

## Call for Case Study Participants: Equity in Assessment

In order for assessment to meet the goals of improving student learning and authentically documenting what all students know and can do, an equitable approach to assessment is needed. To this end, the National Institute for Learning Outcomes Assessment (NILOA) launched its [29th Occasional Paper](#) in 2017 that explores the question “how consequential can assessment be to learning when assessment approaches may not be inclusive of diverse learners?”

In short, the paper suggests that equitable assessment practices: (1) are mindful of the student population being served, (2) use appropriate language for all students when developing learning outcomes, (3) develop and/or use assessment tools appropriate for different students, (4) acknowledge student differences in assessment processes, and (5) intentionally improve student learning through data driven change that will impact the experiences of all learners.

NILOA invited the field into dialogue on the relationship between equity and assessment through [guest author responses](#) to ideas introduced in NILOA’s 29<sup>th</sup> Occasional Paper. Since the release of the Occasional Paper in January 2017 over 15 faculty, staff, and administrators have explored and elevated the relationships between equity and assessment. Their responses examine the important role of equity and cultural responsiveness; social justice in assessment; and intersections between equity, inclusion, and assessment. The conversations have refined the ideas presented in the paper and added various challenges and opportunities to consider.

We recognize that there are practices occurring within institutions of higher education that address issues of equity in relation to assessment. What is lacking is awareness of the various practices, their effectiveness, process elements, and the impact of equitable assessment efforts on diverse student populations and their learning.

**What is needed is to highlight and document examples and stories of equitable assessment practices.** Equitable assessment practice can go by many names in higher education: culturally responsive assessment, socially just assessment, inclusive assessment, etc. Regardless of what it is called, the point is to provide examples of practices that ensure assessment of student learning is applicable, responsive, and fair to all student populations.

If your institution is engaged in equitable assessment efforts and you are interested in sharing your processes and practices through a case study or other outlet, please complete the following application by January 15, 2019: [https://niloa.qualtrics.com/jfe/form/SV\\_37swRhywjbmqqPH](https://niloa.qualtrics.com/jfe/form/SV_37swRhywjbmqqPH). You will be notified via email if your institution has been selected by February 15, 2019.

Thank you,

Natasha Jankowski  
NILOA Director

Gavin W. Henning  
New England College

Erick Montenegro  
NILOA Communications Coordinator  
and Research Analyst

Anne E. Lundquist  
Campus Labs