

1096-B5-1388

**Nina Juliana White\*** ([whitenj@umich.edu](mailto:whitenj@umich.edu)). *Holistic, diagnostic grading rubric for student presentations in an IBL geometry course*. Preliminary report.

In an inquiry-based learning (IBL) geometry course for future teachers, I wanted to assess students on their in-class presentations in a diagnostic way; that is, I wanted to give students a grade as well as give them feedback on how to improve. Further, in order to encourage holistic improvement, I wanted to stay away from a “points” system of grading that implied, for example, that a student achieved “60% of a presentation.” To meet this goal I developed a checkmark grading rubric that assessed students’ success in several aspects of their presentations: Exposition, Clarity, Correctness, Justification, and Responsiveness to audience concerns. In this talk I’ll discuss

- the rubric,
- the nuts and bolts of using the rubric (including how I selected students to present, how I used the rubric in real time, how I got feedback to the students, how I augmented the feedback with in-class discussion, how I assigned final grades, etc.),
- and, most importantly, how student presentations evolved during the semester in reaction to the feedback.

(Received September 15, 2013)