Universiteit van Amsterdam

Welcome to the

EduSnacks Webinar

25 September 2025

The webinar will be recorded. Please mute your microphone.
The chat function is available for questions.

Universiteit van Amsterdam

Teaching & Learning Centre

Inclusive Assessment

Hannah Kousbroek

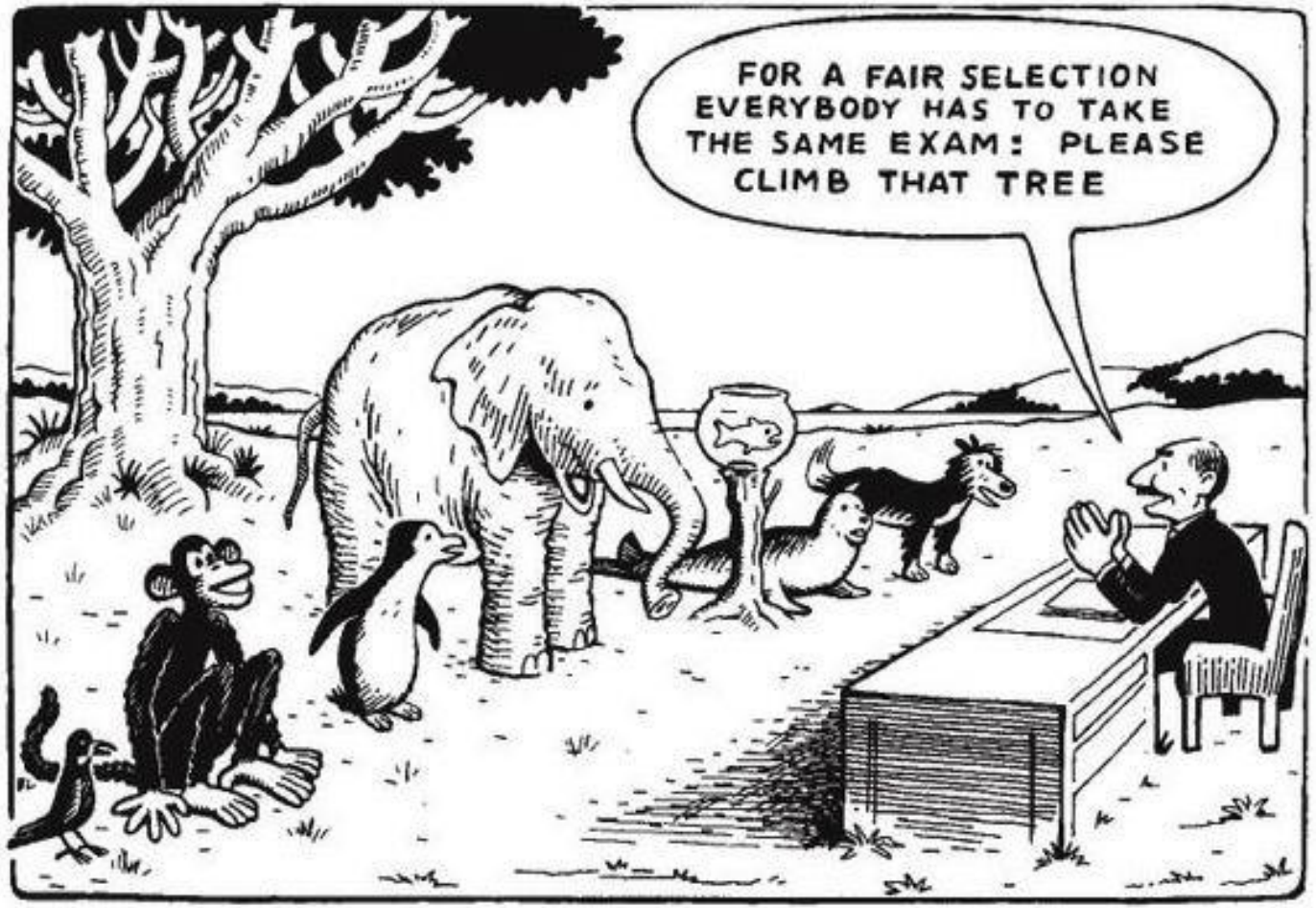
25 September 2025

Programme

- Definition & rationale: why design inclusive assessment for *all* students?
- Practical suggestions based on assessment quality standards
- Q&A / discussion

➢ There will be one Wooclap question

➢ If you have questions, insights or ideas, note them down; we will have time for this at the end.



“Assessment shouldn’t disadvantage students because of characteristics or abilities extraneous to the outcomes being judged.”

Tai et al. (2022): Assessment for inclusion: rethinking contemporary strategies in assessment design. *Higher Education Research & Development*, *42*(2), 483-497. p. 484.

Go to **wooclap.com** and use the code **PBYCUT**

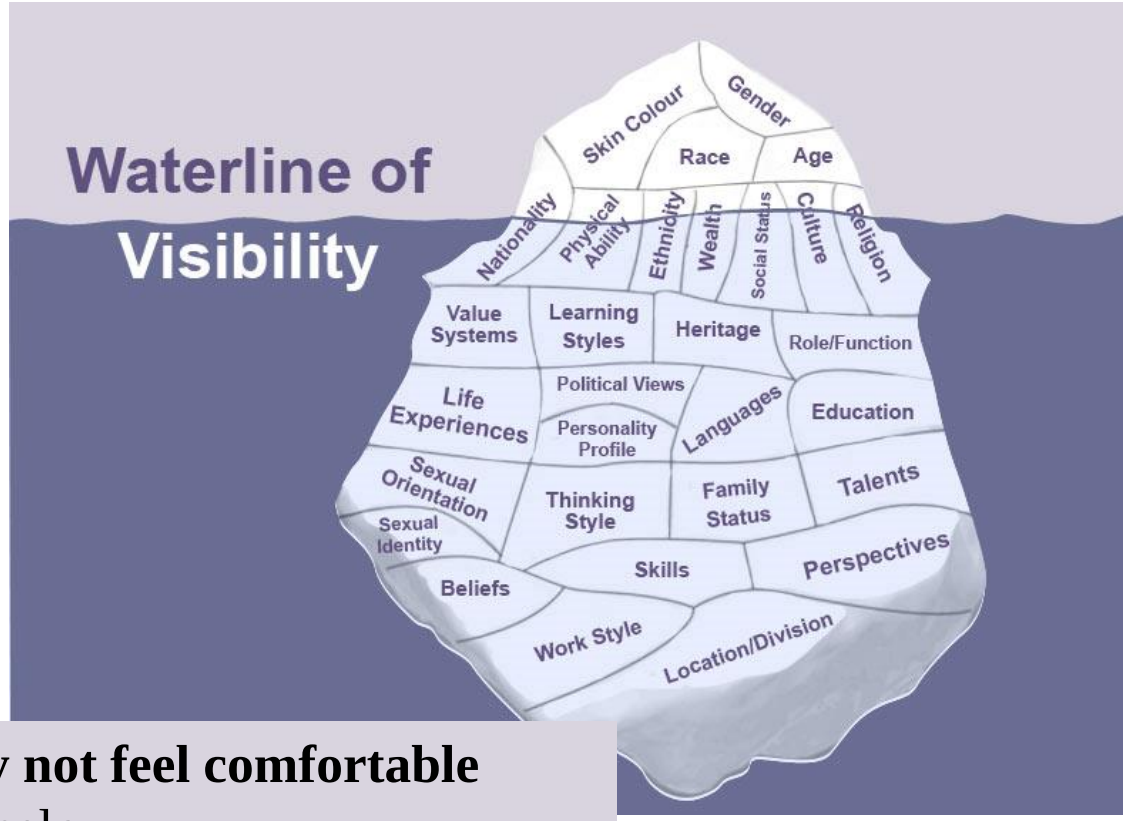
Which of the following did you find difficult as a university student?

1	Contributing in class discussions	38%	6
2	Understanding requirements and expectations	19%	3
3	Organization, planning, deadlines	25%	4
4	Academic reading, writing and/or speaking	25%	4
5	Working in groups with other students	6%	1
6	Feeling at home in university environment	13%	2
7	Paying for study materials, housing, living costs	31%	5
8	Balancing studies with work or caregiving	25%	4
9	Physical access to class or exam rooms	6%	1

Barriers to learning

For various reasons, students may have difficulty with:

- Contributing in class discussions
- Understanding requirements, expectations
- Organization, planning, deadlines
- Academic reading, writing and/or speaking
- Working in groups with other students
- Feeling at home in university environment
- Paying for study materials, housing, living costs
- Balancing studies with work or caregiving
- Physical access to class or exam rooms
- …



Source: Brook Graham

Students may not feel comfortable

- asking for help
- self-identifying as having a disability
- requesting special facilities

Inclusive assessment design for *all* students

Individual accommodations only: frames students as the problem

- **Universities should adapt to increasingly diverse student body, not the other way around**
- Taking diversity into account upfront in assessment design allows *all* students to demonstrate their learning

(Koutsouris et al., 2021; Sanger, 2020; Tai, Ajjawi & Umarova, 2021; Tai et al., 2022)

Illustration: Gabriel Kousbroek

Good assessment design = inclusive assessment design

Four assessment quality standards:

1. Validity
2. Reliability
3. Transparency
4. Feasibility

- Always balance overall assessment quality
- Always check local regulations (EC R&R, OER, etc.)

Image (+ spelling mistakes): ChatGPT

1. Validity

Assessment should measure whether students have learned what you want them to have learned.

Implications for inclusion:

- ❑ Assess only what students have learned in your course
- ❑ Don’t grade language unnecessarily
- ❑ Use widely recognised examples and cases

(Constructive alignment, Biggs & Tang, 2011)

2. Reliability

Assessment results should not be based on irrelevant or chance factors.

Implications for inclusion:

- ❑ Set a varied range of assessments: written/oral, group/individual, multiple choice/open-ended, project-based, creative, etc.
- ❑ Avoid ‘guillotine’ assessments
- ❑ Grade fairly and consistently: use rubrics, blind marking, calibration, self-evaluate for bias
- ❑ Don’t grade participation

Illustration: Gabriel Kousbroek

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3. Transparency

It should be clear to both lecturers and students what is expected of them.

Implications for inclusion:

- ❑ Make expectations and hidden assumptions explicit
- ❑ Share rubrics, examples of good work, exam format beforehand
- ❑ Provide opportunities for practice and feedback
- ❑ Organise a Q&A session about assessments
- ❑ Use clear and concise wording, accessible font and layout

Illustration: Gabriel Kousbroek

4. Feasibility

Assessment must be practically feasible for both lecturers and students.

Implications for inclusion:

Make assessment as flexible **as possible** and avoid unnecessary barriers.

- ❑ Offer students choices, location- and/or time-independent options
- ❑ Provide an alternative for group work, presentations
- ❑ Avoid peaks or overscheduling
- ❑ Avoid unnecessary restrictions
- ❑ Allow compensation between grades

Illustration: Gabriel Kousbroek

What next?

- Start small: pick **one** change you can implement **tomorrow**
- You can't fix systemic problems alone
- Keep talking to your students, make them feel seen and heard

Or … start a revolution

- Universal Design for Learning
- Programmatic assessment
- Ungrading, gradelessness

(Authentic assessment = inclusive assessment, come to our session at the Onderwijsdag, 28 October!)

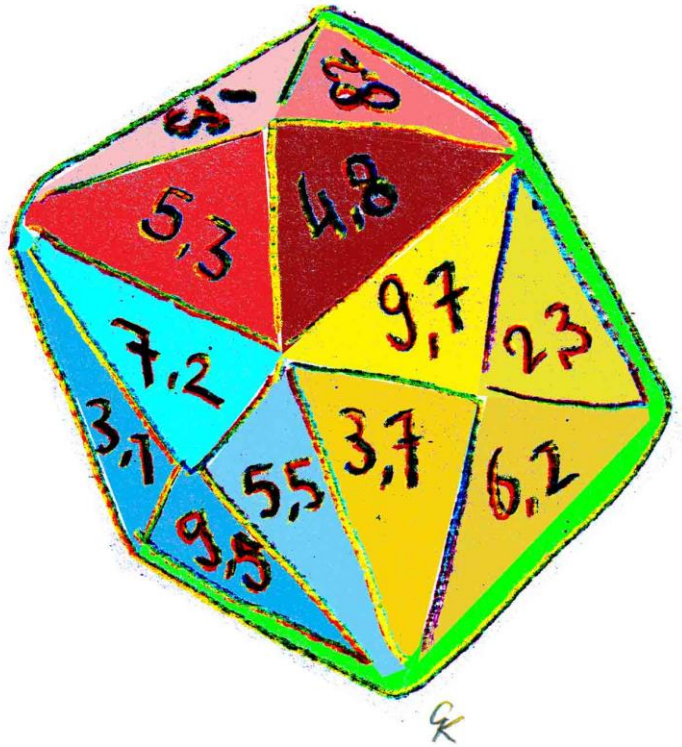

Illustration: Gabriel Kousbroek

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Questions, ideas, insights?

- Do you have a question, idea or insight?
- Something you'd like to try right away?

Share in the chat or just unmute!

See also: Inclusive assessment - UvA Teaching and Learning Centres (TLC)

(or email me: h.r.j.kousbroek@uva.nl)

Illustration: Gabriel Kousbroek

Sources

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Thank you for your participation!

Upcoming:

- **7 October** – SoTL Journal Club: How midterm student feedback enriches our education
- **28 October** – UvA Education Day 2025: The Academic Compass
- **3 November** – Kick-Off Impactful Learning SIG

More info? Visit tlc.uva.nl