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What do we mean when we say, “inclusive assessments”?

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Land Acknowledgement



Art by Christi Belcourt

<https://www.instagram.com/p/Cia4T9euYUu/>

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island, and we are grateful to have the opportunity to work on this land.

Access Check

We encourage you to check, identify, and question your learning environment for any of the following and welcome comments if there are elements that we can support to reduce barriers.

- Technology
- Space
- Resources
- Pace



Agenda

1. The rationale behind inclusive assessment
2. The new Universal Design for Learning Guidelines 3.0
3. Examples of inclusive assessments design
 - Choice based assessment
 - Scaffolded assessment with accessible feedback
4. The benefits and challenges of implementing inclusive assessment practices



Assessment of Learning Series

This series has two main goals:

- To engage instructors in critical discussions about their current educational assessment practices
- To connect educational assessment scholarship with current teaching and learning practices in support of evidence-based pedagogy





Traditionally understood as the systematic evaluation of student learning, assessment spans a continuum from gauging knowledge and skill acquisition to understanding changes in attitudes and beliefs; in short, assessment drives learning.

- (Rust, 2002, as cited in Chan and Colloton, 2024).



Defining inclusive assessment practices

- "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" (Hockings, 2010, p. 34, as cited in Tai et al., 2022)
- considered an iterative, forward-thinking process, not a fixed view on what has been excluded in the past

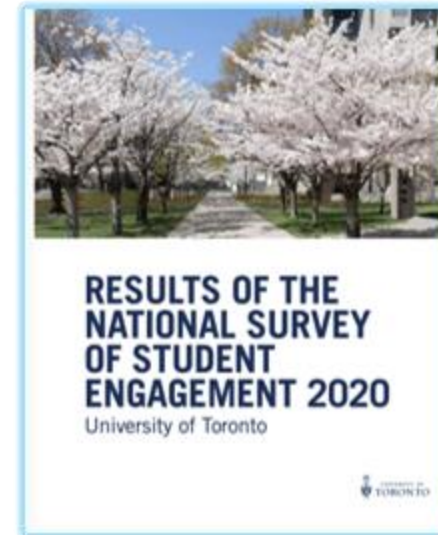


Effective Assessments are Inclusive Assessments

Significant overlap between good assessment design practice and assessment for inclusion (Tai et al., 2022)

Inclusive assessment design recognizes diversity in student learning

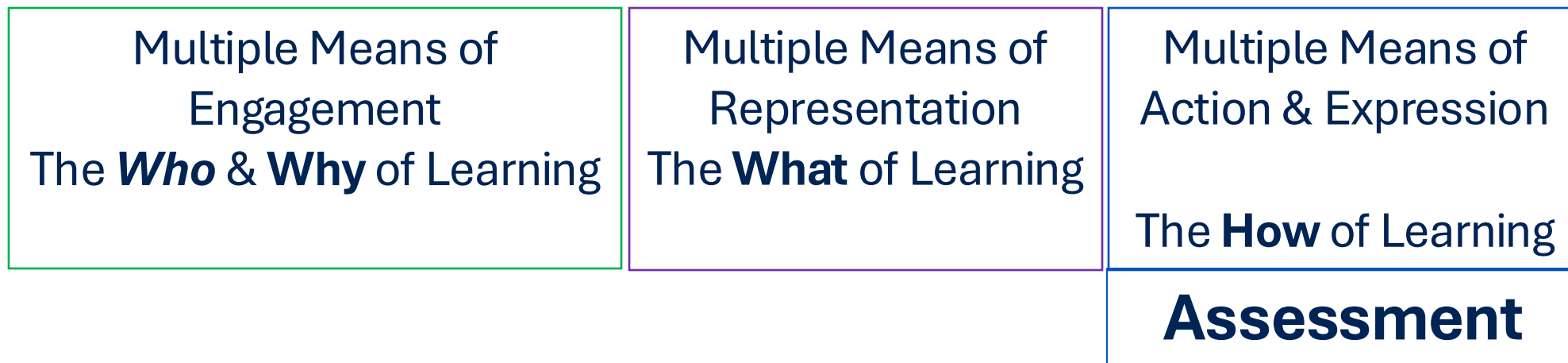
- evidence-based in that it responds to the realities/lived experiences of our students
 - 30% of our undergrads are first-generation students



Universal Design for Learning (UDL) Guidelines 3.0

The guidelines are a dynamic pedagogical design tool to enhance equity, accessibility, and learner agency.

They are adaptive of new research findings and to solicited feedback from educators.



Choice-based assessment

- Give students the **choice in topic** that is meaningful to them
- Give students the **choice of modality** of assessment
- Give students the **choice of weighting** in their grading scheme

(Cardon & Womack, 2023)



Choice-based assessment: Grade weight options

Option 1	Option 2
Midterm 30%	Midterm 15%
Reflections 20%	Reflections 15%
Paper 20%	Paper 20%
In-class participation 15%	In-class participation 20%
Presentation 15%	Presentation 30%



Choice-based Assessment: Choice in Modality

Instead of just an essay, students could submit...

- A podcast
- A digital artifact
- An infographic
- An interview/conversation
- A creative work with a write-up
- A debate



Scaffolded Assessment with Accessible Feedback

Scaffolding (formative assessment) refers to the practice of providing students with opportunities to practice the skills they need for summative assessments.

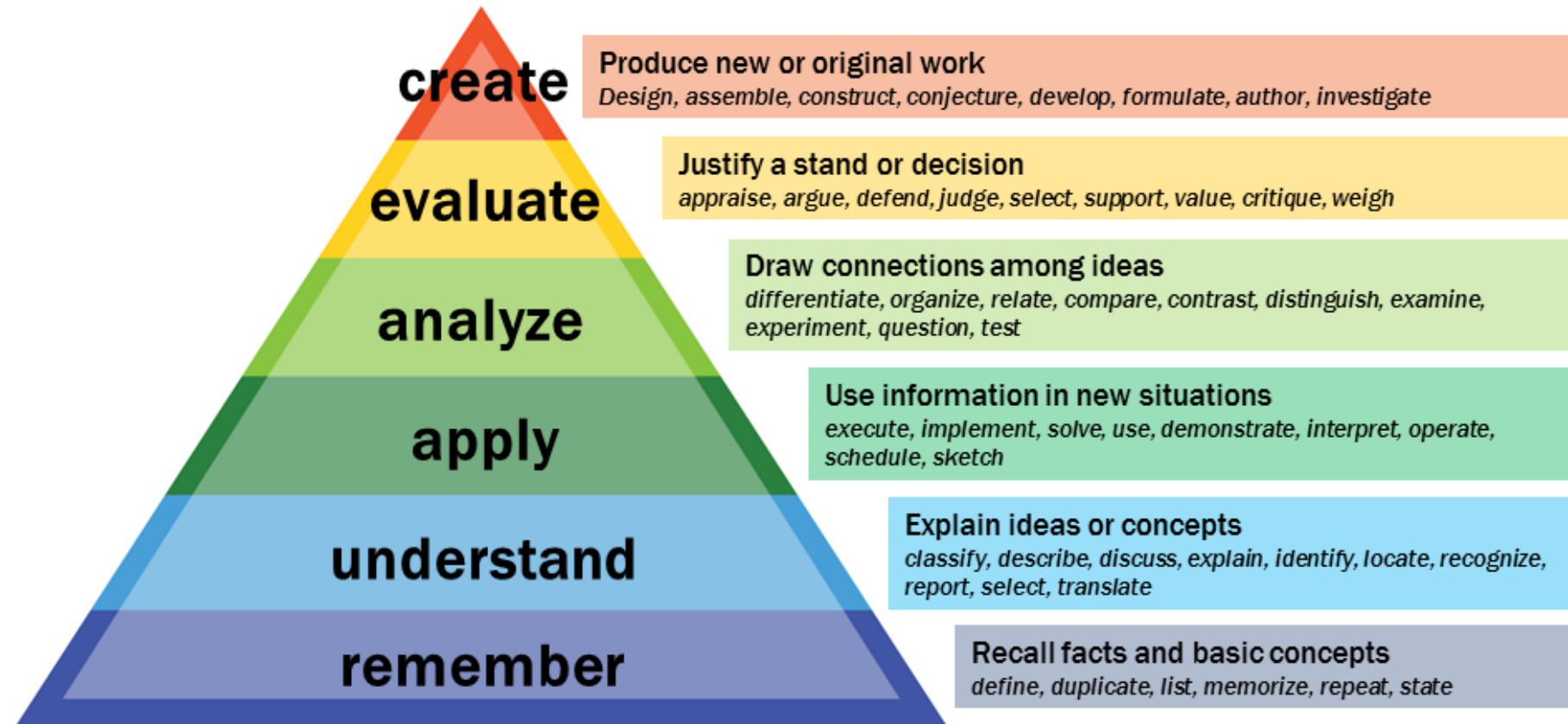
Embedded within this practice is regular, constructive feedback so that students have an accurate sense of their progress toward learning objectives, including suggestions for how to improve.



Sample Learning Outcome for an Annotated Bibliography

Critically read and identify the key points of a research study and effectively synthesize the content to determine its validity and usefulness in relation to a research problem.

Bloom's Taxonomy





Critically read and identify the key points of the research study and...

- reflected in questions 1 and 2

...effectively synthesize the content and determine its validity and usefulness in relation to a research problem

- reflected question 3


Opinion

OP-ED CONTRIBUTORS

Why Machiavelli Still Matters

By John T. Scott and Robert Zaretsky

Dec. 9, 2013

 Give this article



 179

Answer the following questions:

1. According to the authors, where does Machiavelli true originality lie? What do you think of this?
2. What does it mean to have the "power of the lion and the cleverness of the fox"?
3. Do the authors agree that Machiavelli is "a teacher of evil"? Why or why not? What do you think? Support your opinion with citations from *The Prince*.

What is accessible feedback and why does it work?

1. Specific and Actionable

- includes examples to ensure it is **constructive**

2. Timely

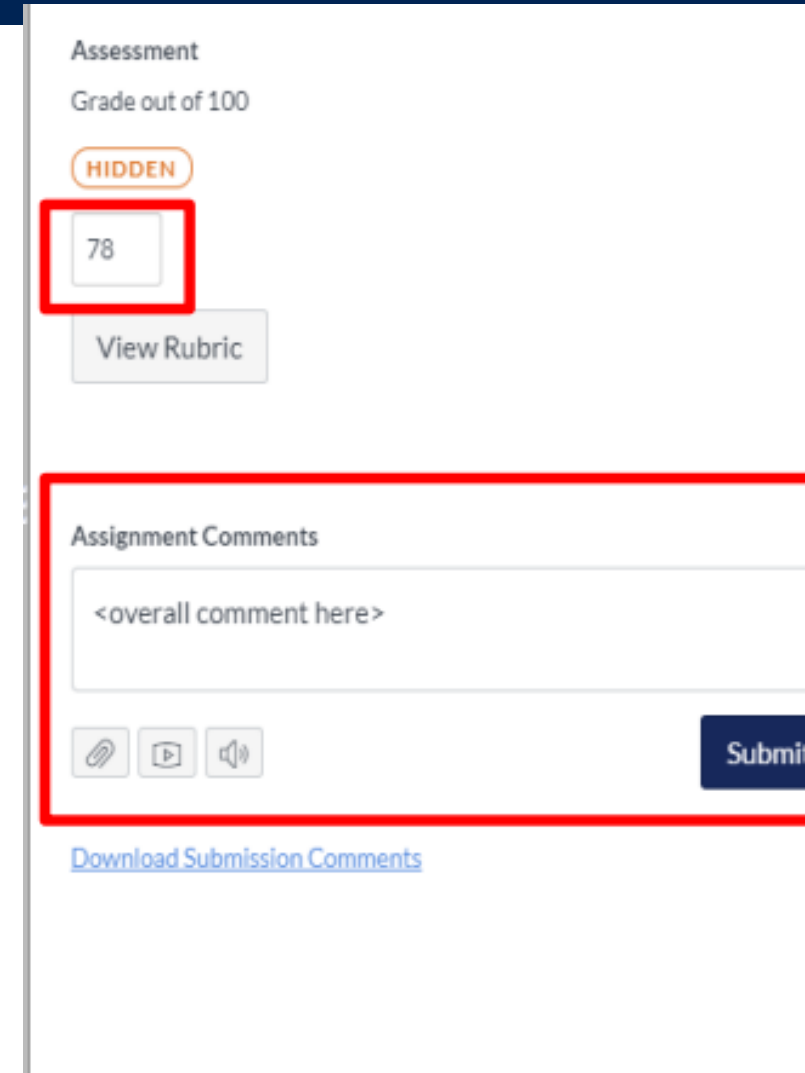
- to ensure it has the capacity to be constructive for the summative assessment

3. Modality

- text, video/audio with transcript

4. Create a “feedback loop”

- ask if it was helpful, and how it improved future assessments



Assessment
Grade out of 100

HIDDEN

78

View Rubric

Assignment Comments

<overall comment here>

Submit

[Download Submission Comments](#)

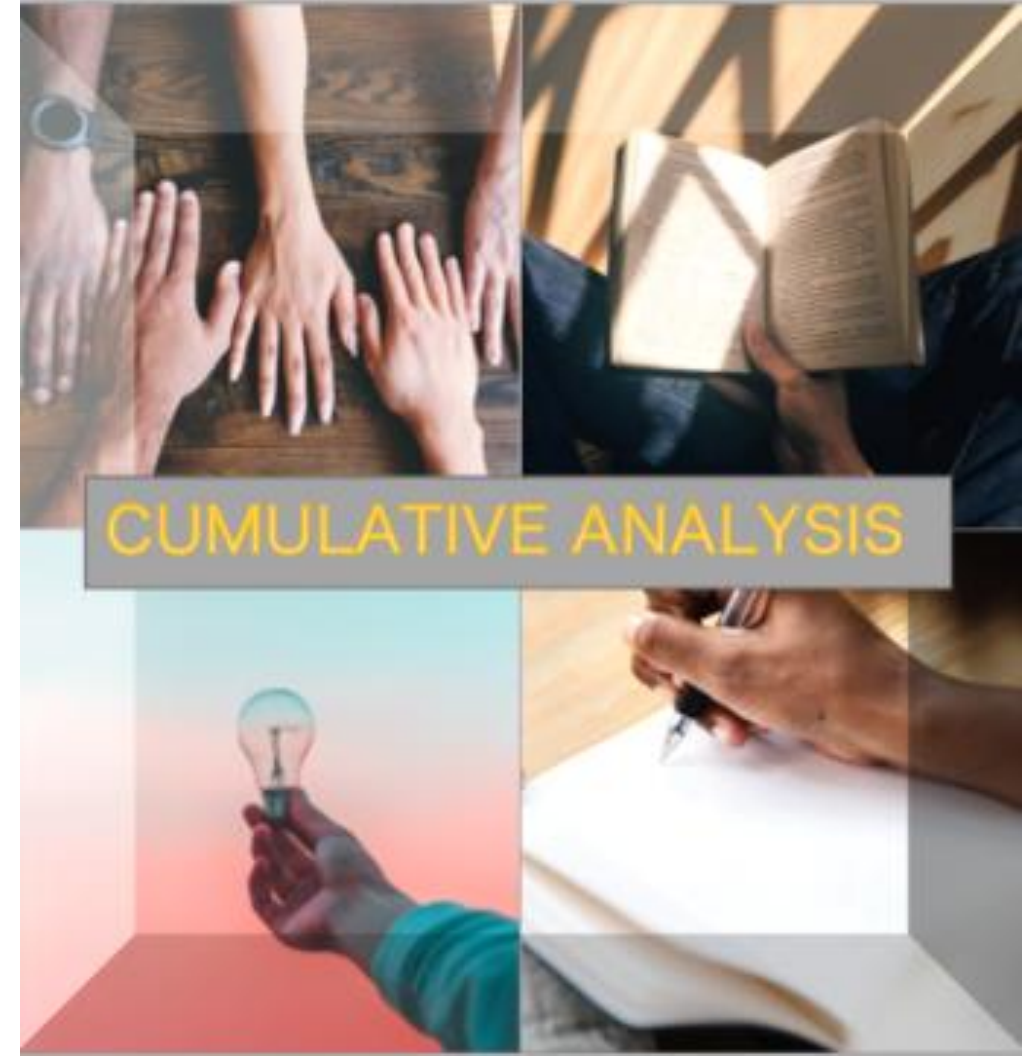
The screenshot shows a user interface for an assessment. At the top, it says 'Assessment' and 'Grade out of 100'. Below that, there is a 'HIDDEN' label in an orange box. A score of '78' is displayed in a white box with a red border. Below the score is a 'View Rubric' button. Further down, there is a section titled 'Assignment Comments' with a text input field containing the placeholder '<overall comment here>'. Below the input field are three icons: a paperclip, a video camera, and a speaker. To the right of these icons is a 'Submit' button. At the bottom of the section, there is a link that says 'Download Submission Comments'.

Increase alignment between Learning Outcomes and Assessments

Transparency at regular and intervals can help increase the alignment between learning outcomes and assessments.

Helps students see the

- “why” of each assessment ask
- “how” it will maximize their experience within the learning community you are cultivating.



Benefits and Challenges

Difference between “work as imagined” and “work as done” (Hollnagel, 2015)

- all assessments are designed within a time and place (contextualized), so inclusive practices need to take this into account

Contemporary assessment relies on solo, unaided performance that may not be reflective of resources available in everyday practice (Tai et al., 2022)





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Thank You!

Questions & Comments:
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