



Assessment for Inclusion Survey for Schools/Programmes

Question Prompts: To Support The Development Of Assessment for Inclusion Practice.

Individually or in a Team Meeting/Workshop, use the questions to reflect and review your programme assessment and feedback approaches and how one may develop these to support inclusive learning.

Considerations/Opportunities for Inclusive Assessment:

- Improve alignment between assessment and learning outcomes.
- Provide opportunities for integrating authentic assessment.
- Provide opportunities for students to demonstrate their learning in differing modes.
- Support student engagement and motivation through choice and flexibility.
- Support student well-being.
- Support manageable assessment loads.
- Ensure transparency and clarity of assessment tasks.
- Enable increased accessibility, equity and inclusivity.

Programme/Major/Subject:

Contact person/Role:

To what extent does <u>one</u> agree with the following statements:	N/A	Don't know	To some extent	Satisfactory	Excellent
Programme View					
Are your module assessment and feedback approaches aligned to your programme outcomes?					
Is there time and space in the programme for more complex assessment?					
Is there evidence of staff assessment overload i.e. correction load?					
Is there evidence of student assessment overload i.e. student feedback on load, poor performance, non-attendance?					
Is there discussion on equivalence and workload across modules?					

Do you have space in the programme to support students to develop their ability to judge their own work?					
Does the assessment support engagement in learning, their progression and retention?					
Faculty View					
Do you have a set of clear, accessible and transparent assessment criteria/rubrics that are specific to the learning outcomes?					
Does your assessment provide a balanced opportunity for assessing students' application of knowledge and skills as required by the learning outcomes?					
Do you provide students a choice of assessment methods or formats (e.g. multimedia project, group presentation, discussion threads)?					
Do you provide opportunities for technological support in the assessment process (e.g. submissions via Brightspace, presentations in Google slides)?					
Do you encourage your students to reference current issues/events, as appropriate in their assessment?					
Do you encourage your students to reflect on their learning experience as an integrated part of their assessment?					
Do you map out the assessment submission date and the ensuing workload over the trimester?					
Student View					
Do students understand the rationale for their assessment approaches throughout the programme?					
Do students have the opportunity for practice and feedback with low-stakes (formative) assessment prior to high-stakes (summative) assessment?					

Do students understand the assessment criteria, timelines and expectations (e.g. word counts, referencing conventions, formats)?					
Do you ensure that the feedback is directly linked to the criteria and learning outcomes?					
Do you ensure that feedback is clear and easy to understand re: language, direction/guidance?					
Do you ensure students have the opportunity to reflect and apply the feedback they receive?					
Do you utilize different forms of feedback (e.g. plenary, peer, written, audio, video, group discussion)?					
Is there an opportunity towards the end of the programme for students to synthesise their learning in a holistic (capstone) assessment?					
<i>Other Questions/Notes</i>					
<i>Some first steps (what would you like as a focus in the Inclusive Assessment workshop)</i>					
<i>Long term actions</i>					

Additional Resources

[UCD Assessment for Inclusion Framework](#), UCD T&L, 2024

[T&L: Inclusive Assessment Best Practices for Inclusive Assessment](#), Duke Learning Innovation

[Design Inclusive Assessments](#), Carnegie Mellon University

[Assess Inclusively \(A3\)](#), Leeds Beckett University

[LEEDS BECKETT UNIVERSITY Inclusive Assessment reading list](#)