

1116-J5-2862      **Carol G. Gee\*** ([carolg@stedwards.edu](mailto:carolg@stedwards.edu)). *Specifications Grading in an IBL Proofs Class: Managing Student Expectations*. Preliminary report.

Grades in an inquiry-based introduction to proof writing course are often based on the number of proof credits students earn across a semester. Quantifying the expected performance in such a course, where students typically progress slowly at first and hit their stride at different stages, can be a challenge for instructor and student alike – especially so in the pilot offering of a course! We will discuss how specifications grading helped communicate expectations to students in the syllabus, how literacy exams and progress appointments provided individualized feedback at critical points during the semester, and how these practices impacted student perception and performance. (Received September 22, 2015)