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Analyzing the Impact of Alternative Assessments and Growth Mindset

Alternate assessment techniques such as mastery grading, specifications grading, and standards-based grading are assessment techniques professors are implementing in order to support a growth mindset of learning. This proposal will support a multi-institutional collaboration that studies the impact of mastery grading assessment techniques on the growth mindset of students in a variety of mathematics classes. By analyzing pre- and post-surveys with questions adapted from Dweck's Mindset survey, we will explore whether there is a difference in the growth mindset between various cross-sections of student populations between classes (mastery and non-mastery, specific courses, universities, etc.) and whether the growth mindset of students changed by the end of the semester. This research will explore whether there is a difference in students' mindset of learning mathematics between various cross-sections of student populations between classes (mastery and non-mastery, specific courses, universities, etc.) and whether the growth mindset of students changed by the end of the semester.