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Some researchers suggest assessment should not only evaluate learning and instruction, but should also be a learning experience. The authors propose an assessment tool that evaluates instructional progress and helps students learn the material. The senior author has, for years, included "pair-quizzes" (cooperative pop quizzes, taken by a pair of students working together for the same grade) as an integral part of his courses. Students pair off with a new partner, approximately every other class, to take a "pair-quiz" over important course material. The "pair-quizzes" are graded, and count for about 3% of each student's course grade. These quizzes have two primary purposes. The first is to help the instructor monitor student progress. Students who do poorly on a pair quiz are encouraged to see the instructor or attend tutoring sessions. If many student-pairs do poorly the content of the "pair-quiz" is re-taught to the entire class. The second goal is to provide an environment where students can teach each other. In these situations both the tutor and the tutee benefit. This paper describes pair-quizzes and their effectiveness in three different mathematics courses: Calculus II, Introductory Statistics, and Mathematics for Elementary Teachers. (Received August 04, 2008)