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Sarah K. Bleiler* (sarah.bleiler@mtsu.edu), MTSU Box 34, Murfreesboro, TN 37132, and **Justin D. Boyle, Yi-Yin Ko** and **Sean P. Yee**. *Communal Assessment of Proof: Undergraduates' Development of Proof-Writing Criteria*. Preliminary report.

Undergraduate students often view writing mathematical proofs as a specific procedure that is replicable, and believe that the mathematics instructor is the one who holds the authority to judge the validity of their mathematical arguments as final product. In the mathematics community of practice more generally, mathematicians negotiate the validity of presented arguments. Our perspective is that students should engage in mathematical proof as a negotiating and sense making process, which more closely aligns with the practice of mathematicians. To support students' active involvement in proving, we designed and implemented an instructional sequence wherein students constructed arguments, validated one another's arguments, and composed a list of proof-writing criteria based on their validations. These criteria served as a framework for undergraduates to revise and resubmit their original arguments. In this way, what "counts" as mathematical proof was determined by the classroom community as a whole, rather than solely by the instructor. We discuss the results of this instructional sequence, implemented in two content courses and two methods courses at four different institutions, and provide implications for supporting students as they actively consider what counts as 'proof.' (Received September 06, 2013)