

SDT assessment event: Case Studies.

Case Study Two Assessment and Student Feedback.

The attached feedback form is a sample feedback proforma taken from the Sheffield Hallam Website, Accessible Assessments: Staff Guide to Inclusive Practice.

What academic qualities are privileged or highly valued in the above assessment regime?

Consider the following brief student profiles:

Student A, who has Asperger's syndrome, is likely to have difficulty in interpreting essay questions.

Student B, who is dyslexic, is likely to have difficulty in structuring essays, in producing technically accurate essays, in prose style and in presentation.

Student C, who is blind, has reduced access to primary and secondary resources, and uses an amanuensis for production of written work.

Suppose that the feedback proforma is used in the course description in an Arts or Social Science course which directs students to a primary text and to secondary critical and other relevant materials.

What adjustments might be made to the assessment and feedback to ensure attention to:

**Avoidance of substantial disadvantage to
Students A, B and C**

Maintenance of academic standards and consideration of the interests of other students

Rigour, fairness, validity and reliability of assessments?