

The Wyoming Department of Education would like to thank all the districts that willingly shared their current Body of Evidence plans for this project. The intent of posting sample BOE plans is to provide clear examples of different approaches that satisfied the criterion when reviewed during the 2009 BOE Peer Review. Since the BOE plans are the property of the identified districts, please contact the individual district directly should you want to use any part of their plan.

The following example is what a **common assessment approach** section for fairness might look like:

Section 4: Fairness

In order to meet the fairness criterion on the BOE Peer Review Rubric, the submitted plan must include evidence of the following:

- There is evidence the district uses procedures or tools to ensure that **assessment items/tasks** are not **biased** against subgroups of students.
- There is evidence the district uses **accommodations** appropriately.
- There is evidence the district provides **multiple assessment opportunities**.
- A **variety of assessment formats and strategies** are included in the system.
- The district **disaggregates assessment results** (i.e. ethnicity, gender & socio-economic status) and the results are used to search for possible bias in the system.
- Relevant district data are presented to document that **participation rates** are at least 95% for all subgroups.

Evidence in plan to support required criteria for fairness:

- The procedures (e.g., bias committees) used to ensure that items and tasks are not biased against any subgroups of students are described.
- Sample forms and/or notes from bias review committee meetings are included.
- Policies and procedures for ensuring fair participation of all students in the system (e.g. students with disabilities or English language proficiency) are evident.
- There is evidence that illustrates accommodations are used.
- There is evidence that the district system provides students with multiple opportunities, using different formats and strategies, to demonstrate their knowledge and skills.
- The plan includes disaggregated assessment results by identifiable subgroups (i.e. ethnicity, gender & socio-economic status) and describes how the district uses the information to make decisions.
- There is evidence that disaggregated assessment results are used to search for potential bias in the assessment system.
- The plan includes participation rates data for the content area assessments submitted

FAIRNESS

Mission	Recall that the fundamental mission of Big Horn County School District #1 is <i>to equip ALL students with the knowledge, skills, and attitudes necessary for success</i> . A fundamental corollary is that all students, regardless of background, ethnicity or socio-economic status, achieve and perform better where circumstances and expectations are clearly defined and articulated. As all assessments are developed, bias issues are considered. The curriculum committee addresses fairness through looking at individual assessments, assessment items, and results of assessments.
Bias Checks	Bias review guidelines and checklist are utilized to facilitate this process. (See pages 3-10 of this section.) Data is disaggregated in order to assure that the assessment does not show bias such as a disproportionate high number of students in a particular subgroup performing poorly. Our data is
Data Review	disaggregated by different subgroups including SES, special population, gender, migrant, and ethnicity. (See samples at the end of this section on pages 11-24.) This data is reviewed by content teams, school improvement teams, advisory teams, and the curriculum board. Any identified concerns for subgroups are discussed. Further analysis is made and goals for improvement are developed.
Accommodations	Appropriate accommodations are employed so students with disabilities and Limited English Proficient students have a fair opportunity to demonstrate what they know. The Individual Education Plan team identifies the necessary accommodations according to the <i>Wyoming Accommodations Manual for Instruction and Assessment</i> distributed by the Wyoming Department of Education. The district maintains a minimum of a 95% participation rate of all subgroups on all district assessments.
Participation Rate	Participation rates are tracked on each assessment as results are recorded. Building Intervention Teams address the needs of the Limited English Proficient student as well as other at-risk students. If necessary, appropriate accommodations are recommended by the BIT team.

District policy reflects the notion that ALL students are eligible to participate to the fullest extent possible in the district assessment system (See pages 25-26 of this section.).

Multiple
Opportunities

Multiple opportunities are provided for students in our district in several ways. We use different assessment formats on our common assessments. The assessment blueprints and matrices in the alignment section highlight these formats. Standards are covered in several courses which allow students to learn them multiple times. It also provides students the opportunity to increase proficiency over time. A student who was proficient in math based on algebra I and geometry could become advanced based on standard work in algebra II and precalculus since the standards are taught in these courses also. Remediation is possible for every assessment with opportunity to be assessed again in order to demonstrate proficiency levels.

Fairness & Bias Assessment Review Checklist

Please complete the checklist and return it with any notes or proposed changes to the curriculum director.

Assessment Title: _____

Type of Assessment: _____

Grade Levels: _____

Standards/Benchmarks Assessed: _____

- Is the assessment free of stereotypes and may it be completed by all students regardless of gender, ethnicity, economic status, and/or disability unless exempted?
- Are necessary accommodations to be used for students on 504 Plans, IEPs, or Limited English Proficient students?
- Does the assessment provide ample time for students to finish so that results reflect capability rather than test-taking skills?
- Does the assessment tap the knowledge and skills students have had an adequate opportunity to acquire during classroom instruction?
- Is the assessment free of tasks, situations, or vocabulary more familiar to students of one background or gender?
- Does the assessment use a scoring process applied without bias?
- Does the assessment avoid unnecessarily difficult language when assessing content from the standards?
- Does the assessment enable all students to demonstrate what they know and can do in the areas being assessed?
- Disaggregated data for this test has been examined for potential bias.
- Are the results influenced by error due to raters?

Notes: