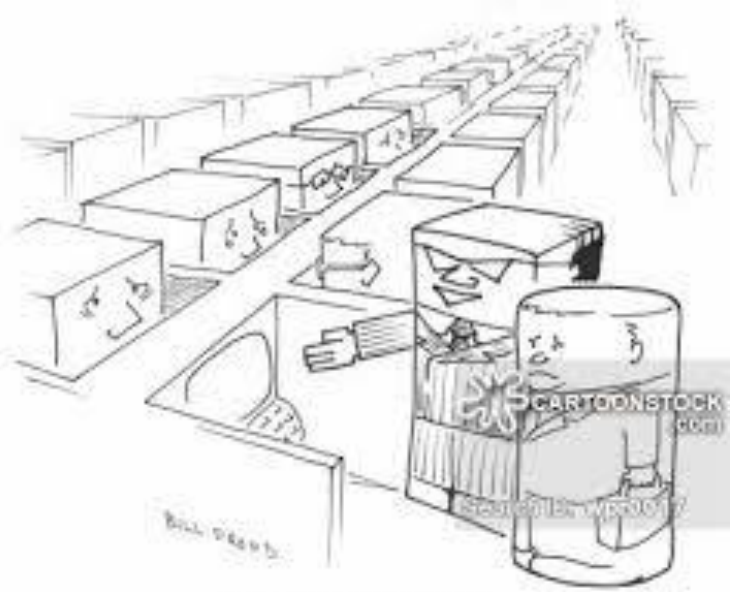# Inclusive Assessment

Batch production

Batch system – yet every child is unique

"You'll soon fit in."

All children to learn and reach their potential

By developing the ability of schools and school teachers to respond effectively to the SEN needs of children we create an education system that enables all children to learn and reach their potential.

The aim (and the impact measure) is that all children reach their potential

Diversity   and   Inclusion

Definition from the literature

Inclusive assessment refers to the design and use of fair and effective assessment methods and practices that enable **all students** to demonstrate to their full potential what they know, understand and can do
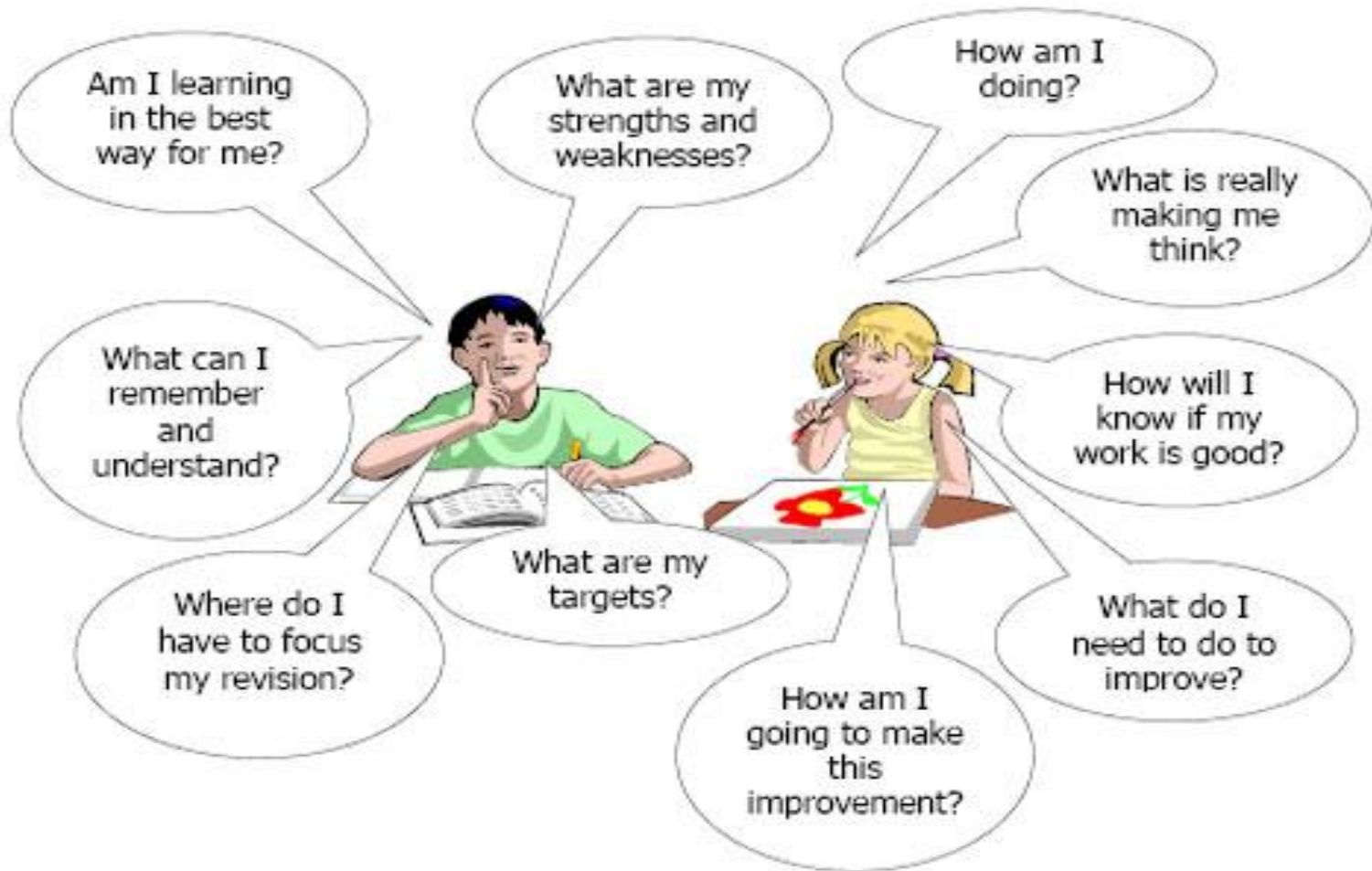
5

Personalised learning

- **…accessible** and free of **unnecessary** barriers.

Is not…

- designed, delivered or graded in a way that **unnecessarily disadvantages** a sub section of students, preventing them from freely demonstrating their attainment of learning outcomes.

Assessment for learning

The National Strategies

Personalisation

Personalising approaches by responding to the different needs of Black pupils

High-expectation provision that ensures Black learners experience challenge in everyday learning

Understanding learners' needs recognising that Black pupils *may* have different learning needs from their peers

Why inclusive assessment ?

Through inclusive design wherever possible, and through individual reasonable adjustments wherever required, assessment tasks provide every student with an equal opportunity to demonstrate their achievement.

Traditional assessment practices that were once dominated by the unseen examination and the standard essay…have proved unable to capture the range and nature of the diverse learning outcomes now sought from courses.

The different forms of assessment

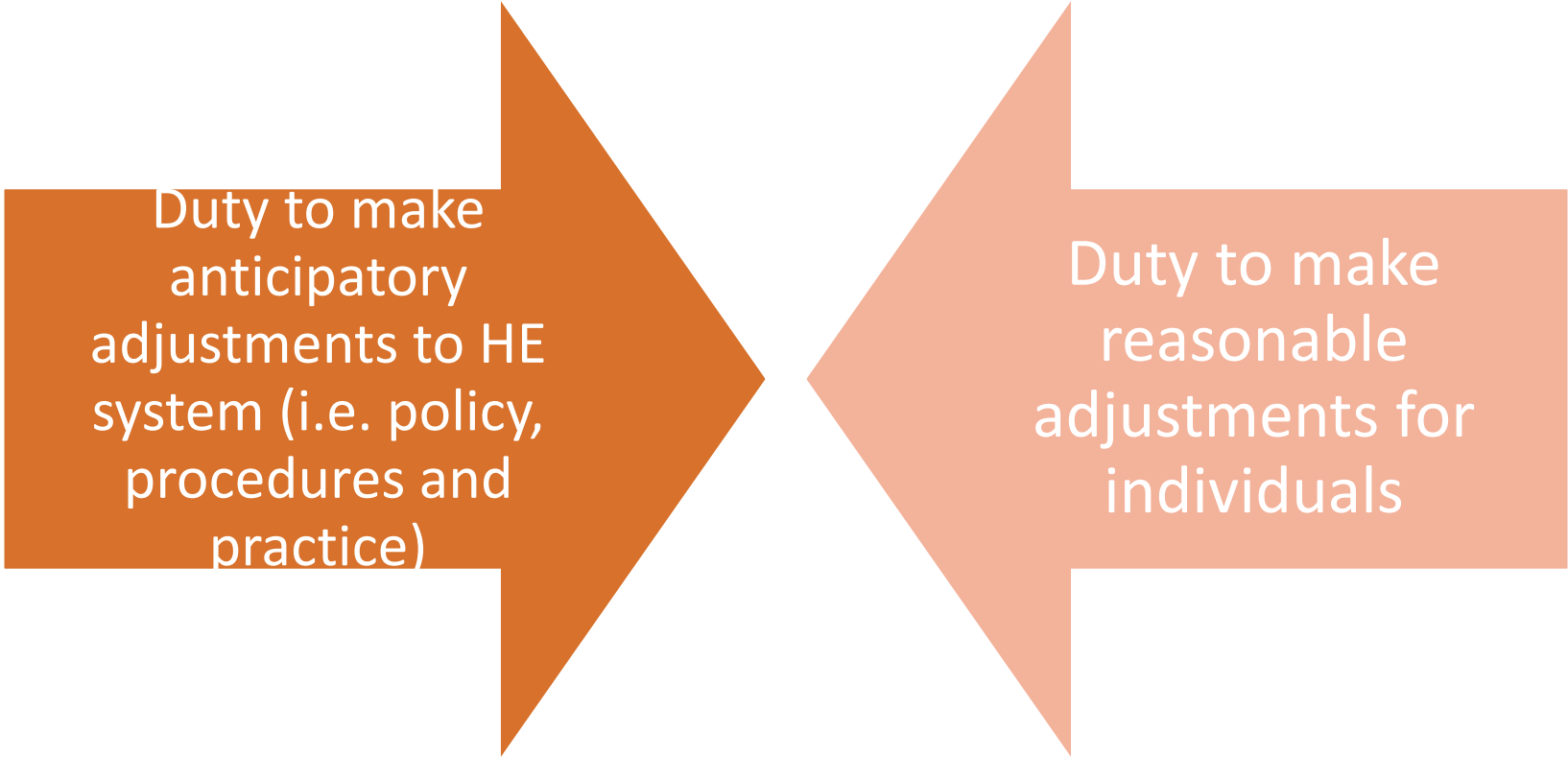| Diagnostic Assessment (Preparing)	Formative Assessment (Improving)	Summative Assessment (Judging)
• provides an indicator learner's existing knowledge and capabilities • develop self regulated learner. • identify possible learning support needs .	• provide learners with timely feedback/forward • intended to have an impact on current learning and ultimately to be connected to improved performance	• progression and certification purposes • students often use performances in summative tasks as a proxy measure of learning

What different teaching styles are you going to use?

- Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, digital cameras, wall displays?

- Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing?

- Kinaesthetic e.g. use movement, role play, artefacts, use the environment

Disability Equality Legislation

Duty to make anticipatory adjustments to HE system (i.e. policy, procedures and practice)

Duty to make reasonable adjustments for individuals

Underpinned by the social model of disability, and student entitlement.

What is being assessed?

Does your assessment test anything that is not articulated in the learning outcomes? For example:

- Stamina,

- Speed of writing,

- Language usage,

Alternatives to Exams?

What is being assessed?

.

Learning outcomes

Timely information,

Clarity regarding what is being assessed, and how,
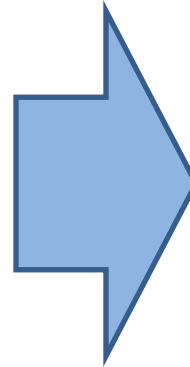
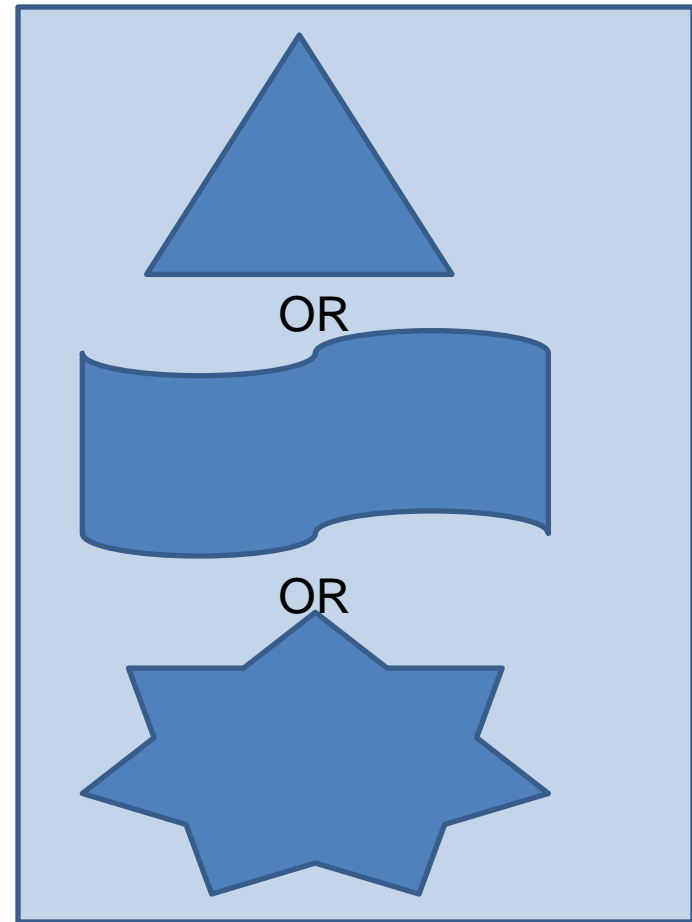Learning Outcomes Guide this Process!

Clear design and layout.

One step further 'Innovative' and 'Inclusive Assessment' for All students

Alternative provision

Separate policies and practices for disabled individuals or groups.

→

Inclusive provision

Inclusive & flexible policies, procedures and practices focus on success for all.

An inclusive approach

An example - Waterfield & West (2006) SPACE Project   Plymouth University

Contingent approach	Alternative approach	Inclusive approach
offers provision of special arrangements or adjustments within existing systems	offers different assessment methods as a bolt-on for a minority of disabled students.	is designed to ensure accessibility for all stents

Common adjustments in HE

- Additional writing time.
- Anonymous marking.
- Rest breaks.
- Scribe or reader.
- Use of PC.
- Separate room.
- Coloured paper/overlays.
- Coloured stickers.
- Provision of alternative formats.
- Specialist software/ equipment.
- Special timetabling arrangements.

- To what extent are such adjustments standardised by impairment?
- How are adjustments negotiated?
- What is the potential impact of these adjustments on disabled students?
- In what ways can such adjustments support all students?

Some starter questions?

- Do you have a scheme for assessing the achievements of all?

- Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self evaluation?

- How will you involve pupils in assessing their progress and their peer's progress?

Inclusive assessment may be more than adapting for the few

- A system focused on reasonable adjustments for particular individuals can mean that anticipatory adjustments (also required by the equality legislation) remain overlooked.
  - Leads to pressure on resources e.g. 1500 students reportedly require an exam adjustment at De Montfort University.
- Efforts to maintain standards and promote the consistency of practice has led to the use of standardised adjustments for particular impairments.
  - Leads to discriminatory practice.

Characteristics of assessment provision

Alternative provision for individuals

Standardised adjustments by impairment.

Adjustments made on behalf of (not with) disabled students.

Large number of adjustments to co-ordinate.

Adjustments made within confines of current assessment policy/ practice.

Inclusive provision for all

Focus on improving the quality of assessment.

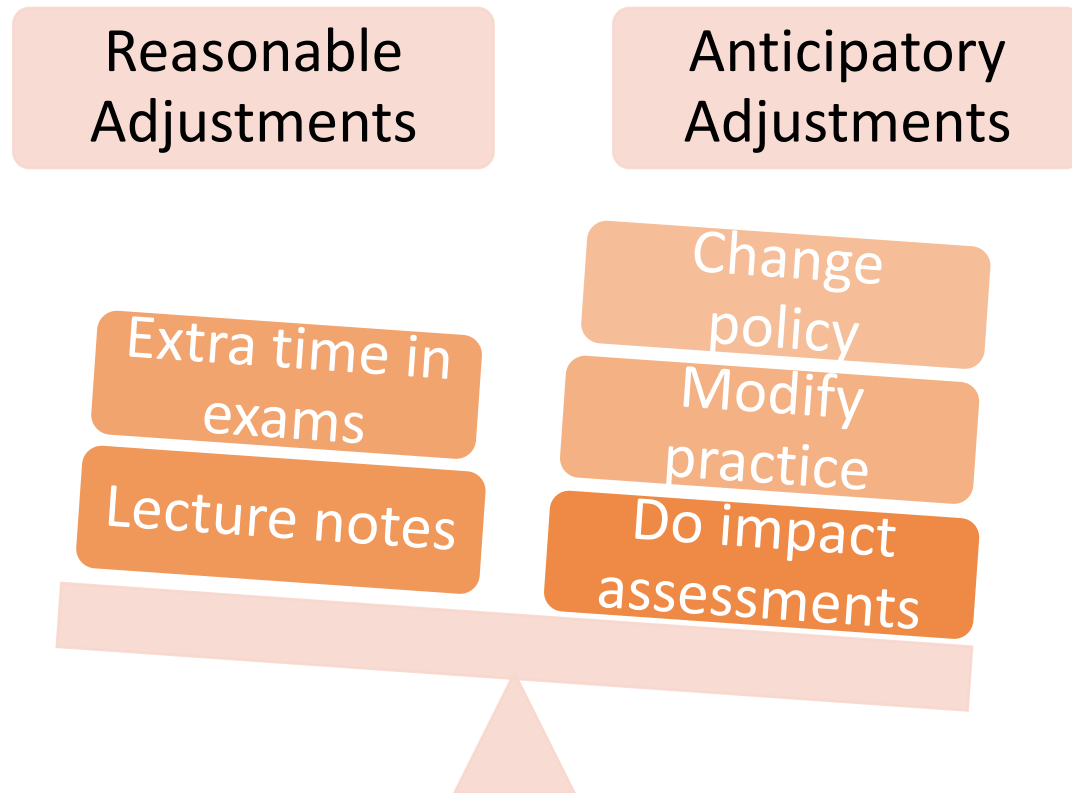Use of a range of forms of assessment.

Match of assessment to learning outcomes.

Work in collaboration with students.

Impact of adjustments routinely assessed.

Reasonable adjustments minimised

Getting the Right Balance

Reasonable Adjustments

Anticipatory Adjustments

Change policy

Modify practice

Extra time in exams

Lecture notes

Do impact assessments

Plymouth University inclusive assessment ambition:

'*all students will have an equitable, supported assessment experience*'.

Inclusive assessments will :-

✓ Fairly evaluate students' ability to meet module and programme learning outcomes and academic standards

✓ Be accessible for all students

✓ Provide every student with an equal opportunity to demonstrate their achievement

✓ Support student engagement, learning, progression, retention and address the needs of our diverse student population

✓ Be authentic and offer students contextualised meaningful tasks that replicate real world challenges through effective programme design.

✓ Reduce the need for modified assessment provision

Moving towards inclusive assessment

- Enhance assessment policy, processes & practice.

- Promote the use of impact assessments to think through the consequences of particular decisions.

- Ensure a range of assessment methods (both summative and formative) in each programme to enable students to demonstrate their capabilities.

- Encourage flexibility of assessment design and delivery.

- Promote collaboration with disabled students to ensure practices are relevant, and between departments to ensure approaches are complimentary & consistent.

This is Maresa, now at University Studying English.

Maresa's original diagnosis said – "Non – verbal and quadriplegic, with a mental age of 2"

" I was in a special school until I was eleven and then in a special unit for 2 years. Nobody learnt to communicate with me.

When I went to a comprehensive it was just ordinary teachers who decided to have a go.

So I got my GCSE's . At college they believed in me.

The University said I could submit essays for admission instead of exams which are exhausting.

Now I am in the last year of my English Degree and want to be a writer".