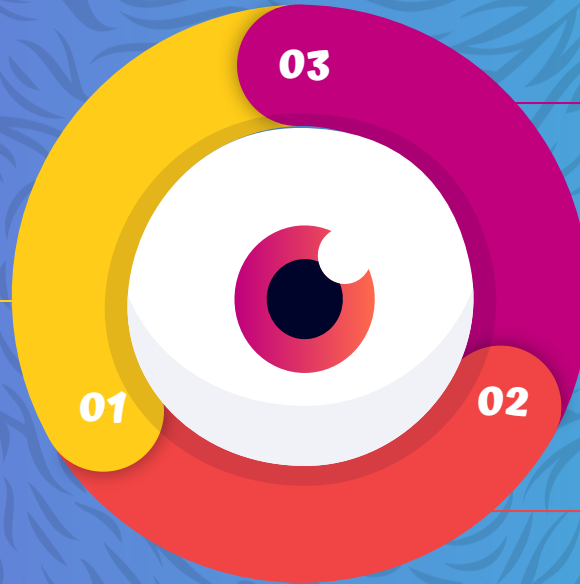


UDL Small Bites: Choice Assignments



Introductions

Who are you?
What do you
teach?



What are your
concerns, questions,
critiques about
choice assignments?

What are your
experiences
with choice
assignments?

Hot Take! : Choice Assignments aren't always appropriate!

- Sometimes format is the point!
- Options:
 - Can choice assignments be used for drafts as assignments are being created?
 - Can we give a choice of when students use each format?



What is the objective of the assessment?

Behavior	Measurement	Proficiency
Sequence the eight steps in the peptide chain.	Sequence all eight steps in the peptide chain from memory.	Sequence all eight steps in the peptide chain from memory, omitting or mis-sequencing no more than one step.
Wrote a three-page expository essay.	Write a three-page expository essay with clear thesis, and using details, evidence, and examples to support the writing.	Write a three-page expository essay with a clear thesis and using details, evidence, and examples to support the writing. The essay must contain fewer than for grammatical, usage, and syntax errors.
Juggle four one-inch wooden cubes.	Juggle four one-inch wooden cubes for two minutes.	Juggle four one-inch wooden cubes for two minutes, keeping all cubes in constant motion, and without dropping any cubes.



Thomas J. Tobin, & Kirsten T. Behling. (2018). *Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education: Vol. First edition.* West Virginia University Press.

Figure 7.1: Participant observation rubric

Student name: _____

Assignment: Participant Observation at a Disability Services Office

Goal for the assignment: Understand better how a disability office accommodates students.

Assignment value: 150 points

Assignment Options: For each objective, you may choose to create

- a website,
- a written response, or
- a video presentation.

You do not have to select one method for the entire assignment; if you do mix formats, indicate clearly which objectives you are addressing in each piece that you create.

Objective	Not Observed	Developing	Proficient	Excellent
Highlight the accommodations process	No accommodation process notes (0 pts.)	The accommodation process was mentioned (25 pts.)	The accommodations process was covered in some detail (33 pts.)	The accommodations process from pre-intake to accommodations fulfillment was covered (50 pts.)
Share possible accommodations	No accommodations shared (0 pts.)	Some academic accommodations shared (25 pts.)	Academic and some nonacademic accommodations shared (33 pts.)	All accommodations shared, including details of how to use them (50 pts.)
Identify a grievance process	No grievance process identified (0 pts.)	Grievance process alluded to (15 pts.)	Grievance process quoted in detail (22 pts.)	Grievance process identified, rationale given for why it is used (30 pts.)
Highlight the programs offered through the DS office.	No programs highlighted (0 pts.)	Programs listed (10 pts.)	Programs listed with descriptions (15 pts.)	Programs listed with descriptions and targeted audiences identified (20 pts.)
Earned (out of 150)				

RUBRIC for RUBRICS

	Criteria	1 Below	2 Approaching	3 Meeting
D E S I G N	Selection & Clarity of Criteria (rows)	Criteria being assessed are unclear, have significant overlap, or are not derived from appropriate standards for product/task and subject area	Criteria being assessed can be identified, but not all are clearly differentiated or derived from appropriate standards for product/task and subject area	All criteria are clear, distinct, and derived from appropriate standards for product/task and subject area
	Distinction between Levels (columns)	Little or no distinction can be made between levels of achievement	Some distinction between levels is clear, but may be too narrow or too big of a jump	Each level is distinct and progresses in a clear and logical order
	Quality of Writing	Writing is not understandable to all users of rubric, including students; it has vague and unclear language which makes it difficult for different users to agree on a score	Writing is mostly understandable to all users of rubric, including students; some language may cause confusion among different users	Writing is understandable to all users of rubric, including students; it has clear, specific language that helps different users reliably agree on a score
U S E	Involvement of Students in Rubric Development *	Students are not involved in development of rubric	Students discuss the wording and design of the rubric and offer feedback/input	Teachers and students jointly construct rubric, using exemplars of the product or task
	Use of Rubric to Communicate Expectations & Guide Students	Rubric is not shared with students	Rubric is shared with students when the product/task is completed, and used only for evaluation of student work	Rubric serves as a primary reference point from the beginning of work on the product/task, for discussion and guidance as well as evaluation of student work

*Considered optional by some educators and a critical component by others
 Rubric adapted from Dr. Bonnie B. Mullinix, Monmouth University, NJ

Start Small

- Give a choice of essay questions
- Let students choose 12 out of 15 multiple choice questions
- Demonstrate a skill, but choose any topic
- Group or individual project?
- Start with one assignment



Resources

- Thomas J. Tobin, & Kirsten T. Behling. (2018). *Reach Everyone, Teach Everyone : Universal Design for Learning in Higher Education: Vol. First edition.* West Virginia University Press. (Chapter 7)
 - [CUW Link](#) | [CUAA Link](#)
- [UDL and Assessments from CAST](#)
- [Universal Design in Assessments](#) Cindy Poore-Pariseau, Bristol Community College
- [PBL Works a Rubric for Rubrics](#)
- Burgstahler, S. (2013). [Universal design in higher education: Promising practices.](#) *DO-IT, University of Washington.*

