

1125-VR-2574 **Austin Mohr*** (amohr@nebrwesleyan.edu). *Using Points-Free Grading to Promote Perseverance in Calculus.*

In a points-free grading scheme, one sets criteria for acceptable and unacceptable work as opposed to issuing a numerical score. Notably, the concept of "partial credit" does not exist in a points-free course. By setting a clear, discrete level at which credit is obtained, students are required to persevere through challenging work in instances where they might have otherwise accepted partial credit. The safety net of partial credit is replaced with the opportunity for revision of unacceptable work, allowing students to respond to instructor feedback where it is most useful. I will discuss the framework I used for my first points-free course (Vector Calculus), offer reflections on its effectiveness, and share student perspectives. (Received September 20, 2016)