‘Inclusive’ Assessment
Practices to Consider in the College Classroom

Elizabeth I. Isidro, Ph.D.
Assistant Professor of Literacy Studies
Director, McGinnis Reading Center and Clinic
College of Education and Human Development

Western Michigan University
Objectives

- Present the *What* and *Why* of inclusive assessment
- Show examples (the *How*) of inclusive assessment
What is ‘inclusive’ assessment?

“assessment that is mindful of the student populations the institution serves, using language that is appropriate for all students when developing learning outcomes, acknowledging students’ differences in the planning phases of an assessment effort, developing and/or using assessment tools that are appropriate for different students, and being intentional in using assessment results to improve learning for all students” (Montenegro & Jankowski, 2017, p. 10 on Culturally Responsive Assessment)
What is inclusive assessment?

“assessment that is mindful of the student populations the institution serves, using language that is appropriate for all students when developing learning outcomes, acknowledging students’ differences in the planning phases of an assessment effort, developing and/or using assessment tools that are appropriate for different students, and being intentional in using assessment results to improve learning for all students” (Montenegro & Jankowski, 2017, p. 10 on Culturally Responsive Assessment)
Why do we need ‘more inclusive’ assessments?

- Increased diversity in the classroom
  - Diversity is not only comprised of differences in terms of race but also in terms of sexual orientation, SES, language, religion, and exceptionalities (Tatum, 2011).

“Diversity is useless without inclusivity” (Riordan, 2014).
But HOW???
Some examples of inclusive assessments:

1. Portfolio assessments
2. Assessments that use multiple response formats
3. Project-based assessments
Synthesis Project: A Pilot

- Demonstrates ways of organizing knowledge of concepts and relationships between them (Mantyla & Nousiainen, 2014)
- Capitalizes on technology
- Involves reading, writing, speaking, listening, and visual presenting

The Task: Use a graphic organizer to synthesize your knowledge of the following concepts:

- Balanced Literacy
- Comprehension Factors
- Big 5 of Reading
- Aspects of Fluency
- Phonemic Awareness (and different kinds)
- Phonics
- Vocabulary
- Comprehension (and kinds). Fluency
- Interactive Read Alouds
- Guided Reading
- Shared Reading
- Independent Reading

*Give application examples of at least 2 concepts. Show the relationship between concepts.

**Stepping Further: Post your synthesis project on the DB. Comment on 2 other projects.
Video  https://youtu.be/XQSznyvh5TE
Balanced Literacy

Guided Reading

Shared Reading

Independent Reading

Interactive Read Alouds

Big 5 of Reading

Phonological Awareness

Phonemic Awareness

Phonics

Word Work

Thinking within the Text

Thinking beyond the Text

Thinking about the Text

Vocabulary

Fluency

Unpacking

Inference, Making Connections, Synthesizing, Predicting

Critical Thinking and Analyzing
Synthesis Project

Laura Gurley

Balanced Literacy

Interactive Read Aloud

Guided Reading

Independent Reading

Shared Reading

Big 5 of Reading

Phonemic Awareness

Phonological Awareness

Phonics

Comprehension

Vocabulary

Fluency

Recorded with Screencastomatic
Observations from the pilot

- Celebrates students’ different ways of understanding and presenting their knowledge
- Levels the playing field
- Encourages creativity
- Allows students to work at their own pace
- Taps into some 21st Century skills
References


Thank you!