

Tuft CELT
Soisson and Qualters

Inclusive Assessment

	Generally	Some considerations or enhancements
	Describe how students will be evaluated, and weighting of work	“I view grading as a way to evaluate how successful you are at meeting the course learning objectives. If you find you are not mastering the material and skills, please see me to talk about how you might study / work in way that gets better results, and I will assist you in finding possible resources on campus that might be helpful.”
	List all assignments in the syllabus	Describe (on the first day of class describe the format of the course (field work, projects, lectures, discussions) and why you have made the particular choices you have made.
	One or two types of assignments that we use	<p>Diversify the types of assessments / assignments</p> <p>Use assessment methods that evaluate student performance for work done in class (e.g. quizzes or exams) and out of class (e.g., take-home tests, assignments, or projects). Assess students’ ability to demonstrate their knowledge through different communication modes or modalities (e.g., written reports, oral reports, multi-media presentations).</p> <p>(a) product assessments: written essays, stories, research reports, projects, etc. (b) performance assessments: tests, oral presentations, debates, science demonstrations, artistic expression (e.g., visual arts, drama, music) etc., and (c) process-focused assessments (e.g., oral questioning, interviews, journaling, portfolio development, etc.) (Ginsberg & Wlodkowski, 2009).</p>

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<p>Offer only a few high stakes opportunities to demonstrate learning</p>	<p>Have early and frequent assessments</p> <p>Provide opportunities to have ungraded assignments or low stakes assignments to build toward larger assignments or tests</p>
<p>List assignments, papers, exams with dates,</p>	<p>“As a dedicated college student, it is your responsibility to complete your work on time.” But... Provide frequent opportunities for assessment that build on each other. (<i>opportunities for practice</i>)</p> <p>Will there be opportunities for students to choose among projects or forms of assessments that will best allow them to demonstrate their learning? Diversify assignments and tests.</p> <p>Provide examples of quality work. (<i>create a level playing field</i>)</p> <p>Use rubrics that convey not only expectations, but a developmental perspective.</p> <p>Any changes should always be in writing!</p> <p>Reminders are a good thing.</p>
<p>Exams</p>	<p>Draw test questions from a variety of informational sources (class presentations, discussions, assigned readings, etc.).</p> <p>On exams, include both “subjective” and “objective” test questions (e.g., essay and multiple-choice questions).</p> <p>Use diverse names or examples on exams</p> <p style="text-align: right;">From Effective Culturally Inclusive Assessment file:///Users/anniesoisson/Downloads/diversity-student-assessment%20(4).pdf</p>

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<p>Grading policies</p>	<p>Consider including early formative assessments – opportunities for practice with feedback that are not graded, or that are low stakes. <i>(opportunities for practice)</i></p> <p>Allow students to drop their lowest test score</p> <p>Allow students to do “test corrections” for points</p> <p>Provide opportunities for re-submitting work</p> <p>Debrief exams in a way that will help students learn. <i>(this is a way to level the playing field)</i></p> <p>Provide opportunities to retake quizzes or tests or rework assignments, targeted feedback, composition of groups, peer feedback</p> <p>Pyramid grading – after students take a test and get their grades, they can go over the missed questions with a small group and resubmit together to raise their grade on the exam (by a half a grade or your choosing).</p> <p>Consider the use of “not yet.”</p>
<p>Most work is individual and done outside of class</p>	<p>“Include assignments that require students to work both independently (individually) and interdependently (in groups or teams).”</p> <p>For group projects, assess group members on both their independent (individual) work and their interdependent (collective) work.”</p> <p>Consider scheduling some time toward the end of each class for students to summarize key learnings of the day – either by writing them down individually or in groups, and then sharing, or creating possible exam questions that they hand in. <i>(opportunities for practice)</i></p> <p>From Effective Culturally Inclusive Assessment file:///Users/anniesoisson/Downloads/diversity-student-assessment%20(4).pdf</p>