



# Inclusive Assessment

<https://inclusivehe.org/inclusive-assessment/>

DVC/PVC Network

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Inclusion [is] a complex,  
contradictory, and  
contested concept  
(Moran, 2009)

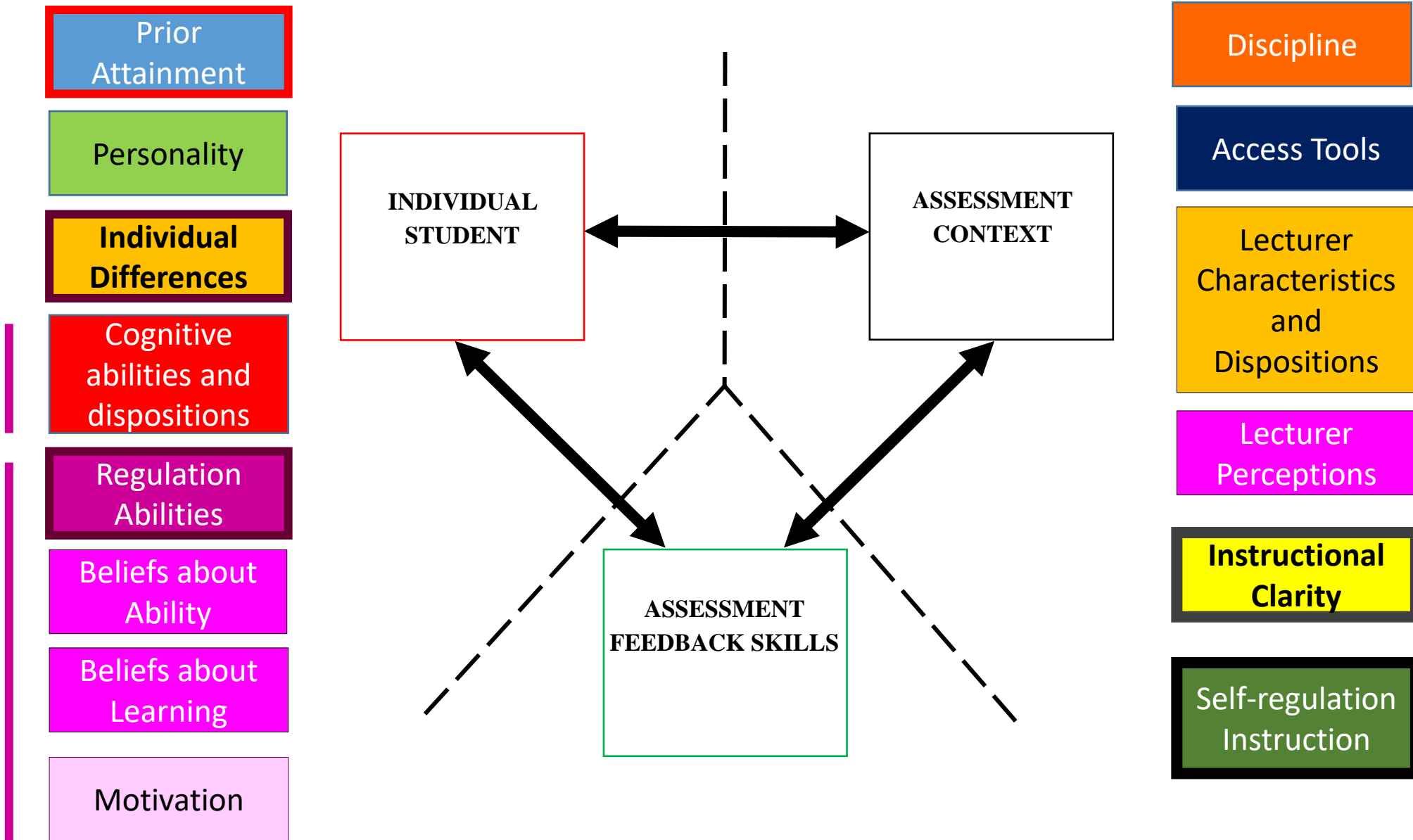
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Inability of inclusive education  
to challenge exclusion (Slee,  
2019)

# Overview

1. Does assessment discriminate in the right ways?
  - Who are the disadvantaged/marginalised?
2. The need to address the basics of assessment. Where to start?
3. Are approaches to inclusion a distraction?
  - Are core concepts underpinning approaches robust?
  - To what extent is there shared understandings of them?
4. Key considerations: quality and equity of assessment design:  
Access - Fairness – Agency - Self-regulatory skills emphasis.
5. Understandings of individual differences and effective use of data.

# Factors impacting learning outcomes





# Choosing the right strategies and using them well



## Individual Differences

### Agentic Engagement

- Ownership of the assessment process
- Ability to use the environment effectively to support one's own learning

### Self-Regulation

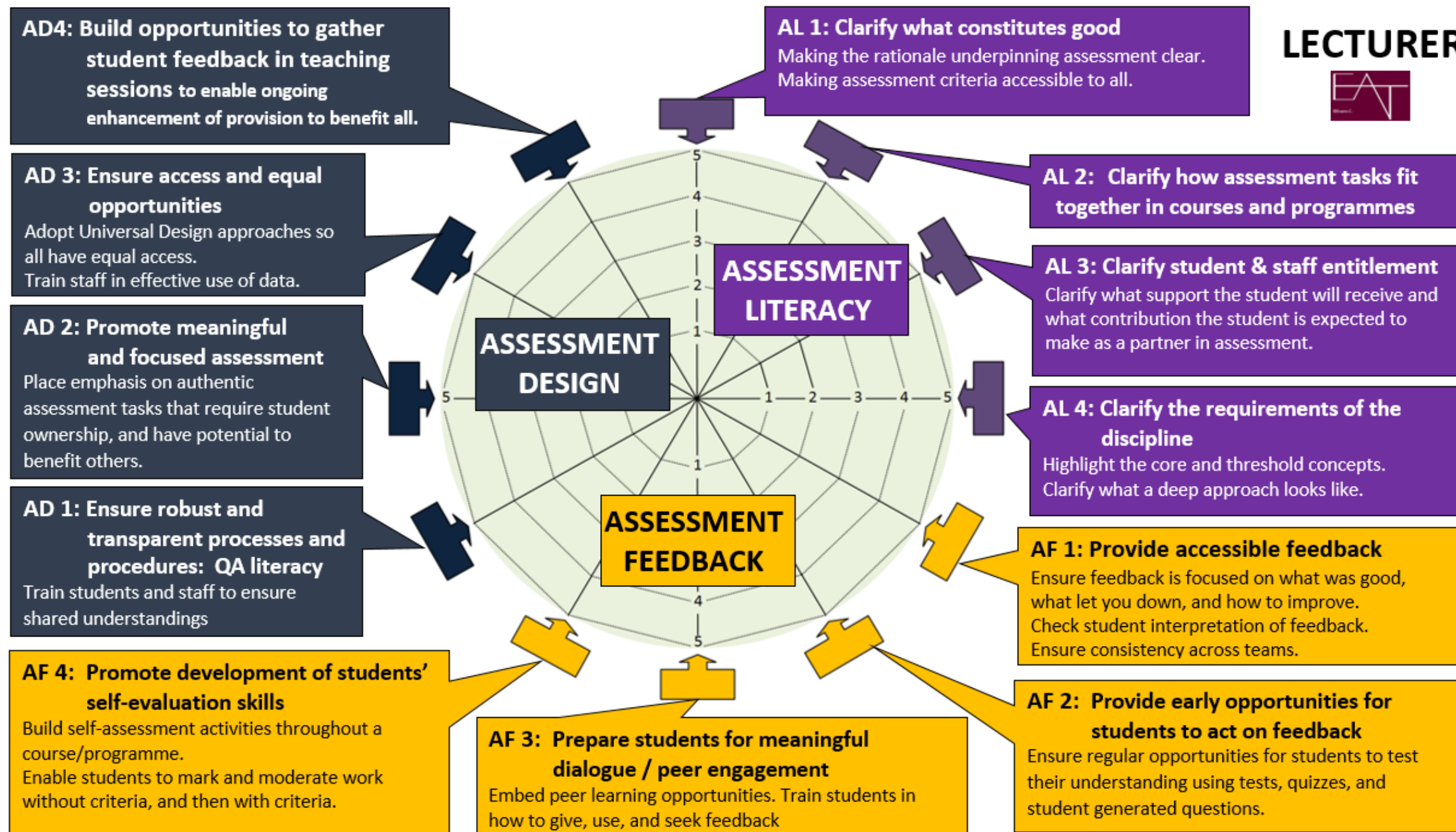
- Metacognitive understanding of one's own learning
- Management of cognitive and affective processes

### Assessment Literacy

- Understanding of the requirements of the task
- Understanding what good looks like
- Understanding of context(s)

# EAT Framework – 12 interrelated factors impacting effectiveness of assessment and feedback

LECTURER



# Key issues in managing assessment

## COGNITIVE: ACCESS

Access to information

Understanding requirements

Understanding organisation of assessment

Suitable tools to support access & in good time

## METACOGNITIVE SKILLS

Filtering of information/cue consciousness

Choice of strategies to support learning

Training in how to apply skills well

Opportunities to test understanding – constant comparison/repeated testing

## MANAGEMENT OF AFFECT

Agency and Ownership

Self-belief

Self-awareness

Belonging

# Navigating the requirements

- 1 Assumptions around understandings of what is required  
Looking in the wrong places for information.
- 2 Lack of awareness of how assessment fits together.  
Decisions made from incomplete information.
- 3 Tackling the receipt model of assessment with  
lecturers/students from the get go.
- 4 Signposting of core concepts – lost in translation.



# Understanding for oneself

- 5 Overemphasis on feedback receipt rather than feedback generation. Key messages lost in translation; equity of feedback.
- 6 Early opportunities to test understanding for oneself and with others.
- 7/8 Internalisation of standards – acts of constant comparison/marking/moderation/ repeated testing / application across contexts.....

# Enabling/Disabling Design

9. Political literacy – knowing how the assessment system works, and who and what to network with.
10. Greater complexity/diversity/flexibility – has differential impacts on those whose regulation skills are weakest.

Do different pathways lead to different outcomes?

11. Choice can increase inequalities if not managed carefully  
authenticity/engagement/ownership important.
12. Care in how defining engagement – expertise reversal effects.

# Addressing the Basics

- Quality of assessment design – front loaded efforts.
- A sophisticated understanding of individual differences.
- Need to address social and cultural capital of learners.
- Shared understandings of the student role in assessment.
- Informed use of data, and in the moment.
- Utilising technology to best effect to support learning.
- Reasonable adjustments embedded from the getgo.



# INCLUSIVE HE

<https://inclusivehe.org/>



## Self-regulatory & agentic

- Supports students' progressive development of core self-regulatory skills (SRLs)
- Signposts and models high level skills
- Enables students to manage learning for themselves
- Places emphasis on goal-setting and planning
- Embeds opportunities to test understanding
- Acknowledges cognitive (processing) access issues
- Attends to self-efficacy concerns

# Question 1: Data capture

- Who are the disadvantaged/marginalised in assessment? (institution/discipline/module). How do you know?
  - What is the role of assessment design in this?
- What training is there for staff in using data at the module level to track impact of assessment design on different groups of learners?
- How are you identifying at-risk students at point of entry?
  - What key behaviours impact outcomes?

# Question 2: Access

- How are disciplines signposting the key knowledge and skills that matter; what it is to think and act in a discipline?
- How are you ensuring all students understand the route map through assessment?
- How are reasonable adjustments embedded in design?
- How are you ensuring that key information and networks are clearly signposted.
- How are you ensuring the quality and efficiency of feedback?



# Question 3: Ownership

- How is assessment policy promoting student agency and ownership of assessment?
- How are assessment strategies fore-fronting activities that support students in understanding for themselves?
- How transparent is marking/moderation, and the algorithm(s) used to assign final grades to students?

# Question 4: Design matters

- Does choice of programme impact progression from years 1 – 3? (i.e., trajectories of learners dependent on pathway)?
- Where choices in assessment are present, does this increase or decrease differential learning outcomes?
- How are you ensuring assessment design is reliable and valid? How are you assessing the quality of assessments?
- Is the balance of staff time on assessment elements right? (What moves to front-load efforts?).

# Finally

What matters most, to whom and to what end?

How do you know?

Key messages:

SIMPLIFICATION

RESEARCH-INFORMED UNDERSTANDING OF KEY  
DRIVERS ONE KEY FOCUS – WHAT WOULD IT BE







# Exploring the effectiveness of assessment using the EAT Framework

- A model that helps you to think about features of effective assessment practice and the interrelated of them.
- Underpinned by a **Critical Pedagogy** which questions impact of assessment decisions from equity perspectives
- Informed by an understanding of individual differences

**AD4: Supporting the development of the programme**

Am I giving useful feedback on how to enhance assessment feedback practice? How am I owning the programme?

**AD 3: Making best use of resources**

Do I know how to access and make best use of resources?  
Am I developing networks to support my learning now and into employment?

**AD 2: Meaningful work**

Am I using the knowledge acquired across modules to inform my overall development?  
Am I adopting a deep approach in my work?

**AD 1: Do I have a good understanding of HE assessment processes / requirements?****AF 4: Self-evaluation**

Do I know how I am doing?  
Do I know what to do when I do not know?  
How am I managing myself?

**AL 1: What constitutes good? What am I aiming for?**

Do I know what good looks like? Do I know what to do to meet the assessment criteria and learning outcomes?

**AL 2: How assessment elements fit together**

Have I mapped how the assessment works in / across modules and how I am going to manage this?

**AL 3: Student and staff entitlement**

Do I know what: feedback looks like; support I am entitled to; my role in feedback is?

**AL 4: Am I clear about the requirements of the discipline?**

Am I aware of the key concepts I need to know and the main ways of working and thinking in my discipline? Do I feel part of the discipline?

**AF1: Ensuring I know how to improve**

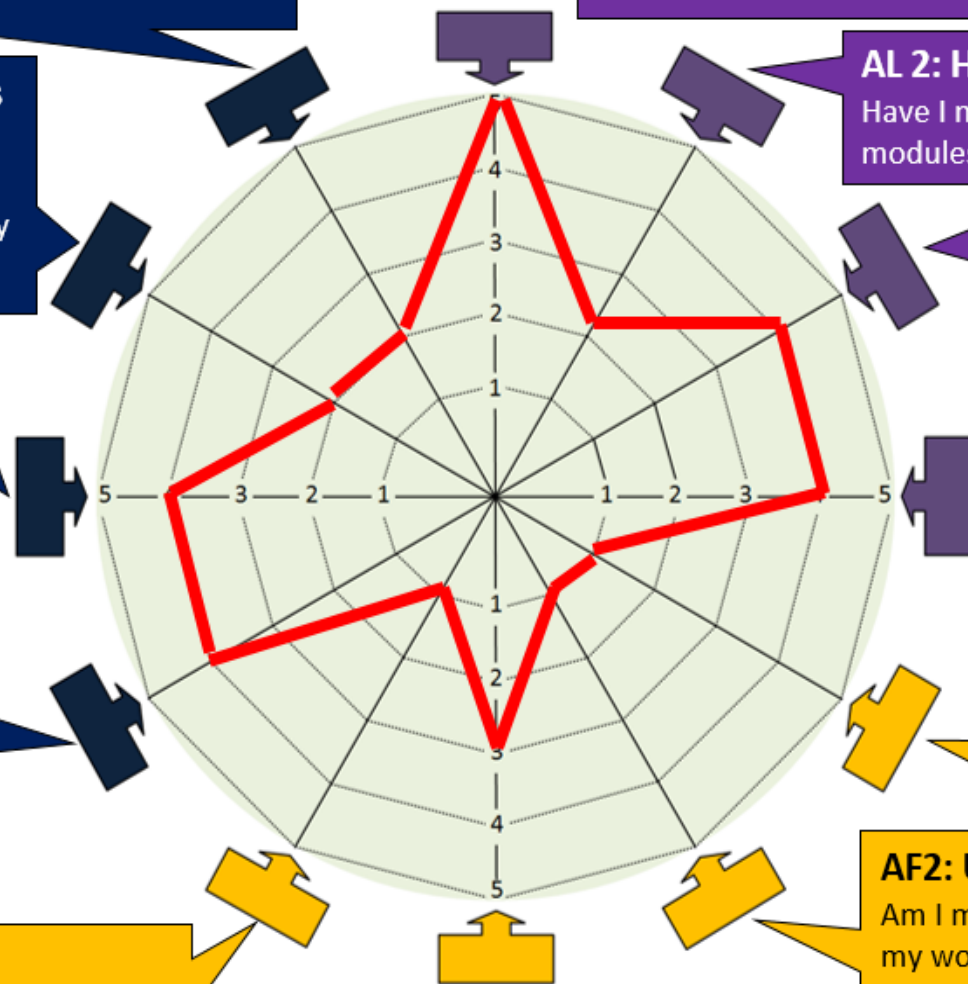
Do I know how to improve my work from the feedback? If it is not clear, what am I doing about it?

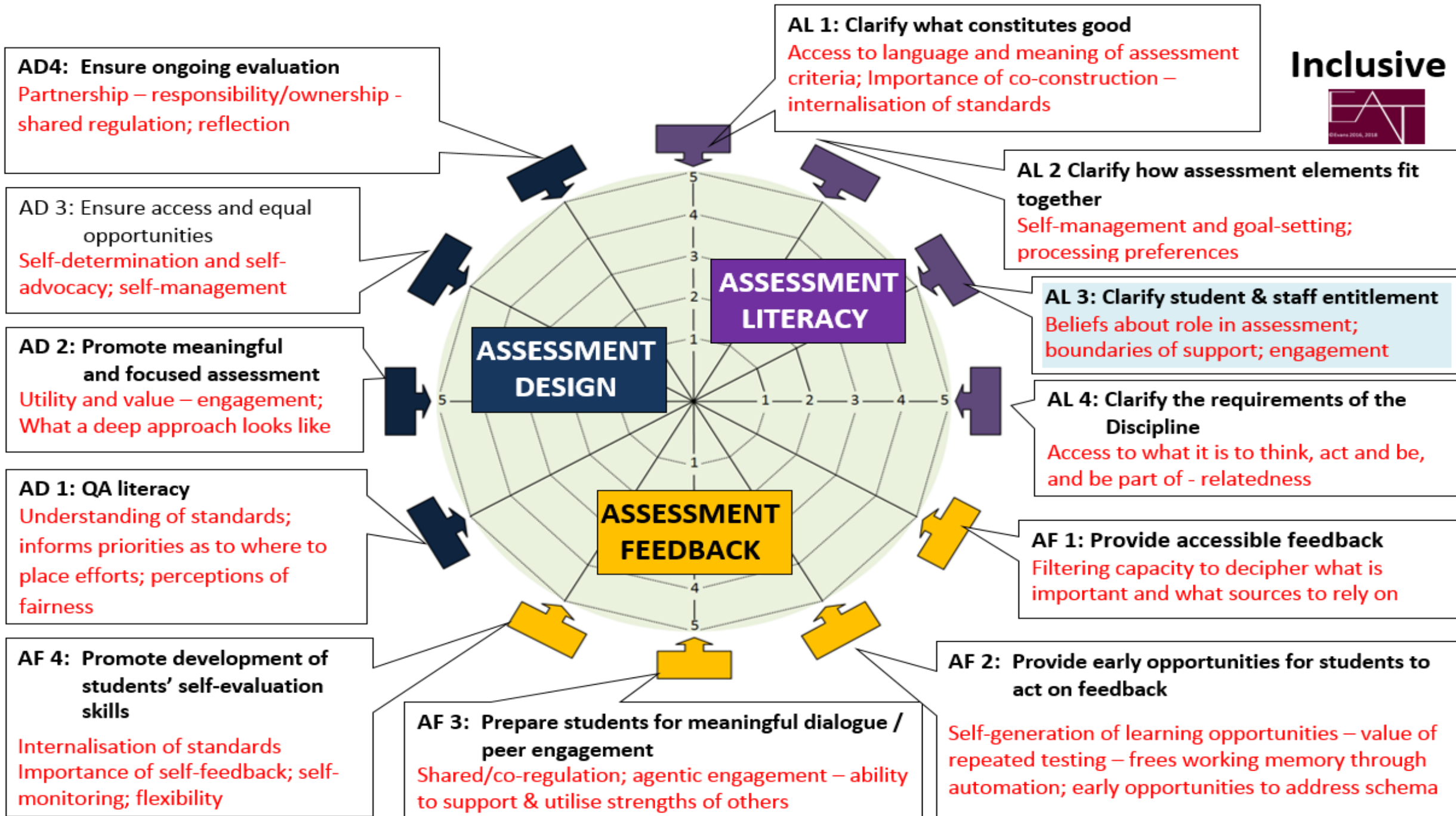
**AF2: Using formative feedback opportunities**

Am I making full use of opportunities to get feedback on my work? Do I actively seek out feedback opportunities?

**AF3: Have I done the necessary preparation to participate fully in peer dialogue?**

How do I support others in giving and receiving feedback?







# Disability Inclusion Institutional Framework



<https://inclusivehe.org/disability-inclusion>

[https://inclusiveheorg.files.wordpress.com/2022/08/disability\\_inclusion\\_institutional\\_framework\\_uk\\_2022-1.pdf](https://inclusiveheorg.files.wordpress.com/2022/08/disability_inclusion_institutional_framework_uk_2022-1.pdf)