

[Inclusive Education](#)

From

Guide: [Universal Design for Learning](#)

Strategy: [Design considerations in secondary settings](#)

Suggestion: [Design assessments to enable students to demonstrate their understanding](#)

Date

22 January 2019

Link

[www.inclusive.tki.org.nz/guides/universal-design-for-learning/design-assessments-to-enable-students-to-demonstrate-their-understanding](http://www.inclusive.tki.org.nz/guides/universal-design-for-learning/design-assessments-to-enable-students-to-demonstrate-their-understanding)

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## Utilise the flexibility built into NCEA

NCEA is flexible.

Design assessments to suit the nature of the learning being assessed, as well as the varied characteristics and experiences of the students.

Avoid one-size-fits-all approaches as they will create unnecessary barriers for some students.

Consider:

multiple forms of assessment, for example, demonstration, video, audio, poster, written, multiple choice

active reflection – students spend time, individually and together, considering how they can demonstrate their learning

what supports are needed to enable all students to have equal access, for example, screen reader, reader writer, more time

student needs when giving feedback, for example, comments on Google Docs, face-to-face, videoing and analysing assessment tasks together – this could include: dance, drama, music, speeches.

available exemplars with explanation and examples of what achieved, merit, and excellence looks like, for example, annotate NZQA assessments so they are meaningful for your students.

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