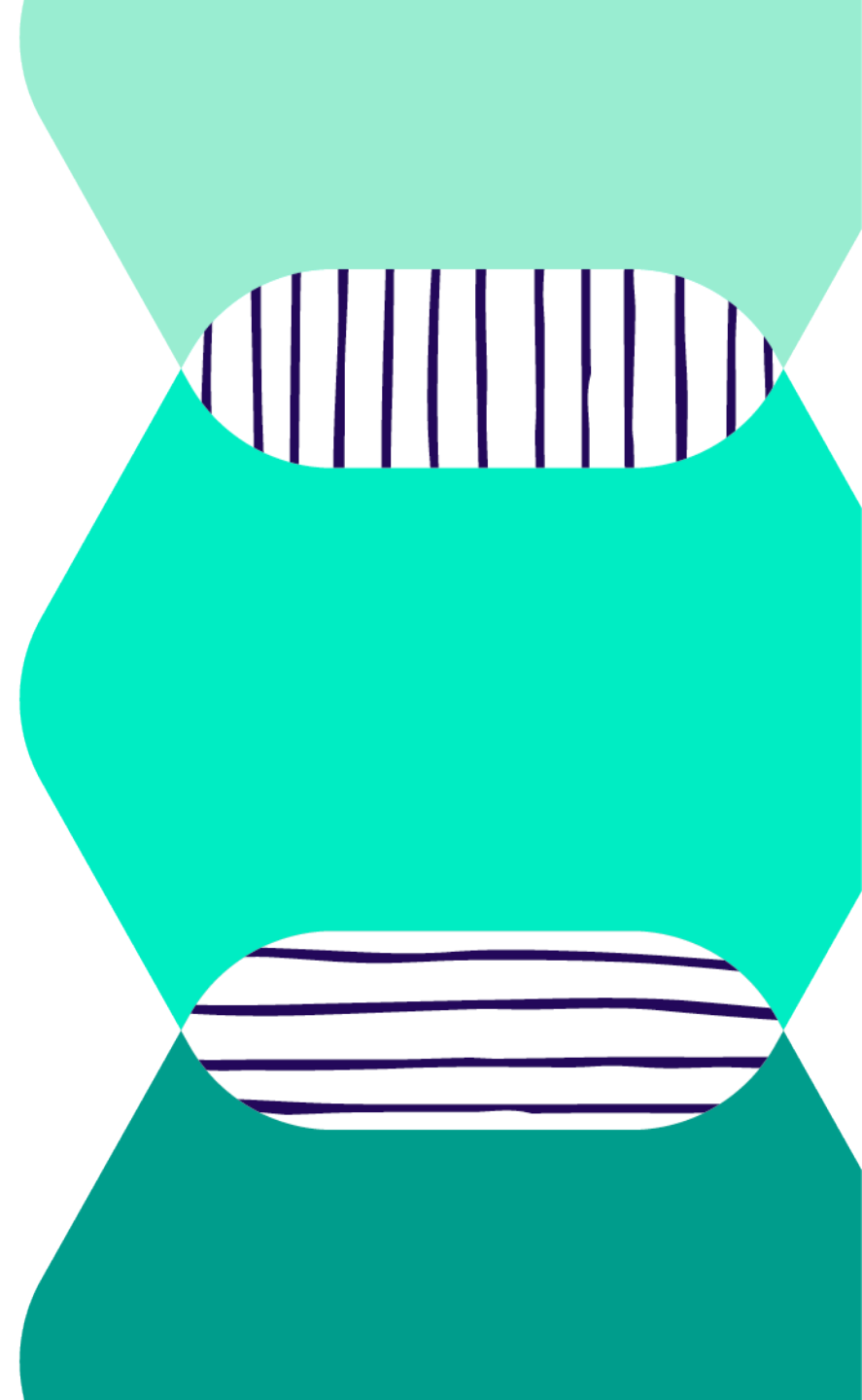


Accelerating English Language Learning in Central Asia

Inclusive Assessment and Feedback

Pre-service Session 3

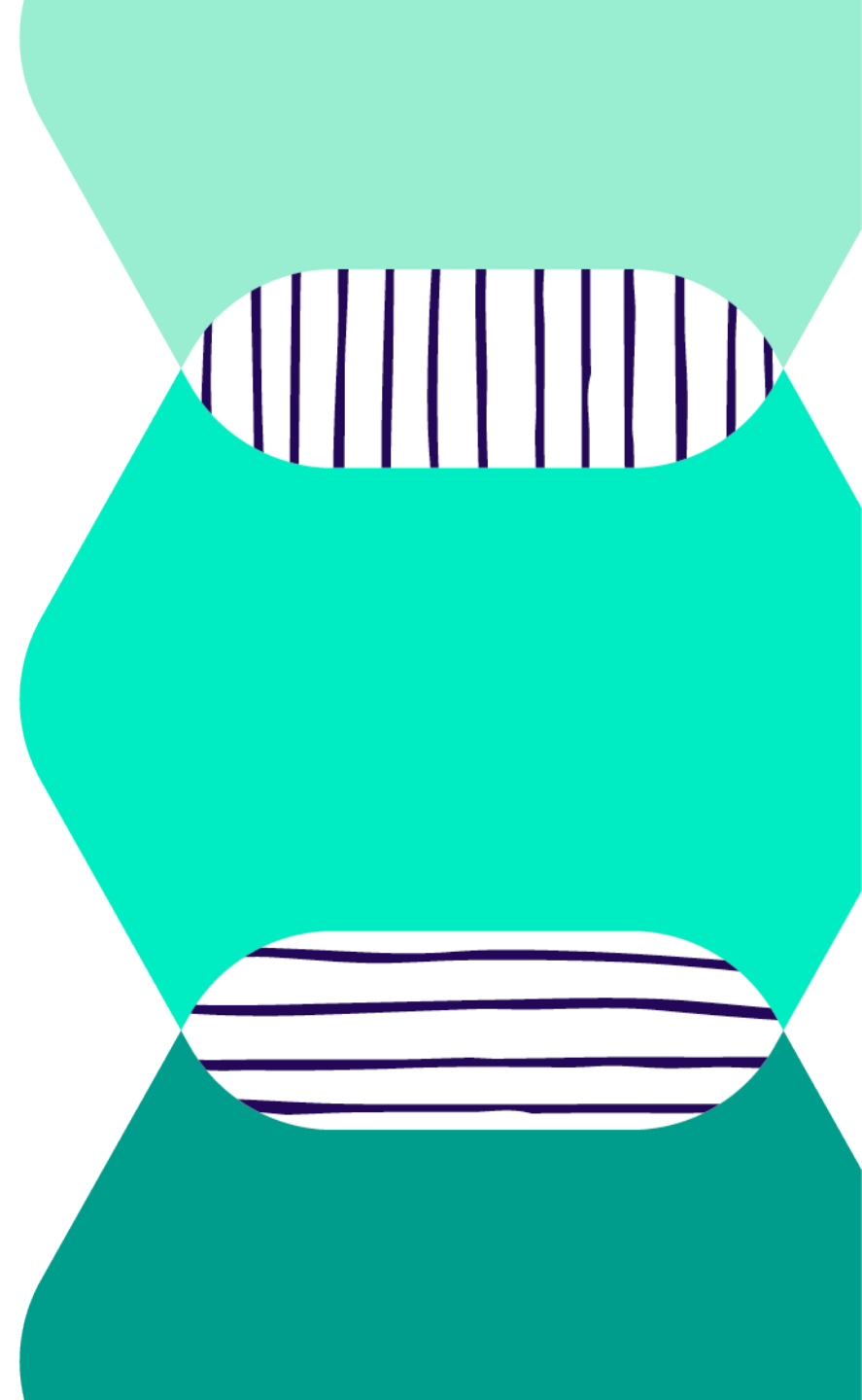


By the end of this session, you will:

Understand the key principles of inclusive assessment and why they are essential for equitable learning.

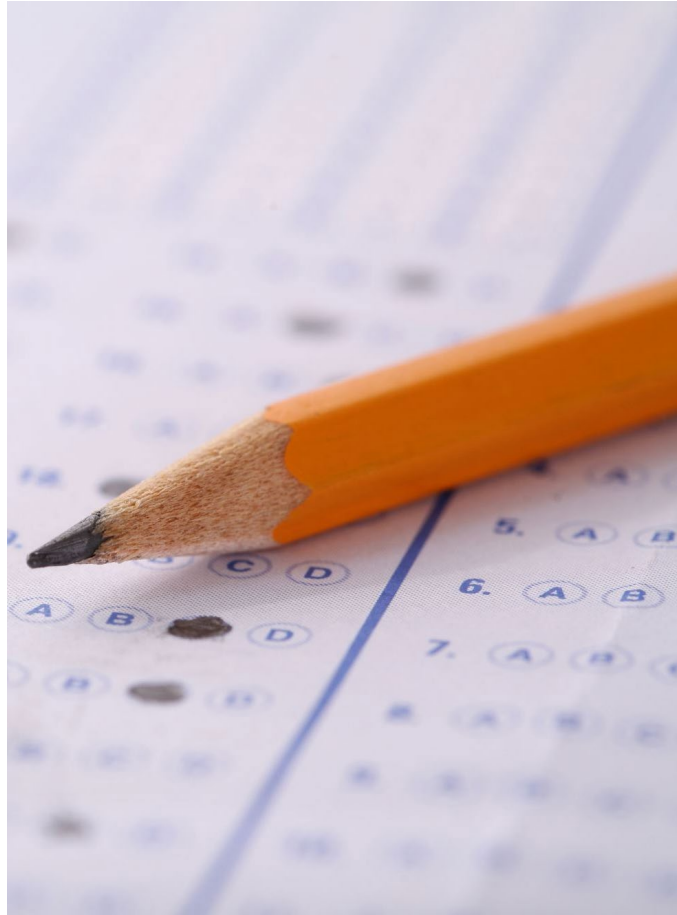
Identify and evaluate examples of assessment types that support diverse learners and promote accessibility.

Develop clear, inclusive assessment criteria and recognise feedback practices that enhance learner engagement and inclusion.



What is Assessment?

It directs attention to what is important. It acts as an incentive for study. And it has a powerful effect on what students do and how they do it (Boud and Falchikov, 2007).

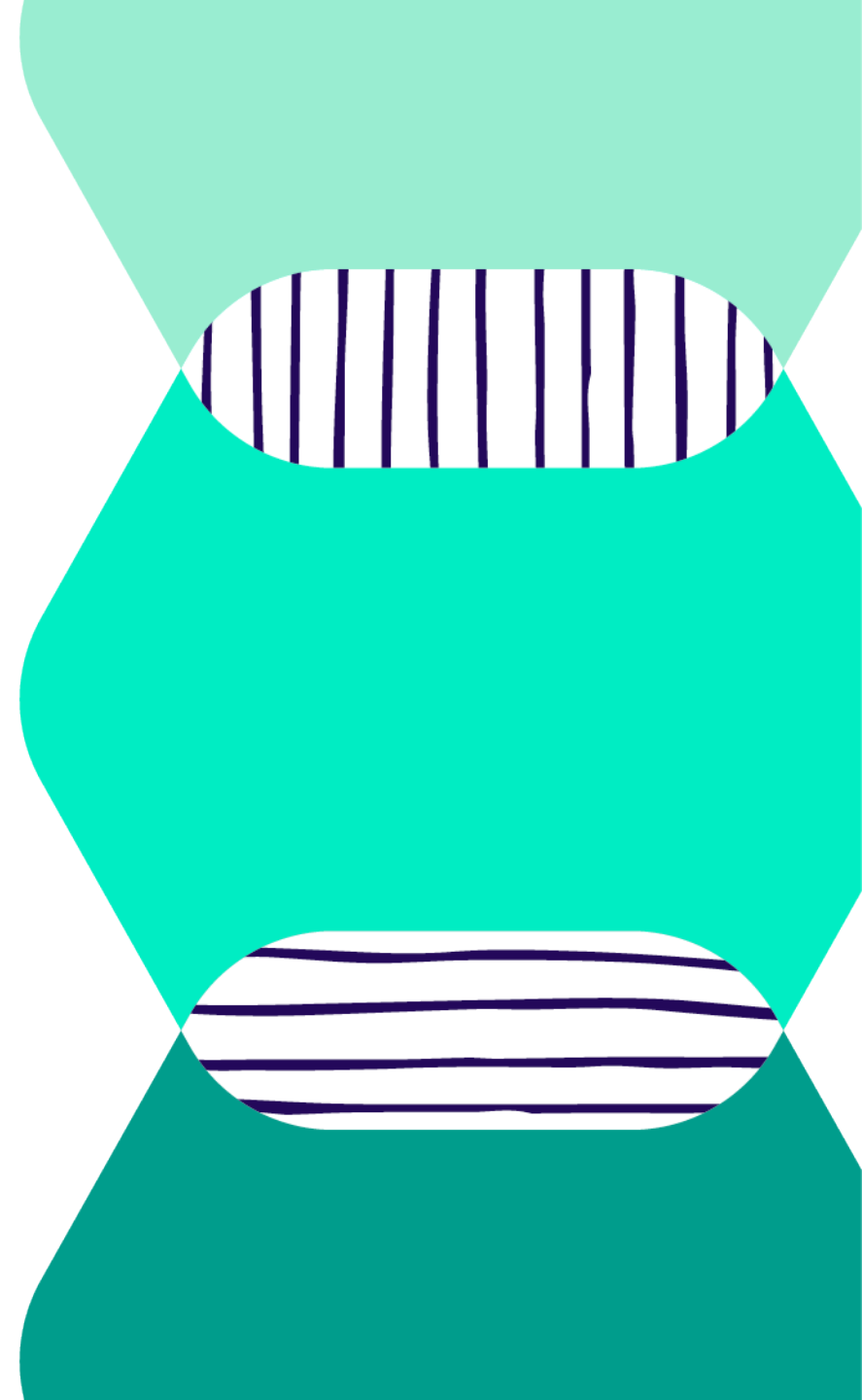


Diagnostic assessments are typically short tests given at the beginning of a course that allow a teacher to measure what students know.

Formative assessment sees the teacher carrying out small evaluations frequently during the course to collect evidence of progress or areas of difficulty for each student.

Summative assessment is typically carried out at the end of a teaching and learning process and is seen as the means to measure “how much” a student has learned in the course.

<https://www.timeshighereducation.com/campus/formative-summative-or-diagnostic-assessment-guide>



What is Inclusive Assessment?

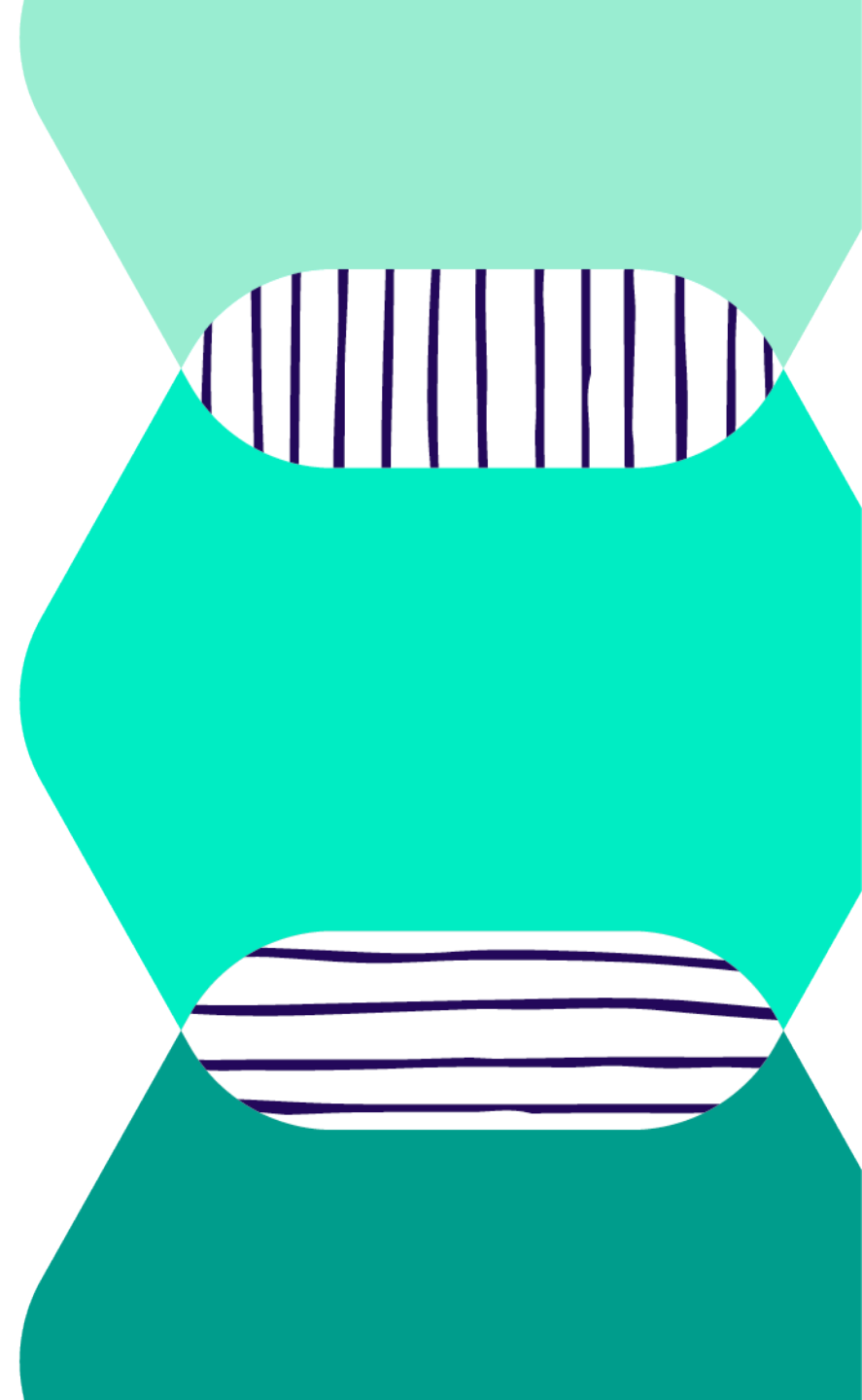
Assessment design that proactively minimises exclusion or disadvantage

Incorporates a balance of assessment tasks (essays, problem sets, dissertations, etc.)

Includes varied conditions (invigilated, non-invigilated, open-book, coursework)

Distributes timings across the programme (not clustered at the end)

Aims to reduce awarding gaps while maintaining academic standards



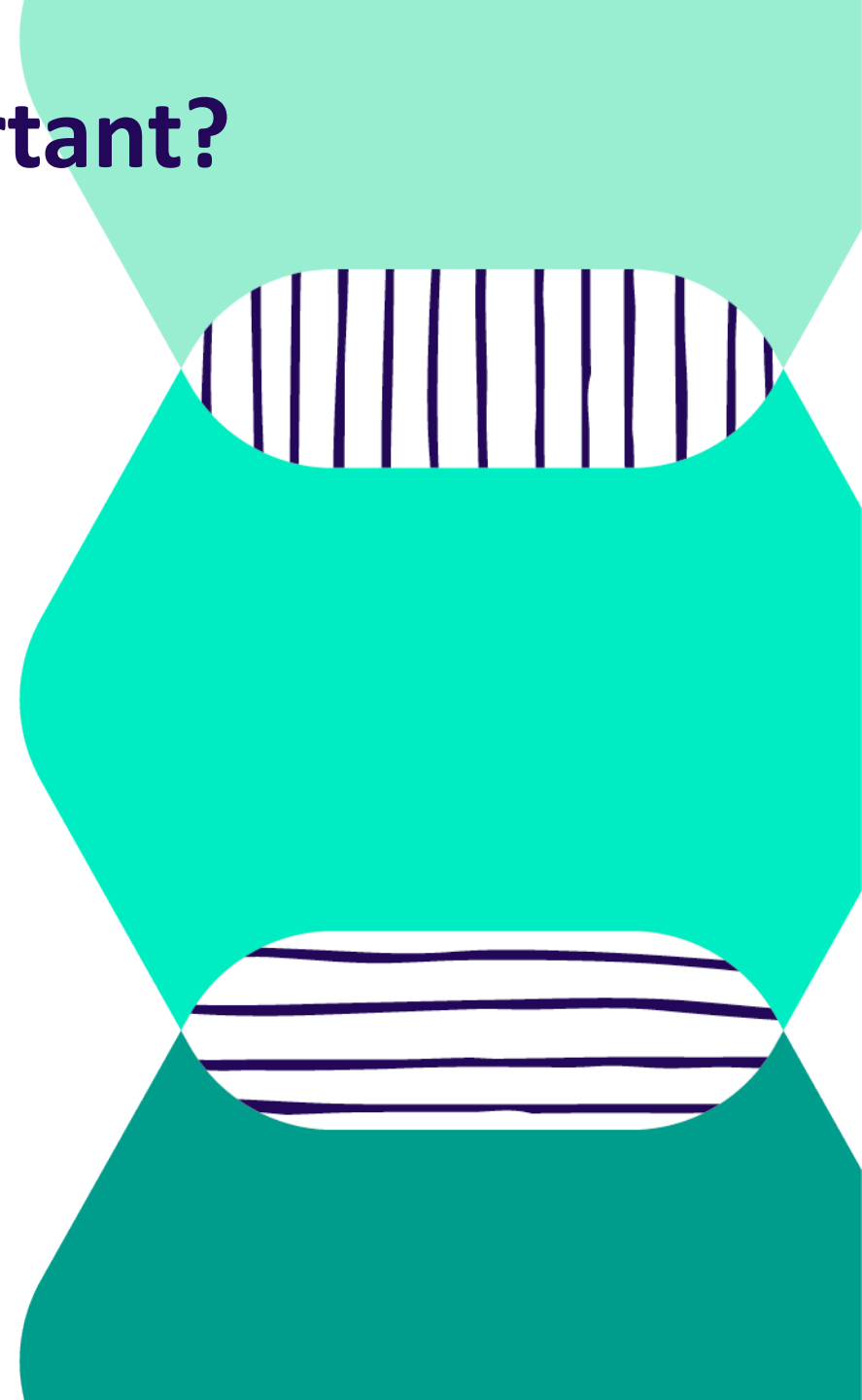
Why is Inclusive Assessment Important?

Moves beyond catering for one equity group → accessible for a wide range of students

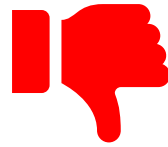
Supports equal opportunities for students to demonstrate learning and achievement

Maintains academic rigour while broadening ways to show understanding

Avoids over-reliance on a single form of assessment



Is this an inclusive task?



Task:

Watch a five-minute news report about climate change and write a detailed summary of the main arguments. You may not take notes while watching. Submit your summary in 15 minutes.

- Assumes all learners can understand fast, authentic spoken English.
- No support for lower-proficiency learners or those with processing or auditory difficulties.
- Time pressure disadvantages students who need extra processing time.
- No scaffolding or options for demonstrating understanding.

What Can You Do to Make Assessment More Inclusive?

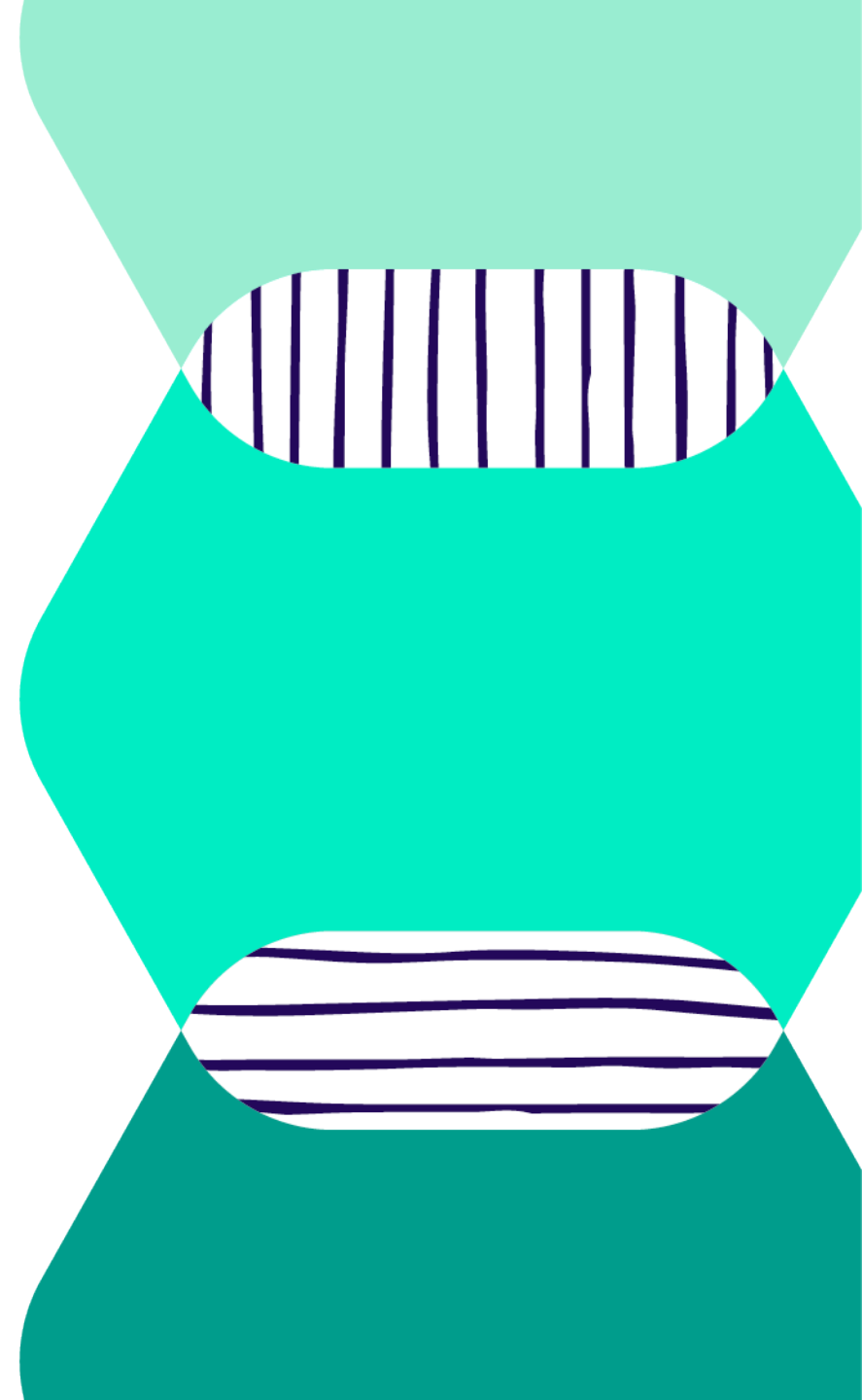
Use a diverse range of summative assessments (essays, reports, oral tasks, practicums, etc.)

Incorporate authentic elements (real-world or simulated tasks) → enhances integrity and reduces misconduct

Consider two key factors for each assessment task:

Conditions: invigilated vs. non-invigilated, open/closed-book, coursework, etc.

Timing: spaced across the year/programme vs. concentrated in short periods



Inclusive assessment is when all three elements of assessment design are considered – task, timing and condition



<https://wwwctl.ox.ac.uk/included-designing-inclusive-assessments>

This is an inclusive task!



Watch a short news report about climate change. You may use the transcript and take notes. Choose one way to show your understanding:

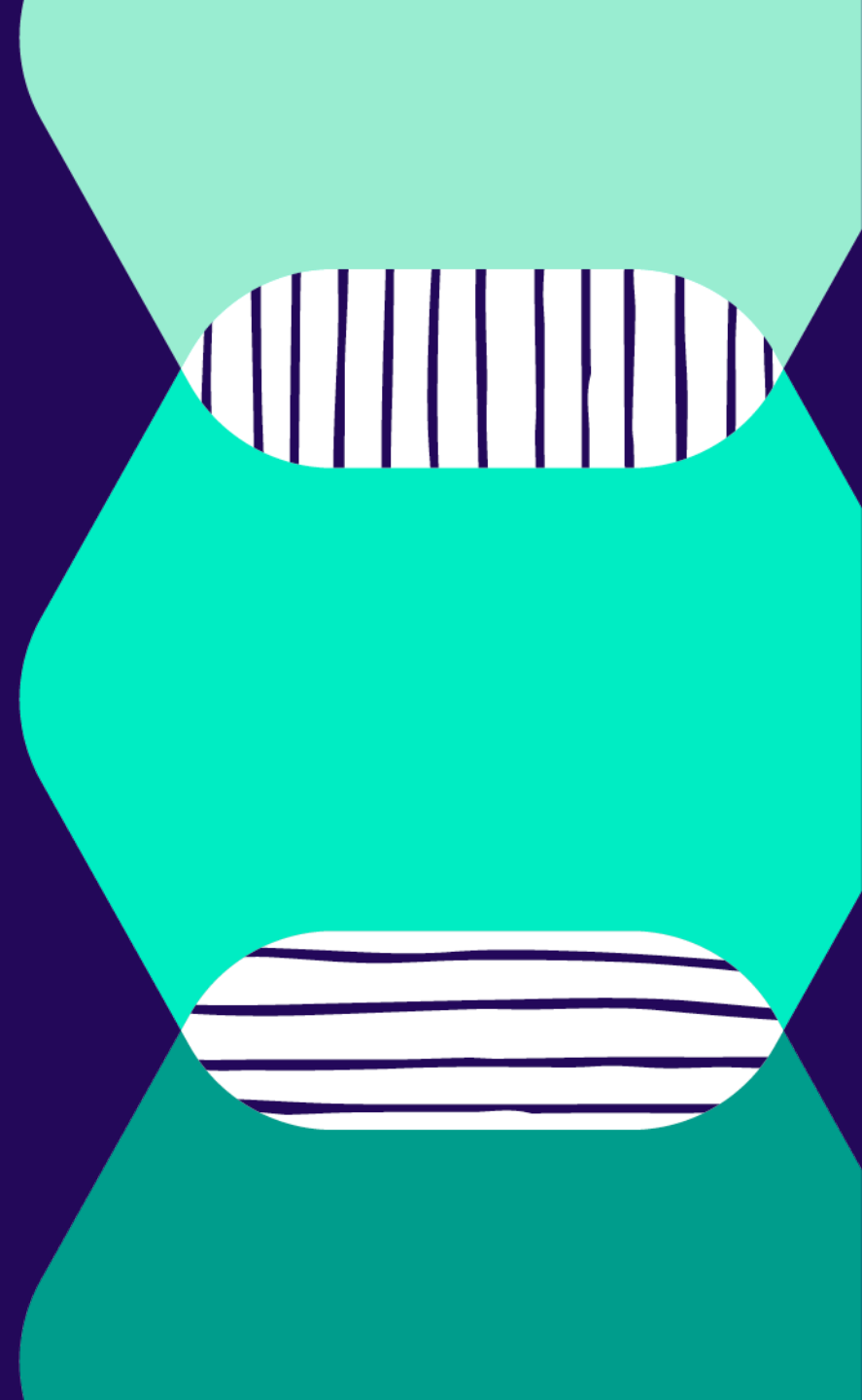
- Write a short summary (50–80 words), or
- Complete a guided worksheet with key points and sentence starters, or
- Record a 5-minute spoken response using voice notes.

Supports provided: Transcript with key vocabulary highlighted

- Multiple ways to demonstrate understanding (UDL principle).
- Scaffolding supports language comprehension.
- Reduced cognitive load with transcripts and flexible timing.
- Learners exercise choice, increasing accessibility and confidence.

Task 1: Worksheet

Examine the examples of non-inclusive assessment across different skills, reflect on why they may create barriers, and suggest ways each one could be improved.



Possible Answers

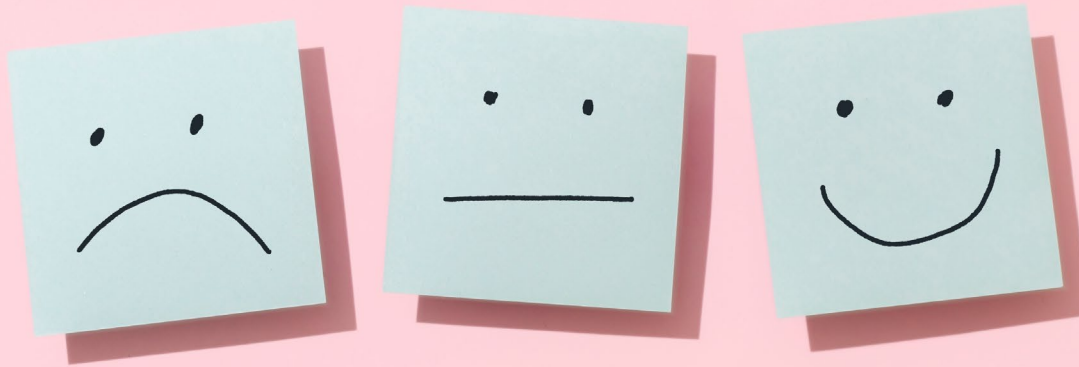
Read a shorter version of the article (400 words) with key vocabulary highlighted. You may use a glossary or translation tool. Answer five comprehension questions or create a visual summary (e.g., timeline, mind map).

Prepare a three-minute presentation on your hometown using sentence starters and key vocabulary. You may work with a partner or small group first and use visual aids. Present to a partner or small group if you prefer, before sharing with the class.

Listen to a clear, moderately paced recording twice. Provide a transcript or key vocabulary list. Learners answer five questions or choose an alternative task, such as completing a graphic organiser.

Complete 20 gap-fill sentences using the past perfect tense. You may use a reference sheet with examples, work with a partner, or use an online grammar checker. Then, create 2–3 original sentences using the tense.

Feedback



In EDI, it generally refers to feedback that is fair, accessible, respectful, and supportive of diverse needs.

In practice, it means:

Focusing on behaviours and outcomes, not personal traits.

Using clear, neutral language that avoids assumptions or bias.

Ensuring the feedback process is accessible, for example, by adapting formats or offering alternatives when needed.

Being mindful of power dynamics so people feel safe to respond or ask questions.

Encouraging dialogue, rather than delivering one-way judgment.

Recognising strengths as well as areas for growth, so the person feels valued.

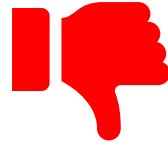
Can you think of any reasons why this might be the case?

Higgins (2000) argues that ‘Many students are simply unable to understand feedback comments and interpret them correctly.’

Seven Principles of Good Feedback (Nicol and Macfarlane-Dick, 2006)

1. Helps clarify what good performance is (goals, criteria, and expected standards)
2. Facilitates the development of self-assessment (reflection) in learning
3. Delivers high-quality information to students about their learning
4. Encourages teacher and peer dialogue around learning
5. Encourages positive motivational beliefs and self-esteem
6. Provides opportunities to close the gap between current and desired performance
7. Provides information to teachers that can be used to help shape teaching

Is this inclusive?



Feedback:

Your essay is not very good. You made too many grammatical mistakes, and your ideas are confusing. Try harder next time.

- Vague and negative, focusing only on errors.
- Does not give guidance on how to improve.
- Can lower motivation and confidence, especially for learners still developing language skills.
- Assumes all students can self-correct without support.

This is an inclusive example!



You've made a good start with your essay, especially your ideas about the holiday. I noticed a few grammar mistakes in your past-tense use; try using your past-tense reference sheet to check them. Next, you could add more details about what you did and how you felt to make your writing clearer. Well done for completing your first draft!

- Positive and encouraging tone.
- Specific, actionable guidance for improvement.
- Highlights strengths as well as areas to work on.
- Supports learners who may need scaffolds to correct errors.
- Maintains motivation and confidence.

More examples in the worksheet!

Task 2: Worksheet

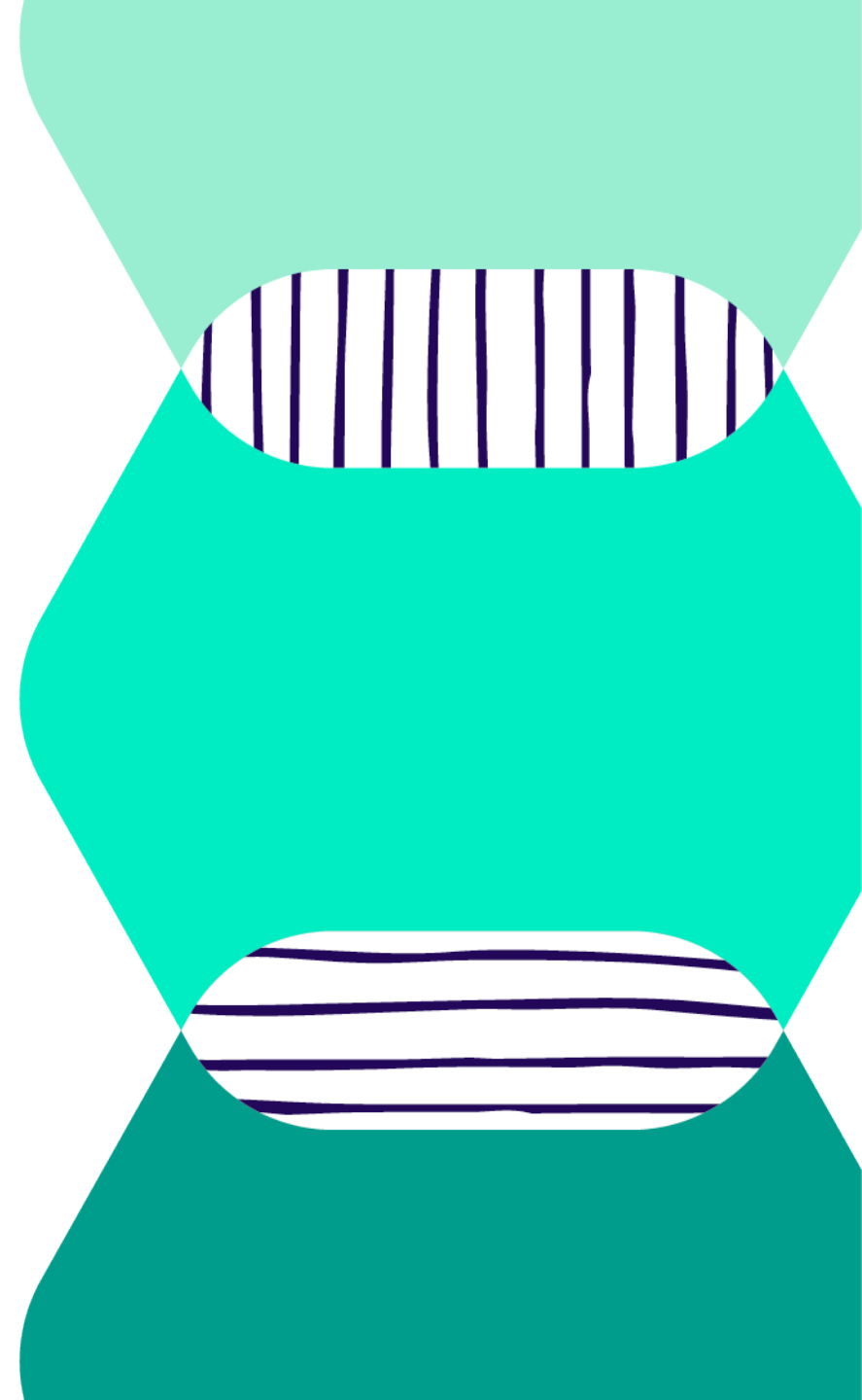
You are given an extract from a student's academic essay introduction and a set of teacher feedback comments that are intentionally *non-inclusive*, vague, judgmental, or unhelpful.

Your task is to:

Read the student introduction carefully.

Analyse each non-inclusive feedback comment and fix it.

Feedback Profiling Tool by Hughes, Smith, and Creese (2014)



P: Praise and Recognition of Progress (Includes positive feedback and acknowledgement of improvement)

C: Critique (Includes correction of errors, factual critiques, and critique of structure/argument)

A: Advice (Includes advice specific to the assignment, general advice for the assignment, and advice for future learning)

Q: Clarification Requests or Queries

O: Unclassified Statements



Look at the categories used in Hughes et al.'s (2014) research and decide which ones you consider to be most useful to students.

Do not forget!

Inclusive assessment and feedback are not destinations-they are journeys. Every lesson, learner, assignment, and comment is an opportunity to learn, adapt, and improve!



