Working Group: Inclusive assessment practices for flexibility, rigor, and equity

Members

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Working Group Plan / Goals

Goals of working group:

- Compare and contrast different assessment models through the lens of inclusion and equity
- Share lessons learned and challenges faced in adopting alternative assessment practices within our own teaching and across disciplinary contexts
- Curate a collection of resources, definitions, and practical strategies for learning about alternative assessment practices and for communicating their goals and outcomes to others.

Resources to be created:

- **Quick Start Guide: Inclusive Assessment** – a resource to support faculty who are interested in exploring assessment structures that align with principles of inclusivity and equity. This guide will also include a curated, annotated list of resources for further reading.

    o Include: **Definition of Inclusive Assessment**, **Defining Features Matrix** and **Annotated Resource List**

Inclusive Meeting Strategies

We will model inclusive teaching practices throughout this working group by:

- providing participants with multiple avenues for engagement and participation throughout each working group meeting, including adopting structures for balanced participation and rotating discussion leads and notetakers for each session
- being attentive to the accessibility needs of participants, and
- creating resources that are accessible, transparent, interdisciplinary, and that highlight a diverse range of voices and perspectives

Outcomes

Despite challenging summer schedules, we were able to accomplish our goals for the working group by meeting regularly, alternating leadership roles as planned, and working collaboratively to create two documents, a quick-start guide and resource list, that reflect our conversations. Over the course of the summer, we learned that we are part of a much larger movement: resources like Grading for Growth, the Twitter Ungrading Community, and Equitable Assessment all came to our attention as we were doing our work. We recognize that faculty interested in inclusive assessment may be at different stages of their journey, and hope that our contribution is helpful for those new to inclusive assessment as well as those with some experience in the area.

Respectfully submitted,
The ACS Working Group on Inclusive Assessment Practices for flexibility, rigor, and equity, Summer 2022
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