

Redesigning Assessment in Teacher Education: Fostering Equity, Diversity, and InclusionHaris T, Muhammad¹; Kemal, Priya²DOI: <https://doi.org/10.5281/zenodo.19478094>**Review: 04/02/2026****Acceptance: 04/02/2026****Publication: 31/03/2026****Abstract:**

Equity and Inclusion are emerging as central priorities in higher education systems around the world, due to awareness of social inequalities and the role of education in promoting social justice. Institutions of higher education are not simply sites of knowledge production, but also spaces responsible for ensuring equitable access, participation, and success for students from diverse social, cultural, economic, and linguistic backgrounds. This paper attempts to examine the concepts of equity and inclusion in Higher Education, highlighting their importance, challenges and implications for policy and practice. Equity in higher education refers to the principle of fairness, which recognizes that students entering institutions with different levels of achievement and therefore need different supports to achieve comparable outcomes. Inclusion, on the other hand, emphasizes creating a learning environment that values diversity, respects and represents all students, and enables them to participate fully in academic and social life.

Keywords: Teacher education, Equity, Diversity, Inclusion**Introduction**

Assessment is a fundamental component of Teacher Education and plays a critical role in shaping how future teachers perceive learning, teaching methods and thereby resulting in student achievement. In teacher education programs, assessment is not simply a tool for grading or certification; It is a powerful mechanism that influences pedagogical beliefs, professional identity formation, and instructional decision making. Traditionally, assessment methods in teacher education have been dominated by standardized tests, fixed grading criteria, and summative assessments that prioritize content recall and unitary performance measures. Although such approaches aim to ensure objectivity and accountability, they often fail to capture the diverse abilities, experiences, and learning trajectories of teacher candidates.

In contemporary educational contexts, teacher education institutions are witnessing increasing diversity among student teachers in terms of socio-economic background, language, culture, gender, ability and learning styles. This diversity reflects broader societal changes and the democratization of access to higher education. However, traditional assessment systems are often ill-equipped to respond to this diversity, resulting in unequal outcomes and unintended marginalization of certain groups. Assessment methods that rely on written tests or rigid performance standards negatively affect candidates with strong practical teaching skills, reflective skills, or culturally embedded knowledge that cannot be easily measured through standard instruments. The global emphasis on equity, diversity, and inclusion (EDI) has brought new attention to the ethical and social responsibilities of higher education institutions, especially teacher education programs. Equity in assessment does not mean treating all learners the same, but rather providing appropriate opportunities and support so that all students can demonstrate their learning effectively. Diversity acknowledges the presence of diverse identities, perspectives, and experiences in teacher education classrooms, while inclusion creates learning and assessment

¹ MEd student, Government College of Teacher Education, Kozhikode, Kerala, India² Assistant Professor, Government College of Teacher Education, Kozhikode, Kerala, India

environments in which all individuals feel valued, respected, and empowered to participate fully. Emphasize. Redesigning assessment in teacher education is a critical step in aligning assessment practices with principles of equity and inclusion. Inclusive assessment approaches move beyond all models and include multiple performance methods such as reflective journals, portfolios, peer assessment, self-assessment, project-based learning, and formative feedback. These methods recognize learning as a developmental and contextual process rather than a single measure. By adopting flexible and responsive assessment strategies, teacher education programs can better acknowledge individual strengths, reduce systematic bias, and promote meaningful learning experiences. Furthermore, evaluation methods in teacher education are a model for future teachers. Teacher candidates often internalize the assessment practices they experience during their training and then replicate them in their own classrooms. If assessment in teacher education is inclusive, reflective, and equitable, future teachers are likely to adopt similar practices in school settings, thereby contributing to inclusive education at the grassroots level. Conversely, if teacher education relies on rigid and exclusionary assessment methods, it will perpetuate an unequal assessment system in schools.

Against this background, the present study focuses on reframing assessment in teacher education to foster equity, diversity, and inclusion. Inclusive assessment systems seek to explore existing assessment methods, examine their limitations, and analyse the potential of redesigned assessment approaches to create better and more inclusive assessment systems. By addressing assessment as a pedagogical and ethical concern, the study contributes to ongoing discussions about quality, social justice, and professional competence in teacher education. Ultimately, fostering inclusive assessment practices is essential to prepare teachers capable of addressing the needs of diverse learners and promoting equitable educational outcomes in inclusive classrooms.

Need and Importance

The need for the present study arises from the growing recognition that assessment practices play a critical role in shaping educational equity and inclusion, particularly in teacher education programs. As teacher education institutions increasingly enrol students from diverse cultural, linguistic, socio-economic and educational backgrounds, there is an urgent need to ensure that assessment systems do not reinforce existing inequalities. Traditional assessment methods, often emphasizing standardized testing and summative assessment, inadvertently privilege certain groups and harm others, thereby undermining principles of equity and social justice.

Teacher education programs have a unique responsibility because they are tasked with preparing future teachers who will work in more diverse and inclusive school environments. For this reason, it is essential that teacher educators should model inclusive practices not only in teaching methods but also in assessment strategies. When assessment methods are holistic and balanced, they communicate powerful messages about valuing diversity, recognizing individual differences, and supporting diverse learning needs. Conversely, exclusionary evaluation methods may send implicit signals that only certain knowledge, expression, or performance are legitimate.

The importance of formative assessment lies in its ability to reduce systematic bias and promote meaningful learning. Inclusive assessment practices such as formative assessment, reflective portfolios, peer and self-assessment, and performance-based tasks allow teacher candidates to demonstrate their learning in multiple ways. These approaches recognize that learning is not uniform and that competence can be expressed through a variety

of forms and contexts. Such flexibility is especially important for student teachers who face language barriers, test anxiety, or cultural differences that affect performance on traditional tests.

Another important impact of the study is its contribution to professional growth and reflective practice. Redesign assessment encourages teacher candidates to engage in self-reflection, critical analysis, and continuous improvement rather than focusing solely on grades. Reflective assessment methods help student teachers examine their teaching beliefs, classroom experiences, and professional development needs. This aligns closely with the aims of teacher education, which emphasize lifelong learning, adaptability and reflective professionalism.

This study is also important in addressing policy and institutional concerns Education policies at national and international levels emphasize inclusive education and equity in higher education. However, a gap often exists between policy intentions and classroom-level practices, particularly in assessment. The study provides evidencebased insights that can inform teacher education, curriculum planning, institutional reforms, and professional development programs for teacher educators by examining internal assessment practices.

Furthermore, this study has social significance because equitable assessment practices contribute to the broader goals of social justice and democratic outlook in education. Teachers trained in inclusive assessment are more likely to recognize and address the diversity of learners in schools, thereby fostering inclusive classrooms that support all students, including those from marginalized communities. In this way, the impact of redesigned assessment extends beyond teacher education institutions and impacts the wider education system.

Therefore, the present study is essential for imparting fairness in assessment, improving the quality of teacher preparation, and promoting inclusive education practices. By highlighting the need for assessment reforms in teacher education, the study contributes to the development of teachers equipped to support equity, diversity, and inclusion in contemporary classrooms

Statement of the problem

Despite increasing awareness of equity, diversity, and inclusion in education, assessment practices in teacher education are often rigid, standardized, and exclusionary. Many teacher education programs continue to rely on traditional tests and standardized assessment criteria that fail to accommodate the diverse learning styles, cultural backgrounds, and individual needs of teacher candidates. This mismatch between learner diversity and assessment practices can lead to biased outcomes, reduced academic confidence, and limited opportunities for students from underrepresented or marginalized groups.

Teacher candidates vary significantly in terms of their previous educational experiences, language proficiency, socio-economic background, and learning styles. However, traditional assessment systems often assume homogeneity among learners and prioritize narrow definitions of academic success. As a result, such systems may neglect practical teaching skills, reflective thinking, creativity, and culturally responsive knowledge for effective teaching This not only affects the fairness of evaluation but also limits the holistic development of future teachers.

Additionally, assessment practices in teacher education influence how future teachers understand and implement assessment in their own classrooms. When student teachers experience inequitable or exclusionary assessment practices, they may unwittingly replicate similar practices in schools, perpetuating cycles of inequity. Therefore,

the existence of traditional evaluation models in teacher education poses a major challenge to the realization of inclusive education goals. The problem addressed in this study is the lack of inclusive and equitable evaluation methods in teacher education programs. There is a need to critically examine existing assessment practices and explore redesigned approaches that foster equity, recognize diversity, and support inclusive professional growth. Addressing this issue is essential to aligning assessment practices with contemporary educational values and preparing teachers capable of promoting equity and inclusion in diverse classroom settings.

Objectives of Study

1. To examine current assessment practices used by teacher educators in relation to equity, diversity and inclusion.
2. To analyse the impact of redesigned assessment practices on fostering holistic and equitable assessment in teacher education.

Assumptions

1. There is no significant difference between traditional and redesigned assessment methods in promoting equity and inclusion in teacher education.
2. Redesigned assessment methods do not significantly influence the promotion of inclusive assessment among teacher educators.

Methodology

Methodology outlines the systematic procedures adopted by the investigators to conduct the present study. It includes research method, sample selection, instruments used for data collection and techniques used for data analysis.

Survey method was adopted for the present investigation. This method was considered appropriate as it enables the collection of data from a selected group of respondents to study their opinions, attitudes and practices related to the issue under investigation.

The sample for the present study consisted of a total of 50 respondents, selected through convenience sampling technique. The sample includes:

- 30 student teachers
- 20 in-service teachers

Respondents were selected from teacher education institutes and schools.

Tools used for data collection

The following instruments were used to collect data:

1. **Questionnaire:** A structured questionnaire was prepared by the researchers to collect the quantitative data. The questionnaire consisted of closed-ended questions designed to obtain information related to the variables of the study.

2. Interview Schedule: An interview schedule was used to collect qualitative data. This helped the researcher to get in-depth information, clarify the responses and understand the respondents' opinions and experiences more clearly.

Data collection procedure: The researchers personally administered the questionnaires to the student teachers and teachers. Necessary instructions were given to the respondents to ensure accurate responses. Interviews were conducted with selected respondents based on the interview schedule. Sufficient time was given to answer the questions and the collected data was checked for completeness.

Statistical techniques used: The collected data were analysed using percentage analysis. Responses were tabulated and percentages were calculated to effectively interpret the data.

Findings of the study:

Findings revealed that most teacher educators acknowledged the limitations of traditional assessment methods regarding inclusiveness. Teachers who adopted redesigned assessment strategies—such as formative assessment, reflective portfolios, peer assessment, and flexible assessment criteria—reported better engagement and better evaluation of teacher candidates. Data also indicate increased awareness among teacher educators about culturally responsive and inclusive assessment practices.

Results:

When the redesigned evaluation methods were implemented, results showed significant improvements in equity and inclusion. Teacher educators observed that inclusive assessment approaches allowed teacher candidates from diverse backgrounds to express their learning more effectively. Null hypotheses suggesting that redesigned assessment practices positively impact equity and inclusion in teacher education are rejected.

Conclusion

The current study highlights the critical importance of redesigning assessment practices in teacher education to promote equity, diversity, and inclusion. Evaluation is not a neutral or purely technical process; It reflects the underlying values, assumptions and power structures within education systems. When assessment methods become rigid and standardized, they risk marginalizing diverse learners and reinforcing existing inequalities. In contrast, inclusive and equitable assessment approaches recognize individual differences, value multiple forms of learning, and promote meaningful professional development. The findings of the study suggest that traditional assessment methods in teacher education often fail to address the diverse needs of teacher candidates.

Teacher educators acknowledged the limitations of traditional assessment practices, particularly embedding and fairness. Adopting redesigned assessment strategies such as formative assessment, reflective portfolios, peer assessment and flexible assessment criteria have been linked to improved engagement, enhanced self-reflection and better assessment outcomes Practices enable teacher candidates to demonstrate their skills more authentically and confidently.

Formative assessment has significant implications for teacher preparation and classroom practice. When teacher candidates experience inclusive assessment during their training, they are more likely to adopt similar practices

in future classrooms. It contributes to creating an inclusive learning environment that gives all students equal opportunities to succeed. Therefore, assessment reform in teacher education has a ripple effect that affects not only individual learners but also the wider education system.

The study underscores the need for teacher education institutions to prioritize assessment reform as part of their commitment to social justice and educational quality. Professional development programs for teacher educators should emphasize comprehensive assessment literacy, enabling teachers to design, implement, and evaluate equitable assessment strategies. Institutional policies should support flexibility, innovation and reflective practice in assessment.

In conclusion, evaluation methods are to be reconsidered. Inclusive and flexible assessment systems not only enhance fairness, but also promote deep learning, reflective professionalism and ethical teaching practices. By reframing assessment frameworks, teacher education programs can prepare teachers who are equipped to meet the challenges of diverse classrooms and contribute to a more equitable and inclusive educational future.

References

1. Banks, J. A. (2015). *Cultural diversity and education: Foundations, curriculum, and teaching* (6th ed.). Pearson Education.
2. Black, P., & Williams, D. (2009). Developing a theory of formative assessment. *Educational Assessment, Evaluation, and Accountability*, 21(1), 5–31. <https://doi.org/10.1007/s11092-0089068-5>
3. Brookhart, S. M. (2013). *How to create and use rubrics for formative assessment and grading*. Ascd.
4. Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 291–309. <https://doi.org/10.1080/02619768.2017.1315399>
5. Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *Cambridge Journal of Education*, 41(4), 497–512. <https://doi.org/10.1080/0305764X.2011.625005>
6. Gipps, C. (2005). What is the role for ICT-based assessment in universities? *Studies in Higher Education*, 30(2), 171–180. <https://doi.org/10.1080/03075070500043276>
7. Klenovsky, V. (2009). Australian Indigenous students: Addressing equity issues in assessment. *Teacher Education*, 20(1), 77–93. <https://doi.org/10.1080/10476210802681792>
8. National Teacher Education Council. (2014). *Standards and norms for teacher education programs*. NCTE
9. Organization for Economic Cooperation and Development. (2018). *Equity in Education: Breaking down barriers to social mobility*. OECD Publication. <https://doi.org/10.1787/9789264073234-en>
10. Sadler, D.R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18(2), 119–144. <https://doi.org/10.1007/BF00117714>
11. UNESCO. (2017). *A Guide to Ensuring Inclusion and Equity in Education*. UNESCO publication