

1116-A5-2221      **Edwin P Herman\*** (eherman@uwsp.edu). *Assessing Student Participation and Presentation of Material*. Preliminary report.

A good assessment tool should do more than merely measure the quality of student work: ideally, it should also encourage the student to perform better in the course. This is true whether the method is a traditional exam or something else, such as presentation of student work or participation in class discussion.

In Fall 2011 I developed a method to assess student presentation and participation, as part of the course grade for Complex Analysis. I wanted a method that rewarded students for engagement but also recognized the quality of the work involved as well as the student's level of mastery with the material. Some of my early ideas were too ambitious, requiring too much bookkeeping on my part. Ultimately, I developed a method that was easy for me to use but still allowed me to learn a surprising amount of information about the strengths and weaknesses of each of my students. I have since used the assessment method with other courses as well.

In my presentation I will explain how I developed the student presentation assessment model and how I have used it in various courses; for illustration I will also compare the participation/presentation grade data with grade data from more traditional assessment methods. Student feedback on the grading method will also be given. (Received September 22, 2015)