

*Article*

# Achieving Assessment Equity and Fairness: Identifying and Eliminating Bias in Assessment Tools and Practices

Yusra jadallah abed Khasawneh<sup>1</sup> and Mohamad Ahmad Saleem Khasawneh<sup>2,\*</sup>

<sup>1</sup> Department of Educational Administration, Faculty of Educational Sciences, Ajloun National University, Jordan. [Yusra.khasawneh@anu.edu.jo](mailto:Yusra.khasawneh@anu.edu.jo)

<sup>2</sup> Special Education Department, King Khalid University, Saudi Arabia, [mkhasawneh@kku.edu.sa](mailto:mkhasawneh@kku.edu.sa)

\* Correspondence: [mkhasawneh@kku.edu.sa](mailto:mkhasawneh@kku.edu.sa); Tel.: 00966596112394

**Abstract:** The objective of this study is to examine different types of bias present in assessment tools and techniques, identify and eliminate any forms of favoritism, and suggest effective approaches for advancing equity and objectivity in assessment procedures. The research utilizes a qualitative methodology, incorporating surveys and focus group discussions with educators and students to collect data. Thematic analysis is a method employed for the purpose of analyzing qualitative data. The results suggest that students hailing from diverse cultural backgrounds perceive partiality in the language and cultural context of evaluations, leading to diminished scores. According to academic professionals, standardized tests are subject to bias, and offering accommodations that cater to linguistic and cultural diversity may improve the academic achievement of students from diverse cultural backgrounds. The findings of this research are of great importance to professionals in the domains of education, policy development, and academia who seek to improve assessment practices and promote equitable educational opportunities for all learners.

**Keywords:** Assessment, Equity, Bias

---

## 1. Introduction

The evaluation of student learning and performance is a crucial aspect of education, commonly referred to as assessment. The outcomes of this assessment are frequently utilized to determine the academic advancement, positioning, and prospects of students. Hence, it is imperative that the evaluation instruments and methodologies exhibit equity, authenticity, and consistency. Research has demonstrated that certain groups of students may experience inequitable outcomes as a result of biased assessment tools and practices.

Assessment bias pertains to the consistent inaccuracies in assessment tools or methodologies that lead to unjust or imprecise appraisal of a student's academic progress or achievements (Aryadoust, 2016). Bias can manifest in either deliberate or inadvertent forms, and it has the potential to impact various student cohorts on the basis of their demographic, cultural, or linguistic origins. Assessment instruments that are tailored to mirror the cultural backgrounds of a particular group may potentially put students from other cultural backgrounds at a disadvantage, resulting in suboptimal scores or erroneous outcomes.

The matter of assessment bias and equity holds particular relevance within the present educational landscape, which has witnessed a significant rise in the diversity of student populations. Educational institutions cater to a student body comprising individuals from various racial, ethnic, cultural, and linguistic backgrounds, each with unique learning requirements and backgrounds. Consequently, it is imperative that assessment practices exhibit cultural responsiveness and impartiality to guarantee equitable learning and achievement opportunities for all students (Montenegro & Jankowski, 2017).

The issue of assessment bias and the imperative to foster equitable and just assessment methodologies have garnered increasing attention from scholars, practitioners, and decision-makers in the field of education. Despite attempts to tackle this matter, there remains a deficiency in comprehension regarding the scope and characteristics of assessment partiality, as well as efficacious approaches for detecting and eradicating it (Ferreira & Gonçalves, 2022).

The objective of this research is to make a scholarly contribution by investigating the matter of assessment equity and impartiality, and detecting and eradicating partiality in assessment instruments and methodologies. The research will investigate the theoretical underpinnings of assessment equity and fairness, various forms of partiality in assessment instruments and methodologies, and optimal strategies for advancing assessment equity and fairness. The research will additionally examine the influence of assessment partiality on academic achievements of students and propose suggestions for eradicating partiality and fostering impartiality and justice in assessment methodologies. The research outcomes hold significance for individuals in the field of education, policy-making, and academia who aim to enhance assessment methodologies and foster equal educational prospects for every student.

### *Problem Statement*

Notwithstanding attempts to advance equity and impartiality in assessment, there remains the possibility of bias in assessment instruments and methodologies, which can result in unjust and imprecise appraisal of students' learning and achievements. The presence of bias has the potential to impact various student populations, contingent upon their demographic, cultural, or linguistic backgrounds, ultimately resulting in disparities in academic achievements. Consequently, it is imperative to recognize and eradicate partiality in evaluation instruments and methodologies to guarantee equitable educational prospects and accomplishments for all pupils.

### *Research Objectives*

The aim of this research is to recognize and mitigate partiality in evaluation instruments and methodologies, and foster impartiality and justice in the assessment process.

### *Research Questions*

How can bias in assessment tools and practices be identified and eliminated to promote assessment equity and fairness for all students, regardless of their demographic, cultural, or linguistic backgrounds?

## **2. Literature Review**

### *Conceptual Framework of Assessment Equity and Fairness*

The promotion of equal opportunities for learning and success among all students is a crucial aspect of educational practice, which is achieved through the implementation of assessment equity and fairness. The assessment equity and fairness conceptual framework encompasses a range of factors, such as cultural responsiveness, validity, reliability, and bias. According to Blitz et al., (2016) the concept of cultural responsiveness entails the acknowledgement and appreciation of the cultural heritage and personal experiences of students in the context of assessment methodologies. Carter et al (2015) stated validity and reliability are two essential concepts in the field of education that pertain to the degree to which evaluation instruments precisely and consistently gauge the academic achievement and competence of students. The presence of bias in assessment tools and practices can result in the production of inaccurate and inequitable evaluations of student learning and performance (Martinková et al., 2017). This can have a disparate impact on various student populations, depending on factors such as their cultural, linguistic, or demographic backgrounds.

### *Types of Bias in Assessment Tools and Practices*

Various forms of partiality can be present in evaluation instruments and methodologies. Cultural bias, language bias, and gender bias are among the most frequently occurring types of bias (Fan et al., 2019). The term "cultural bias" pertains to the consistent over- or under-representation of particular cultural groups within evaluation instruments. The phenomenon of language bias arises when evaluation instruments fail to consider the varied linguistic backgrounds of students, resulting in flawed assessments of their academic progress and achievements. Gender bias pertains to the consistent and systematic over- or under-estimation of particular genders in evaluation instruments (Del Bo' et al., 2019).

#### *Previous Studies on Identifying and Eliminating Bias in Assessment*

Numerous prior research endeavors have investigated the matter of partiality in evaluation instruments and methodologies and put forth approaches for detecting and eradicating it. Pequeno et al. (2020) conducted a study to examine the presence of cultural bias in assessment instruments utilized in South Korea. The researchers also suggested a framework for culturally responsive assessment. The framework comprises four distinct components, namely cultural validity, cultural accommodation, cultural sensitivity, and cultural congruence. Moss-Racusin et al. (2018) conducted a study on the presence of gender bias in standardized tests and suggested potential measures for mitigating its effects. The employed tactics encompassed the utilization of gender-neutral terminology, the provision of gender-inclusive illustrations, and the circumvention of gender-based generalizations.

#### *Best Practices in Promoting Assessment Equity and Fairness*

There exist multiple optimal approaches for advancing assessment equity and impartiality. The aforementioned practices encompass the development of assessment tools and practices that are culturally responsive, provision of accommodations for linguistic and cultural diversity, and utilization of multiple measures to assess student learning and performance. The process of creating culturally responsive assessment tools and practices entails acknowledging and valuing the cultural heritage and life experiences of students, while also guaranteeing that assessment instruments are pertinent and attainable for all students (Bottiani et al., 2018). Dalibet al. (2017) stated the act of accommodating linguistic and cultural diversity entails guaranteeing that students are assessed based on their competencies and aptitudes, rather than their cultural heritage or language proficiency. Martínez et al. (2016) stated the implementation of diverse assessment tools, including performance assessments, portfolios, and teacher observations, constitutes the utilization of multiple measures to assess student learning and performance. This approach enables a more comprehensive evaluation of students' academic progress and achievements.

### **3. Methodology**

The chosen methodology for this study is qualitative research. According to Creswell (2014), the utilization of qualitative research is appropriate in cases where the objective is to investigate, comprehend, and construe phenomena, particularly in intricate and challenging-to-quantify contexts. The principal objective of this research is to examine the perspectives and encounters of the participants, and to acquire a comprehensive comprehension of their opinions concerning the subject matter being scrutinized. Qualitative research offers a chance to investigate and comprehend the viewpoints and encounters of participants in their own language, thereby enabling a more comprehensive and intricate comprehension of the subject matter.

Initially, a thorough examination of the existing literature was carried out to ascertain prior research on the detection and eradication of partiality in evaluation instruments and methodologies. The review of literature played a crucial role in shaping the research inquiries and pinpointing the areas of research that require further exploration in the field.

Subsequently, the researchers gathered data via surveys and focus group discussions with both educators and students in order to gain insight into their viewpoints regarding partiality in

assessment instruments and methodologies. The survey items were formulated with the aim of evaluating the level of consciousness among educators regarding partiality in assessment tools and methodologies, their utilization of culturally sensitive assessment practices, and their readiness to adopt measures that foster impartiality and equity in assessment. The study employed focus group discussions as a means of gathering data from students regarding their encounters with partiality in assessment tools and practices, as well as their recommendations for enhancing assessment practices.

The information gathered from the surveys and focus group discussions underwent analysis utilizing qualitative methodology. Thematic analysis was employed to analyze the qualitative data in order to identify the primary themes and patterns present within the data.

#### 4. Results

The findings of the study indicate that culturally diverse students have reported perceiving bias in the language and cultural content of assessments, which has been found to have a negative impact on their performance on these assessments. A student provided feedback:

*"I felt like the questions on the test didn't relate to me or my experiences, and I struggled to answer them."*

According to the findings of interviews conducted with educators, it was observed that standardized tests were perceived to be biased, leading to lower scores for students from culturally diverse backgrounds. According to a certain academic, it was expressed that:

*"The standardized tests don't take into account the diverse backgrounds and experiences of our students, and this leads to bias and lower scores for some students."*

According to reports from educators, the provision of accommodations catering to linguistic and cultural diversity has resulted in enhanced academic performance of students belonging to culturally diverse backgrounds during assessments. According to a certain academic,

*"Providing accommodations like extra time and language support helps level the playing field for our culturally diverse students and allows them to show what they know."*

The findings of the qualitative data analysis shed light on the viewpoints and experiences of students and educators from diverse cultural backgrounds with respect to the influence of prejudice on the results of assessments. The initial discovery indicates that students from diverse cultural backgrounds perceived a presence of bias in the language and cultural context of evaluations, leading to a detrimental effect on their academic performance. The aforementioned quotation serves as an illustration of the challenges faced by a student from a culturally diverse background who encountered difficulty in responding to examination questions that were not reflective of their personal experiences. The second finding indicates that educators have observed bias in standardized tests, resulting in reduced scores for students from culturally diverse backgrounds. The aforementioned statement made by an academic emphasizes the necessity for evaluations to consider the heterogeneous backgrounds and varied experiences of learners (Vesikivi et al., 2020). The third observation posits that making provisions for linguistic and cultural diversity has the potential to enhance the academic outcomes of students from culturally diverse backgrounds on evaluations. The aforementioned statement made by an academic emphasizes the significance of offering appropriate adjustments to ensure equitable opportunities for students from diverse cultural backgrounds (Blair et al., 2018). The findings of the qualitative data indicate that the performance of culturally diverse students may be affected by bias present in assessment tools and practices. However, the implementation of accommodations and diverse content can potentially alleviate this impact.

Data from the study highlight several key recommendations for eliminating bias in assessment tools and practices. These recommendations are based on the findings from the analysis of data on

the impact of bias on assessment outcomes and the identification of bias in assessment tools and practices.

The first recommendation is to provide professional development for educators on cultural responsiveness and bias awareness. Research has shown that educators who receive training on cultural responsiveness and bias awareness are better equipped to recognize and eliminate bias in assessments. In addition, professional development can help educators to develop the skills and knowledge needed to create more equitable assessment practices. By providing professional development, educators can improve their ability to create and use assessments that are more equitable and culturally responsive, leading to better outcomes for all students.

*"The professional development I received on cultural responsiveness and bias awareness helped me to recognize the implicit biases that were present in my assessments. By understanding my own biases, I was able to create assessments that were more equitable and better reflected the diversity of my students."*

The second recommendation is to incorporate diverse and culturally relevant content into assessments. The data results showed that assessments that include more diverse and culturally relevant content lead to higher performance for culturally diverse students. By including content that reflects the experiences and perspectives of all students, assessments can be made more relevant and engaging. This can help to reduce the impact of bias and improve the accuracy of assessments, resulting in better outcomes for all students.

*"Including diverse and culturally relevant content in assessments made them more engaging and accessible to my students. By including content that was relevant to their experiences, I was able to create assessments that were more equitable and accurately reflected their knowledge and skills."*

The third recommendation is to offer accommodations for linguistic and cultural diversity. The data results showed that accommodations such as extra time, language support, and alternative assessment formats can improve the performance of culturally diverse students on assessments. Providing accommodations can help level the playing field for all students, ensuring that all students have the opportunity to demonstrate what they know and can do. By providing accommodations, educators can create more equitable assessment practices that better reflect the diversity of their students.

*"Providing accommodations such as extra time and language support helped to level the playing field for all students. By offering accommodations, I was able to ensure that my assessments accurately reflected my students' knowledge and abilities, regardless of their linguistic or cultural backgrounds."*

The fourth recommendation is to use multiple assessment methods to provide a more comprehensive picture of student learning. The data results showed that assessments that rely on a single method can be biased and provide an incomplete picture of student learning. By using multiple assessment methods, educators can get a more complete picture of student learning, which can help to reduce the impact of bias and improve the accuracy of assessments. This recommendation is supported by the following quote from a teacher who participated in the study:

*"I found that using multiple assessment methods, such as projects, presentations, and written assignments, helped me to better understand my students' strengths and areas for improvement. By using a variety of methods, I was able to create assessments that were more equitable and better reflected the diversity of my students."*

The fifth recommendation is to review and revise assessment tools and practices to eliminate bias and ensure equity. The data results showed that assessments that are biased can result in



inequitable outcomes for culturally diverse students. By continually reviewing and revising assessment tools and practices, educators can ensure that their assessments are fair and equitable for all students.

*"Reviewing and revising my assessments on a regular basis helped me to identify and eliminate biases. By continually examining my assessments, I was able to ensure that they were fair and equitable for all of my students."*

## 5. Discussion

The current study's findings are significant for professionals in education, policy-making, and research who are dedicated to improving student achievement and reducing academic performance disparities. The study's primary focus is on achieving assessment equity and impartiality by identifying and eliminating bias in assessment tools and practices. The study's results provide evidence that bias can negatively impact students' academic advancement and achievement. Additionally, the study suggests that it is possible to reduce or eliminate bias in evaluations through the implementation of practical measures.

One noteworthy finding of this study is the importance of providing educators with professional development opportunities focused on enhancing their cultural responsiveness and awareness of bias. The discovery mentioned above highlights the importance of educators having an understanding of their own biases and developing strategies to create assessments that are more objective. Providing educators with the essential resources and expertise to recognize and alleviate bias has the potential to promote the creation of evaluations that accurately measure student learning and promote fairness in outcomes.

The study's suggestion to incorporate a variety of culturally pertinent materials into evaluations carries considerable significance. By integrating content that is relevant to the experiences and backgrounds of students, educators can improve the engagement and accessibility of assessments for all learners. The discovery mentioned above confirms previous research that has highlighted the importance of culturally responsive pedagogy and its ability to improve student academic performance.

The research indicates that offering provisions for linguistic and cultural heterogeneity would prove advantageous. The discovery mentioned above underscores the importance of recognizing and supporting the diverse backgrounds and experiences of students. By providing accommodations such as extended time and language assistance, educators can facilitate equity among students and ensure that assessments accurately reflect their cognitive abilities and skills.

The scholarly observation made by Khasawneh (2022) regarding the importance of utilizing diverse assessment methods is a noteworthy recommendation. By employing a variety of assessment methods, educators can gain a comprehensive comprehension of student learning and more accurately identify areas that necessitate improvement. The aforementioned finding presents substantiation in support of the utilization of formative evaluations and their advantageous impact on the pedagogical and educational process.

Numerous studies have emphasized the importance of equitable assessment standards. Research has demonstrated that the presence of bias in assessment methods may result in negative impacts on student learning and lead to inequitable outcomes (De Boer et al., 2018). Jagers et al. (2019) emphasized the importance of developing culturally sensitive tests as a means of promoting educational equity.

It is imperative that educators have access to professional development opportunities that prioritize the cultivation of assessment equity and the reduction of bias. Imants & Van der Wal (2020) have highlighted that professional development can assist educators in identifying their personal biases and acquiring strategies to mitigate them. Parkhouse et al. (2019) suggest that professional development can be advantageous for teachers in creating culturally sensitive and equitable assessments.

The available evidence indicates that incorporating a diverse array of student backgrounds and cultures into assessments can enhance student engagement and learning outcomes. According to Hanesworth et al. (2019), the implementation of culturally responsive pedagogy can assist educators in

creating assessments that are more inclusive of the diverse backgrounds of their students. Schachner (2019) contended that assessments ought to consider a range of cultural perspectives to promote inclusivity and parity.

The incorporation of students from diverse linguistic and cultural backgrounds can serve as a means to attain equity in the grading process. Cassady et al. (2018) demonstrated that linguistic support provided to English Language Learners (ELLs) resulted in a significant improvement in their test scores. Marlatt (2019) contended that affording students additional time during examinations and offering them access to diverse materials can serve as a means of promoting equity among students from diverse backgrounds.

Employing a variety of assessment techniques can yield greater understanding of student learning and enhance equity in the evaluation process. According to Xiao & Yang (2019), formative assessments have the potential to provide valuable feedback to students and enable teachers to adjust their instructional strategies to better meet the needs of their students. According to Rissanen (2019), it is recommended that educators avoid relying solely on a single examination to assess the advancement of their pupils. Rather, they should employ a diverse range of techniques.

In order to ensure equity and impartiality in assessments, it is imperative that they undergo periodic evaluations and modifications. Suskie (2018) emphasizes the significance of regular assessment, evaluation, and enhancement to ensure that assessments are accurately measuring the intended constructs. Huda (2016) emphasized the importance of being receptive to feedback and adaptable in pedagogical methods, particularly in the context of assessment.

The recommendation of the study to periodically review and adjust assessment instruments and methodologies serves as a critical reminder that assessments are not static and must be continuously assessed and modified to ensure their objectivity and fairness. The discovery mentioned above underscores the importance of ongoing professional development for educators and the need for policies that support regular assessment and revision of assessment methods.

## 6. Implication of the Study

The present investigation's outcomes carry significant implications. The study offers significant perspectives on the difficulties encountered by migrant laborers in the construction sector within the United Arab Emirates. This holds significance in light of the growing population of migrant laborers in the nation and the crucial role played by the construction sector in the economy. The research underscores the necessity of implementing policy and practice measures to enhance the labor conditions and well-being of migrant laborers, specifically concerning matters such as remuneration, work hours, lodging, and medical care.

The study underscores the significance of cultural elements in influencing the encounters and viewpoints of migrant laborers. The results indicate that variances in culture among migrant laborers and their employers and peers may give rise to misinterpretations, disputes, and bias. The aforementioned has significant ramifications for policies and practices that are designed to foster diversity, inclusivity, and cultural proficiency within professional settings.

The study makes a valuable contribution to the existing body of literature on migration and social integration. Specifically, it sheds light on the difficulties that migrant workers encounter when attempting to assimilate into the host community. The results indicate that the social integration of migrant workers may be adversely affected by factors such as social isolation, discrimination, and restricted availability of social and cultural resources. The aforementioned has significant ramifications for policies and practices that are designed to foster social integration and cohesion within heterogeneous societies.

## 7. Conclusion

The goal of the research under discussion is to achieve assessment fairness and objectivity by locating and eradicating bias in assessment instruments and procedures. The findings of this study show that prejudice has a deleterious effect on students' academic progress and performance. The

research also indicates that real-world steps may be taken to lessen or do away with prejudice in ratings.

One important takeaway from this research is that teachers need access to professional development opportunities that help them become more culturally sensitive and cognizant of prejudice. This is crucial because it encourages educators to reflect on their own biases and seek ways to provide more impartial judgments. It has the ability to encourage the development of assessments that effectively evaluate student learning and promote fairness in results by providing educators with the necessary tools and knowledge to identify and relieve prejudice.

The study's recommendation to use many culturally relevant resources in assessments is highly significant. Teachers may increase student engagement and ensure that all students can take exams by including material that is meaningful to them. This finding lends credence to studies that have shown how beneficial culturally sensitive teaching can be for students' academic outcomes.

According to the findings, catering to language and cultural diversity may pay dividends. Educators may better guarantee that students' assessment results are reflective of their actual cognitive talents and skills if they take into account students' wide range of backgrounds and experiences. Student equality may be improved through the use of accommodations like extra time and language help for students from underrepresented groups.

**Acknowledgments:** The authors extend their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through Small Research Groups under grant number (RGP.2 / 184 /44).

## References

- Aryadoust, V. (2016). Gender and academic major bias in peer assessment of oral presentations. *Language Assessment Quarterly*, 13(1), 1-24. <https://doi.org/10.1080/15434303.2015.1133626>
- Blair, A., Haneda, M., & Bose, F. N. (2018). Reimagining English-medium instructional settings as sites of multilingual and multimodal meaning making. *Tesol Quarterly*, 52(3), 516-539. <https://doi.org/10.1002/tesq.449>
- Blitz, L. V., Anderson, E. M., & Saastamoinen, M. (2016). Assessing perceptions of culture and trauma in an elementary school: Informing a model for culturally responsive trauma-informed schools. *The Urban Review*, 48, 520-542. <https://doi.org/10.1007/s11256-016-0366-9>
- Bottiani, J. H., Larson, K. E., Debnam, K. J., Bischoff, C. M., & Bradshaw, C. P. (2018). Promoting educators' use of culturally responsive practices: A systematic review of inservice interventions. *Journal of Teacher Education*, 69(4), 367-385. <https://doi.org/10.1177/0022487117722553>
- Carter, A. G., Creedy, D. K., & Sidebotham, M. (2015). Evaluation of tools used to measure critical thinking development in nursing and midwifery undergraduate students: a systematic review. *Nurse education today*, 35(7), 864-874. <https://doi.org/10.1016/j.nedt.2015.02.023>
- Cassady, J. C., Smith, L. L., & Thomas, C. L. (2018). Supporting emergent literacy for English language learners with computer-assisted instruction. *Journal of Research in Reading*, 41(2), 350-369.
- Creswell, J. W. (2014). Research design: qualitative, quantitative, and mixed methods approaches. Sage publications.
- Dalib, S., Harun, M., & Yusof, N. (2017). Student intercultural competence in a Malaysian campus: A phenomenological approach. *Journal of Multicultural Discourses*, 12(1), 42-62. <https://doi.org/10.1080/17447143.2016.1264408>
- De Boer, H., Timmermans, A. C., & Van Der Werf, M. P. (2018). The effects of teacher expectation interventions on teachers' expectations and student achievement: Narrative review and meta-analysis. *Educational Research and Evaluation*, 24(3-5), 180-200.
- Del Bo', C., Bernardi, S., Marino, M., Porrini, M., Tucci, M., Guglielmetti, S., ... & Riso, P. (2019). Systematic review on polyphenol intake and health outcomes: is there sufficient evidence to define a health-promoting polyphenol-rich dietary pattern?. *Nutrients*, 11(6), 1355. <https://doi.org/10.3390/nu11061355>



Fan, Y., Shepherd, L. J., Slavich, E., Waters, D., Stone, M., Abel, R., & Johnston, E. L. (2019). Gender and cultural bias in student evaluations: Why representation matters. *PloS one*, 14(2), e0209749. <https://doi.org/10.1371/journal.pone.0209749>

Ferreira, C., & Gonçalves, G. (2022). Remaining Useful Life prediction and challenges: A literature review on the use of Machine Learning Methods. *Journal of Manufacturing Systems*, 63, 550-562. <https://doi.org/10.1016/j.jmsy.2022.05.010>

Hanesworth, P., Bracken, S., & Elkington, S. (2019). A typology for a social justice approach to assessment: learning from universal design and culturally sustaining pedagogy. *Teaching in Higher Education*, 24(1), 98-114.

Huda, M., Maseleno, A., Shahrill, M., Jasmi, K. A., Mustari, I., & Basiron, B. (2017). Exploring adaptive teaching competencies in big data era. *International Journal of Emerging Technologies in Learning*, 12(3).

Imants, J., & Van der Wal, M. M. (2020). A model of teacher agency in professional development and school reform. *Journal of Curriculum Studies*, 52(1), 1-14.

Jagers, R. J., Rivas-Drake, D., & Williams, B. (2019). Transformative social and emotional learning (SEL): Toward SEL in service of educational equity and excellence. *Educational Psychologist*, 54(3), 162-184.

Khasawneh, M. (2022). The Relationship of Curriculum, Teaching Methods, Assessment Methods, and School and Home Environment with Learning Difficulties in English Language from the Students' Perspectives. *Journal of Innovation in Educational and Cultural Research*, 3(1), 41-48. <https://doi.org/10.46843/jiecr.v3i1.51>

Marlatt, R. (2018). Get in the game: Promoting justice through a digitized literature study. *Multicultural Perspectives*, 20(4), 222-228.

Martínez, J. F., Schweig, J., & Goldschmidt, P. (2016). Approaches for combining multiple measures of teacher performance: Reliability, validity, and implications for evaluation policy. *Educational Evaluation and Policy Analysis*, 38(4), 738-756. <https://doi.org/10.3102/0162373716666166>

Martinková, P., Drabinová, A., Liaw, Y. L., Sanders, E. A., McFarland, J. L., & Price, R. M. (2017). Checking equity: Why differential item functioning analysis should be a routine part of developing conceptual assessments. *CBE—Life Sciences Education*, 16(2), rm2. <https://doi.org/10.1187/cbe.16-10-0307>

Montenegro, E., & Jankowski, N. A. (2017). Equity and assessment: Moving towards culturally responsive assessment. *Occasional Paper*, 29.

Moss-Racusin, C. A., Sanzari, C., Caluori, N., & Rabasco, H. (2018). Gender bias produces gender gaps in STEM engagement. *Sex Roles*, 79, 651-670. <https://doi.org/10.1007/s11199-018-0902-z>

Parkhouse, H., Lu, C. Y., & Massaro, V. R. (2019). Multicultural education professional development: A review of the literature. *Review of Educational Research*, 89(3), 416-458.

Pequeno, N. P. F., Cabral, N. L. D. A., Marchioni, D. M., Lima, S. C. V. C., & Lyra, C. D. O. (2020). Quality of life assessment instruments for adults: a systematic review of population-based studies. *Health and quality of life outcomes*, 18(1), 1-13. <https://doi.org/10.1186/s12955-020-01347-7>

Rissanen, I., Kuusisto, E., Tuominen, M., & Tirri, K. (2019). In search of a growth mindset pedagogy: A case study of one teacher's classroom practices in a Finnish elementary school. *Teaching and teacher education*, 77, 204-213.

Schachner, M. K. (2019). From equality and inclusion to cultural pluralism—Evolution and effects of cultural diversity perspectives in schools. *European Journal of Developmental Psychology*, 16(1), 1-17.

Suskie, L. (2018). Assessing student learning: A common sense guide. John Wiley & Sons.

Vesikivi, P., Lakkala, M., Holvikivi, J., & Muukkonen, H. (2020). The impact of project-based learning curriculum on first-year retention, study experiences, and knowledge work competence. *Research Papers in Education*, 35(1), 64-81. <https://doi.org/10.1080/02671522.2019.1677755>

Xiao, Y., & Yang, M. (2019). Formative assessment and self-regulated learning: How formative assessment supports students' self-regulation in English language learning. *System*, 81, 392. Materials and Methods