

1116-A5-2040 **Girija Sarada Nair-Hart*** (nairhaga@uc.edu), 4200, Clermont College Drive, Batavia, OH
45103. *Aftermath – after traditional math tests.*

Students' pre-existing concept images inhibit proper understanding of mathematics concepts (Piaget, 1971; Tall, 1982; Nair-Hart, 2010). Similarly, erroneous translation between verbal and written mathematics also interferes with the proper conveyance of mathematical truth. Working one-on-one with students helped me realize how the disparity between a spoken answer and a written answer interferes with the communication of knowledge during traditional paper- and-pencil tests. The incorrect answer written on an exam jeopardizes student test score which traditionally serves as evidence of their knowledge of the test material. This could compromise the student's confidence and interest in learning mathematics. I found that the inclusion of an oral component along with written tests can facilitate dialogue between a student and the instructor giving students a chance to explain why a perfectly verbalized answer was written in an incorrect format. During the presentation I will share how an oral exam component incorporated with traditional testing could bridge the barrier between spoken and written mathematics. I will also discuss the potential dilemmas posed by the inclusion of such a non-traditional testing component in a majorly test-driven academic world. (Received September 22, 2015)