

1135-J5-2664 **Draga Vidakovic*** (dvidakovic@gsu.edu), 25 Park Place, Office: 1434, Atlanta, GA
30303-3083, and **Darryl Chamberlain, Aubrey Kemp** and **Valerie Miller**. *Improving
undergraduate students' proof capabilities*. Preliminary report.

In an effort to improve students mathematical literacy and ability to read, understand, and write proofs, our department is implementing a particular assessment throughout the semester in the Bridge to Higher Mathematics course. In developing assessment items, mathematics faculty use a framework proposed by Mejia-Ramos, Fuller, Weber, Rhoads, & Samkoff (2012). The students' written work on these assessment items is analyzed by multiple faculty and graduate students. The results of this analysis are discussed and used in revising a particular assessment item as well as in developing the new ones. In this presentation, we focus on a subgroup of students' performances on these assessments. Our particular interest is in identifying students' 'developmental proof trajectories' over the period of at least one semester. (Received September 26, 2017)