

1116-A5-1963 **John D. Ross*** (rossjo@southwestern.edu), SU Box 7371, 1001 E. University Avenue,
Georgetown, TX 78626. *Incorporating emails and discussions into weekly assessments.*

A recent semester of Calculus 1 was taught using a variation of Specifications Grading. Students were given weekly quizzes to test their understanding of basic concepts or skills, and could earn one of four grades: Mastered (M), Email (E), Discussion (D), and Insufficient (I). Students who did not earn the grade of (M) on the quiz would be given another chance to show mastery of the skill, either by engaging with the instructor through email (E), having a discussion with the instructor (D), or by taking another quiz on the same skill (I). Under this system, students could display knowledge of the material in a variety of ways.

In this talk we'll discuss some advantages and disadvantages of this system, as well as some logistical issues regarding implementation. Special focus will be paid to our implementation and our results of using the two middle tiers (email and discussion) as tools to assess mastery beyond the quiz itself. (Received September 21, 2015)