# Draft Inclusive Assessment Elements

|  | **Elements** | **Expansion** |
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| **Inclusive** | Equity of access | Providing equal opportunities for all students by designing assessments that eliminate barriers, ensuring that every student can participate without the need for individualized accommodations. |
| Weighting variety | Carefully considering how assessment tasks are weighted to reflect their significance and complexity, while also accounting for the potential impact on students. This includes a balanced distribution of assessments that aligns with the overall course objectives and learning outcomes, ensuring fairness and clarity. |
| Developmental | Assessments should encourage the growth of students' skills and knowledge over time, gradually increasing in complexity. This approach promotes continuous development through progressive tasks, with assessment serving not only as a tool for evaluation but also as a means of learning |
| Feedback | A comprehensive range of feedback types should be utilized (e.g. peer feedback, self-assessment, and dialogic feedback). This encourages students to view feedback as more than a binary concept of right or wrong, and instead as an ongoing process of reflection and improvement. |
| Teamwork | Promoting collaboration and the exchange of ideas by having students work together in diverse teams. This approach exposes them to a range of perspectives and helps build important interpersonal skills, while reducing the impact of individual biases. |
| Choice | Offering students the freedom to select their preferred mode of assessment, allowing them to choose the format that best aligns with their strengths and learning styles. |
| Creativity | Encouraging students to express their understanding creatively, whether through multimedia presentations, innovative projects, or alternative formats. This approach values originality and personalises assessment. |
| Variety | Offering a broad range of assessment types (e.g., written, oral, project-based) to provide diverse opportunities for students to demonstrate their learning, catering to different strengths and learning styles. |
| **Authentic** | Personally meaningful (to students) | Designing assessments that connect to students' lives and future aspirations. By incorporating cases, scenarios, and problems that are societally relevant, assessments become more engaging and impactful, encouraging students to see the real-world value of their education. |
| Practitioner skills | Assessments should reflect the practical skills and knowledge that students will need in their future careers. |
| Teamwork | Integrating teamwork into assessments not only strengthens students’ interpersonal skills but also mirrors the collaborative nature of many professional environments. |
| Relevant | Relevant assessments are designed to directly connect with the current needs, challenges, and interests of students, ensuring that the content and tasks align with their future careers, personal growth, and societal issues. |
| Social justice | Designing assessments that engage with pressing social issues such as sustainability, human rights, modern slavery, war, and conflict. This encourages students to think critically about their role in addressing global challenges, fostering a sense of responsibility and connection to the wider world. |
| **Valid** | Evaluates Learning Outcomes | Expansion still under development. This relates to the UDL concept of Construct Relevance in assessment. |
| Validation of student learning | Expansion still under development. This relates to verifying that each student has met the learning outcomes. |

This draft is informed by UDL 3.0 principles, student focus groups, and scholarly literature. [All feedback is welcome](https://forms.office.com/r/UiBKC8p8KU),