

**Title of Proposal \_\_Equitable Assessment Practices in the Classroom**

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**ABSTRACT**

The purpose of this proposal is to convene educators to discuss the use of assessment practices in the classroom, and to encourage democratic and equitable practices engaging students in the assessment process. Assessment is used for many reasons; however, often not for continuing instructional purposes, but rather for discerning who are the "good students" from the "bad students". Often times those students who struggle with English as a second language, those who have specific learning disabilities, and/or speech difficulties, and those who come from culturally and linguistically diverse backgrounds suffer under the use of traditional assessment methods and teachers do not gain the necessary information about these students to provide the BEST educational practices in the classroom. Therefore, it is imperative that teachers reach out to all students in other ways to learn about them and their skills, knowledge and talents, in order to present meaningful and appropriate instruction, as well as assess the progress of their students within content and curriculum. This presentation/discussion will focus on the use of alternative assessments as ways to gain information, data and insight into how students think, react, and produce information, as well as the use of rubrics in evaluating assessments within the classroom. The use of these techniques can be helpful for all students including those with special needs, and those with language and cultural uniqueness that differ from the majority culture.

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