

MISSING THE FOREST FOR THE TREES

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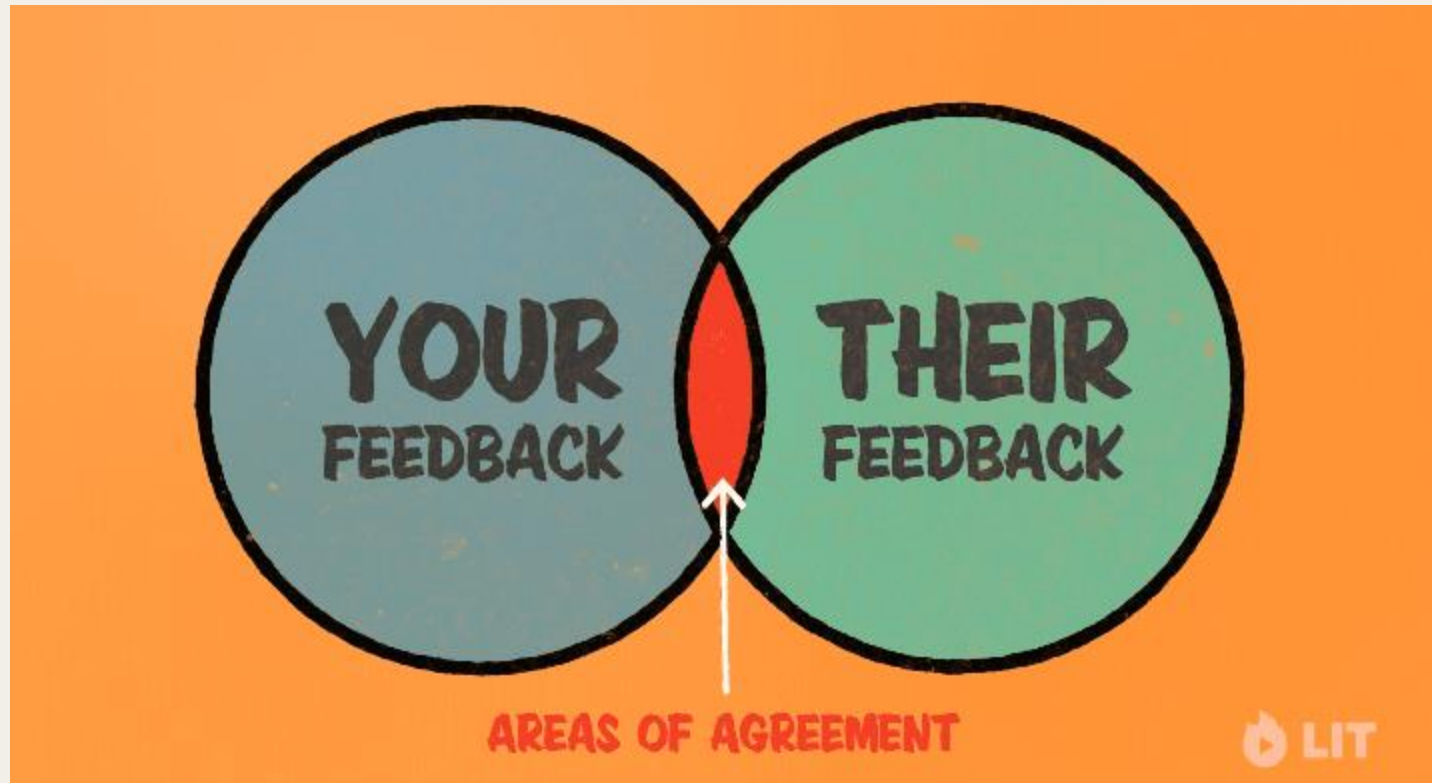
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COLLEGE OF PUBLIC HEALTH
Athletic Training

Objectives

- Review the evidence for pass-fail assignments
- Explore how pass-fail assignments can encourage metacognition & self-regulated learning
- Create a “pointless” rubric for an assignment



Why Aren't Students Using Feedback?

- Some troubleshooting questions:
 - Do students know where to find it?
 - Is your feedback timely?
 - Is the feedback you are providing too hard to interpret?
 - Are you allowing enough time between scaffolded assignments to incorporate feedback?
 - Do the students feel overwhelmed with the amount or type of feedback? Is there a better way to reach them?
 - Do they really just care about the end point (grade) and not the journey (assignments)?

What is a pass-fail assignment?

- Measures level of achievement towards a particular competency.
- Pass? Met competency, move to next step.
- Fail? Take a look at this feedback to improve before you move on.



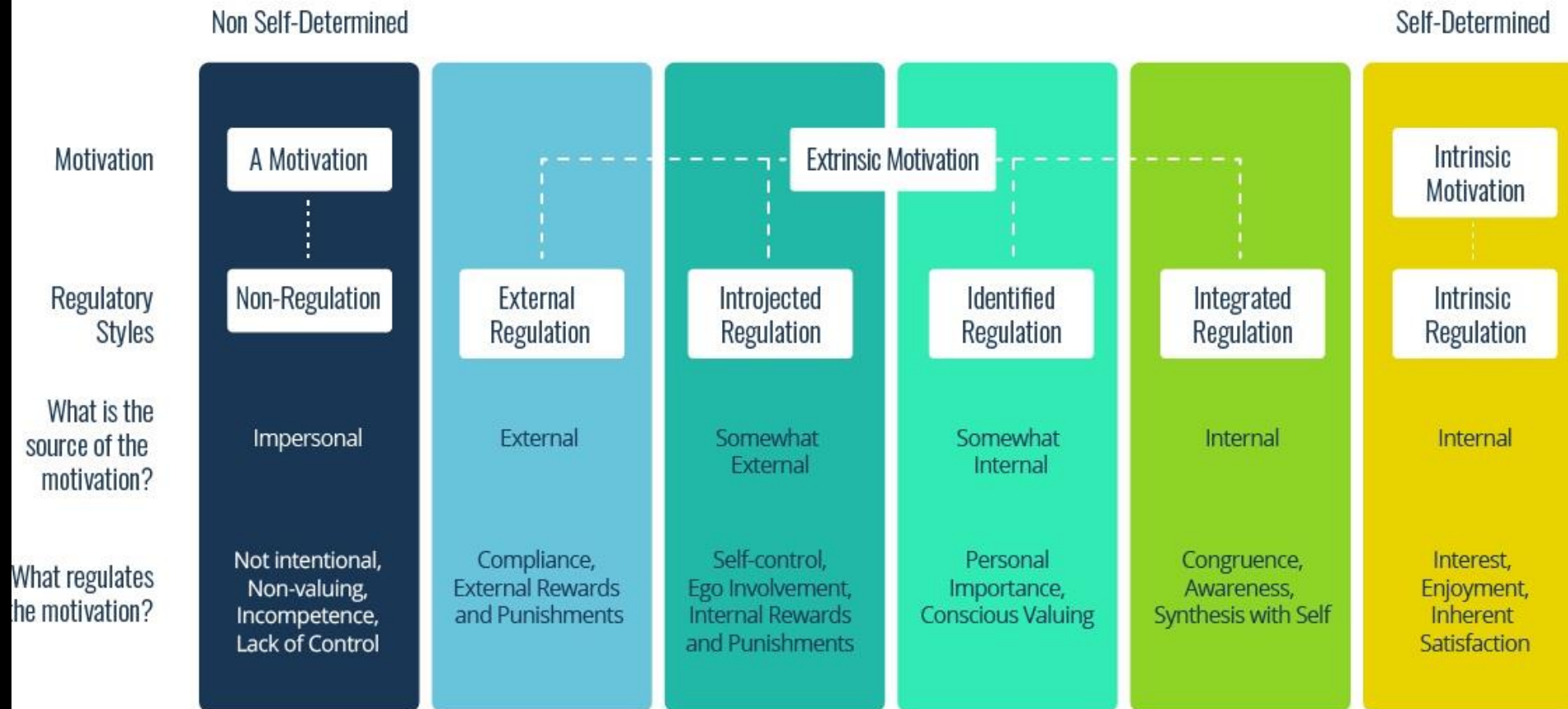
What's the Evidence

- Students in a pass/fail system perform just as well on summative assessments compared to students in a traditional grading system.⁴⁻⁵
- Students report
 - less performance avoidance²
 - less stress⁶⁻⁸
 - higher levels of well-being⁶⁻⁸
 - increased satisfaction with their education^{4, 6-8}
- Foster equity in the classroom by decreasing the barriers that exist for students from different backgrounds.¹



The Growth Mindset

- Pass/Fail encourages
 - Growth mindset³
 - Motivation³
 - Less likely to pick “success” over learning²
 - Metacognition⁴
 - Self-determined learners⁴

Self Determination Theory



Share Your Concerns About Pass/Fail

 When poll is active, respond at **Pollev.com/anneruss584** 

 Text **ANNERUSS584** to **37607** once to join






What are your concerns about pass/fail grading?

Pointed vs Pointless Rubric

Clinical Question & Reflection				
Criteria	Ratings			Pts
Clinical Question and Reflection #1	30 pts Clinical question is properly framed; full-page reflection, including a thorough discussion on why it is important to student's own clinical practice and how advanced knowledge in this area will enhance clinical practice.	15 pts One of the criteria is not met	0 pts More than 1 criteria is not met	30 pts
Clinical Question and Reflection #2	30 pts Clinical question is properly framed; full-page reflection, including a thorough discussion on why it is important to student's own clinical practice and how advanced knowledge in this area will enhance clinical practice.	15 pts One of the criteria is not met	0 pts More than 1 criteria is not met	30 pts
Clinical Question and Reflection #3	30 pts Clinical question is properly framed; full-page reflection, including a thorough discussion on why it is important to student's own clinical practice and how advanced knowledge in this area will enhance clinical practice.	15 pts One of the criteria is not met	0 pts More than 1 criteria is not met	30 pts
Structure	10 pts Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than 2 spelling, grammar, or syntax errors.	5 pts Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than 4 spelling, grammar, or syntax errors.	0 pts Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than 5 spelling, grammar, or syntax errors.	10 pts
Total Points: 100				

Clinical Question & Reflection				
Criteria	Ratings			
Clinical Question and Rationale #1	Clinical question is properly framed; full-page rationale, including a thorough discussion on why it is important to student's own clinical practice, how advanced knowledge in this area will enhance clinical practice, and published support for the question.	One of the criteria is not met	More than 1 criteria is not met	
Clinical Question and Rationale #2	Clinical question is properly framed; full-page rationale, including a thorough discussion on why it is important to student's own clinical practice, how advanced knowledge in this area will enhance clinical practice, and published support for the question.	One of the criteria is not met	More than 1 criteria is not met	
Clinical Question and Rationale #3	Clinical question is properly framed; full-page rationale, including a thorough discussion on why it is important to student's own clinical practice, how advanced knowledge in this area will enhance clinical practice, and published support for the question.	One of the criteria is not met	More than 1 criteria is not met	
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than 2 spelling, grammar, or syntax errors.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than 4 spelling, grammar, or syntax errors.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than 5 spelling, grammar, or syntax errors.	

Create Your Own: Glows & Grows

Thesis Statement Feedback (1)   		
You've already rated students with this rubric. Any major changes could affect their assessment results.		
Criteria	Ratings	
Provides an answer to the prompt	Glow	Grow
Provides direction for the whole paper	Glow	Grow
Appropriate length, grammar, and spelling	Glow	Grow

Summary

- Pass/fail assignments can help students focus on the learning experience, not just the grade
- Level of rigor doesn't drop when using this system
- This reframing helps level the playing field across students
- Be intentional with what you do
 - *Do you want some assignments P/F?*
 - *Or do you want the whole class P/F?*

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Thank You!

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