

1096-L1-2538 **Milos Savic*** (savic@ou.edu) and **Gulden Karakok** (gulden.karakok@unco.edu). *How can we (or should we) assess undergraduate students' creativity?* Preliminary report.

As our assessment tools mostly focus on accuracy and procedural fluency, emphasis on problem-solving skills and inquiry-based approaches require different evaluation methods. To capitalize on students' natural curiosity and enthusiasm might require explicitly valuing their own creative processes in solving problems. In this presentation, we will discuss various definitions of creativity that expert mathematicians expect students to demonstrate in proof writing and problem solving. We will also share one possible rubric, modified by the mathematicians interviewed, to evaluate students' creativity in such processes. (Received September 17, 2013)