



Teaching for Inclusion & Equity Foundational Badge Artifact

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Oral Exam for Neurodiverse Learners

One of the main goals for a student in a foreign language class is to learn how to engage in oral interactions with other speakers. This goal cannot be reached without a consistent effort to build communicative skills as well as self-confidence to overcome certain invisible barriers that might be even bigger for learners with neurodevelopmental conditions. As a foreign language teacher, I am confident in the effectiveness of oral assessment, but I also believe that it is our job as educators to support our students beyond providing them with cultural and linguistic knowledge.

The UDL approach to oral assessment reduces barriers and empowers all students to achieve success. From designing the oral assignment to providing in-class practice, to creating a final assessment, it is important to give students choices. Every student has unique characteristics and circumstances that might be in play when completing an oral assignment, and I think it is impossible to plan for every singularity. That is why I believe in facilitating mechanisms for monitoring progress and listening to students' voices in every step of the process. To this end, I find it particularly useful to implement surveys, include self-reflection activities and collaborate with students in creating a comprehensible rubric. Finally, the assessment should not focus on how they perform at a particular moment, but on progress guided with mastery-oriented feedback that underlines their strengths and suggests opportunities for improvement. This is an approach to oral assessment that would benefit all our students by reducing the barriers that may have prevented them from achieving success.