# **2. Inclusive assessment and feedback: self-evaluation tool**

The first set of questions or prompts in this checklist has been designed for discussion by whole-of-course team, or working group interested in evaluating inclusive practices in their course or Department. The subsequent questions more broadly applicable to individual teaching staff. However, the full set of questions may be useful to anyone who wishes to independently reflect on the inclusivity of their individual papers, courses or teaching.

Each prompt is accompanied by a self-evaluation rating and an opportunity to document examples of effective practice, to note questions, or to identify priority actions to enhance future practices.

**Self-evaluation rating scale**

You are encouraged to self-evaluate your progress against each prompt using the following scale:

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| --- | --- |
| **Not yet started** | We have not yet begun to discuss this in our department, or discussions have been limited.  |
| **Aspiring** | We recognise the value of inclusive practices and have noted the importance of addressing awarding gaps, but are not yet sure where to start.  |
| **Introducing** | We have identified awarding gaps of concern and have started planning to address them. |
| **Developing** | We have begun to address identified issues, and work is in progress to extend this across a wider group of students, courses or programmes.  |
| **Enhancing** | Identified issues have been addressed, we have systematic action and evaluation plan in place and have evidence of positive impact. |

### **Pre-questions**

Before you commence your self-evaluation, it would be helpful to note any information your currently have, or need to find, about the awarding gaps that might be experienced by particular cohorts of students in your course or local teaching context.

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| --- | --- | --- |
| **Prompt** | **Self-evaluation** | **Notes** |
| Have you identified any awarding gaps in your course?  *If yes, please note what they are and how they are/have been addressed by your Faculty or Department* | * Yes
* No
* Not sure
 |   |
| Is there a dedicated team within your course/Tripos to address these awarding gaps?  | * Yes
* No
* Not sure
 |   |

**Course teams or working groups** are encouraged to contact the Awarding Gap Consultation Team to arrange for a facilitated workshop that focuses on the first section of each self-evaluation tool. The workshop will provide an opportunity for directed discussion and will provide an evaluation report for your records.

**Inclusive assessment and feedback**

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| --- | --- | --- | --- |
|  | Prompt | Self-evaluation | Notes  |
| Assessment planning across whole course team |
| 1 | To what extent are you confident that the assessment tasks and marks that count for a students’ final classification represent their capacity and academic performance? (**validity and reliability of assessment**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 2 | Does the course include a variety of assessments so that students opportunities to demonstrate and be evaluated on the range of knowledge and skills they have acquired across their studies? (**diverse assessment**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 3 | To what extent are the assessment tasks across the course coordinated so that they provide a balanced opportunity to evaluate students’ application of knowledge and skills, as identified in the learning outcomes? (**constructive alignment**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
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| 4 | Is there a process for reviewing assessment questions to ensure that they are not based on assumptions (e.g. that all patients are white, that a nurse is a woman), that instructions are clear and accessible (e.g. for disabled students), and that they don’t make assumptions about students’ prior experience of this type of assessment? (**accessible and inclusive assessment**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
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| 5 | Is there a coherent and planned strategy for transition into the first year of the course and students’ skills development, including alignment of formative and summative assessment? (**alignment of formative and summative**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
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| 6 | Are clear assessment criteria or marking rubrics provided to students and staff, including supervisors, and are these reviewed to ensure that they are clear, accessible and consistently presented, while tailored to be relevant to a specific paper’s assessment expectations? (**clear assessment criteria**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
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| Assessment guidance |
| 7 | To what extent are the paper-specific assessment expectations, timelines and processes provided in a timely fashion, easily accessed, and engaged with by both students and staff, including College supervisors? (**assessment literacies**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
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| 8 | Is there an evident connection between the main ‘summative’ assessment tasks and the ‘formative’ assessment and feedback activities your students undertake in College-based supervisions/seminars? (**alignment of formative and summative**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
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| Assessment modes and conditions |
| 9 | Do students have opportunities for choice of different assessment modes (e.g. essay rather than exams) or conditions (e.g. handwritten or typed) or topics (e.g. dissertation or essay topic) within your paper? (**diverse assessment**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
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| 10 | Have the workload and due dates across the term/year of the course been mapped out in order to balance the assessment-related activities a student will encounter? (**balanced assessment**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
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| 11 | Have you reviewed patterns in requests for reasonable/exam adjustments and factored them in to the overall conditions of your assessment task (e.g. open book, online, options for essays or exams), so as to reduce need for disabled students to continue to make individual requests? (**reasonable adjustments**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
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| Feedback and marking practices |
| 12 | Are students offered opportunities to reflect on their cumulative feedback and marks? (**feedback literacies**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 13 | Are staff involved in the assessment design and/or marking process engaged in any discussion or training about unconscious bias (gender, race, disability) or inclusivity? (**unconscious bias**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
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