Inclusive teaching involves deliberately cultivating learning spaces where all students can learn, feel known, and are valued. Inclusive teaching recognizes the classroom as a site where systemic inequities can be (re)produced and dismantled — through course design, pedagogical practice, and community norms.

While inclusive teaching seeks to improve all students’ access to learning, it privileges the needs of those from historically marginalized social groups. In Jesuit contexts, it also seeks to prepare students — implicitly or explicitly — to act justly in the world.

GOALS FOR TODAY

1. Identify areas where grading practice can be at odds with our goals for inclusion & equity.

2. Introduce frameworks that can be useful when problem solving to address those discrepancies.

THE STORY GRADING TELLS

<table>
<thead>
<tr>
<th>Professor X</th>
<th>Professor Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation 10%</td>
<td>Participation 10%</td>
</tr>
<tr>
<td>Midterm 45%</td>
<td>Problem sets 15%</td>
</tr>
<tr>
<td>Final 45%</td>
<td>Weekly responses 10%</td>
</tr>
<tr>
<td></td>
<td>Midterm 25%</td>
</tr>
<tr>
<td></td>
<td>Final 40%</td>
</tr>
</tbody>
</table>

What story of learning (and learners) is being told by these different grading scales?
What story of learning (and learners) do you see your own grading approaches telling?

What story would you like to tell?

Goal Orientation

Performance-based  Mastery-based

Performance-based  Mastery-based
HOW MIGHT BIAS IMPACT...

Types of Bias
- Explicit/Conscious
- Implicit/Unconscious
- Systemic/Institutional

Grading Systems
- Assignment Design

Grading Process
- Assignment Feedback

• Personal (implicit) bias can influence our evaluation of and feedback to students
• Disciplinary biases privilege certain kinds of knowledge production over others
• Unspoken norms & assumptions are easier for some students to decipher
• In striving for “fairness,” we create rigid systems that ignore student differences
“If you are not already a participant in the culture of power, being told explicitly the rules of that culture makes acquiring power easier.”
- Lisa Delpit (1988)
"Universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design."

- Ronald Mace (1985)
“Universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.”

- Ronald Mace (1985)
UNIVERSAL DESIGN FOR LEARNING

Designing learning spaces with more people in mind.

DESIGNING FOR INCLUSION . . .

Allow choice & flexibility

Belonging

Access

Transparency

Question construct relevance

Reconsider standards of performance

RETHINK STANDARDS

UMich Sweetland Writing Center

<table>
<thead>
<tr>
<th>Error Types</th>
<th>Description</th>
<th>Is it likely that a student will be able to correct each of these developmental errors, if the errors are called to his or her attention?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Errors</td>
<td>Any error that is made on a strictly occasional basis is likely to be a performance error. These errors typically include spelling errors, punctuation and capitalization.</td>
<td>Yes, students can correct these errors. We would also encourage you to hold students responsible for correcting these errors once they have been offered adequate instruction in class or in your previous assignment feedback.</td>
</tr>
<tr>
<td>Interlanguage and L1 Influence Errors (The following pages provide detailed descriptions of these error types and the recommended responding strategies)</td>
<td>Type 1: Verb-form errors</td>
<td>Probably yes</td>
</tr>
<tr>
<td></td>
<td>Type 2: Subject/Verb agreement errors</td>
<td>Probably yes</td>
</tr>
<tr>
<td></td>
<td>Type 3: Relative clause errors</td>
<td>Probably not</td>
</tr>
<tr>
<td></td>
<td>Type 4: Incorrect use of determiners</td>
<td>Probably not</td>
</tr>
<tr>
<td></td>
<td>Type 5: Incorrect use of noun forms</td>
<td>Probably not</td>
</tr>
<tr>
<td></td>
<td>Type 6: Incorrect use of prepositions</td>
<td>Probably not</td>
</tr>
<tr>
<td></td>
<td>Type 7: Incorrect pronoun use</td>
<td>Probably yes</td>
</tr>
<tr>
<td></td>
<td>Type 8: Sentence structure</td>
<td>Probably not</td>
</tr>
</tbody>
</table>
Stereotype threat is “the threat of being viewed through the lens of a negative stereotype, or the fear of doing something that would inadvertently confirm that stereotype”
- Claude Steele (1999)
STEREOTYPE THREAT

![Bar chart showing gender differences in test scores](chart.png)

- "No gender difference has been found on this test" - Women: 15, Men: 20
- "Test usually produces a gender difference" - Women: 5, Men: 25

---

Wise feedback "discourages expectations and attributions of racial bias and [thus] minimizes stereotype threat":

- Conveys **high standards**
- Expresses **confidence** in student’s ability to meet those standards
- Supports students in **taking action** to meet those standards
“If you get a failing grade, you think, ‘I’m nothing, I’m nowhere.’ But if you get the grade Not Yet you understand that you’re on a learning curve. It gives you a path into the future.”
- Carol Dweck (2014)

**GRADING FOR GROWTH**

- **Process-oriented** → marks individual progress, guides future efforts, validates effective effort
- **Normalizes error** → anticipates stumbling blocks, discourages competition, rewards risk-taking, allows second chances

**DESIGNING FOR INCLUSION …**

- Wise feedback: high standards + confidence
- Design for growth
- Reconsider norm-referenced grading

**NORM-REFERENCED GRADING**

Crooks (1988)

“Norm-referenced evaluation tends to undermine the learning and motivation of students who regularly score near the bottom of a class, while posing much less risk to the top students. […] All students can improve their knowledge, skills, and attitudes, and have this verified through evaluation, but only some can score above the class median on a measure.”
DESIGNING FOR INCLUSION...

Value effort, process, & error
Unpack norms
Explain how & why
Provide flexibility & choice
Signal belonging

Belonging
Access
Transparency

What story of learning (and learners) do you see your own grading approaches telling?

What story would you like to tell?

GRADING FOR LEARNING & INCLUSION

Stacy Grooters, Boston College
grooters@bc.edu