

COLLEGE OF EDUCATION OPERATIONS GUIDELINES

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Section: Assessment

Subject: Assessment Policies and Procedures

EDUCATOR AS LEADER

ASSESSMENT POLICIES AND PROCEDURES

A policy on assessment for its intended purpose is unfair if 1) candidates are not provided with equal opportunity to demonstrate what they know (e.g., some students were not adequately prepared to perform a type of assessment task) and thus the assessments are biased; 2) these biased assessments are used to judge student capabilities and needs; and 3) these distorted views of the students are used to make educational decisions that ultimately lead to limitations of educational opportunities for them.

Despite a common definition of assessment fairness in reference to assessment bias, the approach and methods used to assure fairness are nevertheless determined by one's choice of either one of two antithetical views of fairness: equality and equity.

To ensure fairness, consistency, accuracy, and avoidance of bias, the Unit will continuously evaluate the performance of system components. Scoring criteria and assessment tools will be evaluated for fairness, accuracy, and avoidance of bias. Key assessments are scored using a common, faculty-created rubric.

Specific measures to maintain fairness, accuracy, and consistency will include:

- Program Directors will regularly communicate with course instructors and hold group meetings for discussion of consistency of content and assessment across course sections.
- Faculty will develop and delineated criteria in rubrics for each assessment
- Regular training of supervisors and cooperating teachers in use of assessment instruments and the use of LiveText
- Multiple raters for comprehensive examinations, portfolios, or other major key assessments

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