Research shows that students make common and persistent errors in Algebra and Calculus courses. We designed a research to examine whether there is an association between such errors and students’ non-attendance to the mathematical meanings of the symbols. We gave a carefully written Precalculus and a Calculus test to students in four different undergraduate courses for which these courses were a prerequisite. We were interested in examining why students perceive incorrect mathematical statements, logics, justifications, or answers as correct and vice-versa. Therefore, the tests included only True or False questions; however, if students’ selected a given statement, process or solution as False, they were required to justify why it was not True, and vice-versa. The preliminary results suggest that many of the student errors are the direct consequence of their non-attendance to the mathematical meanings of the symbols. We will provide examples describing how common errors originated as a result of this student behavior. (Received September 15, 2019)