

Analysis grid for an assessment situation *inclusive perspective*¹

*Filled out version as an example.

Purpose of the grid

Reduce individual accommodations related to an assessment while meeting student needs.

Use

- Ask yourself the following questions relating to a specific assessment situation.
- For each item, answer according to the skill being assessed.

Analysis

By answering YES to the questions, facilitators are put in place and the barriers relating to the assessment situation are reduced for all students.

Course: History and Citizenship Education	
Assessment situation being analyzed: Exam about democracy - online	
Skill evaluated following the ministerial specification: Interpret social realities using the historical method.	
Time	Can the skill assessment be done without a specific time limit? Yes, because response time is not one of the evaluation criteria. If not, why not?
	Is it possible to increase the assessment time allotted for all students? Yes If not, why not?
	Is it possible to reduce the length of the task to allow all students to complete the task? No If not, why not? Each question is related to an essential concept or cultural landmark. Removing a question would not allow for a comprehensive skill assessment.

¹ The grid is inspired by the Index for Inclusion (Booth and Ainscow, 2002).

<p>Assessment Terms</p>	<p>Could several methods of assessment allow for the assessment of this skill with the same assessment grid? Examples:</p> <ul style="list-style-type: none"> - Discussions - Oral presentations - Reading/Writing - Problem solving/Case studies - Multimedia presentation - Practical tasks - Etc. <p>Yes, but not now. If not, why not? For the moment it is not possible, because it involves thinking in relation to the lesson plan.</p>
<p>Tools</p>	<p>Could certain tools/resources (computers, software, memory aids, reference tools, calculators, etc.) be made available to all students?</p> <p>If yes, which ones? Yes. Computers, lecture notes. If not, why not?</p>
<p>Accessibility</p>	<p>Can the instructions and questions be transmitted to all in an electronic format that is readable with text-to-speech software (PDF research, Word)?</p> <p>Yes, by Moodle. If not, why not?</p>
<p>Communication and interaction</p>	<p>Are the instructions and questions formulated clearly and concisely (simple sentence, short sentence, explicit sentence)?</p> <p>No If not, why not? One of the essay questions could be rephrased into shorter phrases and with accessible vocabulary.</p>
	<p>Is it possible for students to ask questions, ask for clarifications?</p> <p>Yes, I will be available online. If not, why not?</p>
	<p>Is it possible to provide sub-questions, examples, reformulations?</p> <p>Yes, orally during the exam. If not, why not?</p>
	<p>Are there opportunities to evaluate the work done in collaboration with others?</p> <p>No If not, why not? Not in the context of this exam, but a collaborative project on the same theme is planned for later.</p>

	<p>Are the evaluation grids provided to students explicit with the criteria? Yes, under each question, the grading criteria are indicated. If not, why not?</p>
<p>Assessment as a support to learning</p>	<p>Can the evaluation be used in a formative way to develop student learning? Yes, group feedback on the assessment is planned. If not, why not?</p>
	<p>Does the feedback given to students indicate what they have learned and what they can do to improve themselves? Yes, the grids with assessment criteria indicate which elements are missing. There are also comments on each question. If not, why not?</p>
	<p>Is the assessment intended to help students reflect on their learning? Yes, there is a section on reflection on learning at the end of the exam. If not, why not?</p>
	<p>Is the assessment used to increase students' abilities to self-assess? Yes, there is a section for self-assessment at the end of the exam about study strategies. If not, why not?</p>

© Catherine Boutin