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John J. Schiller* (schiller@temple.edu), Temple University, Department of Mathematics, 1805 N. Broad Street, Philadelphia, PA 19122-6094. *The Effect of Grading Quizzes on Subsequent Student Performance.*

Most instructors would agree that regular quizzes keep students apprised of their progress and provide ongoing feedback to the instructor regarding which topics are going over and which need more attention. Quizzes enable both students and instructor to alter their respective roles as needed. Also, there is probably general agreement that the instructor should include comments on quiz papers to help students understand their mistakes and to steer them toward a correct approach to a problem. Where there may not be a consensus is on the effect of grading quizzes. There is a body of research that says that grading quizzes negates the effect of comments, that students who receive both grades and comments do no better in subsequent tests than those who receive grades only, whereas students that receive comments only do better in subsequent tests. This skeptical instructor matched grading and comments with grading only in two differential equations classes in spring 07 and found no significant difference in student performance. This fall one class will be given quizzes with grades only; the other quizzes with grades and comments for the first half of the semester, and comments only for the second half. I hope to have an analysis of results complete by the joint meetings. (Received September 13, 2007)