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**Kedar M Nepal\*** (nepal\_k@mercer.edu), 103 Aberdeen Cir, Cordele, GA 31015, and **Kailash C Ghimire, Ramjee Sharma and Manoj Thapa.** *How Do Undergraduate Mathematics Students Justify Their Self-assessments in Academic Assignments?* Preliminary report.

Research shows that students generally overestimate their performance on academic assignments. High achieving students, however, tend to underestimate their performance (Nepal, Ghimire, Sharma, & Thapa; 2017). This indicates that many students might not know what they know or do not know. This mixed method study investigates undergraduate mathematics students' justification of their self-assessments. Students from a broad range of mathematics courses at three universities in the southeast United States were asked to predict their expected grades on in-class assignments, and these predictions were compared with the grades assessed by their instructors. They were also asked to justify their self-assessments in writing if they did not give themselves full points. Their written justifications were then analyzed using qualitative techniques. Based on our analysis of the qualitative data, we observed four different student behaviors: 1) knowing about knowing, 2) not knowing about knowing, 3) knowing about not knowing, and 4) not knowing about not knowing. Results show that many high-achieving students demonstrate low confidence in their knowledge and performance, and many low-achieving students demonstrate high confidence, despite their poor performance in the assignments. (Received September 24, 2017)