

1116-A5-731 **Kristopher J Williams*** (kristopher.williams@doane.edu), 1014 Boswell Ave, Doane College, Crete, NE 68333. *Assessing student understanding in an introduction to proofs course*. Preliminary report.

Assessing student understanding in an introduction to proofs course can be difficult. Students are struggling to understand the structure of proofs, to work with the abstraction of new mathematical structures, and to write so many sentences in a math class! In order to help better understand and measure my students' progress, I have implemented a system that blends specifications based grading, mastery based grading and metacognition. This system sets a high bar for student work, but gives students more choice and encourages deeper understanding of material. In this talk I will present how I adapted this type of assessment to a small, introduction to proofs course at a liberal arts college. I will discuss the motivations for adopting this method, the design changes that occurred to the course, and the effects it has had on the course. (Received September 11, 2015)