



Accelerating English Language Learning in Central Asia

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# **EDI in Action: Applying Inclusive Practices using “The Effective Language Teacher” Resource Pack and Project Website**

Pre-service Session 4

# By the end of this session, you will:

- Analyse examples of essay feedback using a profiling tool to identify strengths, gaps, and areas for improving inclusivity and clarity.
- Apply principles of inclusive assessment to revise and improve an essay-writing assessment brief so that it is accessible, transparent, and supportive for diverse learners.
- Produce constructive, specific, and inclusive feedback for sample essays, demonstrating the use of the profiling tool to guide your comments.

## Activity 1: Worksheet

Read the assessment brief and answer the questions.

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# Questions:

## Multiple Means of Engagement

- Does the brief include any choices or options to support motivation?
- Could any part of the task disengage or discourage some learners?

## Multiple Means of Representation

- Is the language clear and accessible for all students?
- Is any important information missing or implied?

## Multiple Means of Action and Expression

- Does the task allow different ways for students to show what they know?



Using the UDL-guided thinking questions, revise the assessment brief to make it more inclusive, clear, and supportive for all learners. Suggest concrete improvements to instructions, requirements, or format. Share your revised brief with the rest of the group on the Project Website.

Consider ways to:

- Offer choice and flexibility
- Present information clearly
- Allow multiple ways for students to demonstrate their understanding

## Activity 2: Worksheet

1. Read the sample essay that the student wrote as a response to the assessment task. You may skip the introduction, as we have already looked at it in the previous session. Give as many comments as you can on the quality of the written work. Focus on the following: essay structure, use of evidence, language, the flow of ideas, referencing, and anything else that you manage to spot.

## Activity 2: Worksheet

2. Look back at the sample you have reviewed, put 'x' in the "samples" column for each of the comments you provided in the feedback categories. Then, add up the totals to see which kind of feedback is most common.

| <b>Category of Feedback</b>                 | <b>Samples</b> | <b>Total/Rank</b> |
|---|----------------|-------------------|
| <b>Praise</b>                               |                |                   |
| <b>Ipsative</b>                             |                |                   |
| <b>Critique</b>                             | <b>C1</b>      | <b>Total</b>      |
|   | <b>C2</b>      |                   |
|   | <b>C3</b>      |                   |
| <b>Advice</b>                               | <b>A1</b>      | <b>Total</b>      |
|   | <b>A2</b>      |                   |
|   | <b>A3</b>      |                   |
| <b>Questions and clarification requests</b> |                |                   |

# Why use the feedback profiling tool?

Teachers can detect when feedback is:

- **overly negative**
- **inconsistent or unclear**
- **too brief**
- **lacking follow-up**
- **dominated by correction rather than development**

Recognising these patterns helps them adjust tone and focus!

## Task 1: Worksheet and Website

On the project website, you will find a sample essay accompanied by my comments. Some of these comments follow effective EDI practices, while others do not. Your task is to examine the feedback carefully and respond to the task on the project website.

