Pre-Med, Engineering and Business majors are required to take some form of calculus sequence. Many of them do not understand why that requirement exists, and some students are openly hostile about it. Instructors in a second course expecting mastery of Calculus I without spending any time revisiting the topics only heighten student anxiety and frustration. There is a gap between instructor and student expectations over what a Calculus I prerequisite means. An effect of this gap can be intensification of student hostility toward instructors, especially when they are assessed using only traditional homework and exams over what are perceived as complicated and irrelevant symbolic and computational procedures. Many problems in courses with Calculus I prerequisites can be addressed by diversifying assessment procedures. Low-stakes assessments like guided reading and applet play, multiple-attempt homework mastery (including relevant review) and classwork debriefing set the stage and provide confidence for improved performance on higher-stakes exams and projects. Homework involving writing without symbols moves students beyond unmotivated memorization of too many procedures towards memorization of basic formulas and concepts that make sense in the context of an entire course. (Received September 01, 2013)