Jonas D’Andrea* (jdandrea@westminstercollege.edu). Who gets an A? Preliminary report. Active learning relies heavily on inquiry while hopefully promoting curiosity and risk-taking. Do our assessment and grading practices support these goals? I will present on my experiences with mastery grading in linear algebra, discrete mathematics, and statistics. I have been using specifications standards-based grading for over two years, and will describe practical strategies for implementing successful mastery grading into your course. Student ownership of and agency in their own learning is critical for any inquiry-based learning course. Promoting student buy-in and managing student perceptions of their learning still require attention and time. However the nature of the conversations I now have with students surrounding buy-in are easier and more natural with assessment practices and grading that align to support their curiosity and risk-taking in the face of their anxiety of ”not understanding.” Further, we discuss what constitutes success, and ultimately how we can provide evidence of student understanding in ways that are meaningful to the students themselves. (Received September 18, 2019)