Breakout Group (Room) 1

Think through your own teaching practices, share together things that you already do in group in each of these categories.

Assessment Stage	What you already do
1. Designing Equitable Assessment	Offering multiple means of assessment Practice, low stakes opportunities ahead of time… spaced out/build-up (decrease stress) Choose your own adventure (I.e. multiple choice vs. create their own quizzes) Variety within boundaries (i.e. standards) Design with intention and diversity (not all at once but pieces of a larger puzzle). Be clear about expectations (don't assume students know what to do, esp at Intro level) Transparency (why I'm asking what I'm asking them to do)
2. Equitable Grading Practices	Clear rubric/criteria for grading Goals for students reflected in grading (50% not on grammar if content is most important) Strength based (vs. deficit)
3. Preparing Students for Assessment Success	Trying things out ahead of time, giving examples Example(s) if relevant Easily accessible materials
4. Post Follow Up and Review	Metacognitive reflections/ungrading reflections. Post-exam review in class. Help them understand how to analyze questions. Circle back to course learning outcomes (why we're learning this stuff).

Breakout Group (Room) 2

Think through your own teaching practices, share together things that you already do in group in each of these categories.

Assessment Stage	What you already do
1. Designing Equitable Assessment	I've started assessing students in speaking more on Canvas in recordings rather than just on what they do in class. Cuts down on stress, I think. Not testing on things you can easy Google but skill based assessment (collaborative) Having students create their own quizzes
2. Equitable Grading Practices	I don't penalize for late work. I've stopped taking off points for language issues that I've decided aren't as important as I used to think. Put less emphasis on grading spelling/grammar; More flexible with deadlines when possible.
3. Preparing Students for Assessment Success	Quizzes resemble practice (review sheet) Having students submit a un graded draft of an essay and give feedback including plagiarism Providing an example of a well done assignment for students to reference & offering to review drafts.
4. Post Follow Up and Review	Give another chance if they failed the test or quiz… maybe they just needed more time to succeed (works in a language class) Give students an opportunity to correct their mistakes for partial credit.

Breakout Group (Room) 3

Think through your own teaching practices, share together things that you already do in group in each of these categories.

Assessment Stage	What you already do
1. Designing Equitable Assessment	- Offering revision opportunities for papers and exams - Feedback is imperative! - Build this into the design of assessments so students expect it. - Consider purpose of the assessment - how does it help students learn/evaluate learning? & Adjust accordingly (sometimes grading by effort, sometimes grading by points)
2. Equitable Grading Practices	-Set Deadlines. Deadlines are important (& reflective of real world/job expectations). But we can establish systems for classes to build in flexibility (i.e., Kaatie's token example) -Use rubrics.
3. Preparing Students for Assessment Success	-Set rules for how students can access flexibility, like deadline extensions, in course policies. -Use rubrics. Makes it clear to students what you are evaluating and how you are evaluating it. -Scaffolding assignments (one thing I've done is a "practice" version of an assignment for homework, lower stakes, that we go over together in class, before the higher stakes version of the assignment)