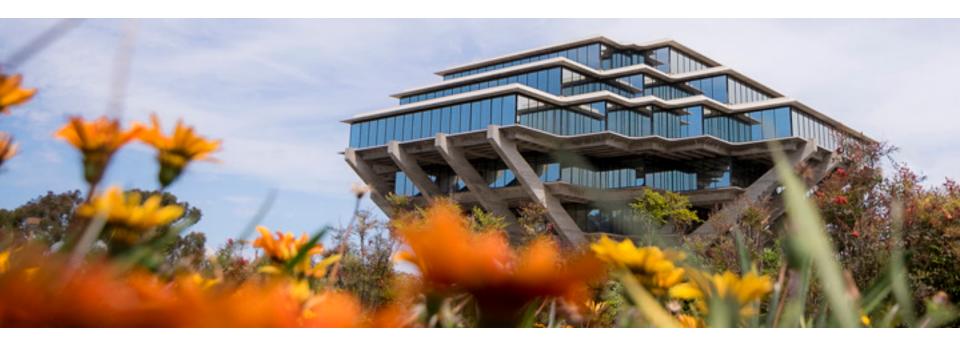# Culturally Relevant Instructional Practice

Measuring Up: Assessing Instructional Effectiveness

"All instruction is culturally responsive. The question is: To which culture is it currently oriented?"

—Gloria Ladson-Billings

The teacher who practices **culturally relevant teaching** understands that culture manifests **in a** variety of adaptations within how students prefer to learn. A **culturally responsive** teacher uses differentiated instruction to tailor learning to every aspect of a student's culture.

Assessment, if not done with equity in mind, privileges and validates certain types of learning and evidence of learning over others, can hinder the validation of multiple means of demonstration, and can reinforce within students the false notion that they do not belong in higher education.

The culturally relevant component involves assuring that the assessment process—beginning with student learning outcome statements and ending with improvements in student learning—is mindful of student differences and employs assessment methods appropriate for different student groups.

Choosing the Right Assessment

Choosing the Right Assessment Tools

Assessment Tool	Data Direct or Indirect	Bloom's Knowledge, Comprehension, Application or Analysis/Synthesis/Eval		
Abbreviation	D or I	K, C, A, ASE	Pros	Cons
Multiple Choice Exam	D	K, C if carefully constructed A, S, & E	easy to grade objective	reduces assessment to multiple choice answers
Licensing Exams	D	K, C, A	easy to score and compare	no authentic testing, may outdate
Standardized Cognitive Tests	D	K, C, A?	comparable between students	heavily dependent on exposure to topics on test
Checklists	D	variable	very useful for skills or performances students know exactly what is missing	can minimize large picture and interrelatedness Evaluation feedback is basically a yes/no - present/absent - without detail
Essay	D	K, C, A, ASE	-displays analytical and synthetic thinking well	time consuming to grade, can be subjective
Case Study	D	K, C, A, ASE	-displays analytical and synthetic thinking well -connects other knowledge to topic	creating the case is time consuming, dependent on student knowledge form multiple areas
Problem Solving	D	K, C, A, ASE	displays analytical and synthetic thinking well authentic if real world situations are used	difficult to grade due to multiple methods and potential multiple solutions
Oral Speech	D	variable	easily graded with rubric allows other students to see and learn what each student learned connects general education goals	difficult for ESL students stressful for students takes course time

Choosing the Right Assessment

Assessment Tool	Data Direct or Indirect	Bloom's Knowledge, Comprehension, Application or Analysis/Synthesis/Eval		
Portfolios	D	variable	provides the students with a clear record of their work and growth best evidence of growth and change over time students can display skills. knowledge, and abilities in a way that is suited to them promotes self-assessment	time consuming to grade different content in portfolio makes evaluating difficult and may require training bulky to manage depending on size
Exit Surveys	D, I	ASE	provides good summative data easy to manage data if Likert-scaled responses are used	Likert scales limit feedback, open-ended responses are bulky to manage,
Performance	D	variable K, C, A, ASE	provides best display of skills and abilities provides excellent opportunity for peer review students can display skills. knowledge, and abilities in a way that is suited to them	stressful for students may take course time some students may take the evaluation very hard - evaluative statements must be carefully framed
Capstone project or course	D	ASE	best method to measure growth overtime with regards to a course or program - cumulative	focus and breadth of assessment are important understanding all the variables to produce assessment results is also important may result in additional course requirements requires coordination and agreement on standards

An example of a culturally relevant performance assessment includes a critical space for students to reflect on and share their personal stories and their identities as learners.

Culturally Responsive Assessment Mindset

Beginning with student learning outcome statements and ending with improvements in student learning, be mindful of student differences and employs assessment methods appropriate for different student groups.

Provide space for students to reflect on and share their personal stories and their identities as learners

Allow students to demonstrate their learning in various ways while also being transparent about the learning that is taking place

Creating Culturally Relevant Assessments

Build on prior knowledge

Contextualize

Opportunities to leverage cultural capital

Demonstrate mastery in various ways

Personal Stories
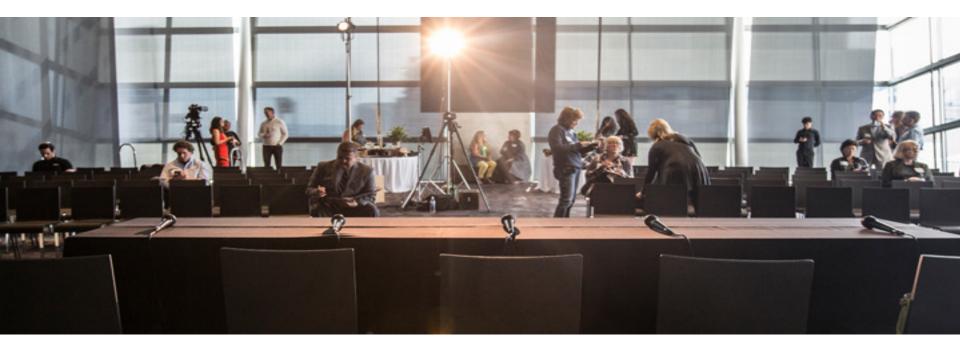
Reflection

- What might culturally relevant assessment practices look like in your learning environment?

- How has your understanding of culturally relevant assessment shifted?

Thank You

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