

# Universal Design for Learning Assessment: Flexible Grading Scheme

by

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practice questions



frequent small tests



class exercises



structured lectures



lots of homework



big exams



must speak up in class

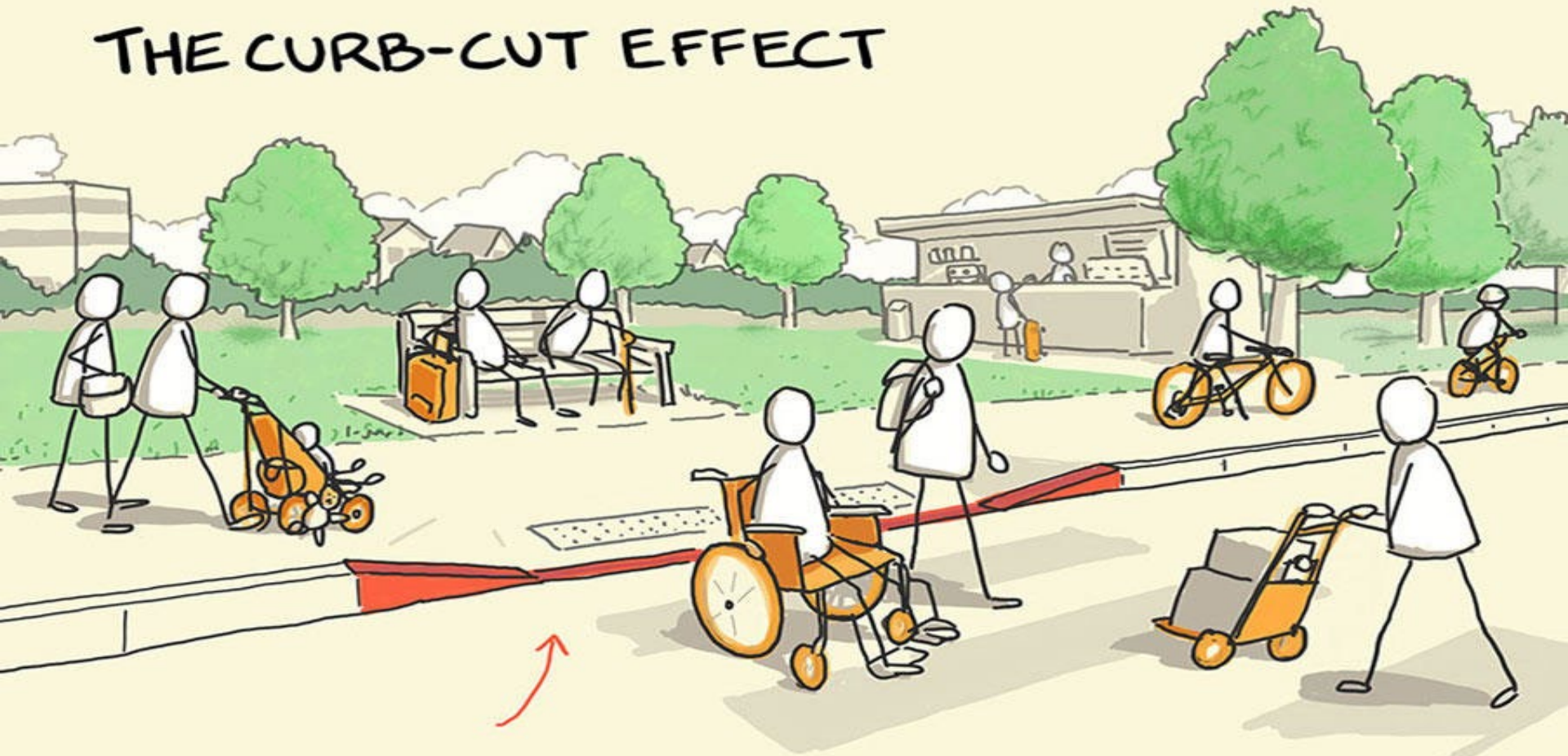


free flow discussion

# Universal Design



# THE CURB-CUT EFFECT



WHEN WE DESIGN  
FOR DISABILITIES

... WE MAKE THINGS  
BETTER FOR EVERYONE

sketchplanations

# Universal Design for Learning (UDL)

- ❖ incorporate different teaching and learning approaches to engage and motivate learners from diverse backgrounds in an inclusive learning environment
- ❖ Proposed to address diversity and disabilities
- ❖ Designed to be readily used by the largest number of users
- ❖ based on findings from cognitive neuroscience

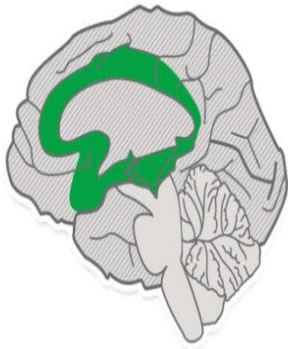
# Universal Design for Learning (UDL)

3 main principles:

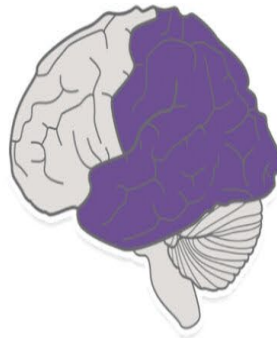
- ❖ Multiple means of engagement
- ❖ Multiple means of representation
- ❖ Multiple means of action and expression

# UDL Principles

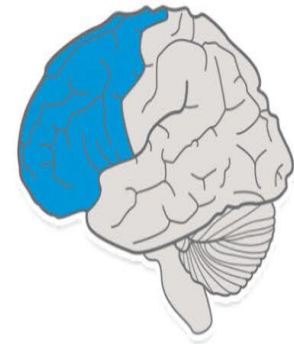
AFFECTIVE NETWORKS:  
THE **WHY** OF LEARNING



RECOGNITION NETWORKS:  
THE **WHAT** OF LEARNING



STRATEGIC NETWORKS:  
THE **HOW** OF LEARNING



## Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

## Representation

For resourceful, knowledgeable learners, present information and content in different ways.

## Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

# UDL Guidelines

<b>Engagement</b> purposeful & motivated	<b>Representation</b> resourceful & knowledgeable	<b>Action &amp; Expression</b> strategic & self-directed
<b>Recruiting interest</b> e.g., optimize individual choice and autonomy	<b>Perception</b> e.g., offer information in different forms (VARK)	<b>Physical action</b> e.g., vary the methods for response
<b>Sustaining effort &amp; persistence</b> e.g., varying resources to optimize challenge	<b>Language &amp; symbols</b> e.g., illustrate through multiple media	<b>Expression &amp; communication</b> e.g., build fluency through practice
<b>Self regulation</b> e.g., develop self assessment and reflection	<b>Comprehension</b> e.g., highlight patterns, big ideas and relationships	<b>Executive functions</b> e.g., enhance capacity for monitoring progress



# UDL options recommended by AIS

- Provide all students with double the amount of time that a test is designed to take.
- If a test is online, consider allowing students to write from home.
- If students are writing an online test in class, allow students to use their own laptops.
- Opt to give a take home exam or alternate assignment in lieu of a traditional exam.

# Principles of Microeconomics

Week 1	Topic 1 introduction & main concepts
Week 2	Topic 1 applications
Week 3	Quiz 1 + Topic 2 introduction
Week 4	Topic 2 main concepts
Week 5	Topic 2 applications
Week 6	Quiz 3 + Topic 3 introduction
Week 7	Topic 3 main concepts
Week 8	Topic 3 applications
Week 9	Quiz 3 + Topic 4 introduction
Week 10	Topic 4 main concepts
Week 11	Topic 4 applications
Week 12	Quiz 4 + review

# Flexible Grading Scheme

	Scheme 1: 3 quizzes + No final exam	Scheme 2: 2 quizzes + Final exam	Scheme 3: 1 quiz + Final exam	Scheme 4: No quiz + Final exam
<b>Assignment and exercise (40%)</b>				
Comprehensive online assignment	20%	20%	20%	20%
Class exercises OR Self-reflection exercises	10 x 2% = 20%	10 x 2% = 20%	10 x 2% = 20%	10 x 2% = 20%
<b>Quiz and exam (60%)</b>				
Quizzes (30 minutes each)	3 x 20% = 60%	2 x 20% = 40%	1 x 20% = 20%	-----
Final exam (3 hours)	-----	20%	40%	60% (10% oral exam)

# UDL Principle: Engagement

## Recruiting interest

- optimize individual choice and autonomy

## Sustaining effort & persistence

- varying resources to optimize challenge

## Self regulation

- develop self assessment and reflection

# UDL Principle: Action & Expression

## Physical action

- vary the methods for response

## Expression & communication

- build fluency through practice

## Executive functions

- enhance capacity for monitoring progress

# UDL Principle: Representation

## Perception

- offer information in different forms (VARK)  
e.g., multiple forms of course material and delivery

## Language & symbols

- illustrate through multiple media  
e.g, provide concrete examples

## Comprehension

- highlight patterns, big ideas and relationships  
e.g., course structure grouped by main topics

# Student comments

He has a flexible grading scheme so there's multiple ways to improve your grade throughout the semester.

He uses an excellent grading scheme that provides students with an opportunity to do well in the course without worrying that one bad mark will spiral your entire grade.

Very organized and has probably one of the best grading schemes you will ever be given in any University course.

Very easy to do well in the class as he gives ample opportunity for easy participation marks.

# Principles of Microeconomics

- Topic 1: Introduction to economic concepts and models
- Topic 2: Demand supply applications
- Topic 3: Theory of consumer and producer behaviour
- Topic 4: Market structure analysis