

Equitable assessments and grading criteria

(adapted from University of Illinois Chicago Center for the Advancement of Teaching Excellence)

Aligns to course goals and learning objectives	These assessments utilize a form of criterion-based grading; focusing on evaluating individual student performance based on defined grading criteria versus norm-referenced grading where students are compared to other students' performances
Respects student diversity	Equitable assessments and grading practices recognize that students have varying lived experiences and background knowledge.
Incorporates Flexibility and Choice	Students can select from a list of products or performances to demonstrate proficiency in the learning objectives. For example, creating a contract where students select the grade they want to achieve and corresponding amount of work.
Monitors Progress	Instructors can utilize a rubric to explain how students exceeded, met, or did not meet the course goal or learning objective.
Provides Feedback	Move beyond just scoring assessments by providing specific, meaningful, and personalized feedback.
Allows for failure through multiple attempts	For example, students are given multiple opportunities to demonstrate the achievement of learning objectives for a written assignment allowing students who do not meet the grading criteria to revise and resubmit their assignments.