



Pedagogical alignment?

Student Learning Outcomes (SLO)

Courses (Graded activities)

Grading

SLO1

Formative assessments

SLO1

SLO2

Formative assessments

SLO2

SLO3

Formative assessments

SLO3

SLOn

Formative assessments

SLOn

Readings, presentations, activities, homework, drafts, summaries, lectures, videos, etc.

Summative assessment of student learning

Anti-racist assessment and grading practices are not enough;

We need an **anti-racist pedagogy** to allow us to properly perform our pedagogical alignment.

Pedagogical alignment

→ ***Considerations for anti-racist assessment and grading practices:***

Flexibility and safety nets (for students and faculty);

Diversity of assessment instruments;

Students' voices (choices; collaborative grading contract);

Relevance;

Transparency (why and how);

Others...

→ ***Reflective questions on assessing a diverse student body:***

1. Does this course have any racially different outcomes based on past data (GPA and grade distribution/DFWU)?
 - a) GPA data - [Calstate Dashboard](#) Equity Gap
 - b) A,B,C & DFW data - [Pioneer Insights](#) Course Outcomes

2. Do you consider different types of assessments and whether they will potentially have different racial outcomes?

3. What is your a priori approach to grading?
 - c) Do you apply a curve/distribution?
 - d) Does your approach affect students equitably?

4. Do your assessments fairly align to and capture the course SLOs and give an opportunity for all students to succeed?

5. Do you consider your rubrics racially inclusive and equitable?

→ ***Reflective questions on assessing a diverse student body (continued):***

6. Do you consider student living experiences in your grading structure that will allow you to be fair, equitable?
 - a) What safety nets do you have in place for students to address the real-world inequities that have serious consequences?
 - b) Do these safety nets work for both you and the student so that accommodations don't become a crisis or challenge your or their integrity?

7. How does your current situation (teaching load, burnout, frustration, etc) contribute to your grading structure/system in ways that might unwittingly disfavor some of your students?

8. How can you give students some agency while maintaining your instructional integrity in your assessment?
 - c) Do you give students choice of deadlines, number of assignments, topics?
 - d) Do you provide opportunities for student self-assessments, co-assessments, metacognition, and revision?

Brainstorming Worksheet

Student Learning Outcome:

Proposed activity(ies):

How/what are you planning to teach in order for students to achieve this specific SLO?

Proposed assignment(s):

- Are the proposed assignments aligned with the SLO and course activities?
- Is there built-in flexibility to support struggling students (in class and/or in life)?
- In the context of the course, is this assignment contributing to the diversity of assessment instruments?
- Is there space for students' voices? Are you giving students some choice?
- Is this assignment relevant for students' lives? Did you provide students with the context of the assignment?
- Is this a transparent assignment? (Purpose, Skills, Knowledge, Task, Criteria for success)
- Did you provide students with examples of excellence?
- Is this assignment equitably assessing students of different racial groups?