather than a single score or other quantification (Lynch, 2001, p. 360).

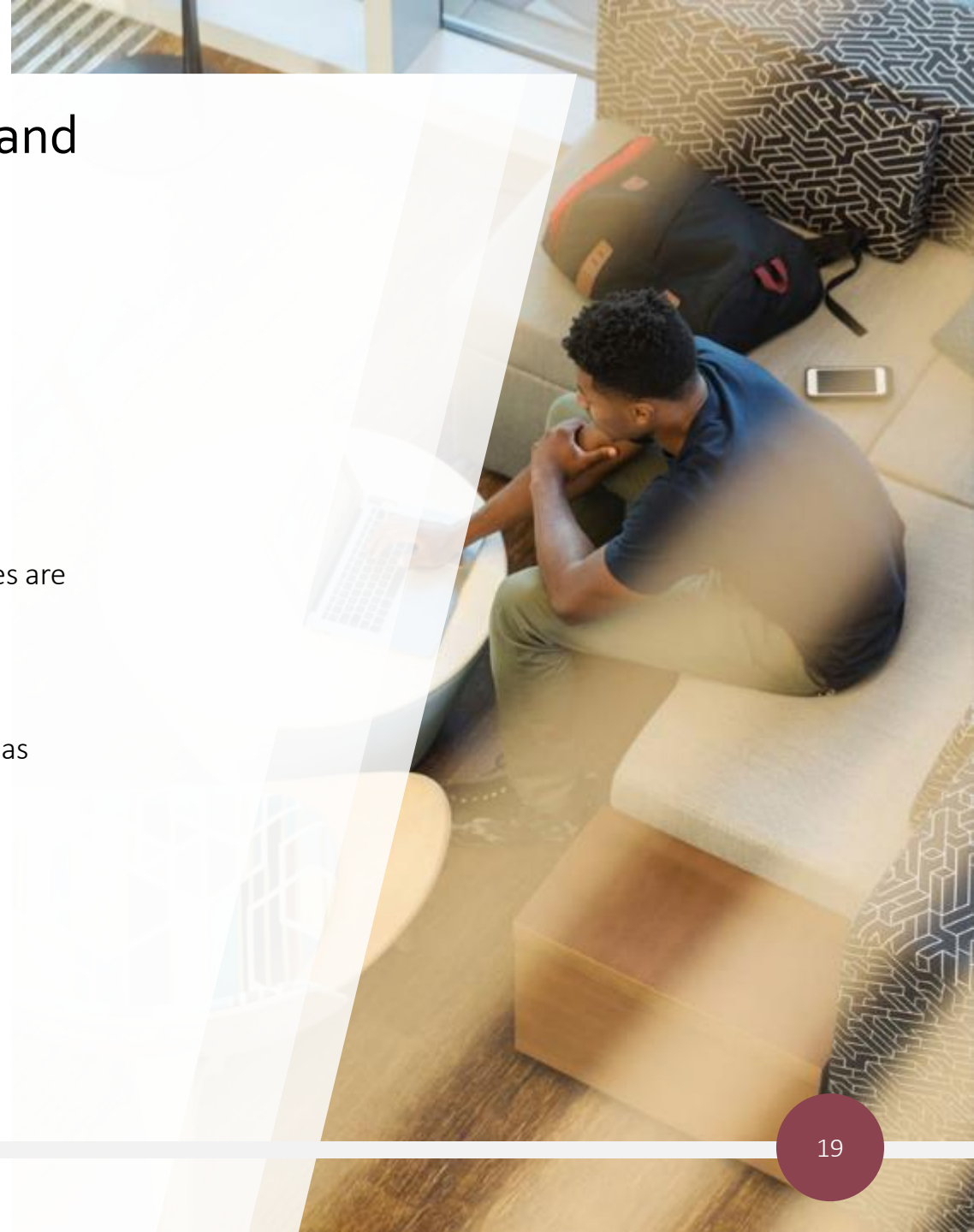
Factors to consider for Equity (Sufficient Amount of Data and Language Use)

- ❑ **Sufficient assessment samples** should be used before, during and after the assessment. The **types** of assessment questions and instruments should be diversified to make the assessment more equitable.
- ❑ Multiple **languages**, language varieties, and registers should be used on the **assessments**.
- ❑ Students should be given the opportunity to provide their **responses** using the language, language variety and/or register of their choosing, and still be expected to perform well on the assessment.



Factors to consider for Equity (Critical Reflection and Iterative Cycle)

- ❑ Students should be encouraged to think about the **macro impacts** of assessments and to take appropriate **social actions** to promote justice.
- ❑ **Students** should be active **participants** in the process of developing assessment procedures, including the criteria and standards by which performances are judged.
- ❑ Both the process and product of the assessment tasks should be **evaluated**.
- ❑ Use **iterative process** to revise assessment design, procedure and context as needed. Involve students, other teachers and community partners to evaluate the assessment's efficacy and consequences.





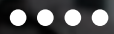
Breakout Sessions

Using the example assessments provided, try to make the assessment a more effective assessment based on validity, reliability, practicality, authenticity, washback, equity:

Group 1: Use Validity and Reliability

Group 2: Use Washback and Equity

THANK YOU



Dr. Emmy Min



emmymin@usc.edu