Charles Bergeron* (chbergeron@gmail.com), Albany College of Pharmacy and Health Sc., 106 New Scotland Ave, Albany, NY 12208. Standards-based grading: An evaluation system that fosters meaningful knowledge acquisition and skills development. Preliminary report.

Students are habituated to a grading system where each score is associated with a specific summative assessment, and a weighted average determines the final grade. In this talk, I present a very different scheme called Standards-Based Grading (SBG) that I have used for 3 years in my Differential Equations course. In my gradebook, each column is a standard. For example, solve a first-order separable or linear DE is a standard. Throughout the semester, frequent quizzes assess student abilities. The most recent assessment of a standard determines the student’s score for that standard. This means that scores go up and down, and most quiz questions end up being formative. Additionally, there is a clearly-defined mechanism by which students may proactively remediate a standard. Under SBG, there is no value in cramming a standard the night before a quiz, because that standard could be quizzed again the following week. This system encourages meaningful learning and long-term retention of knowledge and skills, and rewards the grit that’s required to succeed in a rigorous mathematics course. By the end of the semester, students are confident in their abilities, and walk into the final exam saying Bring it on, Dr. Bergeron. (Received September 20, 2016)