Australian National University

Inclusive exam design checklist

Part 1. Instructions

Use the checklist below to reflect on the extent to which each statement is evident in your exam design. There are no right or wrong answers. The purpose is to identify strengths and opportunities to further enhance your inclusive assessment practice.
For each statement, select the rating that best describes your current practice.

1 – Exploring: Beginning to consider and apply this principle.
2 – Implementing: Applying this principle in some aspects of exam design.
3 – Enhancing: Consistently and intentionally embedding this principle in exam design.

Part 2. Checklist

2.1 Principle 1: Recognise and value student diversity

1 Exam questions use examples, contexts and scenarios that are inclusive and relevant to students from diverse cultural, linguistic and educational backgrounds.

1 – Exploring **2 – Implementing** **3 – Enhancing**

2 Potential barriers for students with disability, neurodivergent students, students with mental health conditions, and students with other access requirements have been considered during exam design.

1 – Exploring **2 – Implementing** **3 – Enhancing**

3 Digital exam materials (if there are) meet digital accessibility standards and are compatible with ANU approved assistive technologies.

1 – Exploring **2 – Implementing** **3 – Enhancing**

2.2 Principle 2: Align assessments with learning outcomes

4 Each learning outcome is assessed through one or more exam questions.

1 – Exploring **2 – Implementing** **3 – Enhancing**

5 Exam questions can assess the level of performance described in the learning outcomes.

1 – Exploring **2 – Implementing** **3 – Enhancing**

6 Marks allocated to exam questions appropriately reflect the importance and complexity of the learning outcomes being assessed.

1 – Exploring **2 – Implementing** **3 – Enhancing**

2.3 Principle 3: Offer choice and flexibility

7 A range of assessment formats (e.g., online, take-home, open-book, oral) that are aligned with the learning outcomes have been considered where appropriate.

1 – Exploring **2 – Implementing** **3 – Enhancing**

8 Exam conditions (e.g., timing, location, permitted resources) are designed to provide flexibility where appropriate while maintaining equivalent academic standards.

1 – Exploring **2 – Implementing** **3 – Enhancing**

2.4 Principle 4: Design for accessibility

9 Exam instructions clearly explain what students need to do, how to respond, and how marks are allocated.

1 – Exploring **2 – Implementing** **3 – Enhancing**

10 The exam format accommodates students with a range of abilities and access requirements.

1 – Exploring **2 – Implementing** **3 – Enhancing**

11 Diagrams, tables, multimedia and exam materials are presented in accessible ways such as alternative text, captions or clear labelling where appropriate.

1 – Exploring **2 – Implementing** **3 – Enhancing**

12 The exam uses clear language and minimises unnecessary cognitive complexity.

1 – Exploring **2 – Implementing** **3 – Enhancing**

2.5 Principle 5: Enable student agency and personalisation

13 Students are provided with opportunities to make choices within the exam where appropriate (e.g., question, topic or case-study selection).

1 – Exploring **2 – Implementing** **3 – Enhancing**

14 Students can apply their own perspectives and experiences when responding to exam questions where appropriate.

1 – Exploring **2 – Implementing** **3 – Enhancing**

2.6 Principle 6: Provide opportunities for feedback and Improvement

15 Students have opportunities to practise exam-style questions and receive feedback before high-stakes exams.

1 – Exploring **2 – Implementing** **3 – Enhancing**

16 Assessment activities prepare students for the knowledge, skills and expectations required in the exam.

1 – Exploring **2 – Implementing** **3 – Enhancing**

2.7 Principle 7: Develop assessment literacy

17 The exam format and requirements are explained clearly before the exam.

1 – Exploring **2 – Implementing** **3 – Enhancing**

18 Marking criteria for extended-response questions are clear to students before the exam.

1 – Exploring **2 – Implementing** **3 – Enhancing**

19 Students have access to examples, model answers or exemplars that illustrate quality responses.

1 – Exploring **2 – Implementing** **3 – Enhancing**

20 Permitted resources are clearly explained to students.

1 – Exploring **2 – Implementing** **3 – Enhancing**

2.8 Principle 8: Embed support throughout the assessment journey

21 Students receive timely support before exam to help them understand expectations and prepare effectively.

1 – Exploring **2 – Implementing** **3 – Enhancing**

22 Support resources and services are available to students throughout the exam period to help students navigate exam requirements.

1 – Exploring **2 – Implementing** **3 – Enhancing**

23 Students receive clear information about results and feedback after the exam.

1 – Exploring **2 – Implementing** **3 – Enhancing**

The end