Template 3 - Assessment Design Template: Authentic and Equitable Evaluations

Step	Component (Iterative)	Description (May require additional resources, technology, or support services)	Addressing DFWI rates	Example (Adapt to your specific course)
1	Assessment Objectives	• Connect each assessment to specific course learning objectives and ensure that they are aligned with the overall goals of the course. • Clearly communicate this connection to students so they understand the purpose and value of each assessment.	• - Explicit alignment between assessments and learning outcomes provides a clear roadmap for success. It helps students focus their efforts and see the direct impact on their academic goals, mitigating the disengagement and confusion that can lead to DFWI.	• Break down the learning outcome into specific, measurable criteria for assessment. For example, students will a) define key concepts, b) analyze a real-world case study, c) propose an intervention based on psychological principles.
2	Diversity of Assessment Types	• Use a range of assessment methods to cater to different learning preferences and ensure that assessment practices are inclusive. • Ensure that the different types of assessments are fair and comparable in terms of difficulty and time required.	• Formative assessments create a feedback loop between students and instructors, enabling timely adjustments and personalized support that can prevent the accumulation of knowledge gaps and disengagement that often lead to DFWI.	• Use essays, group projects, and individual presentations to accommodate different assessment preferences. • Provide clear guidelines and rubrics for each type of assessment to ensure transparency and fairness. • Consider alternative assessment options for students with specific needs or challenges, such as oral exams or portfolio submissions.
3	Formative Assessments	• Incorporate ongoing assessments throughout the course to provide continuous feedback, modify teaching strategies, and identify students who may need additional support early on. • Use the information gathered from these assessments to make	• Ongoing feedback from formative assessments allows for early intervention and support for at-risk students, significantly impacting DFWI rates by addressing issues before they lead to failure or withdrawal.	• Use bi-weekly reflection journals and in-class discussions to monitor learning progress. • Provide prompts that encourage students to reflect on their learning strategies and identify areas for improvement.

		informed decisions about instruction and provide targeted support to students.		
4	Rubric Design	• Create clear, easy-to-understand grading criteria for all assessments to ensure that they are aligned with course learning objectives and overall course goals. • Involve students in the process of developing these criteria to increase their ownership and understanding of what is expected of them.	• Clear, student-centered rubrics demystify the assessment process, promoting a growth mindset and self-directed learning, which can increase academic confidence and resilience, mitigating DFWI risk factors.	• Create detailed rubrics for essay assignments that outline criteria for content mastery, critical thinking, and writing quality. • Incorporate course redesign elements, such as an emphasis on real-world applications and diverse perspectives, into the rubric criteria.
5	Feedback Strategies	• Use effective feedback techniques to support student learning and growth. • Provide a combination of written, verbal, and peer feedback to offer multiple perspectives and opportunities for improvement.	• Effective feedback fosters a sense of belonging and validates students' efforts. It increases students' motivation to persevere through challenges-a key factor in mitigating DFWI, especially for students from historically underserved backgrounds.	• Provide a combination of written comments and face-to-face feedback sessions for major assignments. • Use a feedback loop approach in which students can revise and resubmit work based on initial feedback to promote continuous learning and improvement.
6	Assessment Scheduling	• Carefully plan the timing and frequency of assessments to maximize learning, reduce student stress, and support their success. • When possible, offer flexibility and options in assessment timing to accommodate the diverse needs and commitments of students.	• Strategic pacing of assessments supports student well-being and work-life balance, mitigating the impact of non-academic factors on performance that can disproportionately affect underserved students and contribute to DFWI ratings.	• Distribute assessments evenly throughout the semester with a mix of low-stakes and high-stakes assignments. • Consider students' workload and other commitments when scheduling assessments and provide clear communication about deadlines and expectations.
7	Accessibility and Accommodations	• Ensure that all assessments are accessible and meet the needs of diverse students.	• Proactively designing assessments for accessibility and inclusivity upholds the principles of Universal	• Provide alternative assessment formats, such as audio or video

		• Consult with disability services and student support offices to anticipate and address potential barriers.	Design for Learning (UDL). It creates an equitable environment in which all students can demonstrate their knowledge and skills-a critical factor in reducing systemic inequities in DFWI.	submissions, for students with learning disabilities. • Work with campus accessibility services to provide necessary accommodations and support for students with specific needs.
8	Technology Integration	• Use technology, including GenAI, to streamline assessment processes, provide prompt feedback, and support individualized learning. • **Caution:** While AI can enhance personalization, it should complement, not replace, human feedback and interaction. • Ensure that AI-generated feedback is accurate, appropriate, and aligns with learning objectives. Monitor for potential bias or inequity in AI-generated feedback.	• Thoughtful integration of assessment technology can increase access, engagement, and self-directed learning, but must be balanced with human interaction and support to ensure holistic student development and mitigate potential equity gaps.	• Use online quiz platforms with automated grading and immediate feedback. • Explore adaptive assessment tools that adjust difficulty based on student performance. • Use learning analytics to identify patterns and provide targeted support to struggling students. Use Generative AI to provide students with personalized tutoring and feedback options.
9	Continuous Improvement	• Consistently review and analyze data from assessments to identify areas for improvement in course design and assessment strategies. • Break down assessment data by student demographics to identify and address any potential disparities in student performance or access to resources.	• Continuously improving assessment practices demonstrates a commitment to student success and equity. It fosters a culture of belonging and growth that can significantly impact DFWI rates, especially for historically underserved student populations.	• Use item analysis data to inform targeted review sessions or supplemental instruction on challenging concepts. • Gather student feedback on assessments through surveys or focus groups and use the results to refine assessment methods and align them with student needs and course redesign goals.