

1056-Z1-1502

Cheryl Beaver (beaverc@wou.edu), Mathematics Department, 345 N. Monmouth Ave., Monmouth, OR 97361, and **Scott Beaver*** (beavers@wou.edu), Mathematics Department, 345 N. Monmouth Ave., Monmouth, OR 97361. *Does Peer Assessment Help Improve Mathematical Writing for Pre-Service Elementary and Middle School Teachers?*

On a study conducted in a core Foundations of Mathematics course sequence for elementary teachers, we use hypothesis testing to investigate the thesis that peer-grading helps future elementary teachers improve their own attitude toward their own mathematics writing skills. Study participants were asked to provide Likert-type scale responses to a sequence of questions regarding their perceptions of their ability to write mathematics and to assess written mathematics, before and after the course sequence. Students in the grading group were asked to perform a sequence of scored peer-grading exercises during the course sequence, while those in the control group were not. The methodology and results of the study are presented, along with students' open comments. (Received September 22, 2009)