

Session 3

Inclusive Assessment and Feedback

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.
1. Read the definition of the assessment (slide 3) and familiarise yourself with the different types of assessment (slide 4). If these concepts are new to you, you may want to read more about them by following the link: [Diagnostic, formative or summative? A guide to assessment | THE Campus Learn, Share, Connect](#)
 2. Before you switch on to the following slide, define “inclusive assessment. What does it mean to you? Now, read the characteristics of inclusive assessment (slide 5) and why it is important (slide 6).
 3. Now, move on to slide 7 and read an example of a non-inclusive assessment type and its characteristics. Can you clearly see why the task is considered non-inclusive?
 4. Read the information about how to make a non-inclusive task more inclusive (slides 8-9) and study the diagram that shows the key components to consider when designing inclusive assessment. You may want to read more on this topic by reading the following article: [IncludED: A guide to designing inclusive assessments | Centre for Teaching and Learning](#)
 5. When you are ready to move on, switch to slide 10 and study the example of an inclusive task. Can you clearly see how the criteria are addressed? What else can you add to the task to make it more inclusive?
 6. Let's have some more practice (slide 11). Complete task 1 below.

Task 1



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.

1. Reading Comprehension

Read this 800-word article about the Industrial Revolution and answer ten comprehension questions in English. No dictionaries or translations allowed.

2. Speaking Task

In pairs, give a three-minute presentation on your hometown in front of the whole class with no preparation time.

3. Listening Task

Listen to a fast, unscripted radio interview played once and answer ten detailed questions. No transcript or replay provided.

4. Grammar Task

Complete this worksheet of 50 gap-fill sentences using the past perfect tense. You must work independently and cannot use notes.

7. Check your answers with the possible answers on slide 12.

8. Let's now move on and discuss feedback, which is an integral part of assessment. Move to slides 13 and 14 and read what feedback in EDI means. Do you agree with this statement?

9. Now, read the quote on slide 15. Can you think of any reasons why this might be the case? Often, it is a matter of how the teachers phrase their comments and what message they communicate across.

10. On slide 16, study the "7 Principles" of effective feedback. Do you follow any of these principles?



11. Slide 17 exemplifies non-inclusive feedback. Read the list of non-inclusive characteristics. Do you agree with them? Can you add anything else to the list?
12. Now, read an example of an effective and inclusive comment (slide 18). Do you agree with them? Can you add anything else to the list?
13. To solidify the understanding and see clear differences between the inclusive and non-inclusive feedback, study the table below.

Examples of Non-Inclusive and Inclusive Feedback

Skill	Non-inclusive Feedback	Inclusive Feedback	Inclusivity Features
Writing	"You didn't answer the question properly."	"You answered part of the question. Next, try focusing on [specific aspect]. Here's a sentence starter to help you."	Specific, actionable advice provides scaffolding.
Speaking	"You keep pausing too much. Just talk."	"You did well giving your opinion. Try using some linking words like 'because' or 'so' to connect your ideas smoothly. Pausing is fine—it helps you think."	Supports learner, acknowledges natural process, provides language scaffolds.
Reading	"This summary is terrible."	"Your summary shows you understood the main points. You could add a few more details and check the meaning of these words: [vocabulary]."	Positive reinforcement scaffolds vocabulary and is actionable.
Listening	"You didn't understand the audio. Try harder."	"You caught some key ideas. Next time, you could take notes on the names and dates mentioned. Listening again or using the transcript may help."	Encourages strategy use, highlights success, and provides support.



Grammar/ Vocabulary	"Your sentences are wrong. Learn the rules."	"You tried using the new words; great effort! Check the verb endings in these sentences: [examples]."	Encourages, gives concrete guidance, scaffolded support.
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14. Let's have more practice! Complete the task (Task 2) below. Instructions are on slide 19.

Task 2: Feedback Practice

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:

1. Read the student introduction carefully.
2. Analyse each non-inclusive feedback comment.
3. Rewrite each comment using the principles of effective feedback (e.g., specific, actionable, respectful, focused on learning, balanced).

Student Introduction (We will work on the whole essay in the next session)

"The signs of living in multicultural societies are everywhere. Most countries across the planet sell significant amounts of Coca-Cola, McDonalds, and Nestle products. The car industry is a global giant with vehicles from countries like Japan and Germany popular all over the world. Many companies have found doing business abroad very lucrative, but there are risks involved also. The purpose of this short text is to argue that overseas expansion is more likely to be successful if the country targeted has strong indications of economic strength. There is an alternate argument that identifying growth markets is more likely to lead to long-term success, however, this is seen as a risky strategy."

Non-Inclusive Feedback Comments

- a) "This introduction is very basic and shows limited understanding of international business."
- b) "Your examples are random. Everyone already knows about Coca-Cola and McDonald's, so this doesn't add anything."
- c) "Your grammar is weak throughout. You really need to fix this."
- d) "Your sentences are too long and confusing. Break them up somehow."
- e) "Overall, this isn't good enough for this level. You need to improve a lot."

15. You will now be introduced to the Feedback Profiling Tool that can help you become more mindful about your own feedback-



giving practice. Read through slides 20-21 carefully. You will find the reference to the original research below. It is suggested that you read it.

Feedback Profiling Tool

Taken from: Hughes, G., Smith, H. and Creese, B. (2014). Not seeing the woods for the tree: developing a feedback analysis tool to explore feed forward in modularized programmes. Assessment and Evaluation in Higher Education, pp. 1-16.

16. Look at the categories used in Hughes et al.'s (2014) research and decide which ones you consider to be most useful to students. Take your time to study the tool because we will have more practice using it in the following session.

Category	Explanation	Examples
P1 Praise	Praise is thought to be motivating for students, but if used indiscriminately, it can appear insincere	" You demonstrate a good understanding of learning theory" "Your discussion is consistently reflective, and the argument unfolds convincingly" "Your description of existing literature was excellent"
P2 Recognising Progress (i.e., ipsative feedback)	Acknowledging progress can be motivating and informs students about their learning. Lack of progress also serves as an early warning that action is needed	"You have responded to previous feedback with a thoughtful essay" " This represents a considerable improvement on previous drafts"
C Critique	Students need to know how their work falls short of expectations or criteria; however, criticism can be discouraging, especially when not accompanied by information on how to improve	
C1	Correction of errors- numerical or verbal mistakes, referencing errors, spelling, etc.	Correction of errors (C1) may be actual corrections of spelling or grammar written or typed onto a script, or comments about correct procedures for referencing
C2	Factual critiques (of content)	"It is not quite true that all sampling aims to be representative" "Your opening paragraph says that you are going to examine mechanisms of how poverty impacts cognition, which cannot be correct since none thus far has been able to do so" "Grounded theory is actually a research design"
C3	Critique of approach (structure and argument)	"By putting the research approach before the outline discussion, readers would have been provided with a more focused outline of how these issues are applied to exploring the 'Accent Method' school experience and theory need to be interwoven and equal in balance"



A Advice	Important when the main purpose of feedback is to help students take future action to improve	
A1	Advice specific to current assignment content	“More could have been written about quantitative analysis” “Try to bring some of the specific research references to your research context into the main discussion” “You could add something here about social constructionism”
A2	General points that refer to the current assignment	“When you talk about different studies you need to be more consistent in providing more details (methods used, participants details)” “Broader reading around the topic and of studies that employ the approach would have helped create a more nuanced discussion”
A3	General points for future learning and future assignments	“In future, if you talk about previous studies, you need to give more details “ “In your next assignment, you should flag up something like this at the beginning”
Q Clarification requests or queries	Asking learners to think more deeply about their work and generate actions themselves can be achieved through questioning and dialogue	“Not sure what this means- influence in what ways?” “I am not clear what assumptions you refer to” “Why are you only looking at women in this analysis?”
0 Unclassified statements	Neutral comments, for example, that describe the piece of work but do not make any judgment, are unclassified	

17. To conclude, be reminded that “Inclusive assessment and feedback are not destinations- they are journeys. Every lesson, learner, assignment, and comment is an opportunity to learn, adapt, and improve!” (slide 23).



Further Suggested Reading and Watching:

British Council. Teaching English. Feedback that speaks: Coaching-inspired strategies for inclusive learning: <https://www.youtube.com/watch?v=zTDcljYzxJQ>

CLT at the University of Alberta. Inclusive Assessment: Don't be Afraid to Start Small: <https://www.youtube.com/watch?v=2CCgtS-PWm0>

Giving effective feedback by the University of Oxford: <https://www.ccl.ox.ac.uk/giving-effective-feedback>

Hughes, G. (2011). Aiming for Personal Best: a Case for Introducing Ipsative Assessment in Higher Education. *Studies in Higher Education*. 36 (3): 353 – 367. Available from: <https://discovery.ucl.ac.uk/id/eprint/1480718/>

Kleinlein, E. (2025). Conceptualising inclusive assessment. A critical literature review at the nexus of education, inclusion, and assessment. *European Journal of Special Needs Education*, 1–20. <https://doi.org/10.1080/08856257.2025.2500137>

More on Feedback Profiling Tool: https://srhe.ac.uk/downloads/public/event-presentations/453_SRHE_Saturation_CPD_handout.pdf

Read papers on assessment developed by the Cambridge Centre for Teaching and Learning: <https://www.cctl.cam.ac.uk/enhancing-education/assessment>

Tai, J. H. M., Dollinger, M., Ajjawi, R., Jorre de St Jorre, T., Krattli, S., McCarthy, D., & Prezioso, D. (2023). Designing assessment for inclusion: an exploration of diverse students' assessment experiences. *Assessment & Evaluation in Higher Education*, 48(3), 403–417. <https://doi.org/10.1080/02602938.2022.2082373>

