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Michael A. Posner* (michael.posner@villanova.edu). *Engaging High School Math Students and Teachers Through a Proficiency-based Assessment and Reassessment of Learning Outcomes (PARLO) System*. Preliminary report.

The PARLO system (also referred to as standards-based grading, competency-based grading, or mastery learning) allows students who do not attain proficiency on a given learning outcome subsequent opportunities to learn the material and be reassessed. Previous studies at the K-16 levels have shown positive outcomes from using such a system.

The PARLO Study is an NSF-funded grant to conduct a randomized controlled trial of thirty-six secondary schools in Greater Philadelphia over four years. The main research questions are 1) does teachers' use of PARLO lead to increases in students' mathematics achievement, engagement, and attitudes? and 2) does PARLO foster changes in teacher's conceptions of learning. Results thus far show that the system has proven to be transformative to many teachers and students. Student attitudinal surveys and outcomes on tests are currently being reviewed and results will be presented at the meetings.

This potentially transformative method of assessment can lead to increased student learning, engagement and achievement. It also helps teachers understand that students can achieve when given the opportunity to do so. (Received September 23, 2012)