



The impact of culturally responsive assessment practices on the achievement of diverse learners in social studies

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Abstract

The purpose of this study was to examine the impact of culturally responsive assessment practices on the achievement of diverse learners in social studies. The study employed the Systematic Literature Review approach and the PRISMA reporting framework. Keywords and phrases were used to search for relevant studies from online databases such as ERIC, Jstor, Google Scholar, and ProQuest. The study established inclusion and exclusion criteria that guided the screening and selection of suitable articles. 15 studies were included in the final review after the application of the inclusion and exclusion criteria. Data were extracted from the included studies with the aid of a Microsoft Excel sheet. The synthesis of the data showed that culturally responsive assessment improves the achievement of diverse learners in social studies. Specifically, it was revealed that culturally responsive assessment practices enhance assessment practices, motivate students, increase engagement, and improve students' learning outcomes. It was observed that the barriers to effective culturally responsive assessment practices include limited awareness and practices, rigid policies and resource constraints, cultural and linguistic disconnect, and time and practical challenges. Further, the review revealed a significant gap in the African literature on culturally responsive assessment practices. The study concludes by making recommendations for practice, policy, and future research.

Keywords: Culturally responsive assessment, diverse learners, social studies achievement

Introduction

The issues of multicultural education and diversity in the classroom has formed part of major educational debates since the rise of the civil rights movement in the 1960s. Banks (2015) holds that's women's rights movement joined the drive for educational reform in the late 1960s and early 1970s. Multicultural education is a term and a movement for educational change whose purpose is to build equity, social justice, and democracy in the schools. Its ultimate goal is to make the schools better so that students of all ethnic, racial, cultural, gender, language, and socioeconomic groups learn the knowledge, skills, and attitudes needed to succeed in today's increasingly diverse society and world. The importance of multicultural education cannot be overemphasized in this era of technological advancement and globalization. Batalova (2022) ^[4] reports that about 66% of the world's population uses internet and international migrants is approximately 3.6% of global population. The implication is that our classrooms are increasingly transcending cultural, linguistic, and national boundaries; therefore so culturally responsive teaching is at the forefront in helping students to thrive and work together across this globalized world.

Practically, multicultural education focuses on the enactment of culturally responsive teaching by trained professionals for quality learning experiences by all students. Nwanyanwu (2017) ^[16] opined that multicultural classrooms offer language differences, cross-cultural miscommunications, and may give rise to profound conflicts. However, such classrooms also hold immense potential for fostering empathy, building intercultural dialogue, and creating critical thinking skills to equip students for achieving success in the increasingly interconnected world (Nwanyanwu, 2017) ^[16]. However, one of the most challenging problems for teachers is how to

respond to the needs of each student within a multi-cultural classroom (Csillik, 2022) ^[7]. This is because students are from various backgrounds with various languages, learning modes, cultural assumptions, and existing knowledge, hence, it is hard to design courses that will be simultaneously inclusive and effective to everyone (Csillik, 2022) ^[7]. Studies such as (Schwarzenhal *et al.*, 2020; Goedhart *et al.*, 2019; Lin *et al.*, 2017) ^[9, 13, 19] have reported that ensuring diversity in the classroom can help students to succeed academically. Generally speaking, when a teacher responds to their needs, students feel appreciated, more capable, and more involved with the learning environment and resources (Schwarzenhal *et al.*, 2020) ^[19]. Consequently, educationists, researchers and policy makers are constantly exploring measures that can enhance the needs of students in multicultural classrooms. Cultural Responsive Assessment emerges as an effective means through which teaches and schools can create conducive environment for multicultural education.

According to Lin *et al.* (2017) ^[13], culturally responsive assessment (CRA) uses the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make assessment practices more relevant to and effective for students. CRA has been specifically linked to minority students' higher educational achievement and increased engagement and interest in school (Aronson & Laughter, 2016). In the case of social studies, the use of culturally responsive assessment practices provide a means that acknowledges and appreciate multiple viewpoints that students carry into the classroom. These practices can enhance learners' academic a success and contribute to the development of a more diverse, democratic, and socially just learning culture for all students. Although there is a wealth of studies on CRA and students' academic achievement in social studies, there is

barely any study available that synthesizes the findings to provide a single conclusion. The focus of this study is, therefore, to synthesize the literature on CRA practices and students' achievement in social studies through a systematic literature review.

Methodology

This study employed the Systematic Literature Review (SLR) to examine the impact of culturally responsive assessment practices on the achievement of diverse learners in social studies. The study employed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework to guarantee accurate and thorough conduct and reporting throughout this review (O'Dea *et al.*, 2021) [17]. Following the PRISMA guidelines, other parts of the study such as the data search, screening, data extraction, and analysis and data synthesis, have been discussed below. The researcher searched for studies from recognized educational databases such as the Education Resources Information Center (ERIC), ProQuest, Google Scholar, and JSTOR. These databases were used because they provide up-to-date peer-reviewed journals on education and assessment practices. The researcher performed the search by using keywords and phrases such as 'assessment', 'assessment practices', "cultural responsive assessment", "assessment in social studies" "social studies assessment", and "cultural responsive assessment". After using these keywords and phrases for the initial search, the researcher introduced Boolean operators such as "or" and "and" to combine some of these phrases for a second search. Also, reference lists of studies retrieved that capture similar primary studies were examined manually. A total of 163 studies were retrieved from the entire search. 84 of these

items were duplicates and were eliminated. An additional 64 studies were eliminated because they did not meet the inclusion criteria of this study. 15 studies were included in the final review.

Studies were included in the final review if they met all the following criteria;

- Conducted or published within the last 5 years (i.e., 2019 to 2024)
- The outcome focused on the impact of culturally responsive assessment practices on learners' achievement in social studies or social science.
- The findings of the study are based on primary data.

The review excluded studies that focused on culturally responsive assessment practices but were published before 2019. This was to ensure the findings and conclusion of this review reflect the contemporary situation. Also, studies on culturally responsive assessment practices published in languages other than English were excluded. This is because English is the main language used in preparing this study. Studies on culturally responsive assessment practices which were not published in peer-reviewed journals were excluded from the final review. This is because the authenticity of the findings could not guaranteed.

The researchers began the screening and selection process by reading through the titles and abstracts of the retrieved studies. 84 studies were eliminated from the dataset due to duplicates. The researcher then read through the introduction, methodology, and conclusion to see if the studies met the inclusion criteria. 15 studies met all the inclusion criteria of the study, hence being included in the final review. The summary of the selection is shown in Figure 1.

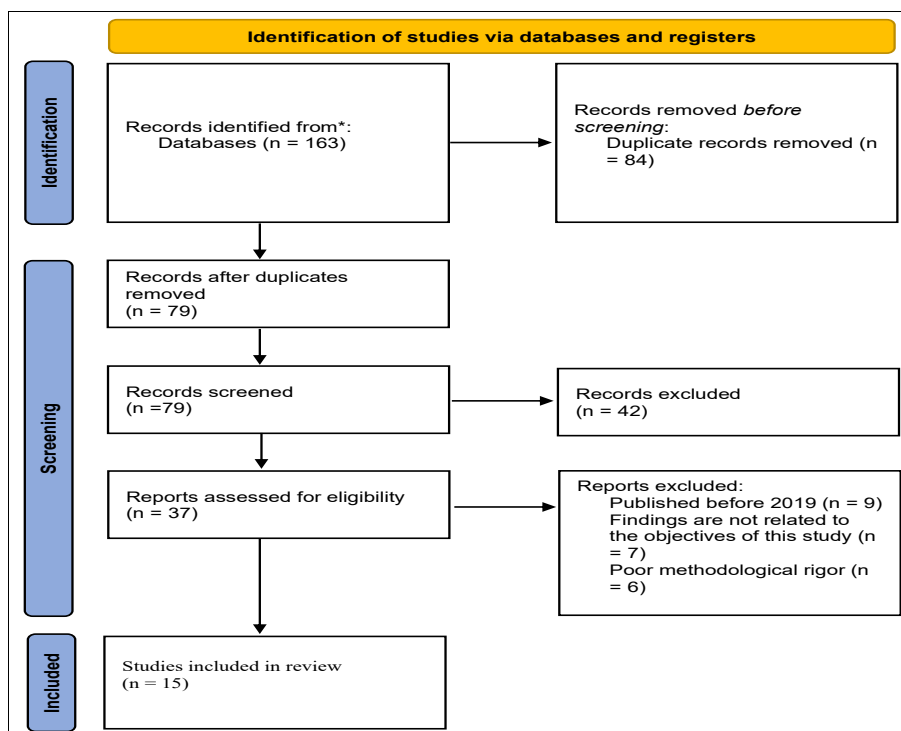


Fig 1: Flow diagram of the selection process for review, based on PRISMA (Moher *et al.*, 2009)

Key components of the studies included in the review were extracted. Among these components include the Names of the authors, years of publication, the country from where the

study was conducted, the purpose of the study, the research approach, the population of the study, study sample size and sampling technique, data collection tools, analysis

technique, and findings. The extraction was performed with the aid of a Microsoft Excel sheet. A copy of the data extraction is shown in Table 1.

The extracted data was analyzed using thematic analysis within the Systematic Literature Review (SLR) context. Initially, relevant information from the chosen studies on the main findings, challenges, and recommendations related to culturally responsive assessment practices in social studies was synthesized. Secondly, data segments derived were coded based on conceptual similarity, contexts, and effects

as observed. Codes were coded thematically into grand themes, including equity and inclusion, teacher preparation, student outcomes, and implementation challenges. The themes were then combined and amplified to explain and conceptualize disagreement that was common in research literature. This approach helped the study to provide a profound insight into how culturally responsive assessment practices affect social studies achievement among various student populations.

Table 1: Data extraction table

Author (s)	Purpose	Approach, Population, Sampling technique (Size)	Data collection tool	Finding
Snow <i>et al.</i> (202)	To explore how cultural assessment practices impact learners' achievement	Qualitative, Teachers Simple random sampling (180),	Interview guide and focus group, Thematic analysis	The study identified both challenges and achievements in developing assessment practices grounded in Inuit culture, values, and worldview. - The study recommends that more support and attention are needed to focus on developing culturally responsive assessment tools and understanding their impact on student success and engagement.
Herzog-Punzenberge <i>et al.</i> (2020)	To explore the thinking about diversity and assessment practices of teachers in light of increasing cultural diversity	Qualitative Teachers Purposive (30)	Interview guide, thematic analysis	Findings suggest that 'proficiency in the language of instruction' is the main dimension by which diversity in classrooms is perceived. While there is much less reference to 'cultural differences' in our case studies, we found many teachers in case schools trying to adapt their assessment procedures and grading to help students from diverse backgrounds show their competencies and experience success. However, these responses were, in many cases, individualistic rather than organized by the school or regional education authorities and were also strongly influenced and at times limited by government-mandated assessment regimes that exist in each country.
Anyichie <i>et al.</i> (2023) ^[3]	This study examined how classroom teachers at schools that enroll students from diverse cultural communities built on a Culturally Responsive Self-Regulated Learning (CR-SRL) Framework.	Mixed method Teachers Purposive (20)	Observation and interviews, thematic analysis, and descriptive statistics	The findings also revealed a dynamic interaction between the learner and context that shaped students' learning engagement. Specifically, findings showed that students' perceptions of their classroom activities in terms of being personally relevant and important, most times, shaped their engagement in them. Culturally responsive assessment improves learning outcomes.
Naz <i>et al.</i> (2024) ^[15]	This study examines the concept of culturally responsive assessment and its significance.	quantitative teachers Simple random (150)	Questionnaire, Descriptive, and Inferential Statistics	Nowadays, almost everybody, mentors, psychologists, politicians, and the community increasingly use these techniques to make the learners feel an atmosphere of acceptance; improve their learning outcomes, create a respectful environment, and foster the thinking capabilities of the children who need these methods. The findings concur with the trend and smartly argue that culturally responsive practices must be carried on and made better in the education system.
Brown <i>et al.</i> (2023)	Examine the awareness and practices of cultural research assessment among teachers.	Qualitative Teachers Purposive	Semi-structured interviews, thematic analysis	School staff demonstrated an understanding and awareness of the cultural diversity among their students, particularly in terms of language diversity. - Schools had policies that were supportive of cultural diversity, but these policies did not specifically focus on assessment practices. - Teachers expressed a belief in the importance of fairness in assessment and a commitment to providing assessment activities that addressed diverse cultural backgrounds
Brown <i>et al.</i> (2022) ^[5]	To describe the current state of development in terms of the employment of culturally responsive modes of assessment in five secondary schools in Ireland	Qualitative Teachers Purposive	Interview, thematic analysis	Schools articulated or implied various challenges both at a professional and at a system level for teachers, as well as challenges for students and parents. For example, some schools, principals, and teachers demonstrated a lack of awareness of available research and resources for assessment in culturally diverse classrooms. A challenge for them is access to such research. Improves learning outcomes. Schools varied in their assessment practices that aimed to implement culturally responsive assessments. In designing classroom activities, teachers appeared to draw on both their professional knowledge of language proficiency and their observations of

				students in terms of, for example, student level of comfort with some topics and epistemology.
Ramsay (2020)	examines the struggles of four preservice secondary school teachers who grappled with enacting culturally responsive teaching practices at schools that aimed to meet accountability standards	Qualitative Students Purposive	Observation, interview guide, thematic analysis	Specifically, the overarching finding of these data demonstrate how school mechanisms, through rigid and prescriptive course pacing guides for mathematics, restricted PMTs' abilities to be culturally responsive and ultimately stripped away opportunities for them to embed CRMP practices through: (1) limited opportunities for cognitively demanding rigor of mathematics content; (2) prescribed teaching of mathematics content; and (3) homogenized lesson planning.
Kea <i>et al.</i> (2023) ^[11]	To examine culturally responsive assessment for African American Students with Learning and Behavioral Challenges	Qualitative Teachers Purposive	Observation, interview guide, thematic analysis	Improves students' learning achievement, discusses poor teacher judgment, lack of cultural awareness among teachers, the cultural discontinuity between home and school, and bias inherent in current tests used in special education as contributing factors.
Abacioglu <i>et al.</i> (2019)	The current study sought quantitative evidence in support of two of these teacher qualities, namely, teachers' multicultural attitudes and their perspective-taking abilities.	Quantitative Teachers Simple random (143)	Questionnaire, multiple regression	Results of the analysis yielded significant relationships between the two teacher qualities and the frequency with which teachers engage in socially and culturally sensitive teaching. Conclusion. These findings signal the significance of incorporating especially perspective-taking experiences and exercises into teacher education and professional development programmes, which could benefit all students regardless of their backgrounds.
Cruz <i>et al.</i> (2019)	to investigate the perceptions of teachers on the use of culturally responsive assessment practices	Quantitative Teachers Simple random (245)	Questionnaire, correlation	The findings showed the CRA improved learners' educational achievement, Results also showed that years of experience positively correlated with increased self-efficacy.
Moore <i>et al.</i> (2021) ^[14]	to investigate the perceptions of elementary (K-6) undergraduate preservice teachers (n=36) in a dual certification program regarding their personal and professional readiness for culturally responsive teaching	Quantitative Teachers Simple random (36)	Questionnaire, Descriptive, and Inferential Statistics	Data collected using the Cultural Responsive Teaching Readiness Scale (Karatas & Oral, 2017) revealed relatively high mean overall with little variation (M = 4.25, SD = 0.18) with a statistically significant difference ($t(33) = 18.65, p < .001$) between Personal Readiness (M = 4.46) and Professional Readiness (M = 3.98). Participants seemed to perceive classroom practice as influential in terms of their cultural awareness, thus indicating the importance of partnerships with area schools and districts to ensure effective field experiences for preparing teachers for sustained employment in culturally and linguistically diverse settings.
Steele <i>et al.</i> (2024) ^[20]	Examine how instructors designed culturally responsive assessment practices and their impact on learning achievement.	Qualitative Lecturers and teachers Purposive (54)	Interview guide, thematic analysis	The findings suggest that lecturers enacted and created culturally responsive assessments in two main ways: through their approaches to assessment (i.e., how culturally responsive assessment can be enacted) and through their assessment design (i.e., how culturally responsive assessment can be created). Culturally responsive approaches included making the assessment requirements explicit for students, engaging in relational approaches to assessment, and treating assessment as 'learning through the provision of high levels of feedback. Culturally responsive modifications to the assessment design included changes to the cultural content and the modes of assessment.
Acquah <i>et al.</i> (2019)	To use Using modeling to make culturally responsive pedagogy explicit in preservice teacher education in Finland	Quantitative Pre-service teachers Simple random	Questionnaire, Descriptive, and Inferential	The results indicate that preservice teachers recognized and reflected on modelling culturally responsive pedagogy. They highlighted several aspects of the culturally responsive activities, environment, and teacher educator behaviors modelled for them. For some preservice teachers, this recognition stayed at the level of personal awareness of their learning in the course, but for others, these revelations were springboards to start forming ideas about future teaching practice. Preservice teachers articulated their intentions about the kind of teachers they would like to become, their principles in teaching, as well as specific teaching/learning activities.

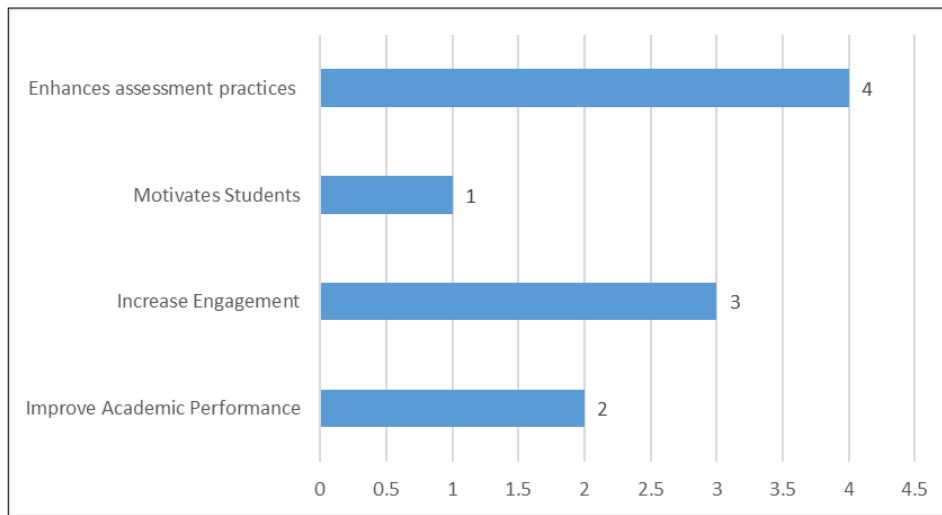
<p>Damayanti <i>et al</i> (2023) [8]</p>	<p>Explore how a culturally responsive teaching approach can improve students' cognitive learning outcomes.</p>	<p>Mixed method Students Purposive sampling (26)</p>	<p>Questionnaire, observation, field notes, and tests/ Content analysis and descriptive statistics</p>	<p>The results of this research are that the application of the culturally responsive teaching approach to Civics subjects in class III can improve student learning outcomes with results in cycle I as much as 57.6%, cycle II as much as 73%, and cycle III as much as 88.4%, and post-test 92.3% with a student completion target of 85%.</p>
<p>Lawrence (2020) [12]</p>	<p>To learn about how culturally responsive teaching occurs online.</p>	<p>Qualitative Teachers Purposive sampling (33)</p>	<p>Observation, thematic analysis</p>	<p>Results indicated that the teachers engaged in frequent and ongoing dialogue with their students. The teachers used multiple strategies to get to know their students, to build class community, to adapt instruction to students' learning needs and preferences, and to make learning relevant. Teachers also discussed contextual factors that impacted their practice. However, some characteristics of culturally responsive pedagogy, including infusing students' cultures into the curriculum and helping students to challenge power and hegemony, were not identified.</p>

Findings

The impact of culturally responsive assessment practices on the achievement of diverse learners in social studies

The main objective of this review was to examine the impact of impact of culturally responsive assessment practices on the achievement of diverse learners in social

studies. Four main themes emerged from the review: enhance assessment practices, motivate students, increase engagement, and improve students' learning outcomes. The details frequency of studies reporting each theme is shown in Figure 2.



Source: Data Extraction Table

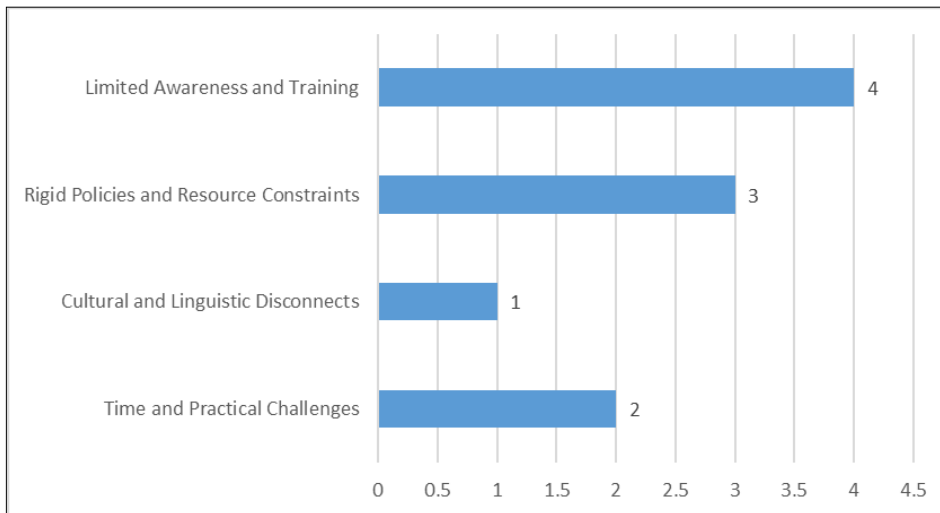
Fig 2: Impact of culturally responsive assessment practices

Assessment practices that are culturally responsive bear significantly on student achievement. First, when the assessments are culturally relevant, students perform better because they find tasks more meaningful and easily relatable. For example, Steele *et al.* (2024) [20] report that even minor changes in the assessment to include content about culture improved academic performances. Similarly, Damayanti *et al.* (2023) [8] indicated that culturally adapted assessments in Civics have led to an improvement in scores from 57.6% to 92.3%. Other effects include improved participation because diversity in assessment formats has been embraced. The inclusion of assessment types such as group projects, storytelling, and oral presentation would provide an opportunity for students to show knowledge through modes compatible with their cultural backgrounds and therefore make full participation along with increasing self-esteem, as Cruz *et al.* stated in the year 2019. Herzog-Punzenberge *et al.* in 2020 reported the number of teachers who changed grading procedures to help the students achieve success although there was still pressure from the

rigors of the system. The second major motivator for students is culturally sensitive feedback. According to Steele *et al.* (2024) [20], feedback respectful of students' cultural backgrounds fosters student ownership of learning. Finally, a sense of cultural awareness in the teaching staff enhances assessment. Indeed, these would be more efficacious and fairer assessments, as Abacioglu *et al.* (2019) proved that teachers who possess perspective-taking skills are more likely to engage in culturally responsive assessment, while Acquah *et al.* (2019) underlined that pre-service teachers who had been trained in culturally responsive pedagogy created better assessment strategies.

Barriers to effective culturally responsive assessment practices

The review showed that the barriers to effective culturally responsive assessment practices include limited awareness and practices, rigid policies and resource constraints, cultural and linguistic disconnect, and time and practical challenges. The details are shown in Figure 2



Source: Data Extraction Table

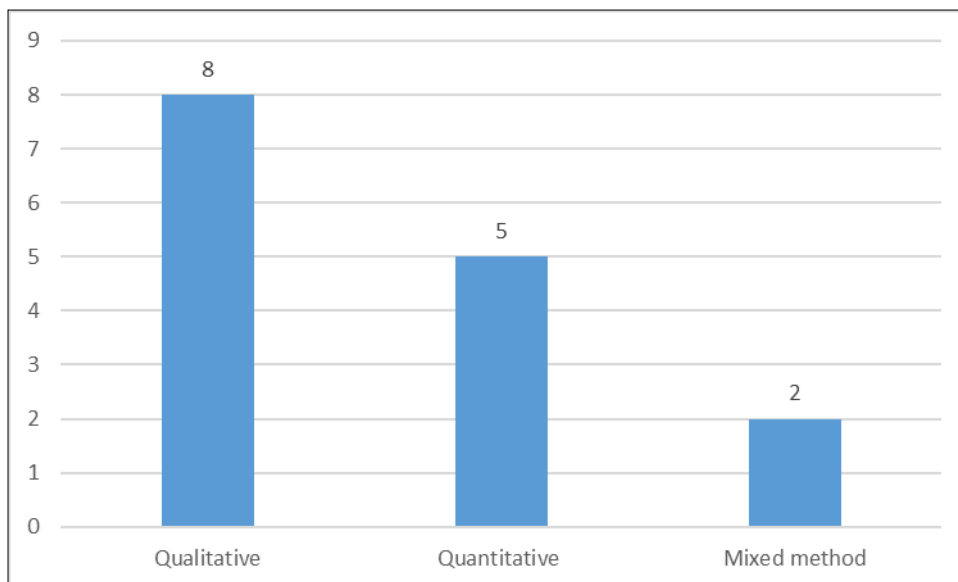
Fig 3: Barriers to effective culturally responsive assessment practices

Other barriers to culturally responsive assessment practices include limited awareness and training; too many educators have not received professional development related to culturally responsive assessment, as Brown *et al.* (2022) [5], Acquah *et al.* (2019), and Abacioglu *et al.* (2019) identified. Other determining factors are rigid policy and resource constraints manifested in the form of standardized testing systems, inflexible curricula, and institutional lack of support, among others, as noted by Ramsay-Jordan (2020) [18] and Brown *et al.* (2022) [5]. Moreover, cultural and linguistic gaps, which are biases of common measures, language barriers, and discontinuation from home to school,

create disadvantages for diverse learners, as also affirmed by Herzog-Punzenberge *et al.* (2020) and Kea *et al.* (2023) [11]. Finally, time and pragmatic problems, such as heavy workloads and time constraints, make it impossible for teachers to allow assessment accommodations in the name of cultural diversity, as noticed by Steele *et al.* (2024) [20].

Research approaches employed by the various studies

The review further revealed that the authors whose studies were included in this final review employed qualitative, quantitative, and mixed-method research approaches. The details are shown in Figure 4.



Source: Data Extraction Table

Fig 4: Research approaches

The figure showed that eight studies (Steele *et al.*, 2024; Brown *et al.*, 2023; Kea *et al.* 2023; Brown *et al.*, 2022; Herzog-Punzenberge *et al.* 2020; Ramsay-Jordan, 2020; Lawrence; 2020) [5, 11, 12, 18, 20] employed qualitative research approach to examine the impact of culturally responsive assessment practices on the achievement of diverse learners in social studies. Also, five studies (Naz *et al.*, 2024; Acquah *et al.*, 2019, Abacioglu *et al.*, 2019; Moore *et al.*,

2021) [14, 15] used the quantitative approach and two studies used the mixed method approach.

Discussion

The review has shown that culturally responsive assessment practices have a significant impact on social studies students’ academic performance, engagement, and motivation. The review has shown that the majority of

researchers agree on the positive correlations associated with culturally responsive assessment practices and improvement in students' achievements. Research such as Steele *et al.* (2024) [20] and Damayanti *et al.* (2023) [8] confirm that when the assessments align with students' cultural backgrounds, they perform much better because such tasks are more meaningful and hence easier to relate to. For instance, Damayanti *et al.* (2023) [8] observed a significant improvement in Civics scores to reiterate this culturally adapted assessment.

Cruz *et al.* (2019) note that flexible forms of assessment, like group projects or oral presentations, can develop the possibility to show knowledge to students with diverse backgrounds in a way that best fits their learning styles. This flexibility encourages active participation and enhances students' self-confidence, especially those suffering from traditional forms of assessment. Furthermore, culturally responsive feedback on assessment has been proven to motivate students. According to Steele *et al.* (2024) [20], feedback that recognizes the cultural backgrounds of students raises their self-esteem, motivating them to own their learning. The review further shows that awareness and cultural competence from teachers are also instrumental in the success of these activities. Abacioglu *et al.* (2019) and Acquah *et al.* (2019) focused on the fact that culturally understanding teachers could design assessments that are fairer, more inclusive, and more effective. Once teachers are trained in culturally responsive pedagogy, they are more inclined towards practices in which there is respect for diversity and reflection of it.

However, while reinforcing the above strengths, several challenges exist in implementing widely responsive cultural assessments. For instance, the literature reports a significant gap in training and awareness among teachers; most teachers do not have the professional development to put into place culturally responsive practices. Also, institutional constraints, such as standardized testing systems and strict curricula, pose limitations to the adaptation of assessment to various cultural contexts. Steele *et al.* (2024) [20] also mentioned that heavy workloads and time limitations prevent teachers from adapting the assessments for cultural inclusiveness. In addition, the scarcity of resources, such as culturally relevant materials, may further complicate how well such practices are carried out.

The literature on culturally responsive assessment practices in social studies signifies a growing interest in the understanding of their impact on diverse learners. A critical review of the studies conducted shows that, most of the studies have adopted qualitative research approaches, with eight studies (Steele *et al.*, 2024; Brown *et al.*, 2023; Kea *et al.*, 2023; Brown *et al.*, 2022; Herzog-Punzenberge *et al.*, 2020; Ramsay-Jordan, 2020; Lawrence, 2020) [5, 11, 12, 18, 20] using qualitative approaches. This indicates that qualitative methodologies are appropriate methods for examining the nuanced ways in which culturally responsive assessments affect student achievement. These studies have provided a wealth of information regarding how teachers adapt assessments to incorporate the cultural heritage of their students and, therefore, provide valuable perspectives regarding the lived experiences of both teachers and learners.

On the other hand, one clear gap in the literature is in terms of how the broader impact of culturally responsive assessments has been assessed through the use of

quantitative methods. Only five such studies (Naz *et al.*, 2024; Acquah *et al.*, 2019; Abacioglu *et al.*, 2019; Moore *et al.*, 2021) [14, 15] employed quantitative approaches. While these qualitative studies add to the empirical evidence base, they are often of very small scope, with either subject or regional limitations. Because of the contextual variations in the settings where education takes place, the qualitative data is non-generalizable; therefore, large-scale and quantitative studies should be encouraged among researchers can present the overall picture of the effectiveness of culturally responsive assessment practices among populations of diverse backgrounds will be required.

Probably the most notable gap in the extant literature is the lack of research on this topic from African contexts, particularly in Ghana. While studies from Western countries dominate the field, there is a lack of scientific knowledge regarding how culturally responsive assessment practices are carried out in African educational settings. These practices would likely have unique challenges and opportunities in their application, arising from cultural differences, educational structures, and resource constraints in countries such as Ghana. The absence of empirical research from this region is an important omission. Culturally responsive assessments may be key to improving learners' educational experiences and outcomes in diverse African contexts. The expanding research on this area may yield valuable lessons that can be drawn on how such practices can be done, adapted, and implemented in a culturally relevant manner to African learners, more specifically in Ghana's educational system.

Conclusion

The review has shown that culturally responsive assessment practices hold tremendous promise for improving student engagement, academic performance, and teaching practice. Many studies reviewed demonstrate positive responses to culturally responsive assessments as an inclusive way of constructing a learning environment. Nevertheless, the challenges of teacher training, institutional support, and, importantly, practical implementation remain tough. Eliminating these barriers will be fundamental in allowing culturally responsive assessments to realize their potential within increasingly diverse educational contexts.

The findings show that future studies on culturally responsive assessment practices will be better approached from a mixed-methods or quantitative perspective. In addition, it is also necessary to extend this research to the African contexts, particularly in Ghana, given the current dearth of such exploration of how such practices can be adapted to specific needs and in the cultural contexts of students in these regions. The cultural competence of the training programs for teachers will also have to be emphasized to impart skills in designing and conducting culturally responsive assessments. Policymakers and institutions should support the move toward institutional support for policies that would allow flexibility and enable schools to allow culturally responsive assessment practices. In this respect, addressing the above gaps will contribute to culturally responsive assessments serving diverse learners better, hence contributing to improved academic outcomes in social studies in these under-represented regions.

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