Bias (Cultural and Gender) in Aptitude and Standardized Tests

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10/24/2020

Gender and cultural bias are significant challenges upon school tests in most parts of the world. More so, my school district has also been affected. The two factors affect the learners’ performance thus hindering their success in their academics. Racial discrimination is one factor that drives the existence of gender and cultural issues schools.Therefore, we can note that the standardized tests plus the approaches incorporated in schools havenot been yielding the desirable outcome in the academic course. Hence, it results in most learning centers to refer their learners to special schools due to individuals’incapacity and complications. Simultaneously, the various tests applied in examining learners’ capabilityare affected by cultural bias. The tests leads to practice of discrimination which yield to the various forms of biasness the discussion.We can therefore ascertain that learners’ poor performance is a result of gender and cultural biasness. This deliberation will focus on gender and culture, linking the standardized and aptitude tests in various learning institutions in my district.

Issuing the tests, which is likely to favor some learners while leaving others aside, is not a good idea. For instance, some of the biasness in terms of culture consists of cultural details that the other learners are not aware of. Besides, such tests avoid assessing the various lessons or subjects that were taught in the syllabus. Therefore, in cases where the subject being tested does not relate to culture, it is recommended that it should not be in the assessment. It is since it will lead to discrimination among the learners. Testing that base on culture has been one problem that is rampant worldwide. Therefore, I can conclude that learning institutions should include tests plus learning procedures that would fit every learner while not affecting their perception of culture. The deliberation of these aspects of gender and cultural biasness will minimize poor performance in schools.

 Furthermore, the learning institutions have been challenging in assessing the learners’ leadership abilities (O’Connor, 2015). The programs for testing the talents and the gift have not been effective in the past years.Different academic centers have lacked a straightforward way to assess the curriculum and the test they use. For instance, we find that most of the communities are training male children about leadership. While on the other hand, the female ones are taught to be just supporters. From the previous performance, the female students have had poor performance compared to the male ones. It is since the curriculum in practice favors individuals as per the gender. Therefore, it can be concluded that this learning environment does not favor the girl child. The said curriculum does not motivate them. Instead, it demoralizes them on the desire to be leaders. Hence, such programs make the girl child not to fit in the current academic programs. It is also observed in the problems related to gender roles. Language and vocabulary assessment might also affect the learners from understanding crucial terms.

 Due to poor performance among learners, the government is developing policy guidelines. The guidelineswill be holding the trainees and the school district answerable for the learners' performance. The policy includes the education Act, which is there to ensure that the students will attain their schooling goals. Besides, the guidelines consist of the Common Core State Standards (CCSS). Its purpose is to give a comprehensive overview of every aspect the learners ought to learn(Durand, Lawson, Wilcox& Schiller,2016). It gives guidance to both the trainees plus the parents on every element that must be in coverage for the students' practical training. The guiding standards are crucial since they ensure that the usefulness of going to school. It is because the crucial skills and knowledge the learners deserve to acquire are readily available. These guidelines will enable learners to be well prepared for the future, thus achieving their career goals. Therefore, it is the effort of every country to its citizens in a way that they will be gain a competitive advantage among other states.

 The level of learners who need special attention in every school district differs. For instance, my school district has numerous learners who require special attention to their education. They possess disabilities and other life challenges that make them not fit among the other learners. The special needs learners taking their academics from regular schools could receive referral letters from the previous experience. It is to take their learning from the special schools that has a particular program for them.Therefore, students are likely to feel discrimination and isolation, which eventually affects their academic performance. This program of referring learners also leads to the torture of the parents and guardians' minds. Some parents come from communities that have low socioeconomic status. Thus, they cannot afford the learners' material requirements to join a particular need school(Talebi, 2015). It might also cause the student not to be comfortable in the new learning facility. It is since they might not afford some of the learning tools and apparatus, affecting their performance. Therefore, it is recommended that my school district develop approaches to assist the learners who need special care instead of referring to them. For example, some learners are slow at grasping what is taught. Hence, when learning second or third linguistics, they need to be provided with additional time to understand and pronounce new vocabularies.

 I would conclude that the challenges associated with gender and cultural biasness, including special needs students, are the leading cause of why learners do not excel in their academics. Some students are failing where they receive grades according to their disabilities. Various policies concerning cognitive development are in development by the government to enhance smooth learning besides determining the learners who require extra attention. The interventions steer and double the performance of the learners.

**Authenticity and Validity of the Testing Implements**

 Measuring the potential and the knowledge the learner has acquired is essential for the trainers and the parents. It helps them define their effort and what is needed most for their performance to be good. For instance, the aptitude assessment focuses on the learners’ potential. Whereas the standardized test assess their quantity of knowledge attained in learning. My school district as well as those having similar problems need to develop approaches that would assist teachers to equip the students with relevant skills for their excellent performance. One of the approach is to give teachers more salary that will motivate the work extra mile (Tracey & Florian, 2016). Revision of the school program and academic curriculum will also assist in improvement of learners’ performance. In the revision, the problem of gender and culture biasness must be addressed.

 According to the education agitators and theorists, concepts and innovativeness enhance the societal and academic improvements. They further state that schooling is fundamental in life where it prepares the learners to achieve in their yet to come career aspiration. My investigation across most schools in my district indicates that every test conducted in schools needs to yield the learning process set goals. These tests are supposed to define the rate of skills mastery, plus knowledgeacquisition.For instance, American law permits the government to set aside finances to enable students to achieve their academic goals and future careers—the law of “No Child Left behind Act of 2001”(Hayes, 2015). Therefore, the individual district's role will be defining the challenges the learning institutions will encounter while developing the approach set to back the utilization of the resources provided.

 Referring to the 2010 population census, the total number of people residing in Florida had risen significantly(Baker, Swanson &Tayman, 2020). Therefore, in the current year 2020, the population has doubled. Thus more funds will be necessary to achieve the education goals. Hence, it remains a challenge for the districts in the region to enable learners to perform well in their studies(Machali, 2018). It leads to an increment in the rate of illiteracy as well as the poverty in the region.

 In assessing the learners, various learning institutions should ensure that the examination tests' dispensation is done reasonably. It requires the learning institution to review their learning and assessment strategies while developing new ones that will facilitate smooth learning minus any form of discrimination and biasness. The employment of language interpreters will also enable the schools to meet the learning goals. Besides, the offensive sections in the assessment should also be avoided. It will be achievable by examining the background of the learners before issuing the test.

 It is concluded that minimizing learners’ assessment tests that portray biasness and discrimination, especially concerning gender and culture, is crucial in academic programs. It enables learners to achieve their learning goals and career objectives. It is attainable via the dispensation of non-discriminating and unbiased assessments. Therefore, with educators' answerability, academic program review, besides recognizing the learners' background and disabilities, will enhance sound performance. On this note, primary education is achievable through the development of the aptitude plus the standardized assessments.

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