

Abstract Submitted
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Implementing Competency-Based Grading Improves The Performance of First Generation Students In Introductory Physics¹ CHRISTOPHER FISCHER, SARAH RUSH, MATT RICHARD, University of Kansas — We present a model for competency-based grading for introductory calculus-based physics courses that encourages students to obtain minimum levels of proficiency with all course content. By allowing students to continually improve their proficiency with course content throughout the semester, this formative grading system is designed to create a more flexible learning environment that better accommodates the varying schedules and needs of students. We show how the implementation of this grading system specifically improves the performance of first generation students, who often pose a retention risk in science and engineering degree programs.

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