

Analysis grid for an assessment situation *inclusive perspective*¹

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.

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| Course: | |
| Assessment situation being analyzed: | |
| Skill evaluated following the ministerial specification: | |
| Time | Can the skill assessment be done without a specific time limit? Why? |
| | Is it possible to increase the assessment time allotted for all students? If not, why not? |
| | Is it possible to reduce the length of the task to allow all students to complete the task? If not, why not? |
| Assessment Terms | Could several methods of assessment allow for the assessment of this skill with the same assessment grid? Examples: - Discussions |

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

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| | <ul style="list-style-type: none"> - Oral presentations - Reading/Writing - Problem solving/Case studies - Multimedia presentation - Practical tasks - Etc. <p>If not, why not?</p> |
| Tools | <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?</p> <p>If not, why not?</p> |
| Accessibility | <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>If not, why not?</p> |
| Communication and interaction | <p>Are the instructions and questions formulated in a clear and concise way (simple sentence, short sentence, explicit sentence)?</p> <p>If not, why not?</p> |
| | <p>Is it possible for students to ask questions, ask for clarifications?</p> <p>If not, why not?</p> |
| | <p>Is it possible to provide sub-questions, examples, reformulations?</p> <p>If not, why not?</p> |
| | <p>Are there opportunities to evaluate the work done in collaboration with others?</p> <p>If not, why not?</p> |
| | <p>Are the evaluation grids provided to students explicit with the criteria?</p> <p>If not, why not?</p> |
| | <p>Can the evaluation be used in a formative way to develop student learning?</p> <p>If not, why not?</p> |

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| Assessment as a support to learning | |
| | <p>Does the feedback given to students indicate what they have learned and what they can do to improve themselves?</p> <p>If not, why not?</p> |
| | <p>Is the assessment intended to help students reflect on their learning?</p> <p>If not, why not?</p> |
| | <p>Is the assessment used to increase students' abilities to self-assess?</p> <p>If not, why not?</p> |

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