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Rebecca Anne Dibbs* (rebecca.dibbs@tamuc.edu). *Attribution, participation, and formative assessment in introductory calculus: A growth model*. Preliminary report.

Prior formative assessment research has shown positive achievement gains when classes using formative assessment are compared to classes that do not. Prior research suggested that students that participated regularly in formative assessment had significantly greater achievement than those that did not. Furthermore, there were qualitative differences in patterns of positive learning behavior and beliefs about learning, attribution, between students completing formative assessment regularly from their classmates. However, prior studies have not had baseline attribution data available, so it was unclear what how attribution beliefs influenced student learning. The purpose of this study was to investigate influence of attribution on the achievement of the students in two introductory calculus using growth models. (Received September 07, 2014)