

The Role of OER and Open Pedagogy in Equitable Assessment

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(additional input provided by Julie Kehoe)



Issues with Traditional Grading & Assessment

- Focused on point earning
- Some students give up
- Grades didn't reflect what students had learned
- Outcome assessment and grades didn't align
- Enforcement of rules got in the way of building relationships with students
- Traditional grading is inequitable

“If everything about me in a class is judged and included in a grade,... my grades say not what I’ve learned in the subject so far, but who I am”



When everything is graded then there is no safe place for mistakes

Losing points for mistakes DURING the learning process

=

mistakes are NEVER acceptable.

- But learning cannot occur WITHOUT mistakes
- Leads to cheating



Extrinsic Motivation

Using points as motivation assumes this is the best way to motivate

BUT

Research shows extrinsic rewards are not an effective motivation strategy for authentic learning.

Students have been trained to seek points

BUT

They will be motivated by learning if we unburden them from the stress and anxiety of grades

Students who learn the
material should pass.

A landscape of rolling hills at sunset. The sun is low on the horizon, creating a bright flare and casting a warm, golden glow over the scene. The hills are silhouetted against the bright sky, and the overall atmosphere is serene and contemplative.

Move beyond our traditional
way of grading



Grading: Reconsidering

- grade scale*/ungrading
- outcome breakdown*
- late penalties & deadlines*
- graded homework
- participation/effort points
- extra credit
- retakes & resubmission
- role of OER and open pedagogy

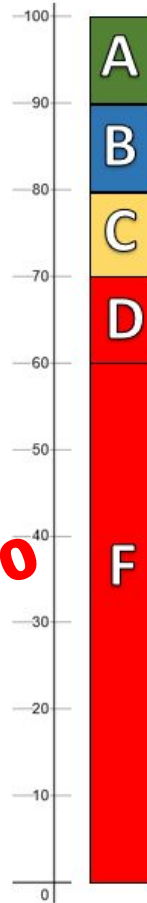
GRADING SCALE COMPARISON

0-100 Scale

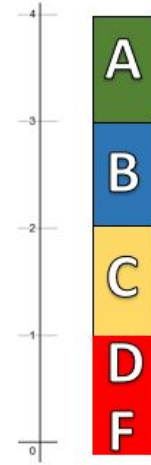
- Wide Variance
 - What's the difference between a 69 and a 70?
- Weighted towards failure
- Makes it difficult, sometimes impossible, to bring a grade up to passing level

70%

0-100



0-4 Scale



0-4 Scale

- Punishments for missing assignments is proportional
- No hole a student can't dig out of

40%

A	3.5-4.0	87.5-100%
B	2.75-3.49	68.75-87.4%
C	2.00-2.74	50-68.74%
D	1.25-1.99	31.25-49.9%
F	Below 1.25	Below 31.25%

Jennifer's Approach



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- Hodge podge
 - Ungrading
 - Self-grading
 - Mastery-based grading



Effectively Facilitating Learning

- Break down outcomes of the course into discrete skills students need to have
- Make clear purpose of all assignments – tied to outcomes
- Backward design to ensure that all outcomes are scaffolded
- Provide different ways for students to showcase learning (universal design)

Skill Outcome Alignment

SLO 1: Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers

- Skill 1.1 Attachment
- Skill 1.2 Caregiver Responsiveness
- Skill 1.3 Connecting Routine Care to Relationships
- Skill 1.4 Identify Reciprocal Communication
- Skill 1.5 Identifying Principles of Practice
- Skill 1.6 Respectful Caregiver Interactions



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Breaking Down Objectives

- Identify and describe biological and environmental factors that influence children's development from conception to adolescence across domains.

- Identify biological factors in each developmental area for each developmental stage
 - Prenatal development
 - Infant and toddler development
 - Early childhood development
 - Middle childhood development
 - Adolescent development
- Identify environmental factors in each developmental area for each developmental stage
 - Prenatal development
 - Infant and toddler development
 - Early childhood development
 - Middle childhood development
 - Adolescent development
- Identify factors in the follow categories
 - Diverse cultural and linguistic contexts for development
 - Children's close relationships with adults and peers
 - Economic conditions of children and families
 - Health status and disabilities
 - Children's individual developmental variations and learning styles
 - Opportunities to play and learn
 - Technology and the media
 - Family and community characteristics

Flexible Deadlines

- "due dates" to keep on pace
- No need to request extensions
- Time Management Skills (the good and the bad)



Feedback & Communication

- Detailed rubrics
- Provide timely feedback
- Consistent narrative

Example Rubric

Integration by Parts: Identify when to use integration by parts and implement the technique.

0 - Insufficient Evidence	1 - Not Yet Met Standard	2 - Approaching Standard	3 - Met Standard	4 - Exceeds Standard
<ul style="list-style-type: none">• No meaningful work submitted• Did not use integration by parts• Correct answer may have been given with no work to support it	<ul style="list-style-type: none">• Identified that Integration by Parts should be used.• Did not correctly choose u, du, dv, and v• The integral was not setup and correctly.	<ul style="list-style-type: none">• Used the correct u, du, dv, and v• The integral was not integrated correctly.• Too many steps were missing to provide a clear explanation of the solution.	<ul style="list-style-type: none">• Used the correct u, du, dv, and v• The integral was setup and integrated correctly with some steps missing or minor mistakes present.• Algebraic mistakes may be present.	<ul style="list-style-type: none">• Correctly identified and labeled u, du, dv, and v• The integral was setup and integrated correctly without skipping steps• Minor arithmetic mistakes may be present.

Another Example Portion of Rubric

Exceeds Expectations

Your assignment was above and beyond the requirements. Thanks for your effort and great job!

Meets Expectations

Your assignment meets expectations and does not require resubmission. Thanks for your hard work and good job!

Does Not Yet Meet Expectations

Your assignment doesn't quite meet expectations yet. Please look at the rubric and comments you received and use that feedback to make changes to resubmit your assignment. If you have questions, please reach out to me.

Students Documented Their Skills

Share one environmental and one biological influence for each of the developmental stages. Be sure you include both positive and negative influences. Each influence can be one phrase or sentence.

- Prenatal development
- Infant and toddler development
- Early childhood development
- Middle childhood development
- Adolescent development



PRENATAL

Environmental Influence: Teratogens in the environment can have a negative effect on the developing fetus. It's important to understand what things are in this category and avoid them while pregnant.

Biological Influence: The mother's nutrition greatly affects the physical development of the fetus. Choosing healthy foods will positively impact the baby's development.



Retakes and
Submissions

Submit --> Feedback--> Submit

Questions?

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