Innate and Cultural Foundations of Fairness

1

**1** Innate and Cultural Foundations of Fairness

Describe the innate and evolutionary foundations of fairness.

Examine how evolutionary studies can guide fairer practices in classroom assessment.

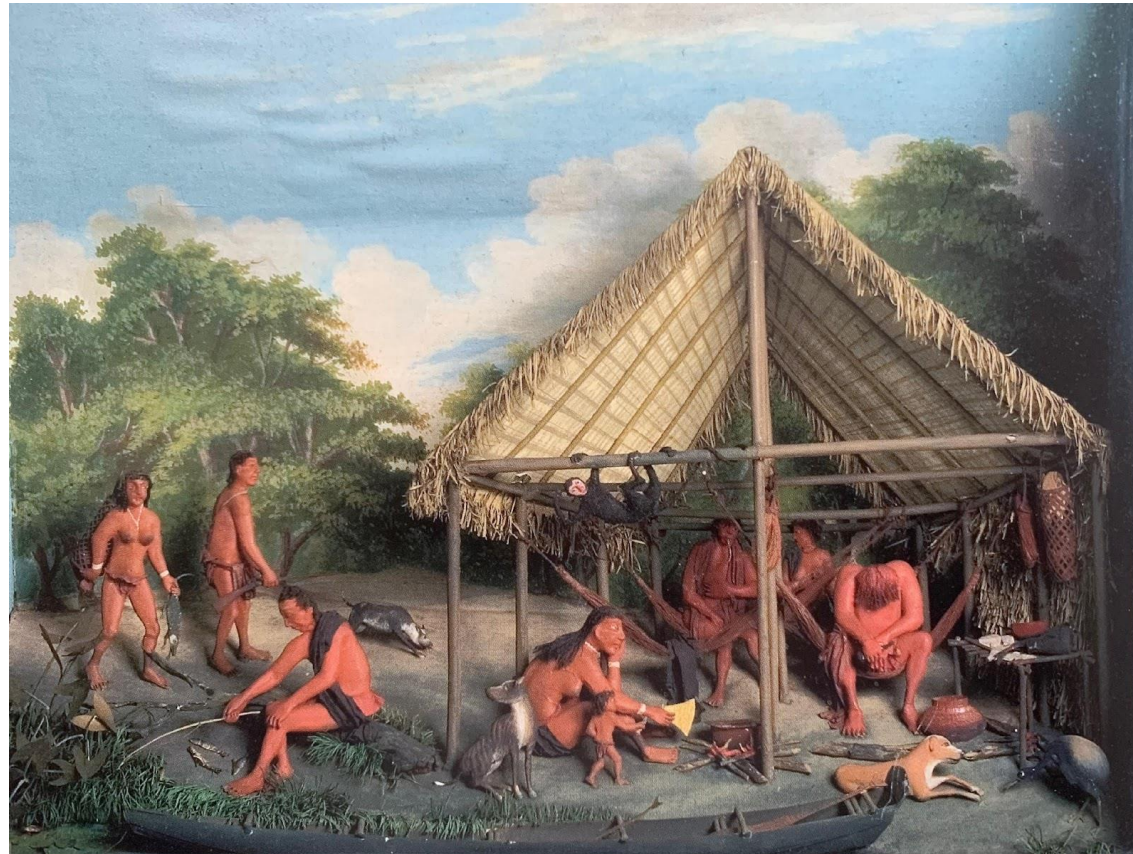Describe cultural foundations of fairness.

Explore how cultural understandings of fairness can guide fairer practices in classroom assessment.

Fairness as an Innate and Cultural Construct
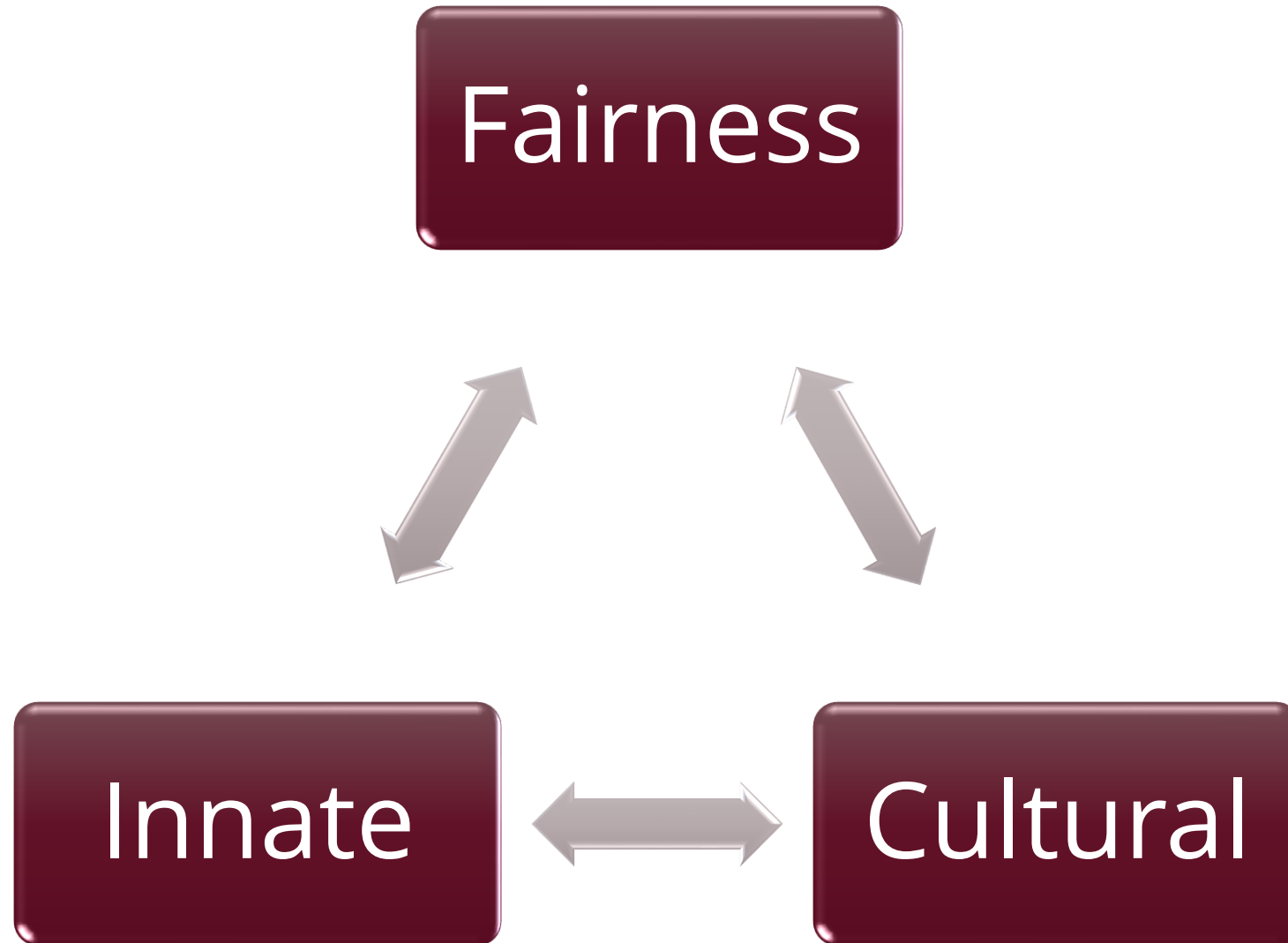
Fairness as an Innate Construct

- Humans and animals like **are born with** a perception of fairness (Baumard, 2016; Debove, 2015; Tomasello & Vaish, 2013).

Fairness as an Innate Construct

The interdependence hypothesis posits two steps for the evolution of perception of fairness in humans:

A change in ecology that pushed individual humans to cooperate with other individuals to survive or otherwise starve

The threat of human groups by other groups of species that pushed humans to scale up their group cooperation skills (Tomasello et al., 2012).

Fairness as an Innate Construct

In accordance with the two evolutionary steps, children treat others with equality and reciprocity and sympathize with those in need.

At the age of 3 to 4 years old, children begin to behave and expect others to behave in line with the learned norms valued in their groups.

Fairness as an Innate Construct

- At 6 years and beyond, children use equality, equity and need to evaluate fairness in relevant contexts (Damon, 1977).

- For example, children value principles of
  - ✓ equality in voting,
  - equity in compensation for work, and
  - need in charity (Sigelman & Waitzman, 1991).

Fairness as an Innate Construct

- Perceptions of **fairness** increase trust and ensure continued cooperation.

- Perceptions of **unfairness** disrupts cooperation and produce psychological, behavioral, and antisocial responses.

Fairness as an Innate Construct

This observation supports an evolutionary sense of fairness (Brosnan & De Waal, 2003).

Fairness as an Innate Construct
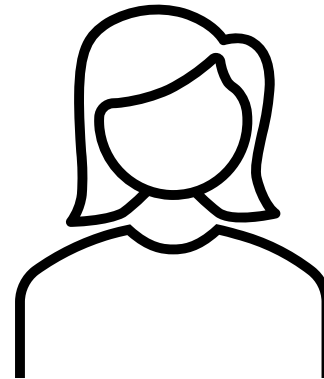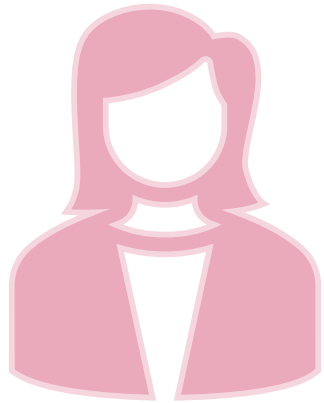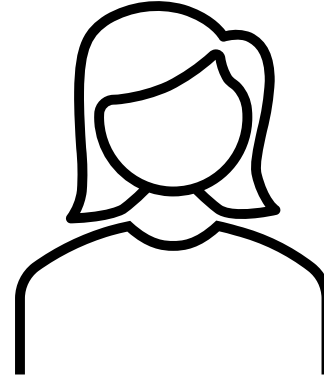
(Ng et al. 2011).

Fairness as an Innate Construct

- Classroom assessment processes provides a space where various valued resources (e.g., grades, feedback, recognition, student value) are distributed.

- Interpersonal relationships such as cooperation, trust, and conflict management are key for successful delivery of assessment for learning.

(Molinari et al., 2013; Rasooli et al., 2018; Wendorf & Alexander, 2005)

Fairness as a Culturally-bound Construct

- Although 'sense of fairness' is a human universal, cultural variation exists in its particular interpretations and applications (Brosnan & De Waal, 2003; Fischer, 2016).

- We learn about fairness in our societies.

Fairness as a Culturally-bound Construct
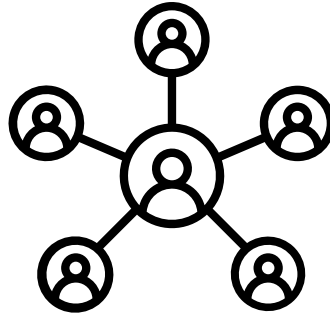
Culture is a system of meaning, values, beliefs, norms, and attitudes that are passed on through generations and shared within a population (Fischer, 2016).

Fairness as a Culturally-bound Construct

While some cultures favor dressing black for funerals, while others might consider dressing white as the norm.

The violation of this norm may lead to perception of unfairness and disapproval (Tomasello & Vaish, 2013).

Fairness as a Culturally-bound Construct

Tata (2005) showed that American students perceived more unfairness when they were not given voice. However, Chinese students perceived lack of respect, dignity, and grading justification as more unfair.

Fairness as a Culturally-bound Construct

- Classroom assessment serves students from various cultural backgrounds, particularly relevant in multicultural societies.

- Students with diverse backgrounds might have different cultural values impacting their perceptions of fairness and reactions to assessment events in classrooms.

Fairness in Assessment Standards

2

2 **Fairness in Assessment Standards**

Describe fairness in the professional assessment standards.

Describe measurement bias and opportunity to learn as aspects of fair assessments.

Describe accessibility for fair assessments.

Describe universal test design to enhance fairness in assessments.

Fairness in Assessment Standards

- The Standards for Educational and Psychological Testing have provided a conceptualization of fairness for practice in large-scale testing, with implications for classroom assessment context (AERA, APA, & NCME, 2014; Herman & Cook, 2019, 2022).

Measurement bias

Opportunity to learn

Accessibility

Universal test design

Fairness in Assessment Standards

Measurement bias

Measurement bias highlights that the construct measured by an assessment (e.g., test) should be the same for all test-takers.

AERA, APA, & NCME (2014) suggest:
- Standardizing test administration and scoring
- Eliminating biased items
- Eliminating the influence of construct irrelevant factors
- Interpreting and using test scores based on intended construct

Fairness in Assessment Standards

Measurement bias

If the purpose of the teacher is to examine what students have learned on a test (to inform next steps), the consideration of assessment results based on student performance irrespective of their background can give a sense of student learning objectively.
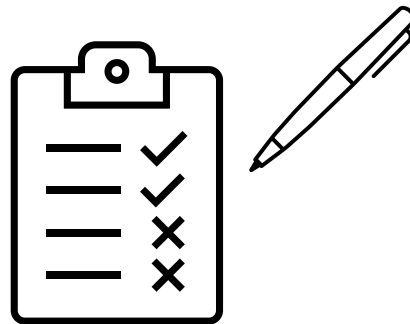
Fairness in Assessment Standards

Opportunity to learn

- The standards consider access to the construct measured by the test as a key fairness principle.

- The standards consider lack of opportunity to learn the construct to be unfair.

Fairness in Assessment Standards

Opportunity to learn

Teachers should make sure that they only assess what they have taught. The testing content should only reflect what students have had the opportunity to learn in the classroom.
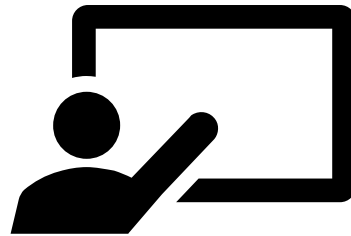
Fairness in Assessment Standards

Accessibility

- Some students (e.g., students with disability and English language learners) might need some adjustments to fully show their performance.

- Accommodations and modifications are steps for fairer assessment of students with disability and English language learners.

Check out Digital Module 31 on Testing Accommodations for Students with Disabilities!

31

Testing Accommodations for Students with Disabilities

Benjamin J. Lovett, Ph.D.
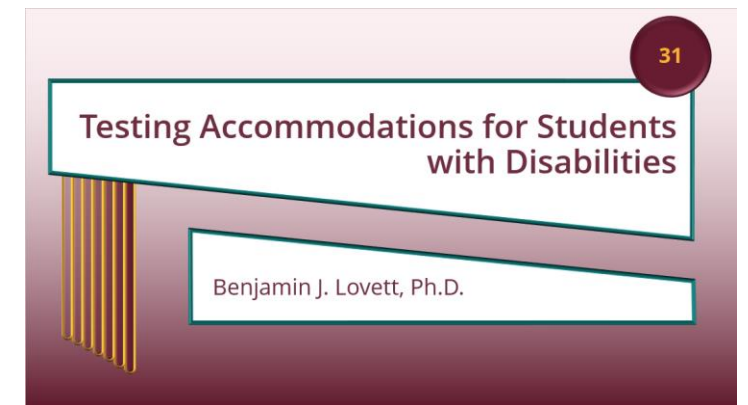
Fairness in Assessment Standards

Accessibility

- **Accommodation** practices are adjustments to testing content, format, and administration (e.g., access to a dictionary, time extension) that does not change the construct of the test taken by all.

- **Modifications** are steps to change the underpinning construct for accessibility and needs of a student

Fairness in Assessment Standards

Accessibility

Step 1: Identify student disability or linguistic barrier

Step 2: Examine how the disability or barrier interferes with student ability

Step 3: Provide appropriate accommodations (Razmjoee, 2021).

Reading aloud, chunking the assessment tasks, sentence starters, sign language, and dictionaries are strategies that teachers can use to promote fairer assessments.

Fairness in Assessment Standards

Universal test design

- The universal design aims to design tests with maximum accessibility for **all** test-takers.

Fairness in Assessment Standards

Universal test design

Teachers can provide options for all students (e.g., oral examination instead of a written one) if the learning objectives do not require components of writing competency.

Fairness in Social Psychology Theory

3
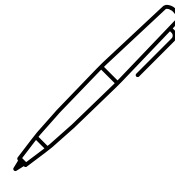
3 **Fairness in Social Psychology Theory**

Define what fairness is through the lens of social psychology theory.

Explore what social psychology theory adds to the fairness perspective in professional assessment standards.

Identify various dimensions of fairness in social psychology theory.

Fairness in Social Psychology Theory

Social psychology theory conceptualizes fairness as perceived by teachers and students in the dynamics of the classroom.

Fairness in Social Psychology Theory

Teachers and students inherently value fairness in their assessment relationships and outcomes in classrooms.

Fairness in Social Psychology Theory
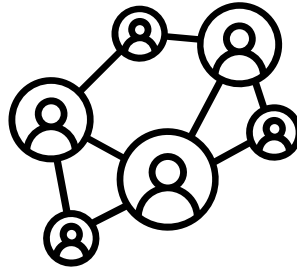
- This theory recognizes that teachers' and students' values and backgrounds influence their fairness beliefs in assessment contexts.

- We need to understand drivers of perceptions of fairness and then consider how standards' principles can guide and negotiate with teachers' existing perceptions of fairness (Rasooli et al., 2022).

(Colquitt, 2001; Cropanzano et al., 2015; Greenberg, 1987; Kazemi & Törnblom, 2008)

Fairness in Social Psychology Theory

- Otherwise, it will be difficult to discern why some teachers might not follow principles of fairness in standards.

- Principles of fairness put by standards may fall short in accounting for how students' perceptions of fairness are shaped and influence assessment process and outcomes.

(Colquitt, 2001; Cropanzano et al., 2015; Greenberg, 1987; Kazemi & Törnblom, 2008)

Fairness in Social Psychology Theory

- Resource distributions (e.g., grading)
- Procedures for these distributions (e.g., consistency in grading),
- Relational aspects in the distributions (e.g., communication of adequate grading information)

(Adams, 1965; Bies & Moag, 1986; Deutsch, 1975; Leventhal, 1980)

Fairness in Social Psychology Theory

Psychological Drivers

Sociological Drivers

Distributive

Procedural

Interactional
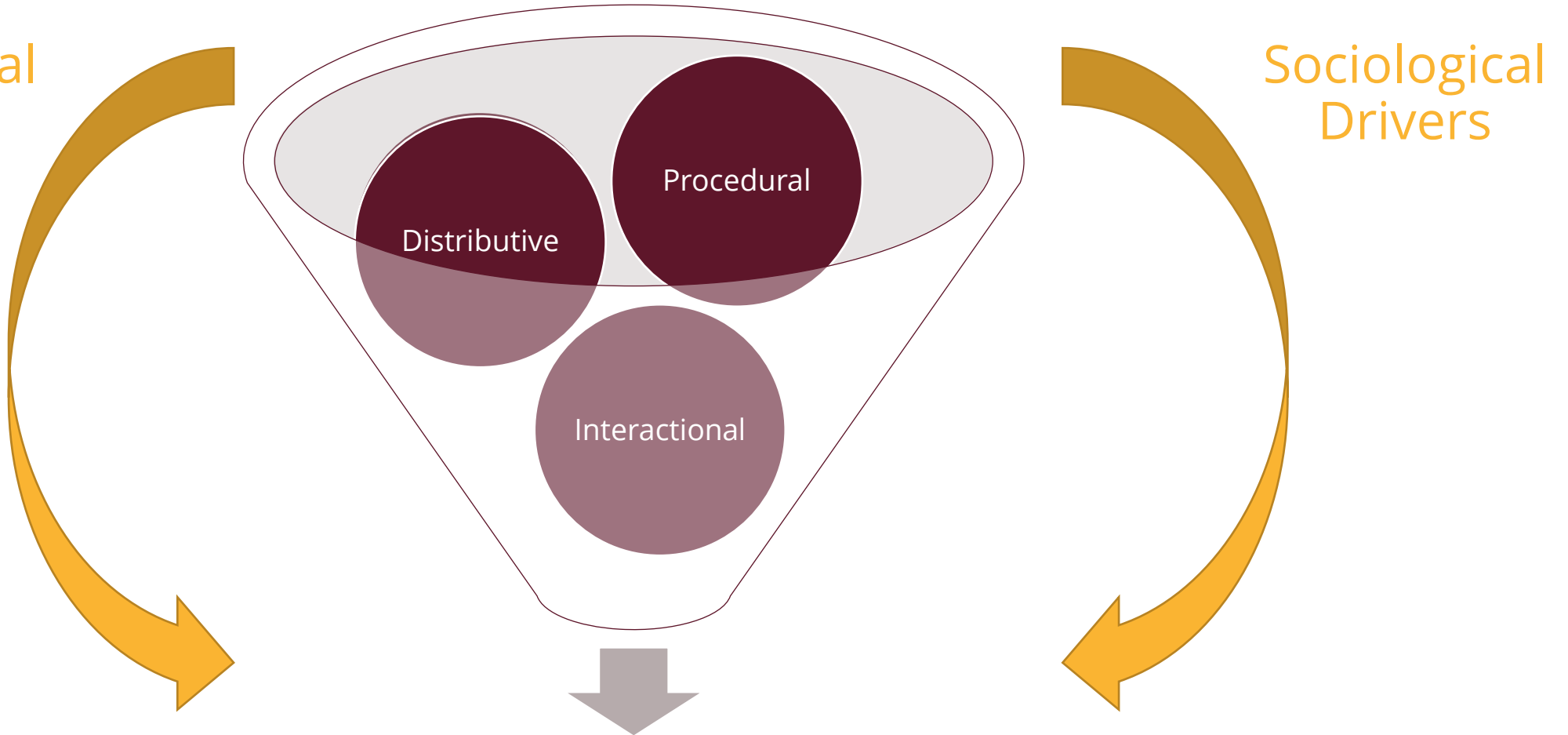
Perception of Fairness

Fairness in Social Psychology Theory

Distributive

Distributive justice considers teachers' and students' perceptions of fairness in relation to outcome distributions in classrooms.

Fairness in Social Psychology Theory

Four principles of distributive justice

Equity	Equality	Need	Consequences

Fairness in Social Psychology Theory

Equity

Equity is provoked when an individual compares the input (effort, contributions) they have spent with the output they have received (e.g., grade).

Example:

- If a student receives a grade less than expected (based on their efforts and contributions in the classroom), they will perceive that the grading is inequitable.

Fairness in Social Psychology Theory

Equality

- **Equality** is provoked when individuals expect to receive outcomes equally.

Example:

- If a teacher provides some students with more eye contact, the others might consider this practice as unequal and unfair.

Fairness in Social Psychology Theory

Need

- **Need** is provoked when outcomes are distributed based on needs.

Example:

- A teacher decides to provide a student with an extra opportunity because they had special needs or circumstances.

Fairness in Social Psychology Theory

Consequences

- **Consequences** are provoked when resources are distributed based on considering consequences for students.

Example:

- A teacher forms each group for groupwork activities based on students' different ability levels because they believe that higher ability students can support lower ability students' learning.

Fairness in Social Psychology Theory

Psychological Drivers

Sociological Drivers

Distributive

Procedural

Interactional

Perception of Fairness
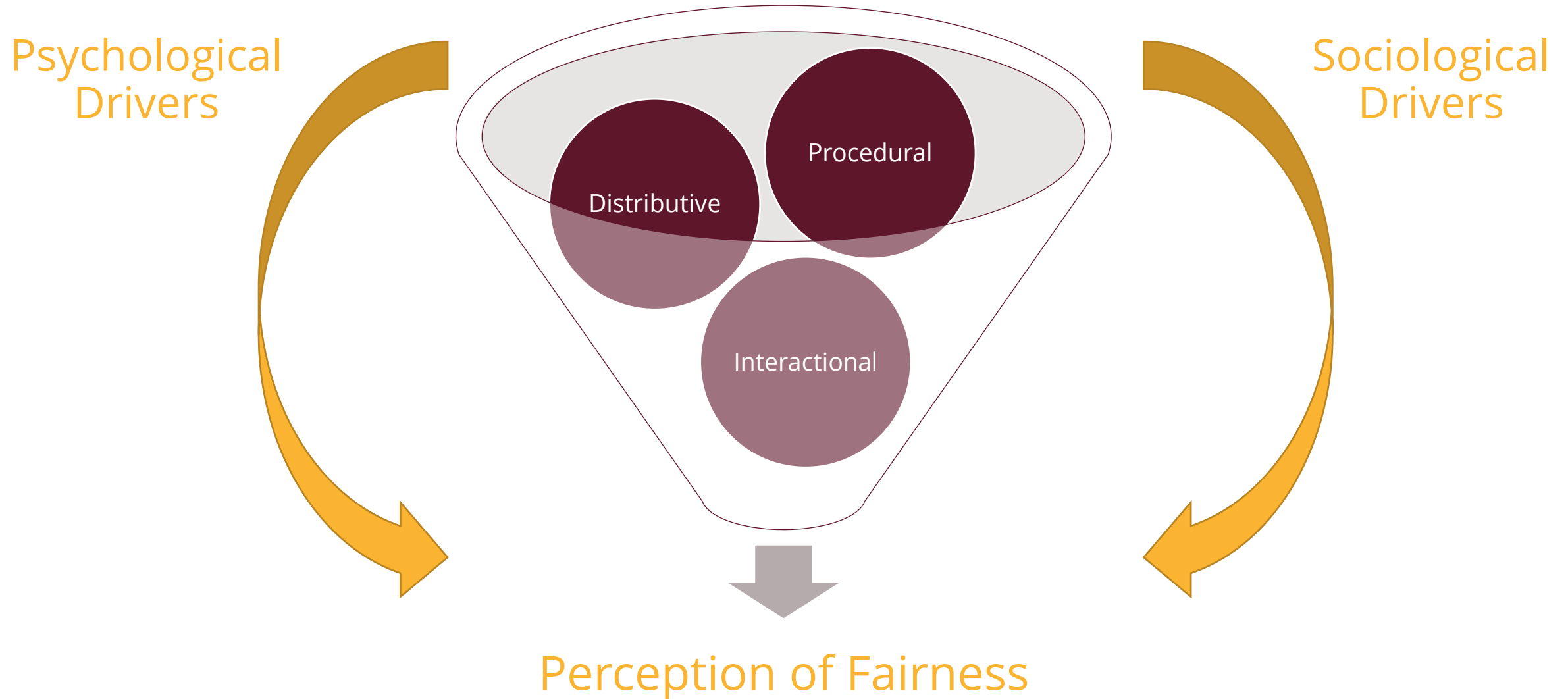
Fairness in Social Psychology Theory

Procedural

Procedural justice refers to perceptions of fairness based on procedures used for outcome distributions.

Fairness in Social Psychology Theory

Seven principles of procedural justice

Consistency

Bias Suppression

Correctability

Ethicality

Voice

Transparency

Reasonableness

Fairness in Social Psychology Theory

Consistency

- **Consistency** refers to a consistent application of assessment procedures in classrooms across students.

Example:

- A student might perceive unfairness if a teacher applies punishment for cheating differently across students.

Fairness in Social Psychology Theory

Bias Suppression

- **Bias suppression** refers to neutral and bias-free application of assessment procedures in classrooms.

Example:

- A student might perceive unfairness if teacher is biased toward some student because of dis/liking.

Fairness in Social Psychology Theory

Correctability

- **Correctability** refers to correcting assessment procedures when there is an error in process or practice.

Example:

- A student might perceive fairness if a teacher corrects that they have made a mistake in grading a student exam.

Fairness in Social Psychology Theory

Ethicality

- **Ethicality** refers to aligning assessment procedures with ethical standards and practices.

Example:

- A teacher may give zero for cheating because thinks cheating is ethically wrong.

Fairness in Social Psychology Theory

Voice

- **Voice** refers to providing students with opportunities to communicate their concerns in assessment procedures.

Example:

- A teacher gives students a chance to appeal grades after reviewing their exam papers.

Fairness in Social Psychology Theory

Transparency

- **Transparency** refers to enacting assessment procedures with clarity.

Example:

- A teacher shares rubrics with students that is explicit in outlining grading criteria.

Fairness in Social Psychology Theory

Reasonableness

- **Reasonableness** refers to enacting assessment procedures in a way that shows sensible judgements.

Example:

- A teacher provides assignment workload that is considerate of students' circumstances.

Fairness in Social Psychology Theory

Interactional

Interactional justice refers to fairness of interpersonal relationships and communication of information in classrooms.

Fairness in Social Psychology Theory

Four principles of interactional justice

| Respect | Adequate Communication | Justification | Timeliness |

Fairness in Social Psychology Theory

Respect

- **Respect** considers treating students with dignity and respect during assessment procedures.

Example:

- When a teacher embarrasses a student in feedback provision, the student perceives unfairness.

Fairness in Social Psychology Theory

Adequate Communication

- **Adequate communication** considers providing students with adequate information about assessment procedures.

Example:

- When a teacher provides sufficient information about students' grade outcomes, students perceive fairness.

Fairness in Social Psychology Theory

Justification

- **Justification** considers providing logical explanations for assessment procedures and outcomes.

Example:

- When a teacher logically justifies the decision they made in a cheating case, a student might perceive fairness.

Fairness in Social Psychology Theory

Timeliness

- **Timeliness** refers to providing timely information about assessment procedures and outcomes

Example:

- When a teacher communicates the grading or feedback results in a short time, a student perceives fairness.

Fairness in Social Psychology Theory

- **Psychological drivers** include individual and interpersonal drivers such as teacher expectations that can influence teacher fairness practice and student perception of fairness (Rasooli, 2021).

"Once the teacher got the letter [about the students' needs] her mind was already set that this girl can't be in [her] classroom she is going to be a problem" (Biddanda et al., 2019).

Fairness in Social Psychology Theory

Sociological Drivers

- **Sociological drivers** include social conditions and structures within a particular time and place that shape perceptions of fairness (Rasooli, 2021).

"I see issues with poverty and the social environment including violence and other factors that may be playing a large role in students' lives" (Biddanda et al., 2019).

Activity

4

Activity Guide

- **Classroom Assessment Fairness Inventory** (Rasooli, 2021).

- Please open the PDF template to do the activity first on your own.

Activity Guide

- You will read each scenario and analyze if the teacher was fair or unfair in their responses to various aspects of the scenario.

- You will describe what your rationales were and what underpinning principles of fairness (outlined in social psychology theory) guided the teachers' actions.

- For example, for the first item in groupwork scenario, do you think Mr. Chu was fair? If yes, why? If no, why? In case of being fair, what principle of fairness guided Mr. Chu's action and in case of unfairness what principle of fairness was violated by Mr. Chu?

Scenario 1: Groupwork

Mr. Chu highly values student groupwork. Based on his initial assessments, Mr. Chu formed each group with three students from different ability levels: struggling, average, and high performing students. He believed that high performing students contribute to the learning of other group members. Each group worked on their projects and prepared a final presentation. Mr. Chu has left it to groups to discuss how to distribute workload and allowed students to discuss with him if they had issues over group dynamics. As a response to students' questions about assessment, Mr. Chu provided an overview of the project to students but not a rubric showing how he will assess students' groupwork. Mr. Chu encouraged group members to work hard as all group members will receive the same grades as a reflection of group performance and cooperation. Several who were not satisfied with their grades appealed, but Mr. Chu did not accept their complaints.

Scenario 1: Groupwork

Actions	Relevant underlying principle
1. Mr. Chu selected group members based on mixed ability.	Consequence
2. Mr. Chu did not provide students a choice in selecting their group members.	Voice
3. Mr. Chu allowed students' complaints over group dynamics.	Voice
4. Mr. Chu was not detailed in communicating how he will assess students' groupwork.	Adequate communication
5. Mr. Chu gave the same grades to all group members.	Equality
6. Mr. Chu did not give individual grades for each group member based on their contributions and learning.	Equity
7. Mr. Chu did not justify his grades to students who appealed.	Justification

Questions

To gain more knowledge, please read the associated link on the website to learn about planning for fair groupwork (Rasooli & Brookhart, 2021).

https://www.ascd.org/el/articles/planning-for-fair-group-work

Do you think it is fair to assign an equal group grade to students working in group? Do you think it is fair to mix students with different ability levels in groupwork?

Scenario 2: Exam

Mr. Ahmed announced that the class would have an exam the day before winter break (in 5 days). Students preferred moving the exam date because they had many assignments for other subjects that were also due on the same date. Even so, Mr. Ahmed was firm on his decision as moving the exam date back would create more intensive workload later in the year. Mr. Ahmed did not explicitly state what would be on the exam. However, he did include a mix of easy and difficult questions to give all students an opportunity to show their learning. He also provided accommodations (e.g., more time) to students with disabilities and English language learners. In general, Mr. Ahmed is a lenient teacher in grading compared with other teachers in the school who teach the same subject. On the exam, all students complained about two questions that were not covered during the course. Mr. Ahmed harshly responded that students should be able to answer the two questions from what had been taught. For a few students who missed the exam date, Mr. Ahmed decided to give another exam opportunity after winter break.

Scenario 2: Exam

Actions	Relevant underlying principle
1. Mr. Ahmed held firm on the exam date.	Reasonableness
2. Mr. Ahmed did not explicitly state what would be on the exam.	Adequate communication
3. Mr. Ahmed included in the exam both easy to difficult questions.	Equity
4. Students with disabilities and English language learners received accommodations for the exam (e.g., more writing time).	Need
5. Mr. Ahmed graded his students more leniently than other teachers.	Consistency
6. Mr. Ahmed did not remove the two questions on the content that were not taught before.	Correctability
7. Mr. Ahmed did not respond to students' complaints with a respectful tone.	Respect
8. Mr. Ahmed gave another exam opportunity to students who missed the exam.	Need (Equality, Consistency)

Scenario 3: Grading

Ms. Mendes had students from diverse backgrounds in her classroom. She treated all her students respectfully during classroom teaching, assessment, and interactions. Ms. Mendes informed students that she would give grades based on student achievement. 70% of students' grades were from multiple tests during the course plus 30% for students' individual essays. Ms. Mendes communicated test results in one week after handing the test in. Due to busy schedule, she would sometimes allow students to appeal their grades if there was enough time in class. She would fully explain her grading for students who spoke up looking for their grade adjustments. At the end of the course, Ms. Mendes adjusted the grades of failing students with at-risk backgrounds to support their success. She also increased marks for a few students to ensure admission into their desired universities. However, she lowered the grades of a few disruptive students who interrupted the classroom learning.

Scenario 3: Grading

Actions	Relevant underlying principle
1. Ms. Mendes treated students respectfully during classroom assessment.	Respect
2. Ms. Mendes largely considered student achievement of learning objectives in her grading.	Equality
3. Ms. Mendes detailed her grading criteria, with test scores making up 70% of a student's grade.	Transparency
4. Ms. Mendes communicated test results in one week after handing the test in.	Timeliness
5. Ms. Mendes would sometimes allow students to discuss their grades if there was enough time in class.	Voice
6. Ms. Mendes gave adequate justification for students who spoke up for their grades.	Justification
7. Ms. Mendes adjusted the grades of failing students with at-risk backgrounds.	Need
8. Ms. Mendes considered students' future university admissions to adjust grades.	Consequence
9. Ms. Mendes considered student misbehavior (e.g., disruptions) in her grading.	Bias suppression

Scenario 4: Cheating

Ms. Johnston is very strict when she catches a student cheating. However, she did not tell students her policy on cheating at the beginning of the year. One student was caught cheating on an exam and Ms. Johnston decided to give the student a grade of zero. Ms. Johnston did not give the student an opportunity to explain the reasons for cheating before making her decisions. She explained to the class that cheating is unfair to other students and asked the student to leave the classroom. The exam constituted 20% of students' final grade. After the exam, she met with the student and explained that cheating is ethically wrong, is unfair in relation to the classmates, and she would punish anyone who cheats. The student provided a reason for their behavior and apologized.

Scenario 4: Cheating

Actions	Relevant underlying principle
1. Ms. Johnston was not transparent about her cheating policy at the beginning of the course.	Transparency
2. Ms. Johnston did not give the student an opportunity to explain the reasons for cheating before making her decision to give zero.	Voice
3. Ms. Johnston gave a zero because cheating is unfair to other students' efforts.	Equity
4. Ms. Johnston gave a zero because cheating is ethically wrong.	Ethicality
5. Ms. Johnston gave a zero to signal that anyone who cheats should be punished for this action.	Consequence
6. Ms. Johnston asked the student to leave the classroom in front of other students.	Respect
7. Ms. Johnston explained her cheating decision to the student.	Justification
8. Ms. Johnston did not forgive the student's cheating this time.	Need

Scenario 5: Feedback

Mr. Dembe has asked students to write an essay about their science lab project. He has shared with students a clear rubric that he will use to assess students' essays. Four days after the essay submission deadline, Mr. Dembe got back to students with his feedback and expressed that students can contact him for further discussion of his feedback. Students noticed that Mr. Dembe gave more feedback to students with good quality essays as well as his favorite students than students who had handed in essays that were of low quality. Mr. Dembe harshly explained that he had given variable feedback on the essays based on the amount of effort he deemed each student had put in completing essays.

Scenario 5: Feedback

Actions	Relevant underlying principle
1. Mr. Dembe provided a clear rubric for assessing students' essays.	Transparency
2. Mr. Dembe provided feedback after four days of essay submissions.	Timeliness
3. Mr. Dembe gave students a chance to further discuss his feedback.	Voice
4. Mr. Dembe provided feedback based on the amount of effort each student has put in the work.	Equity
5. Mr. Dembe did not provide more feedback to students who had weaker performance.	Need
6. Mr. Dembe did not treat students respectfully in his feedback procedure.	Respect
7. Mr. Dembe gave more feedback to his favorite students.	Bias suppression
8. Mr. Dembe explained that his feedback procedure was based on the amount of effort each student has put in.	Justification

Conclusion

- Dig deep into one's fairness beliefs and values

- Whatever our fairness decisions are, they will influence our assessment practices in the class.

- One needs to justify they are fair in assessment practices based on sound judgment.

A Model of Fairness in Classroom Assessment

5

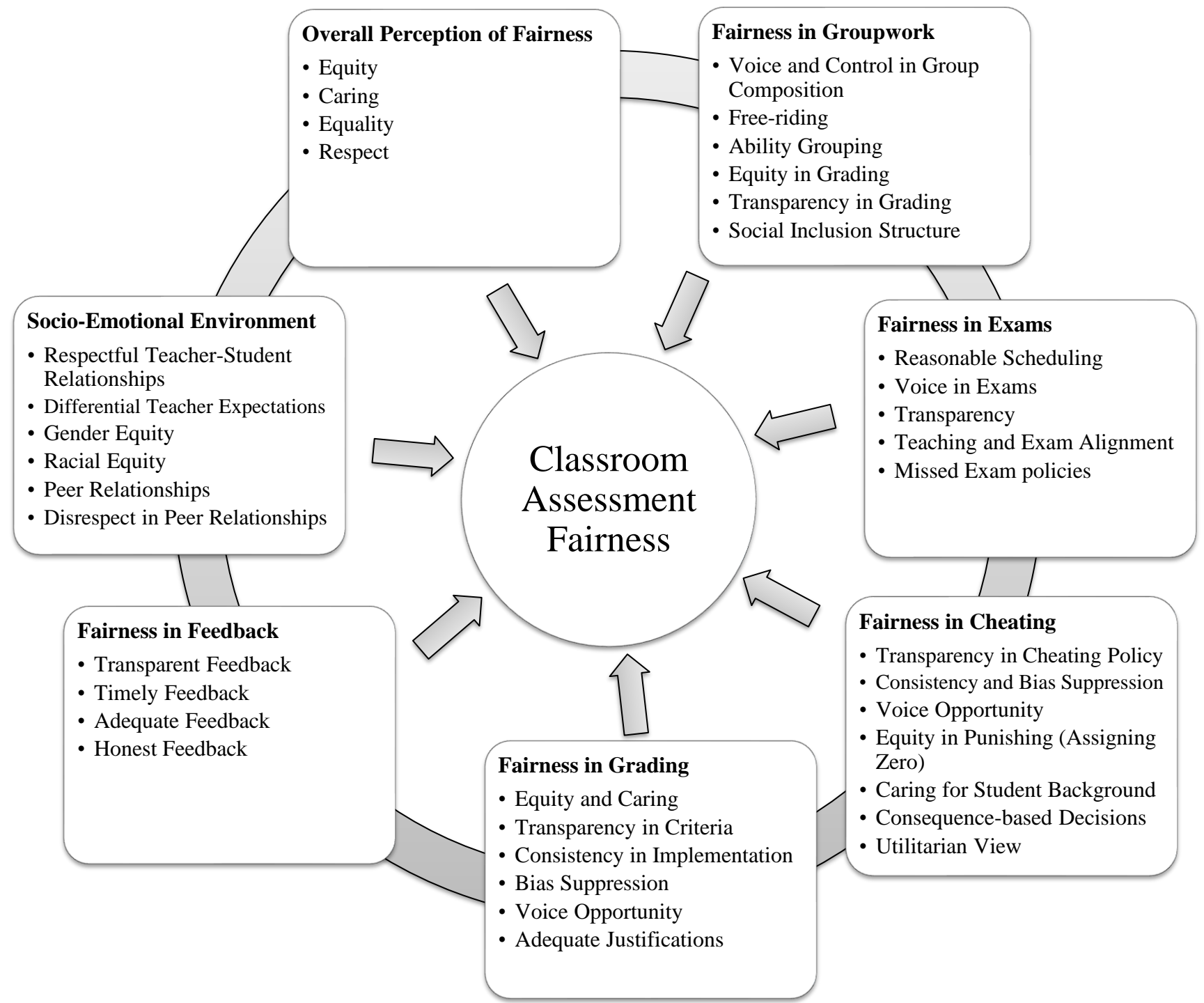**5** A Model of Fairness in Classroom Assessment

Leverage a model of fairness to guide your fairness practice in classroom assessment.

Identify various dimensions of fairness in classroom assessment.

Explore how social psychology theory supports fairer practices in each dimension.

A Model of Fairness in Classroom Assessment

(Rasooli, 2021)

Classroom Assessment Fairness

Overall Perception of Fairness
- Equity
- Caring
- Equality
- Respect

Fairness in Groupwork
- Voice and Control in Group Composition
- Free-riding
- Ability Grouping
- Equity in Grading
- Transparency in Grading
- Social Inclusion Structure

Fairness in Exams
- Reasonable Scheduling
- Voice in Exams
- Transparency
- Teaching and Exam Alignment
- Missed Exam policies

Fairness in Cheating
- Transparency in Cheating Policy
- Consistency and Bias Suppression
- Voice Opportunity
- Equity in Punishing (Assigning Zero)
- Caring for Student Background
- Consequence-based Decisions
- Utilitarian View

Fairness in Grading
- Equity and Caring
- Transparency in Criteria
- Consistency in Implementation
- Bias Suppression
- Voice Opportunity
- Adequate Justifications

Fairness in Feedback
- Transparent Feedback
- Timely Feedback
- Adequate Feedback
- Honest Feedback

Socio-Emotional Environment
- Respectful Teacher-Student Relationships
- Differential Teacher Expectations
- Gender Equity
- Racial Equity
- Peer Relationships
- Disrespect in Peer Relationships

Overall Perception of Fairness

Equity and Caring

- **Equity** is characterized by caring to compensate for the disadvantaged personal histories of some students .

Example:

- "To me, fairness in classroom assessment means considering the individual context behind each person. Though their history should not be the deciding factor, it should help play a role in making things more equitable." (Rasooli, 2021)

Overall Perception of Fairness

Equality

- **Equality** refers to equal opportunity to learn and demonstrate learning contributes to fair assessments.

Example:

- "Unfairness and bias in an academic environment can be very subtle and a lot of times happens to people of color particularly those who are weak in the English language or have a hard time fitting in." (Rasooli, 2021)

Overall Perception of Fairness

Respect

- **Respect** includes polite treatment of everyone.

Example:

- "Everyone is treated equally and has the right to speak respectfully." (Rasooli, 2021)

Fairness in Groupwork

- Voice and control in group composition
- Ability-grouping and free-riding
- Equity and transparency in grading
- School inclusion structure of a school

Fairness in Groupwork

Voice and control in group composition

- **In group composition**, students perceive fairness when they have control and voice over selecting group members.

Example:

- "The teacher made groups with varied ability like persons with 90, 80, 50, 60s. I guess it was sort of fair for her as everyone can help each other out. But I felt it was unfair because we didn't choose." (Rasooli, 2021)

Fairness in Groupwork

Ability-grouping and free-riding

- When a teacher mixes abilities in forming groups, **free-riding** happens (i.e., where a group member does not contribute to the group work project.)

Example:

- "The person who ended up doing almost the whole project felt that it was so unfair that they actually told the teacher that the other person had done no work to get their mark." (Rasooli, 2021)

Fairness in Groupwork

Equity and transparency in grading

Students consider **individual grades** as the fairest approach in groupwork assessment.

Example:

- "I think for group work the way it should be done is individual assessment, like, have people work together and submit their own things. Instead of having the chance that one person can do all the work." (Rasooli, 2021)

Fairness in Groupwork

School inclusion structure of a school

- **Social inclusion structure of a school** may also influence fairness of assessment.

Example:

- "If you were singled out as someone who was very intelligent, but didn't have many friends, then often the people with quite a few friends would sort of use you. After the project was finished, they wouldn't remain." (Rasooli, 2021)

Fairness in Exams

| Reasonable scheduling | Voice in exams | Transparency; Teaching and exam alignment | Missed exam policies |

Fairness in Exams

Reasonable scheduling

- Students perceive unfairness when teachers do not provide **reasonable schedules** for exams and quizzes.

Example:

- "Sometimes some teachers gave us a test last minute, like the test was gonna be Friday or something. They didn't tell us like weeks ahead of time." (Rasooli, 2021)

Fairness in Exams

Voice in exams

- Students perceive fairness in relation to whether the teacher listened to students' **voice** in their exam decisions.

Example:

- "If we would say, teacher, on this day that you assigned us this test we have two other tests. They would then say, is there a way we can move it. In this way, they could make it fair." (Rasooli, 2021)

Fairness in Exams

**Transparency;
Teaching and
exam alignment**

- Students may also view a lack of **transparency** in communicating exam expectations as unfair.

Example:

- "In chemistry, we'll be learning thermodynamics or something. And on the test, it will be something completely different from the content that we've been learning." (Rasooli, 2021)

Fairness in Exams

Missed exam policies

- The procedure based on which teachers handle **missed example policies** may also contribute to perception of fairness in classroom assessment.

Example:

- In Grade 9, I had a very strict math teacher who had a policy that if you missed a test, unless you followed a very specific protocol, you would get a zero. One day I missed a math test. The day after I asked to write the test. She told me no and I got a zero. This dropped my math mark about 5% overall." (Rasooli, 2021)

Fairness in cheating

Transparency in cheating policy

Consistency and bias suppression in cheating decisions

Voice opportunity to discuss cheating decisions

Equity in punishing (giving zero)

Caring for student background

Consequence-based decisions

Utilitarian view

Fairness in cheating

Transparency in cheating policy

- Fairness can be enhanced if a teacher is **transparent** in communicating the punishments for cheating at the beginning of the course.

Example:

- "I think the biggest problem that students have is that they just don't know what the consequences are." (Rasooli, 2021)

Fairness in cheating

Consistency and bias suppression in cheating decisions

- Students may perceive unfairness if a teacher does not implement **consistent** cheating decisions across students.

Example

- "Throughout the year, there was a bit of cheating just going on in that class. When the teacher caught most students, he would just say stop glancing. But when it came to students who didn't really pay attention, or who rarely showed up, he took away the test and gave them a zero." (Rasooli, 2021)

Fairness in cheating

Voice opportunity to discuss cheating decisions

- Students may perceive fairness when a teacher provides a **voice opportunity** for students to explain their cheating behavior.

Example:

- "Two students handed in the same essay to different teachers. But the teachers caught on. They brought both men for meetings and had conversations about what happened. They both received zero. They handled it fairly with process and went over what is acceptable, what's not and students had an opportunity to explain the situation." (Rasooli, 2021)

Fairness in cheating

Equity in punishing (giving zero)

- Most students perceive **giving a grade of zero** as the most **equitable** act because cheating is unfair to other students who had put effort in the work.

Example:

- "When they catch students' cheating, give them a straight up zero." (Rasooli, 2021)

Fairness in cheating

Caring for student background

Consequence-based decisions

- Some students consider **caring for student background** and **consequences of cheating decision**.

Example:

- "Someone has never cheated before and is cheating because something's going on at home. I think what's fair is you give them zero, because you have other people thinking that they can cheat and get away with it, right? So if you have to do that, but you do have to look at the other factors and give another opportunity." (Rasooli, 2021)

Fairness in cheating

Utilitarian view

- Some students also consider **utilitarian perspective** and argue that giving zero is beneficial to deter other students from cheating.

Example:

- "It acts as a deterrent to prevent others from cheating, which makes things a lot fairer." (Rasooli, 2021)

Fairness in grading

Equity and caring

- Some students may perceive reducing grades for late submission to be **inequitable** for student learning.

Example:

"If the purpose of assignments is learning, then you tend to say don't reduce grades because that is not fair." (Rasooli, 2021)

Fairness in grading

Transparency in criteria

- Students perceive fairness when teachers communicate assessment expectations and criteria with **transparency**.

Example:

- "in Grade 10 math, Mr. Sam did things by the book. He was extremely fair and gave only marks according to set criteria." (Rasooli, 2021)

Fairness in grading

Consistency in implementation

- Students perceive fairness when teachers practice **consistency** in implementing assessment criteria to evaluate student work.

Example:

- "My teacher would favor for some students, even if they got the answers wrong, she would still mark it right. She did have a lot of favoritism towards marking."(Rasooli, 2021)

Fairness in grading

Bias suppression

- Another aspect that undermines consistency is relevant to a **teacher's bias** in grading by including student behavior and race.

Example:

- "I know some of those people are very bright students. Like in their work, you can see how bright they are, but they still get less marks, I think it's because of the teachers' impression on their behaviors." (Rasooli, 2021)

Fairness in grading

Voice opportunity

Adequate justification

- Students perceive fairness when a teacher provides a **voice opportunity** for students to express grading concerns.

- Subsequently, they perceive fairness when teachers provide **adequate justifications** for grading outcomes.

Example:

"I would go to the teacher and ask, what could I have done better? Like, why did I get this mark? At times they wouldn't really have an answer. They would just be like, that's the mark that you got." (Rasooli, 2021)

Fairness in feedback

Transparent feedback

Timely feedback

Adequate feedback

Honest feedback

Fairness in feedback

Transparent feedback

- Students may perceive unfairness in relation to **transparency of feedback**, where a teacher do not provide clear feedback to students.

Example:

- "I remember my English teacher when I asked how can I perform better on my essay? She told if we wanted to reach that A+ mark, we would have to show amazing understanding of the book, but the rubrics would just say show a strong understanding." (Rasooli, 2021)

Fairness in feedback

Timely feedback

- **Timeliness** in the feedback delivery is an important criterion for some students to evaluate fairness in feedback.

Example:

- "Often the problem was that we would complete assignments and give them back to the teacher to be marked. We would only receive feedback several months later. So there was no opportunity for us to improve on our skills." (Rasooli, 2021)

Fairness in feedback

| Adequate feedback | Honest feedback |

- Some students perceive fairness when the **amount of feedback is adequate**, and feedback is **honest** with respect to student performance.

Example:

- "In Grade 11, those students with less quality work were saying can we have more feedback? She said that she had done appropriate amount of feedback based on appropriate amount of effort." (Rasooli, 2021)

Socio-emotional environment

Respectful teacher-student relationships

Differential teacher expectations

Gender equity

Racial equity

Peer relationships

Socio-emotional environment

- Respectful teacher-student relationships
- Differential teacher expectations
- Gender equity
- Racial equity
- Peer relationships

Socio-emotional environment

Differential teacher expectations

- Assessment plays a key role in creating **teacher expectation** of a student.

Example:

- "Students who are already succeeding have a good relationship with the teacher and are more likely to ask questions. Whereas the students who are not succeeding, they are less likely to ask for help because they feel scared to admit that they're not succeeding, or they feel embarrassed by the grade that they got on the last assessment." (Rasooli, 2021)

Socio-emotional environment

| Gender equity | Racial equity |

- Students consider **gender** and **race** as additional signals for unfair teacher-student relationships.

Example:

- "I always felt my teachers, not all of them, had favorites in the class. A lot of teachers wouldn't say this out loud, but you could tell that they were like racist and prefer people who are like them." (Rasooli, 2021)

Socio-emotional environment

Peer
relationships

- In **peer relationships**, a group of students may alienate another student that subsequently impacts their assessment performance.

Example:

- "It's not the type of extreme bullying that you would expect, but ways that certain groups of students would alienate another student, and that would cause them to retreat into a bubble outside and inside the classroom. It definitely makes an impact on their, like participation and their ability to learn in the classroom." (Rasooli, 2021)

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