

# Our top tips for inclusive assessment

## ‘Teachers share’ handout

### Idea 1: Using ChatGPT for self-assessment in writing

by Kamran Ahktar Siddiqui

It is challenging for teachers in large, multicultural & multilingual to assess each student’s written work. Due to lack of assessment, learners’ writing skills improve at a slower pace or not at all. ChatGPT can help students to self-assess their work and improve their writing skills. What follows below is how you could use ChatGPT in writing classes with young adults\*.

#### Planning stage

Develop a table with 3 columns: one should mention the specific focus of assessment, such as the organization of a paragraph. The other should be a yes/no column. The third column should ask for ‘comments for improvement’.

Write a detailed prompt stating ChatGPT’s role, task, and instruction. Also, clarify if it understands the prompt. Example prompt: *You are an experienced ESL teacher. Your task is to assess my paragraph in accordance with the given organizational structure. Your feedback should help me with improving the flow of my ideas. Give me feedback on language (sentence structure, capitalization & punctuation), if necessary. Do you understand?*

#### In class

1. Share the table (PDF) and prompt (text) with students.
2. Ask learners to paste the prompt and attach the table in ChatGPT.
3. When the AI chatbot is ready, ask learners to paste their paragraphs in for assessment. The AI will then give a detailed report with feedback.

#### Follow-up

Allow students to use the report to revise and edit their drafts on their own based on the AI’s feedback. Alternatively, they could edit after discussing it with a peer or the teacher.

## Tip for teachers

Pilot and explain both the table and the prompt before handing them over to learners so that you get them to assess what you want them to.

\*Please note that learners under 18 years old should get parental consent before using this product. Encourage all learners not to share any personally identifiable data with AI tools.

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## Idea 2: Use 'The learner compass' framework

by Sara Ali

'The learner compass' is a framework that I developed to help secondary school teachers respond to the diverse needs of learners. It focuses on understanding learner profiles and offering flexible ways for students to show their learning. Below are two practical activities that teachers can apply directly in their classrooms.

Idea 1: Learning Snapshot Wall	Idea 2: Choice Boards
In this activity, learners reflect on their learning preferences and share them with peers. This helps teachers build a 'class learning map' that can guide lesson planning.	This activity allows learners to choose how they show their understanding. It offers flexibility for different strengths (creative, verbal, visual, written).
<b>Steps</b>	
<p><b>Prepare:</b> Ask learners 'What helps you learn best? What challenges you?'</p> <p><b>Engage:</b> Learners write answers on sticky notes or online cards (Padlet/Jamboard). Post and group them (e.g., visuals, teamwork, games).</p> <p><b>Follow-up:</b> Review the 'snapshot wall' together and discuss patterns.</p>	<p><b>Prepare:</b> Create a grid with varied tasks (e.g., write, summarize, present, video, project, voice note).</p> <p><b>Engage:</b> After a lesson, learners choose one task and complete it individually or in pairs.</p> <p><b>Follow-up:</b> Learners share outcomes (gallery walk, pair-share). The teacher gives quick feedback using a simple rubric (effort, clarity, creativity).</p>
<b>Output/Assessment</b>	
<ul style="list-style-type: none"><li>- A class 'learning map' showing diverse profiles.</li><li>- Teacher uses this to adapt lessons.</li></ul>	<ul style="list-style-type: none"><li>- Students present varied products for the same learning outcome.</li><li>- Quick rubric ensures fair assessment.</li></ul>
<b>Tips for teachers</b>	

**Model first:** Share your own example (e.g. “*I learn best when I can see pictures*”) to spark ideas.

**Vary skills:** Design tasks that practice different skills (writing, speaking, creativity, collaboration) but all address the same learning objective.

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## Idea 3: Unlocking fluency through creative activities

by Luthfi Nicola Sereni

How can creative activities using popular media link help with fluency and help the teacher to assess? The teacher can observe students doing these activities and make notes that can serve as pieces of informal assessments. Students could even make recordings of themselves doing these activities and submit them as speaking assignments. Teachers can get marks for fluency, pronunciation, and vocabulary from such activities.

That way, the class activities become the assessments, and the assessments become less stressful. Below are some activities I recommend.

### 1. Introduce creative language learning

- Highlight that songs, movies, video games, and social media are all valid learning tools.
- Remind them that this works because of comprehensible input: learners do not need to understand every word, just enough to grasp the meaning and stay engaged.

### 2. Design creative classroom tasks

- **Act it out:** Select short dialogues from shows, movies, or games and have students act them out.
- **Repeat & shadowing:** Ask students to repeat lines with correct intonation and rhythm.
- **Imagination tasks:** Encourage students to change endings, add new dialogue, or create alternative scenes.

### 3. Link activities to assessment

- While students perform, observe, and make quick notes on fluency, pronunciation, and vocabulary use. Use simple rubrics (fluency, pronunciation, vocabulary) for quick, low-stress marking.
- Have students record themselves (audio/video) and submit as speaking assignments.

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A recording of Kamran, Sara and Luthfi’s webinar can be watched here:

<https://www.teachingenglish.org.uk/news-and-events/webinars/webinars-teachers/inclusive-assessment-webinars>

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