
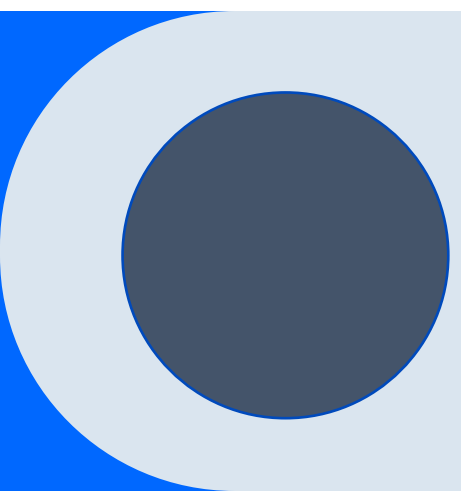




Assessment Principles and Practices

Assessing Student Learning in Classrooms, Programs
and Departments



Jennifer G Asimow, Assessment Committee Chair
Harry S Truman College, August 15, 2023

Today's Agenda and Learning Outcomes

Agenda

Outcomes

Introduction

Common Assessment Practices

Principles for Equity-Informed Practices

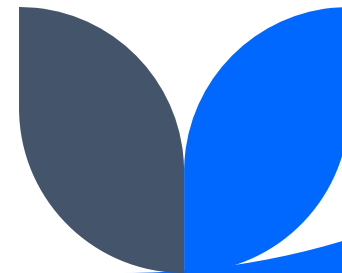
Principles for Trauma-Informed Practices

Department Work

Share the Work

Learning Outcomes: Participants will

1. Consider both equity-minded and trauma-informed assessment strategies
2. Discuss ways that assessment strategies can be more inclusive and equitable
3. Develop statements, policies, and/or practices with departmental colleagues using these strategies



Introduction

1. Are you confident that your assessment practices are fair and equitable?
2. Are you confident that your students have equal access to learning?
3. Do you currently have equity-minded/trauma-informed statements or policies in your syllabi, Brightspace Courses, or in other course documents?

Common Assessment Practices

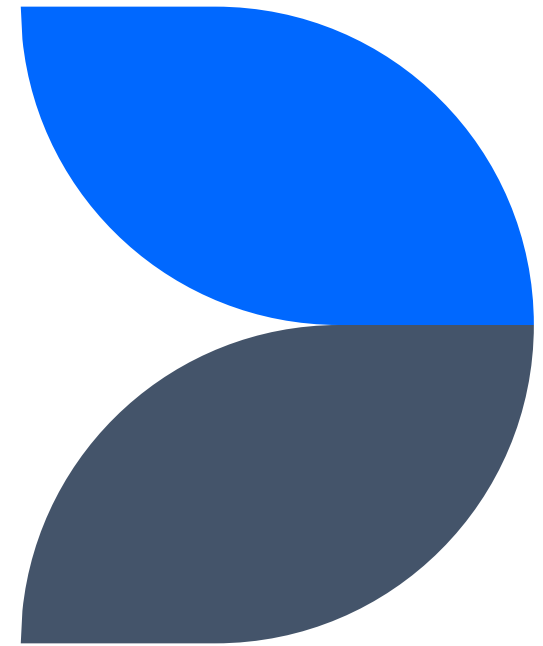
Exams and Quizzes

Essays and Research Papers

Journals/Reflections

Collaborative Work

Oral Presentations



Equity-Minded Assessment

What we must be:

1. Mindful of equity and actively working to address inequities
2. Open to the voices who have historically been silenced
3. Aware that equitable assessment practices will foster social justice

What we must do:

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;
5. ensure collected data can be meaningfully disaggregated and interrogated; and
6. make evidence-based changes that address issues of equity that are context-specific.

Guiding Principles for a Trauma-Informed Approaches



Image Source: https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm

Are we using these approaches in our assessment practices?

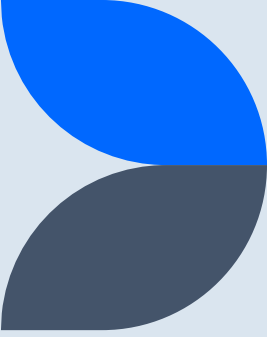
Assessment – Adjacent

Course Policies and Structures

- Include a trauma statement in your syllabus
- Communicate clear expectations for students (in your syllabus and throughout your course)
- Establish community agreements for class communication (discussions, email, group work, etc..)
- Establish a clear policy for *make-up work/assessments*
- Explicitly highlight support services available to students

General Instructional Practices

- Allow short breaks during classes; make exits available/acceptable
- Demonstrate curricular sensitivity—do not select content that romanticizes or minimizes traumatic experiences
- Maintain consistent routines
- Watch for signs of student discomfort
- Respect boundaries
- Provide options for readings, assignment formats, discussion topics whenever possible
- Welcome input as often as possible
- Acknowledge traumatic events when they occur



Work Together – Choose a Strategy

Assessment Type	Strategy	Alignment
Quizzes and Exams	<ol style="list-style-type: none">1. Stress Mitigation2. Alignment of content and study guide and exam content	<ol style="list-style-type: none">1. Safety2. Transparency
Reflections/Journals	<ol style="list-style-type: none">1. Explicit Guidance2. Prompt Sensitivity	<ol style="list-style-type: none">1. Empowerment2. Cultural, Historic and Gender Issues
Collaborative and Day-to-Day Work	<ol style="list-style-type: none">1. Content Warnings2. Student participation in class norms and agreements	<ol style="list-style-type: none">1. Safety2. Peer Support/Collaboration
Team Summative Projects	<ol style="list-style-type: none">1. Team Contracts2. Rubric Development	<ol style="list-style-type: none">1. Peer Support/Collaboration2. Transparency

1. Develop a Content Warning for your department.
2. Develop an equity in assessment policy in your department.
3. Establish clear policies for make-up work and assessments
4. Explicitly highlight support services for students.

Regroup

1. What did you discuss?
2. What did you learn?
3. What would you like to share with the group?

Thank you

The Assessment Committee meets on the 2nd and 4th Thursday of each month. All are welcome to join.

Please contact Jen Asimow for more information.

REFERENCES:

Montenegro, E., & Jankowski, N. A. (2020, January). A new decade for assessment: Embedding equity into assessment praxis (Occasional Paper No. 42). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Gunderson, R. & Landy, Kathleen, Trauma-Informed Pedagogy: Implications for Assessment Presentation for the Assessment Network of New York, 5/18/23