

Table 6.3
Assessment and Accountability

5 Essential Elements	Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Precompetence	Cultural Competence	Cultural Proficiency
<p>Assessing Cultural Knowledge – extent to which educators understand the limitations of standardized tests for diverse student populations, make appropriate assessment accommodations, use multiple assessment tools, and use disaggregated data to shape practice to meet their needs.</p>	<p>Intentionally use culturally inappropriate test(s) that reinforce misdiagnosis, misplacement, and invalid perspectives about students' learning outcomes and needs.</p> <p>Avoid or resist collecting data and/or misuse data to disseminate inaccurate conclusions about diverse cultural groups.</p>	<p>Use traditional and un-accommodated assessments and data to sort, select, remediate and justify the assimilation of culturally diverse groups to the dominant school culture and curriculum.</p>	<p>Unaware that culture impacts student performance on assessment and that tests are culturally biased, use single measures of assessment.</p> <p>Unaware of the need to collect or sort data to learn about the progress and/or needs of culturally diverse groups.</p>	<p>Recognizing the connection between culture and learning, use multiple measures that may begin to reflect student cultural differences.</p> <p>Recognizing limited knowledge about some cultural groups, use disaggregated data but may draw inaccurate conclusions or make decisions that may not meet their needs.</p>	<p>Use multiple measures of assessment that reflect students' cultures and language backgrounds. Collect and use disaggregated data to inform all stakeholders about the progress and needs of culturally diverse groups.</p>	<p>Advocate for selecting and designing assessment tools that reflect the diversity of students.</p> <p>Advocate for collecting and using disaggregated data to analyze demographic trends and anticipate, the needs of ever-changing student populations while closing gaps for current population.</p>
<p>Valuing Diversity - extent to which educators value the culture and languages of students in the assessment process, thus ensuring assessment methods that are valid and reliable for diverse student populations, and believe that all students can meet classroom and state standards and expectations.</p>	<p>Avoid, resist or provoke dissent for making assessment accommodations that meet diverse student needs.</p> <p>Avoid or resist collecting or disaggregating data that reflect cultural differences in the community. Use data to eliminate or restrict programs and services for specific cultural groups.</p>	<p>Believe that student cultural and language differences are deficits and use single assessments and test scores to determine student learning and placement in programs.</p> <p>Use disaggregated data to justify test deficits among demographic groups and to maintain programs and services that support the status quo.</p>	<p>Aware of differences in achievement between groups but believe that standardized tests and traditional assessments are valid and reflect the status quo.</p> <p>Use aggregate data to promote homogeneity and justify common approaches.</p>	<p>Recognize student cultural diversity may lead to initial inquiry about multiple measures or assessment accommodations.</p> <p>Recognizing limitation of information from singular data sources, educators collect and analyze data from multiple sources, and begin to learn which may be invalid unreliable, cumbersome or inconclusive.</p>	<p>Believing that all students can meet high standards, seek opportunities to learn about students' cultures and languages. Commit to using valid and reliable assessment for diverse student groups and to educating parents/students about the purposes and uses of assessments. Collect and use disaggregated data from multiple sources to develop an accurate picture of student achievement.</p>	<p>Sustain a community culture that advocates for high standards for underserved students, and solicits community input about the cultural, linguistic, and learning patterns of all students. Inform all stakeholders about the appropriate uses of assessment, advocate for reliable, valid assessment measures, and share multiple sources of data to inform and support the progress of all students.</p>
		Believing that			Collaborate with other	

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5 Essential Elements	Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Precompetence	Cultural Competence	Cultural Proficiency
<p>Managing the Dynamics of Difference - extent to which educators and parents collaborate to ensure that assessment produces valid results for diverse learners and does not lead to negative educational and life-consequences for students; seek cultural understanding about students in order to bridge learning gaps and use data to shape conversations, and understanding about student needs and educational gaps.</p>	<p>Avoid, resist or provoke dissent for information that would lead to different methods of assessment for underserved students.</p> <p>Use data about achievement gaps of demographic student groups to justify their deficit status and unworthiness of resources.</p>	<p>traditional, singular assessments and standardized tests lead to accurate information about students' progress, resist seeking additional or alternative information about students</p> <p>Use data about learning and achievement gaps to promote deficit thinking about underperforming demographic groups leading to decisions that serve to widen the gaps between them.</p>	<p>Since differences between groups is expected, there is no need to seek further information about cultural issues that could influence student performance and assessment,</p> <p>Minimize collecting, disaggregating and analyzing data that provide information about the status, needs, and gaps between cultural groups due to discomfort in noticing difference and a belief in a prevailing meritocracy.</p>	<p>Recognizing that learning and achievement gaps exist between demographic groups, educators begin to seek input about the implications of culture on assessment.</p> <p>Assessments practices and accommodations may be superficial or applied across the board to all demographic student groups, and risk making inaccurate or unreliable conclusions about student needs and gaps.</p>	<p>stakeholders to develop and use reliable and valid assessments that support student learning and are used to make decisions about student progress.</p> <p>Use learning and achievement gap data to provoke on-going inquiry, investigation, and decisions to meet the needs of diverse student groups.</p>	<p>Advocate for authentic partnerships and collaboration that lead to assessment methods and tools that reflect the cultural and linguistic assets of diverse student groups.</p> <p>Use learning and achievement gap data to initiate actions that narrow and close learning and achievement gaps for students while also addressing and removing the systemic barriers that contribute to gaps.</p>
<p>Adapting to Diversity - extent to which educators adapt or change practices based on knowledge of students' cultures and languages and promote assessment practices and decisions that help students rather than hinder their progress; and, use data to shape practice to meet the needs of demographic groups and close learning and achievement gaps.</p>	<p>Avoid, resist or provoke dissent for any accommodations to assessment practices for diverse student groups; dispute that diverse groups have special learning/assessment needs.</p> <p>Use assessment data to avoid, resist, sabotage, and provoke dissent against adaptations to better meet the needs of some cultural groups.</p>	<p>Believe that traditional, singular assessments and standardized tests lead to accurate information about students' progress and therefore avoid making any accommodations to all formal and informal assessments.</p> <p>Use assessment data to justify the status quo and for remediating students rather than examining system wide barriers to learning and achievement.</p>	<p>Use assessments and data to diagnose the learning progress of all students without consideration of cultural or linguistic or differences.</p>	<p>Recognizing that assessments do not adequately or accurately measure some students' learning or potential, make superficial or generic adaptations that may not meet learning needs of some demographic groups.</p> <p>Use incomplete data to make programmatic adaptations that may not meet the needs of demographic groups or narrow and close gaps.</p>	<p>Change classroom assessment practices to reflect students' cultures and languages while maintaining rigorous content.</p> <p>Use assessment data to make decisions and adaptations to improve learning and achievement for all demographic groups.</p>	<p>Advocate for formal and informal assessments that meet the needs of diverse students.</p> <p>Create a data-driven culture ensuring that all stakeholders collect, disaggregate, and analyze data from multiple sources to examine progress of all cultural groups.</p> <p>Develop plans and initiate actions to make system-wide changes to meet learning needs and close gaps between all demographic groups.</p>
<p>Institutionalizing</p>	<p>Promote and develop</p>	<p>Maintain policies, practices, and</p>	<p>Policies, practices, and</p>	<p>Recognizing that</p>	<p>System-wide structure</p>	<p>Advocate for policies, practices and structures</p>

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<p>Cultural Knowledge - extent to which everyone in the school community demonstrates a culture of advocacy for underserved students and a commitment to monitoring the extent to which access, learning, and achievement gaps are being narrowed and closed; use assessment data to determine the needs of all demographic groups and develop strategies to close learning and achievement gaps.</p>	<p>policies, practices, and structures across the system that ensure one-size-fits all assessments, resulting in data which does not provide valid, reliable information about all students' progress and needs. Use data to make decisions that limit or deny resources to meet the needs of all demographic groups.</p>	<p>structures that impose one-size-fits-all assessments across the system that do not adequately measure progress for diverse student groups. Use data from such assessments to reinforce deficit perceptions about student potential and make decisions that have negative educational consequences for diverse student groups.</p>	<p>structures rely on the adequacy of current state and district assessment systems to provide adequate information about the needs and progress of all student groups. This limits the capacity to use assessment alternatives that better meet the needs of diverse student groups and to close learning and achievement gaps.</p>	<p>traditional or standardized assessments and tests assessments do not adequately measure all students' learning, begin to learn about accommodations or assessment alternatives that provide valid or reliable data-informed decisions for diverse student groups.</p>	<p>and resources allow educators to collaborate on assessment strategies effective with diverse student groups, analyze student work, create common rubrics and deepen their assessment literacy and improve learning for underserved demographic groups</p>	<p>at the district and state levels that ensure that assessment alternatives, accommodations, and accountability systems are valid, reliable, fair and equitable for all demographic student groups. The data driven culture of the school provides ongoing structures and resources for analyzing appropriate school and student data to close learning and achievement gaps.</p>

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