

# Applying Intersectionality Theory to Educational Measurement

Michael Russell

# Learning Objectives

1 Describe the origins of Intersectionality Theory

2 Describe how Intersectionality Theory challenges single-axis conceptions of identity

3 Describe three challenges Intersectionality Theory presents for quantitative analyses

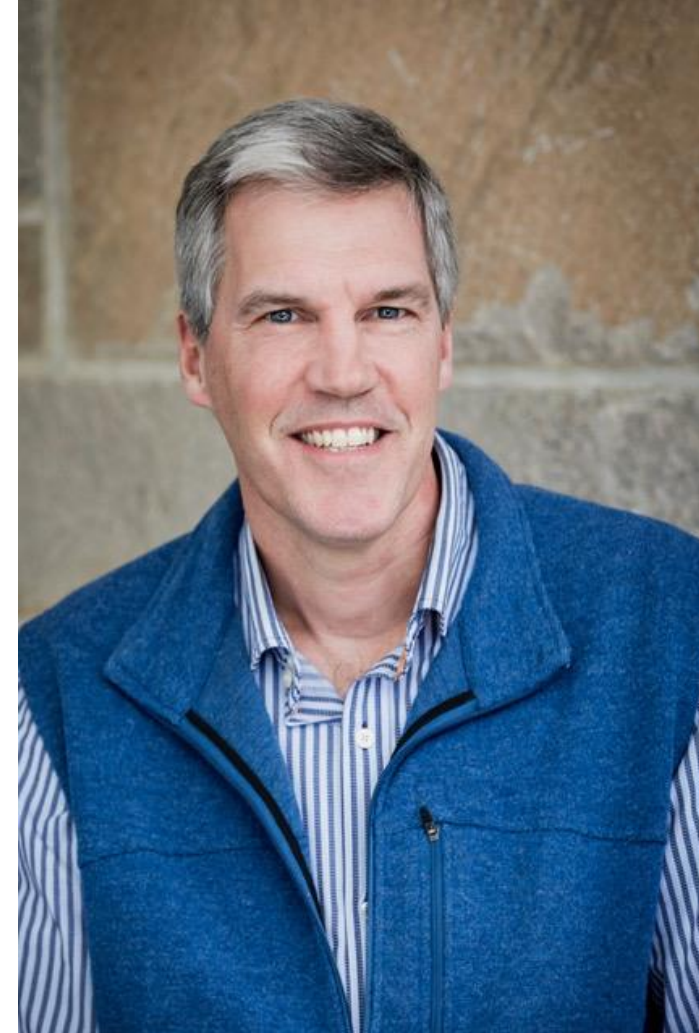
4 Describe how an intersectional analysis differs from an interaction effect analysis

5 Apply Intersectionality Theory to a regression analysis

6 Apply Intersectionality Theory to a differential item function analysis

# About the Author

- Michael Russell
- Professor of Measurement, Evaluation, Statistics, and Assessment at Boston College
- Early Career: Applying digital technologies to advance educational measurement practices & applications of Universal Design to improve accessibility for all
- Recent Focus: Examining systemic racism and educational measurement & exploring applications of modern social theories to advance educational measurement practices



# Further Reading

## • Books:

Russell, M. (2024). *Systemic Racism and Educational Measurement: Confronting Injustice in Testing, Assessment, and Beyond*.

Collins, P.H. (2019). *Intersectionality as Critical Social Theory*

Carastathis, A. (2016). *Intersectionality: Origins, Contestations, Horizons*.

## Articles:

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *u. Chi. Legal f.*, 139.

Bauer, G.R., Churchill, S.M., Mahendran, M., Walwyn, C., Lizotte, D. & Villa-Rueda, A.A. (2021). Intersectionality in quantitative research: A systematic review of its emergence and applications of theory and methods. *SSM-population health*, 14, 1-11.

Bowleg, L. (2008). When Black+lesbian+woman≠ Black lesbian woman: The methodological challenges of qualitative and quantitative intersectionality research. *Sex roles*, 59(5), 312-325.

Russell, M., Szendey, O., & Kaplan, L. (2021). An intersectional approach to DIF: Do initial findings hold across tests?. *Educational Assessment*, 26(4), 284-298.

# Origins of Intersectionality Theory



1

# Section Learning Objectives

1

## Origins of Intersectionality Theory

Describe the origins of Intersectionality  
Theory

Identify key figures who have helped  
shaped Intersectionality Theory

Describe the core concern  
Intersectionality Theory addresses

# Origins of Intersectionality



**Kimberlé Crenshaw**  
Legal Scholar

- 1976 DeGraffenreid v. General Motors  
“last hired-first fired” layoffs
- 1964 Civil Rights Act:  
“It shall be an unlawful employment practice for an employer to fail or refuse to hire or to discharge any individual...because of such individual’s race, color, sex or national origin”
- Court Ruling:  
“Plaintiffs have failed to cite any decisions which have stated the Black women are a special class to be protected from discrimination...they should not be allowed to combine statutory remedies to create a new ‘super-remedy’...this lawsuit must be examined to see if it states a cause of action for race discrimination, sex discrimination or alternatively either, but not a combination of both.”

# Sojourner Truth



“That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman?...

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman!”

- 1851 Women's Convention Akron, Ohio

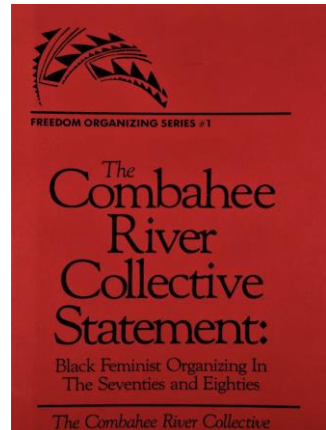
# Intersectional Thinking



"Only the Black woman can say, when and where I enter ...  
then and there the whole Negro race enters with me"  
- Anna Julia Cooper



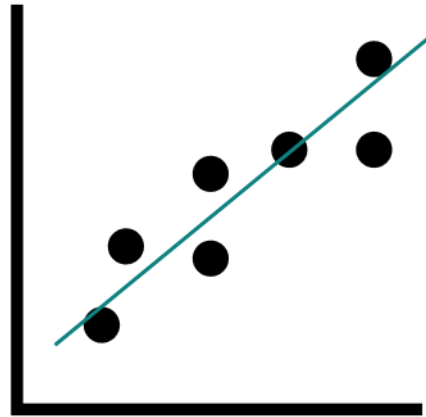
"Double Jeopardy: To Be Black and Female"  
- Frances Beal



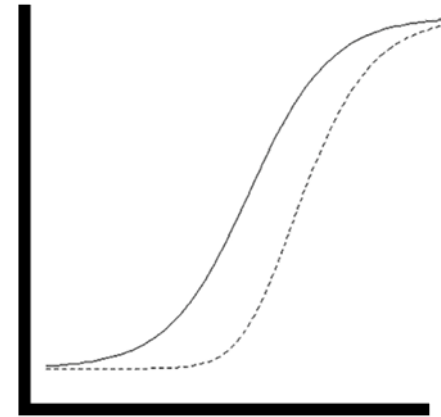
"...we are actively committed to struggling against racial, sexual, heterosexual, and class oppression and see as our particular task the development of integrated analysis and practice based upon the fact that the major systems of oppression are interlocking."

- Combahee River Collective

# Intersectionality Theory and Quant Methods



Regression



Differential  
Item  
Functioning

Intersectionality Theory encourages us to adapt the methods we already know to represent and explore relationships between a more complex conception of identity, the social impacts structured through identity, and outcomes of interest

# Intersectionality Theory: Structuring Identity and the Challenge of Multiplicity

A series of vertical lines in maroon and gold colors, arranged in a slightly curved pattern on the left side of the slide.

2

A large, dark maroon circle with a slight gradient and a shadow, containing the number 2 in a gold color.

2

## Intersectionality Theory and the Matrix of Social Location

## Section Learning Objectives

Define single-axis conceptions of demographic identity categories

Describe how Intersectionality Theory challenges single-axis conceptions of demographic/identity categories

Define structuralism and how identities related to structures in society

Use metaphors to describe Intersectionality Theory

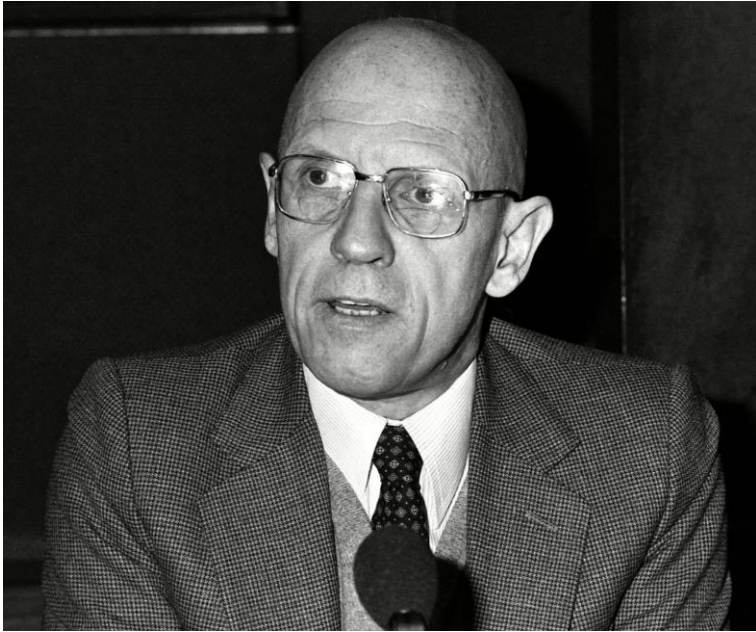
# Structuring Identity

- **Structuralism:**

- “refers to various theories across the humanities, social sciences and economics many of which share the assumption that structural relationships between concepts vary between different cultures/languages and that these relationships can be usefully exposed and explored.”
- “an approach in academic disciplines in general that explores the relationships between fundamental principal elements in language, literature, and other fields upon which some higher mental, linguistic, social, or cultural "structures" and "structural networks" are built. Through these networks **meaning** is produced within a particular person, system, or culture. This meaning then frames and motivates the actions of individuals and groups.”
- “reject[s] the concept of human freedom and choice and focused instead on the way that human behavior is determined by various structures.”

- New World Encyclopedia

# Structuring Identity



“...if you are not like everybody else, then you are abnormal, if you are abnormal , then you are sick. These three categories, not being like everybody else, not being normal and being sick are in fact very different but have been reduced to the same thing.”

- Michel Foucault

# Structuring Identity



“Bound to seek recognition of its own existence in categories, terms, and names that are not of its own making, the subject seeks the sign of its own existence outside itself, in a discourse that is at once dominant and indifferent. Social categories signify subordination and existence at once.”

“The effect of gender is produced through the stylization of the body and, hence, must be understood as the mundane way in which bodily gestures, movements, and styles of various kinds constitute the illusion of an abiding gendered self. This formulation moves the conception of gender off the ground of a substantial model of identity to one that requires a conception of gender as a constituted social temporality.”

- Judith Butler

# Structuring Identity



*Ozawa v. United States* (1922)

“the words ‘white person’ were meant to indicate a person of what is popularly known as the Caucasian race” - Justice Sutherland



*U.S v. Thind* (1923)

“‘Caucasian’ is a conventional word of much flexibility...and while it and the words ‘white person’ are treated as synonymous for the purposes of that case, they are not of identical meaning...It is a matter of familiar observation and knowledge that the physical group characteristics of the Hindus render them readily distinguishable from the various groups of persons in this country commonly recognized as white” – Justice Sutherland

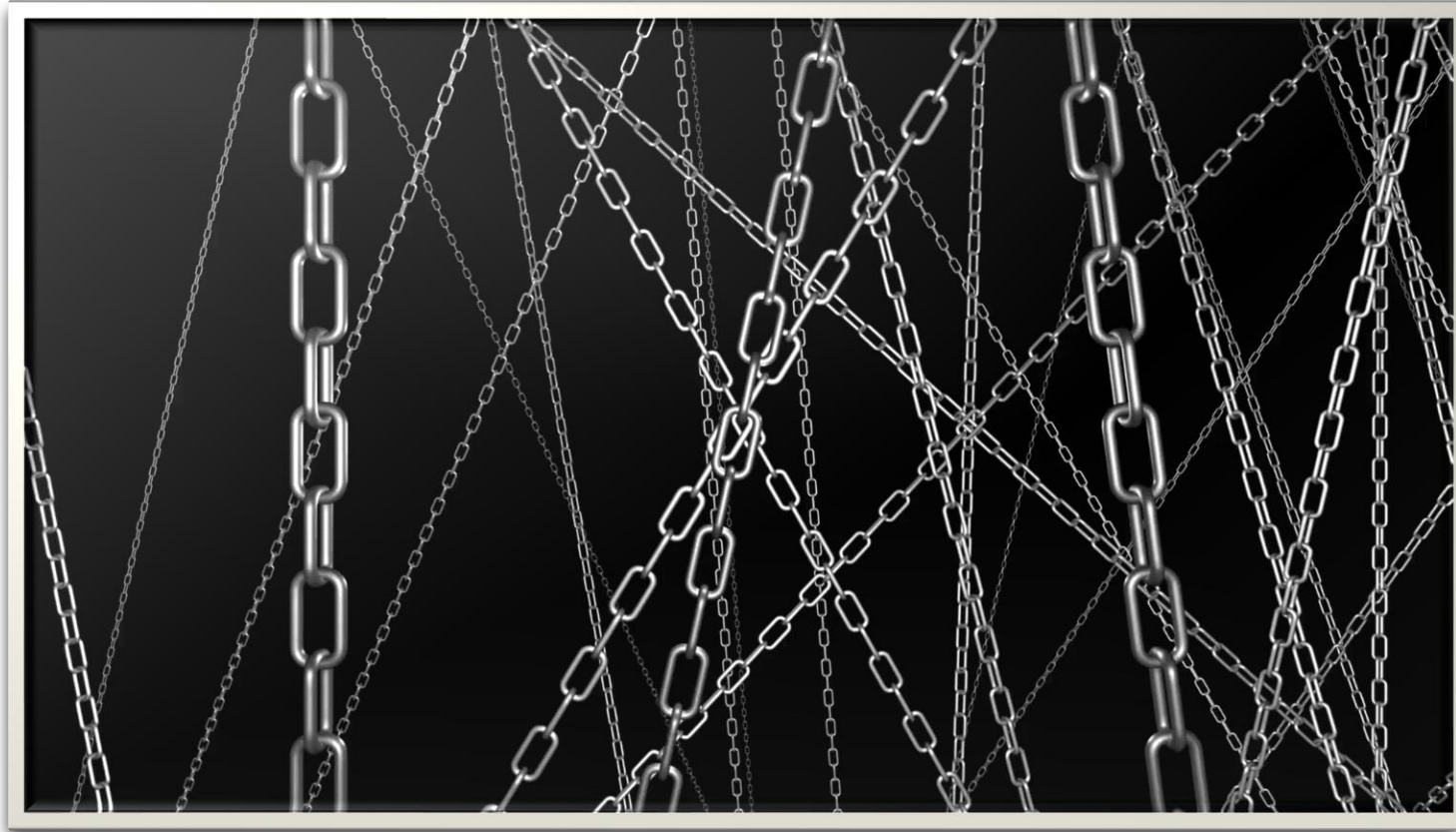
# Metaphors for Intersectionality

Intersectionality as a traffic intersection



# Metaphors for Intersectionality

Intersectionality as interlocking, intertwined, or woven



# Metaphors for Intersectionality

- Intersectionality as kneading, curdling, and blending

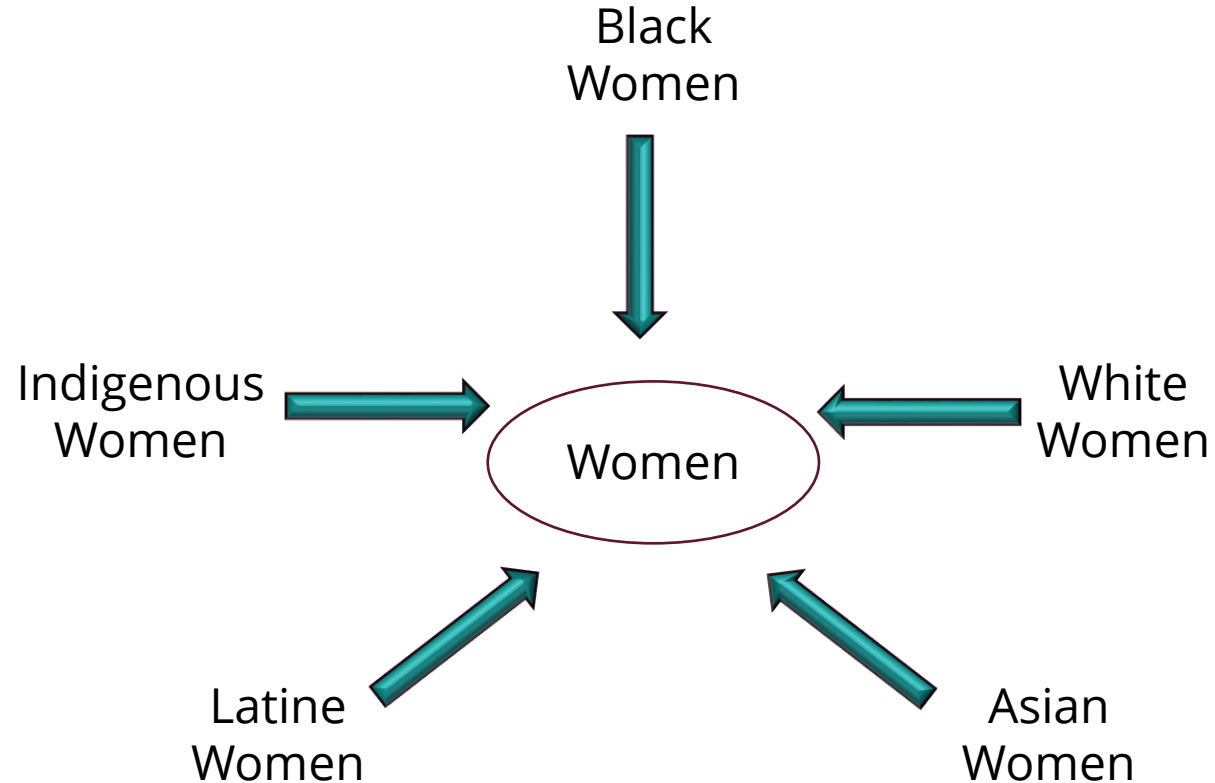


“Nigel a 37-year-old gay man deftly summarized the intersectionality of his race, gender, and sexual identity, noting the difficulty of separating these identities as if they were independent of each other: “Well it’s hard for me to separate [my identities]. When I’m thinking of me, I’m thinking of all of them as me. Like once you’ve blended the cake you can’t take the parts back to the main ingredients.”

- Lisa Bowleg

# Metaphors for Intersectionality

- Intersectionality as the foundation for coalition



# Metaphors for Intersectionality

## Intersectional Identities

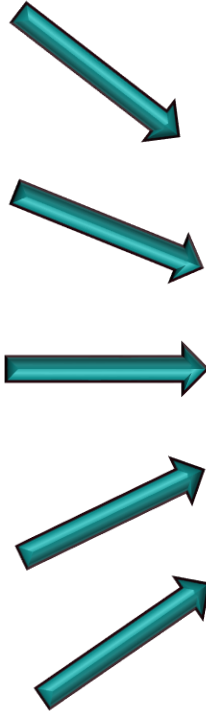
Black Women

White Women

Asian Women

Latine Women

Indigenous Women



## Coalition



## Aggregate

Resist

Advocate

Work toward alternate  
power arrangements

# Limits of Language

“the strictures of language require us to invoke race, gender, sexual orientation, and other categories one discursive moment at a time.”

- Devon Carbado

# Challenges Intersectionality Creates for Quantitative Analyses



3

3

## Challenges for Quantitative Analyses

## Section Learning Objectives

Describe three challenges created by intersectionality theory

Describe how an intersectional analysis differs from an interaction effect analysis

# Overview of Challenges

**Alignment with  
Theory**

**Group  
Formation**

**Multiplicity and  
Type I Error**

# Alignment with Theory

**Power**



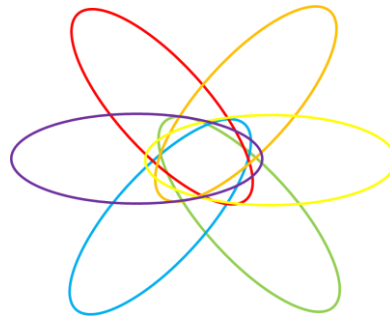
**Opportunity**



**Resources**



**Intersectional Identity**



**Statistic or Coefficient Interpretation:**

The effect that the intervention, program, policy, or broader social treatment has on the group.

# Statistical Approaches

## Group Formation

### Interaction Terms Approach

Gender + Economic Status + (Gender x Economic Status)

#### Gender

Indicates the difference in the relationship between the outcome variable of interest and the experience produced by being socially located as female compared to male

#### Economic Status

1 - Eligible for Free & Reduced (F&R) Lunch  
0 - Not Eligible for Free & Reduced (F&R) Lunch  
Indicates the difference in the relationship between the outcome variable of interest and the experience produced by being socially located as low economic status compared to higher economic status

#### Gender X Economic Status

0	X	0	→ 0	Males, Not Eligible F&R Lunch
0	0	0	→ 0	Males, Eligible F&R Lunch
1	X	0	→ 0	Females, Not Eligible F&R Lunch
1	X	1	→ 1	Females, Eligible F&R Lunch

# Statistical Approaches

## Group Formation

### Intersectional Groupings Approach

Female with Low Economic Status

Female with Higher Economic Status

Male with Low Economic Status

Male with Higher Economic Status

### Selecting the Reference Group

Suggestion: The group whose social location provides the greatest advantage in terms of access to power, opportunity, and life outcomes

# Multiplicity & Type I Error

- Multiplicity increases Type I error rate
- Intersectional groupings increase the number of identity groups in an analysis
  - Gender & Racialized Identity
    - Intersectional Groupings:
      - Male-White
      - Male-Black
      - Male-Asian
      - Male-Latinx
      - Female-White
      - Female-Black
      - Female-Asian
      - Female-Latinx

# Applying Intersectional Theory to a Regression Analysis



4

4

## Applying Intersectionality Theory to Regression Analyses

# Section Learning Objectives

Define race as a social construct

Conduct a regression analysis using intersectional groupings

Apply an interaction model and intersectional categorical model to conduct regression analyses intersectionally

Compare the alignment of an interaction model and an intersectional categorical model with Intersectionality Theory

# Overview

**Example:** How relationship between Pre-Test and Post-Test scores differs based on one's social location

- Explore different ways in which output from regression analysis can be interpreted
- Reflect on the narrative produced through our discourse when presenting our interpretations

# Description of Data Set

- 611 Students
- 306 Control Group, 305 Intervention Group (Intervention: 0,1)
- 288 categorized Male, 323 categorized Female (Gender: 0,1)
- 400 categorized White, 211 categorized Black: (Race 0,1)
- Pre-Test scores & Post-test scores
  
- Use regression analysis to estimate the effect of the Intervention

# Further Details

## **What was the intervention?**

- Home "tutoring" system focused on developing algebraic reasoning skills used over a 4 week period

## **How were students assigned to groups?**

- Random assignment within classrooms

## **What were the pre- and post-tests?**

- 20 item tests with matched content, equated difficulty, and alpha .88 & .89

## **How was gender and racial identity collected?**

- Based on school records, provided by parent at time of enrollment

# Definition of Race

A social construct that categorizes people based on ocular characteristics that functions as a mechanism for organizing society in a stratified, hierarchical manner with specious meanings of superiority and inferiority and which has material and social consequences produced through the inequitable distribution of power, opportunity, and resources.

# Descriptive Statistics

		Mean	
	n	Pre-Test	Post-Test
<b>Treatment</b>			
Control	306	83.2	87.8
Intervention	305	83.6	90.6
<b>Gender</b>			
Male	288	84.2	90.5
Female	323	82.7	88.0
<b>Racialized Identity</b>			
White	400	84.2	90.6
Black	211	81.9	86.6

# Analytic Approach

Post-test regressed on:

**Model 1:** Pre-Test

**Model 2:** Pre-Test + Treatment Group

**Model 3:** Pre-Test + Treatment Group + Race

**Model 4:** Pre-Test + Treatment Group + Race + Gender

# Output Tables Models 1 & 2

## Model 1

Adjusted R=.83

	<b>Unstandardized Coefficients</b>	<b>Standardized Coefficients</b>			
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
(Constant)	-7.907	1.796		-4.403	<.001
PreTest	1.165	0.022	0.91	54.121	<.001

## Model 2

Adjusted R=.88

	<b>Unstandardize d Coefficients</b>	<b>Standardized Coefficients</b>			
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
(Constant)	-7.605	1.472		-5.166	<.001
PreTest	1.147	0.018	0.896	64.945	<.001
Intervention	2.271	0.131	0.238	17.274	<.001

# Output Tables 3 & 4

## Model 3

Adjusted R=.90

	<b>Unstandardized Coefficients</b>	<b>Standardized Coefficients</b>			
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
(Constant)	-2.89	1.442		-2.004	0.046
PreTest	1.096	0.017	0.857	63.988	<.001
Intervention	2.272	0.122	0.239	18.651	<.001
Race	-1.348	0.134	-0.135	-10.064	<.001

## Model 4

Adjusted R=.91

	<b>Unstandardized Coefficients</b>	<b>Standardized Coefficients</b>			
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
(Constant)	-0.184	1.418		-0.13	0.897
PreTest	1.07	0.017	0.836	64.158	<.001
Intervention	2.263	0.116	0.238	19.478	<.001
Race	-1.392	0.128	-0.139	-10.893	<.001
Gender	-0.931	0.119	-0.098	-7.847	<.001

# Intersectionality Theory

**Recall:** Intersectionality Theory recognizes that each person operates in a complex set of multiple social locations and that it is the nexus of these locations that influences their lived experiences.

Intersectionality Theory recognizes that a person's lived experiences are influenced by the social locations produced through the intersection of these constructed categories of identity.

Interaction regression models and categorical regression models can be used to examine data through an intersectional lens

# Interaction Model

**Model 4**

Adjusted R=.91

	<b>Unstandardized Coefficients</b>	<b>Standardized Coefficients</b>			
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
(Constant)	-0.184	1.418		-0.13	0.897
PreTest	1.07	0.017	0.836	64.158	<.001
Intervention	2.263	0.116	0.238	19.478	<.001
Race	-1.392	0.128	-0.139	-10.893	<.001
Gender	-0.931	0.119	-0.098	-7.847	<.001

**Interaction Model**



Adjusted R=.93

	<b>Unstandardized Coefficients</b>	<b>Standardized Coefficients</b>			
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
(Constant)	3.646	1.278		2.852	0.004
PreTest	1.019	0.015	0.796	67.212	<.001
Intervention	2.27	0.102	0.238	22.234	<.001
Race	0.08	0.157	0.008	0.507	0.612
Gender	0.02	0.126	0.002	0.158	0.875
GenderxRace	-2.976	0.222	-0.243	-13.393	<.001

# Intersectional Groupings

		Mean	
	n	Pre-Test	Post-Test
Male-White	191	84.4	90.6
Male-Black	97	84.0	90.4
Female-White	209	84.1	90.5
Female-Black	114	80.1	83.4

**Which grouping serves as the reference group?**

# Intersectional Groupings Output

Adjusted R=.93

	<b>Unstandardized Coefficients</b>	<b>Standardized Coefficients</b>			
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
(Constant)	3.646	1.278		2.852	0.004
PreTest	1.019	0.015	0.796	67.212	<.001
Intervention	2.27	0.102	0.238	22.234	<.001
White-Females	0.02	0.126	0.002	0.158	0.875
Black-Males	0.08	0.157	0.006	0.507	0.612
Black-Females	-2.876	0.162	-0.235	-17.756	<.001

# Applying Intersectionality Theory to a Differential Item Function Analysis

5

# Section Learning Objectives

5

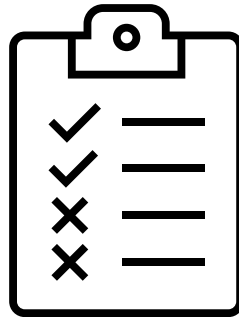
## Applying Intersectionality Theory to a Differential Item Function Analysis

Conduct a DIF analysis using  
intersectional groupings

Contrast the results of DIF analysis  
using a single axis approach and an  
intersectional groupings approach

# Overview

Compare findings from a single-axis approach for a DIF analysis to an intersectional approach



# Description of Data Set

- 65,000 students
- English Language Arts test containing 25 selected-response items
- Gender – Male, Female
- Racialized Identity – White, Black, Asian, Latinx
- Economic Status – Disadvantaged, Advantaged

# Additional Details

- Standardized D method used to estimate DIF
  - Determine Range of Total Scores
    - Example: 1 – 20, range of 20 points
  - Determine Number and range of performance “bands”
    - Example: If 10 bands, range of each band is 2 points
  - Within each band, calculate p-value for reference and focal groups
  - Calculate difference in p-value within each band
  - Calculate mean difference across bands
  - Criteria:
    - Between  $|.05|$  and  $|.1|$ , possible DIF
    - Greater than  $|.1|$ , probable DIF

# Additional Details

Compare findings for single-axis approach and an intersectional approach

## Single-Axis Approach

- Gender: Males form reference group
- Racialized Identity: White form reference group
- Economic Status: Economically Advantaged form reference group

## Intersectional Approach

- White Males from Economically Advantaged households form reference group

# Sample

## Gender

M: Male  
F: Female

## Racialized Identity

W: White  
B: Black  
A: Asian  
H: Latinx/Hispanic

## Economic Status

A: household with advantaged economic status  
D: household with disadvantaged economic status

Grade 5		
Group	N	Mean
M-H-D	5,259	486
M-B-D	1,925	487
F-H-D	5,031	492
M-W-D	4,803	492
F-B-D	1,924	493
M-B-A	1,254	494
M-H-A	2,365	497
F-W-D	4,511	498
F-B-A	1,225	501
M-A-D	633	502
F-H-A	2,232	503
M-W-A	16,474	504
F-A-D	589	507
F-W-A	15,539	511
M-A-A	1,921	511
F-A-A	1,872	518
Lowest N		
Low Mean		
High Mean		
M-W-A		
F-W-A		

# Traditional Single-Axis Approach

## Key

< -.1

< -.5 < -.1

> .5 > .1

> .1

G5 ELA Ds							# Items Flagged	
Item #	Gender	EcoDis	Black	Hispanic	Asian	0.05	0.1	
1	-.05	-.02	-.03	-.03	-.04	1	-	
2	-.03	-.02	-.04	-.04	-.01	-	-	
3	-.02	-.02	-.05	-.04	-.02	-	-	
4	-.01	-.02	-.05	-.04	-.08	1	-	
5	-.02	.00	-.02	-.01	-.02	-	-	
6	-.01	-.06	-.07	-.08	-.06	4	-	
7	-.02	.00	-.02	-.02	.04	-	-	
8	.03	.01	.01	.00	-.01	-	-	
9	.01	.02	.02	.03	.00	-	-	
10	.00	-.01	.00	-.02	-.01	-	-	
11	.01	-.03	-.03	-.03	-.02	-	-	
12	.00	-.01	-.04	-.03	-.04	-	-	
13	.01	-.04	.00	-.05	-.01	-	-	
14	-.06	-.02	-.03	-.03	-.04	1	-	
15	.00	.01	.02	.01	.00	-	-	
16	.01	.01	.00	.01	.01	-	-	
17	.03	.01	.03	.03	.03	-	-	
18	-.01	-.01	.01	-.01	.00	-	-	
19	-.03	-.01	-.03	-.02	-.01	-	-	
20	-.01	.00	-.01	-.01	.01	-	-	
21	-.03	-.02	.01	-.01	.02	-	-	
22	-.04	-.01	.00	.00	-.01	-	-	
23	.00	-.04	-.04	-.06	-.01	1	-	
24	-.01	.00	-.03	-.03	-.02	-	-	
25	.01	.01	.02	.03	.04	-	-	
# Flagged								
.05	2	1	1	2	2			
.10	-	-	-	-	-			

# Intersectional Approach

< -.1

< -.5 < -.1

> .5 > .1

> .1

G5 ELA Ds - M-W-A

Item #	M-B-A	M-H-A	M-A-A	M-W-D	M-B-D	M-H-D	M-A-D	F-W-A	F-B-A	F-H-A	F-A-A	F-W-D	F-B-D	F-H-D	F-A-D	# Items Flagged	
																0.05	0.1
1	-.04	-.03	-.03	-.01	-.03	-.04	-.08	-.07	-.07	-.07	-.11	-.06	-.06	-.08	-.13	9	2
2	-.04	-.03	-.02	-.01	-.04	-.05	.00	-.02	-.07	-.06	-.03	-.04	-.07	-.09	-.04	4	-
3	-.06	-.04	-.01	-.01	-.05	-.05	-.06	-.01	-.06	-.05	-.03	-.03	-.07	-.07	-.07	6	-
4	-.07	-.04	-.08	-.01	-.04	-.04	-.12	-.01	-.06	-.03	-.08	-.01	-.04	-.04	-.12	6	2
5	-.03	.00	-.03	.00	-.02	.00	-.02	-.02	-.04	-.04	-.04	-.02	-.03	-.03	-.03	-	-
6	-.04	-.06	-.06	-.02	-.08	-.11	-.12	-.01	-.05	-.05	-.04	-.03	-.10	-.10	-.12	10	4
7	.00	-.03	.06	.02	.00	.00	-.01	-.02	-.05	-.05	.02	-.02	-.04	-.03	.02	2	-
8	.02	.01	.00	.02	.03	.02	.02	.04	.05	.03	.02	.06	.05	.03	.04	2	-
9	.02	.02	.00	.01	.01	.03	.02	.01	.03	.05	.01	.03	.03	.05	.03	-	-
10	.01	-.02	-.02	-.01	.00	-.01	.00	-.01	.00	-.01	-.02	-.01	.00	-.02	-.02	-	-
11	-.04	-.03	-.02	-.02	-.04	-.05	-.08	.00	.01	-.03	.00	-.02	-.05	-.03	-.03	2	-
12	-.05	-.01	-.05	.01	-.04	-.02	-.04	.00	-.03	-.03	-.04	-.01	-.05	-.03	-.06	2	-
13	.00	-.04	-.01	-.03	-.02	-.06	-.05	.01	.00	-.01	.00	-.02	.00	-.06	-.05	2	-
14	.00	-.01	-.01	.00	-.03	-.02	-.04	-.05	-.11	-.09	-.08	-.05	-.08	-.09	-.17	8	2
15	.02	.00	-.02	.00	.02	.03	.03	-.01	.01	.00	-.01	.00	.02	.01	.00	-	-
16	.00	.01	.01	.01	.01	.03	.04	.01	-.01	.01	.02	.01	.04	.03	.02	-	-
17	.02	.02	.03	-.01	.01	.02	.03	.03	.04	.06	.06	.02	.05	.05	.08	5	-
18	.01	-.01	.01	-.01	.02	-.01	.02	.00	-.01	-.01	-.01	-.02	.01	-.02	-.01	-	-
19	.00	.00	.00	.00	-.02	-.02	-.02	-.02	-.07	-.05	-.02	-.03	-.08	-.07	-.04	4	-
20	.01	.01	.02	.02	.00	-.01	.00	.00	-.02	.00	.02	.00	-.02	-.01	-.01	-	-
21	.03	.02	.02	.00	.00	-.01	-.01	-.02	.00	-.03	.00	-.04	-.03	-.05	-.03	-	-
22	.00	.00	.01	.00	.00	.00	.00	-.03	-.04	-.04	-.06	-.05	-.04	-.04	-.07	3	-
23	-.03	-.05	.00	-.03	-.05	-.06	-.05	.01	-.02	-.04	.00	-.02	-.06	-.07	-.05	4	-
24	-.04	-.05	-.04	.01	-.02	-.01	.00	-.02	-.07	-.06	-.01	-.01	-.03	-.03	-.05	2	-
25	.01	.02	.04	.00	.02	.03	.05	.01	.03	.03	.05	.01	.03	.04	.07	2	-
# Flagged																	
.05	3	1	3	-	1	2	5	2	9	7	4	4	9	8	5		
.10	-	-	-	-	-	1	2	-	1	-	1	-	-	1	4		

# Summary

## Intersectionality Theory:

- More than simply combining identity groups to create intersectional groupings
- Requires theory about how access to opportunity, resources, and/or power or treatment within society differs among groups in ways that may impact an outcome
- Thoughtful selection of groupings and statistical methods
- Can create challenges for existing methods due to smaller sample sizes and a larger number of groups included in an analysis
- Often more sensitive to impacts of differential social positions than single-axis solutions

# Module Reference

Russell, M. (2024). Applying Intersectionality Theory to Educational Measurement [Digital ITEMS Module 36]. *Educational Measurement: Issues and Practice*, XX(X), XX-XX.