

# Ensuring Fairness, Accuracy, Consistency, and Freedom from Bias in Assessment

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## Policies

1. Transparency. Knowledge about the assessment system (times, measures, etc.) is available to all stakeholders.
2. Validity. All measures meet high standards of validity and be periodically reviewed.
3. Multiple measures. Multiple measures are used to assess knowledge, skills, and dispositions (see unit assessment).
4. Multiple evaluators. Overtime, different individuals are to be involved in assessing candidates.
5. Progressive. Candidates are to be measured over time, allowing for growth and development.
6. Fair and free from bias. Assessments and scoring are reviewed in committee periodically to ensure that they are fair and free from bias.

## Procedures and Practices

1. All key assessments are developed collaboratively among the instructors of the course in which the assessment occurs, with the assessment coordinator and the program coordinator (or, in the case of comprehensive or content exams, with the involvement of the full faculty) and are reviewed annually for consistency, clarity, and validity.
2. Scoring rubrics for all key assignments, with the exception of content or comprehensive exams, are developed collaboratively among the instructors of the course in which the assessment occurs, with the assessment coordinator and the program coordinator, and are reviewed annually for consistency, clarity, and validity. All translations are further reviewed by multiple evaluators to ensure accuracy and consistency.
3. All rubrics or evaluation surveys are given to the candidates in advance, no later than when the assignment is given, so that they will know and understand how they will be evaluated. Candidates can also review the rubric at any time on TaskStream.
4. All evaluations and their scoring rubrics, if appropriate, that occur during clinical practice are also included in the clinical practice handbook for each program.
5. All key assessments (candidate artifacts) are posted on the assessment management system (TaskStream) so that they may be viewed at any time if and when a question or concern arises.
6. The scored rubric for each assessment for each candidate are also available on TaskStream for review by course instructors, program coordinators, and

the assessment coordinator or any other faculty member assigned access to that course,

7. Items for the content and comprehensive exams have been validated by experts in the field and through pilot testing with candidates in the program. They are contained in a protected digital database (BlackBoard) and are generated from the test bank for different versions of the exams. The versions all have the same number and type of questions. The results of content and comprehensive exams are subjected to item analysis to improve fairness and validity of the exams.
8. Multiple reviewers score the portfolios separately, and then meet together to discuss and come to consensus of any criteria on which their scores differ.
9. Previously, low candidate numbers did not require comparison of results across instructors. However, with increasing numbers of candidates, with the resulting multiple sections of the same course, a new policy has been initiated that will require a comparison of grades across instructors to ensure consistency and fairness.