Good mathematics educators know that not all students learn the same way. Yet we typically apply the same assessment structure to all students.

Besides assessing content mastery, we usually also have certain skills or dispositions we would like the students to acquire. Yet the student who actually acquires that skill but not until near the end of the course may have a poor grade because of low scores on early assessments.

I have used a two-pronged approach in sophomore-level courses. As part of assessment in multivariable calculus I have used periodic learning reports in which students document their content mastery in whatever way they can. These reports also ask for evidence of preparation for and engagement in class and of contributions to others’ learning. Each report is evaluated using a rubric, and a final score assigned based on overall semester accomplishments but also whether the trend is upward or downward.

In linear algebra each student earns part of the final grade by negotiating a personal learning plan with me. That plan is designed to address the areas in which that student is weakest.

I will discuss my experiences and the advantages and disadvantages I have encountered. (Received September 17, 2013)