

Creating and providing inclusive assessment



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Acknowledgement of country



Program learning intentions

- Reflect on considerations for inclusive assessment
- Explore examples of units, lessons and assessment
- Reflect on adjustments for the examples
- Explore a range of technologies to deliver and enable inclusive assessment
- Reflect on how you could use the tools to support assessment in your school

Aspects of reflection for inclusive assessment

- Curriculum
- Key terms
- Achievement standards
- GTMJs or marking guides

What does the task require?

- Key terms
- Achievement standard
- Assessment beyond AS
- Required method of response

Let's explore some examples of
assessment tasks...

Year 4 English task reflection

- What are the key terms in the marking guide?
- Does the student need to decode text to complete the tasks?
- Does the student need to read the poem?
- Does the student need to handwrite in order to complete the assessment?
- In what format does the analysis need to be provided by the student in response to the marking guide?
- Must the student respond using the provided worksheet?
- What adjustments could be made?
- Is spelling part of the assessment within the unit?
- If so, is spelling within the student's response a requirement for the assessment of spelling?

Let's explore a Year 7 HASS unit,
lesson and assessment...

Year 7 HASS marking guide

- Evaluate
- Synthesise
- Analyse
- Identify
- Examine
- Interpret
- Apply a methodology
- Sequence
- Construct questions
- Present in a range of texts
- Locate

Are there any constraints to how these key terms could be demonstrated by a student?

Are there stipulations as to how the assessment must be delivered to/by the student?

Year 7 HASS task reflection

- Does the student need to decode text to complete the tasks?
- Does the student need to read the written content?
- Does the student need to handwrite in order to complete the assessment?
- Are there any stipulations for how the assessment must be delivered?
- What adjustments could be made?
- Is spelling part of the assessment within the unit?

Reflection

- Clear understanding of what the student needs to know and do
- Identify any constraints
- Identify possible means of assessment
- Identify possible adjustments
- Identify what is being assessed for the AS

Aspects of inclusive assessment

- Provision of accessible assessment instrument to all students
- Tailored supports and adjustments available for the assessment
- Options for response to assessment

Provision of assessment instrument

- Accessible content in the assessment instrument
- Paper
- Digital
- Combination
- Multimodal

Some options for responding to the assessment

- Handwriting
- Scribe
- Basic/modified word processors
- Speech-to-text
- Writing supports
- Digital manipulatives
- Scaffolded response
- Digital recorders

Writing support

- Word prediction
- Symbol-based writing
- Word banks
- Grids and environments

Scaffolded response

- Graphic Organisers
- Digital worksheets
 - Word
 - PDF
 - Online

Let's explore some options to support
assessment...

Challenges

- Moderation
- Whole-school consensus
- Adjustment or tailored support?

Finishing up

- Clear understanding of the curriculum intent
- Consistent acknowledgement of key terms and methods of response
- Make assessment accessible to students
- Provide options for effective response
- Provides accurate indication of student knowledge and understanding

Thank you

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