We present and discuss an approach we have used in a mathematical modeling course in which in-class assessment through overlooking small group work, presentations, routine “board” work in which students offer up their ideas simultaneously for teacher and peer feedback. The culmination is in a final exam in which students are assigned “randomly” to teams of three, given their own classroom, and work on a common modeling scenario coupled with individual additional accountability question(s), and individual write-ups. Students show their stuff, always. Making it easy to assess and a good experience for students and faculty. We have used similar techniques in an “at risk” entry level course and we point out the richness possible with these approaches with such students. (Received August 12, 2013)