Equitable Assessment:  
*Developing assessment practices so all learners can succeed*

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Teach for UCSF Certificate Program

The program provides a path for participants to develop focused teaching and related educational skills and receive a certificate in recognition of their efforts.

Participants in the Teach for UCSF Certificate in Teaching for Equity and Inclusion develop best practices in equitable and inclusive teaching for didactic and clinical settings across health professions education. This certification consists of 7 required workshops and one selective. Participants complete assessment exercises during the workshops.

Learning Objectives

- Select and design inclusive instructional materials and activities that reflect diverse perspectives, participants and learner needs.
- Design assessments that minimize bias, and address biases that arise in assessment decisions.
- Diagnose individual learner needs using an equity lens.
- Develop skills to confront bias and microaggressions in the learning environment.
- Engage with differences and similarities to maximize connection and support.
- Provide feedback that is sensitive to learners’ individual backgrounds and lived experience.

Required Workshop Topics (titles may vary)

- Creating and Assessing Curricular Materials for Equity and Inclusion
- Microaggressions
- Equitable Assessment
- Learning Climate in Medical Education
- Feedback Fundamentals - 4hr
- Advanced Feedback across Differences
- Foundational Relationship-Building with Learners

Selective Workshops (one is required)

- Racial Bias in Clinical Learning
- Inclusive Leadership
- Holistic Approach to Hiring and Selection (in development)

Learn more and register

http://tiny.ucsf.edu/T4UCSFTEI
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Zoom Workshop Etiquette

- Turn on your video
- Consider renaming yourself with your preferred name and pronouns
- Mute yourself unless speaking
- Use the reactions buttons
- Use the chat and participant feedback features
- It is our job to make this interactive
- Our ask of you is to give us feedback along the way

bit.ly/3wp6qyyY
Introductions

1) Name
2) Context where you teach
3) Level of learners you assess
Goals and Objectives

By the end of this workshop, participants will be able to:

1. Describe the potential for bias in learner assessment
2. Examine current learner assessment systems and practices in your Department for bias
3. Recommend changes to assessment systems and practices that will provide learners greater opportunity to demonstrate their learning and be successful
4. Reflect on personal assessment decisions about individual trainees to mitigate the potential for bias
Our road map for today

- Acknowledgments and ground rules
- Equity and the assessment landscape
- Personal reflection & pair share
- Equitable Assessment frameworks: Explicit criteria and Differentiated/diversified assessment
- Break
- Small group cases
- Large group discussion
- Wrap up
- Personal takeaways
- Session evaluations
Disclosures

We have nothing to disclose
Acknowledgments before we begin

• We don’t have all the answers
• Emotions are normal
• Let’s learn from each other
Acknowledgments before we begin

Our stance:

• Diversity enriches the learning environment: differences are not deficits
• We all want our learners to succeed
• We must be open to multiple ways of assessing our learners
• We hold all of our learners to the same high standard
Ground rules
Ground Rules

- Respect our learners
- Respect for each other
- Be accountable for our words and how they land
- Be open to tough conversations
- Step up/step back
- Participation – verbal or chat
Equality

Equity
An additional perspective

Equity “is about recognizing historical and current marginalization experienced by members of certain groups within society, and understanding institutions as places where the injustices have occurred”

Razack 2019
Barceló et al, 2020; Artist: Aria Ghalili
Inequities in Assessment

- UIM students
  - Lower scores on major standardized gateway exams (Davis 2013)
  - Fewer honors grades (Teherani 2018)
  - Lower grades in all clerkships (Lee 2007)
  - Independent of other metrics
    - Lower rates of AOA membership (Boatright 2017)
    - Fewer “standout” or “ability” narrative descriptors (Ross 2017)
    - Black applicants described as “competent” (Ross 2017)
- Men are described using “standout” adjectives (Trix 2003)
- Non-native fluent English speakers of Asian descent receive lower clinical communication scores (Fernandez 2007)
Reflection

What challenges related to equity in assessment have you encountered? What’s a challenge you can’t figure out?
Equitable Assessment

Same target, different ways of reaching it
Explicit Criteria

1. Develop a Rubric:

   A rubric is a scoring guide that defines what is expected and what will be assessed. It is used to evaluate performance, a product, or a project.

2. It is helpful to provide various Models (Examples)
Explicit Criteria

“When teachers accompany their assignments with clear and descriptive performance criteria, and... accompany such criteria with rubrics and models, they communicate their expectations for students’ achievement in ways that students can understand and use.”

“Rubrics... allow teachers to translate their expectations for students’ work and achievement in ways that students can independently utilize.”

Martin-Kniep 2000
Explicit Criteria

Rubric for Public Speaking Presentation

- Content: The material presented is thorough and relevant to the topic assigned. The sources used are comprehensive and varied.
- Delivery: Articulates clearly, fluently and with poise; is easily understood by the entire audience; presentation is enhanced by an authoritative and self-confident non-verbal communication, body language, and movement. Dress is attractive and appropriate to the occasion; movement and activity are directed to the entire audience.
- Organization: Opening statement elicits high interest and is directly related to the topic. Message is coherent; ideas are conveyed in a smooth sequence from introduction to conclusion. Maintains focus on topic throughout the presentation. The closing statement synthesizes and flows from the presentation. Handouts and visuals enhance and are intrinsically tied to the presentation.
- Engagement with audience: Establishes rapport and trust with audience by tailoring examples and experiences to their needs and backgrounds; the repertoire of examples used are drawn from research, experience, and personal views; these create a common experience between the audience and emphasize the commonalities between the audience and the presenter. The timing for the use of personal anecdotes draws the audience to the presenter.

Martin-Kniep 2000
Explicit Criteria

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<tbody>
<tr>
<td>Not Observed - Not Applicable</td>
<td>0-1</td>
<td>Below Expected Competency Fund of knowledge and/or understanding of disease mechanisms may or may not be adequate but demonstrates very poor ability to clinically apply knowledge base</td>
<td>1-2</td>
<td>Near Expected Competency - Has limited overall knowledge base but shows abilities in clinical application thereby showing significant potential for growth</td>
<td>2-3</td>
<td>At Expected Competency - Solid fund of knowledge and understanding of disease mechanisms with frequent demonstrable ability to apply this understanding in clinical situations</td>
<td>3-4</td>
<td>Above Expected Competency - Outstanding fund of knowledge and understanding of disease mechanisms with excellent ability to 1) apply it to clinical situations, and 2) develop and defend differential diagnoses</td>
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Internal medicine medical knowledge competency assessment
Explicit Criteria

**Competency: Medical Knowledge** (Q4 of 21 – Mandatory)

- Student does **not demonstrate interest** in learning neuroanatomic localization or major topics in neurology.

- Student does **not demonstrate knowledge** of basic neuroanatomic localization or major topics in neurology.

- Student demonstrates knowledge of **basic neuroanatomic localization** (e.g., can distinguish between brain, spinal cord, and PNS lesions). Additionally, student demonstrates a **familiarity with major topics in neurology** (e.g., stroke, seizure, migraine, Parkinson and Alzheimer disease, polyneuropathy).

- Student demonstrates **sophisticated knowledge beyond basic neuroanatomic localization** (e.g., can correctly localize to specific brainstem regions, specific spinal cord tracts, specific peripheral nerves). Additionally student demonstrates a **deep knowledge base in neurology** (e.g., brainstem stroke syndromes, seizure classification, less common primary headache disorders).

Neurology medical knowledge competency assessment
Diversified/Differentiated Assessment

Use of “a VARIETY of approaches to assess student learning supports equitable assessment… for instance, students could choose to write an essay, take an exam, give a presentation, or make a poster demonstrating their learning on the same learning outcomes.”

“While the process through which students demonstrate their knowledge is different, the criteria on which they are evaluated remains the same”

Montenegro, Jankowski 2017
Diversified/Differentiated Assessment

“Differentiated assessment … means selecting the right and reasonable assessment tools and strategies which provide each student with the best opportunity to demonstrate his/her own learning capabilities. Moreover, it …empowers students to self-direct their learning”

Ali 2015
“Authentic tests ferret out and identify (perhaps hidden) strengths. The aim is to enable the students to show off what they can do... They also ... accommodate students’ learning styles, aptitudes, and interests... Why must all students be tested in the same way and at the same time?”

Wiggins 1989
Questions
Break

Chair Yoga

Forward Bend  Seated Leg-Lift  Leg Stretch  Hip Opener (outer)  Hip Opener  Shoulder Stretch

Bottom Lift  Knee Bends  Dog Pose  Push-ups  Hamstring Stretch

Hamstring Lift  Forward Bend/Hip Opener  Lunge  Tree Pose  Bridge Pose  Restore
Small Group Work

Warm up – Case A

bit.ly/3wp6qyy

- Before discussing, note your individual thoughts/reactions
- Discuss as a group

Designate a reporter from each group
Small Group Work – Warm Up

Discussion questions:

1. What is your mental image of this learner?
2. What issues came up in this case? Is there potential bias at play?

Report out questions:

1. What assumptions are the assessor and the instrument making about learners?
2. What are 2 concrete ways you can assess this learner that provide different types of opportunities for the learner to demonstrate their skills? Describe how you would do this.
Large Group – Report Out
Case A

Student A is a nursing student who just started their clinical practicum. This student tends to be quiet; while able to answer direct questions correctly, Student A does not volunteer to answer questions posed to the entire team. Student A is disappointed to read the final evaluation which gives a low score in clinical knowledge.

1. What assumptions are the assessor and the instrument making about learners?

2. What are 2 concrete ways you can assess this learner that provide different types of opportunities for the learner to demonstrate their skills? Describe how you would do this.
Small Group Work

Challenging cases

Case X
Case Y

- Before discussing, note your individual thoughts/reactions
- Discuss as a group

Designate a reporter from each group

bit.ly/3wp6qyY
Small Group Work

Discussion questions:

1. What is your mental image of this learner?
2. What issues came up in this case? Is there potential bias at play?

Report out questions:

1. What assumptions are the assessor and the instrument making about learners?
2. What are 2 concrete ways you can assess this learner that provide different types of opportunities for the learner to demonstrate their skills? Describe how you would do this.
Large Group – Report Out
Case X

Learner X is a post-graduate student helping to lead a research seminar within her department. She has a significant publication history and is widely considered to have excellent skills and fund of knowledge. Although the class overall has received positive feedback, student evaluations on Learner X state that when she leads sessions, Learner X provides a lot of direct corrective feedback and will often ask them to change small ways of doing things based on her preferences and is seen to grade 'harshly.' Learner X’s self-perception is as a “straight shooter” who is not “touchy-feely.” Learner X is distressed to hear that concerns have been raised about her teaching abilities.

1. What assumptions are the assessor and the instrument making about learners?
2. What are 2 concrete ways you can assess this learner that provide different types of opportunities for the learner to demonstrate their skills? Describe how you would do this.
Case Y

Resident Y is a UIM PGY1 who was a top recruit from a medical school across the country. In the transition to a new institution, the resident has not found many faculty or co-residents from their racial/ethnic group. During down time on the wards Resident Y is rarely in the common work area and occasionally has arrived 10-15 minutes late to rounds stating they lost track of time. In comparison to the other intern on the team, Resident Y is seen to spend less time working with the medical students, and when co-following Resident Y’s patients the students’ presentations are less organized and thorough. Resident Y is distressed to learn concerns have been raised about clinical skills and professionalism.

1. What assumptions are the assessor and the instrument making about learners?
2. What are 2 concrete ways you can assess this learner that provide different types of opportunities for the learner to demonstrate their skills? Describe how you would do this.
Equitable Assessment

Same target, different ways of reaching it
Reflection Revisited

How will you apply what we have discussed and learned to your previously described challenge related to equity in assessment?
Commitment:

What are 2 concrete strategies you commit to using to promote equity in assessment?

*Please share your response in the chat*
http://tiny.ucsf.edu/EquitableAssess

Equitable Assessment: Developing Assessment Practices So All Learn

Dashboard / ... / Equity and Inclusion Education Skills (EIES)

Created by Maria Pappas, last modified on Aug 10, 2020

Link to this page: http://tiny.ucsf.edu/TEI1

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<th>IMPORTANT WORKSHOP INFORMATION</th>
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<td><strong>Date/Time/Campus</strong></td>
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<td><strong>Links</strong></td>
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<td>1. Online Sign-in Sheet</td>
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<td>2. Skills Assessment Form</td>
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<td>3. Evaluation Form</td>
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<td>a. NOTE: Do not use SAFARI as your browser - you will not be able to access all ratings.</td>
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PREREQUISITE: Previous completion of the Diversity, Equity and Inclusion Champion Training is required before attending this workshop.

| Future Offerings               |                                           |
| Past Offerings                 | CANCELLED - May 16, 2020, 1:00-4:00pm, Mission Bay |
|                               | January 30, 2020, 9:00-11:00am, ZSFG (by invitation only) |
Evaluations

Please complete session evaluation and skills assessment

http://tiny.ucsf.edu/EquitableAssess
Many thanks to:

Pat O’Sullivan, EdD
Rachel Tenney
Sharad Jain, MD

Teach for UCSF Certificate in DEI Advisory Group
UCSF TSP Class of 2018-19
References


References


Thank you!!

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