CRIOP Pillar III ASSESSMENT PRACTICES

Cultivating a "culture of learning" is the goal of assessment in culturally responsive classrooms (Powell, 2011). Discovering students' strengths and literacy competencies and observing students' potential for learning are attributes of culturally responsive assessment practices. Through formative assessment strategies that allow students to demonstrate their learning in various forms, culturally responsive teachers gain information about students' literacy practices and modify their instruction to meet students' needs. Please note the examples below are not a checklist, they are just examples of common behaviors that indicate culturally responsive or non-responsive practice.

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:
1. Formative assessment practices are used that provide information throughout the lesson on individual student understanding	Generally Effective Practices: ● Educator frequently assesses students' understanding throughout instruction and uses assessment data throughout the lesson to adjust instruction ● Students are able to voice their learning throughout the lesson ● Informal assessment strategies are used continuously during instruction, while students are actively engaged in learning, and provide information on the learning of every student (e.g. "talking partners," whiteboards, journal responses to check continuously for understanding) ● Educator modifies instruction or reteaches when it's clear that students are not meeting learning targets	● Assessment occurs at the end of the lesson ● Assessment is not embedded throughout instruction ● Assessment is regarded as a set of evaluation "tools" that are used to determine what students have learned (e.g., exit slips, quizzes, etc. that are administered after instruction has occurred versus examining students' cognitive processing during instruction) ● Educator follows the lesson script even when it's clear that students are not meeting learning targets ● The goal is to get through the lesson and cover the content versus assuring student understanding
2. Students are able to demonstrate their learning in a variety of ways	Generally Effective Practices ● Divergent responses and reasoning are encouraged; students are able to share the processes and evidence they used to arrive at responses versus simply providing "the" correct answer Practices that are Culturally Responsive: ● Students with limited English proficiency and/or limited literacy can show their conceptual learning through visual or other forms of representation (e.g., drawing, labelling, completing graphic organizers etc. depending upon their level of English language acquisition)	● Most or all tests are written and require reading/writing proficiency in English ● Educator expects students to tell "the" answer ● Students have a narrow range of options for demonstrating competence (e.g., multiple choice tests, matching, etc.)

Adapted from the CRIOP instrument: Powell, R., Cantrell, S. C., Correll, P. K., & Malo-Juvera, V. (2017). Culturally Responsive Instruction Observation Protocol (4th ed.). Lexington, KY: University of Kentucky College of Education.

3. Authentic assessments are used frequently to determine students' competence in both language and content.	Generally Effective Practices: ● Students' written and oral language proficiency is assessed while they are engaged in purposeful activity ● Educatorprimarily uses authentic, task-embedded assessments (e.g., anecdotal notes, targeted observation, rubrics/analysis of students' written products, math charts/journals, etc.) Practices that are Culturally Responsive: ● Educato rassesses both academic language and content	● Assessments measure discrete, isolated skills and/or use short, disconnected passages ● Students' linguistic competence is never assessed, or is evaluated solely through standardized measures ● Assessments are "exercises" that students must complete versus meaningful, purposeful work
4. Students have opportunities for self-assessment	Generally Effective Practices: ● Students are encouraged to evaluate their own work based upon a determined set of criteria ● Students are involved in setting their own goals for learning ● Students are involved in developing the criteria for their finished products (e.g., scoring rubrics)	● Assessment is always teacher-controlled