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**Barbra S. Melendez\*** (ab7596@usma.edu), MADN-MATH, United States Military Academy, 646 Swift Road, West Point, NY 10996, and **Tasha Williams** (ar0417@usma.edu), MADN-MATH, United States Military Academy, 646 Swift Road, West Point, NY 10996. *Students Assessing Other Students: Competition is the Great Motivator to Learn*. Preliminary report.

This paper describes an assessment project conducted in an undergraduate calculus course. The basis of this project involves students engaged in competitive self assessment. The findings of this project, including faculty and student responses, are further detailed. Student competition is an effective device to engage students in the learning process. Placing students in the role of judge over other students' efforts brings a new dynamic into the classroom. This paper describes just such an experience, Mathematical Idol. Student-contestants are given a problem to analyze, solve and present. Student-judges must identify key concepts involved in the solution process and develop an assessment rubric. The judges use the rubric to assess how well the contestants performed the expected tasks, how well they communicated their understanding, and finally to award bonus points based on the demonstrated level of performance. To keep the contest "alive", the judges are assessed as to how well they judged the contestant work; the instructor determines the judges' grades. The results of this contest include: increased awareness of fundamentals present in complex problems, increased confidence in problem solving abilities, and increased competency in communication. (Received September 13, 2006)