

1145-H1-2115 **Larissa B. Schroeder*** (schroeder@hartford.edu), 200 Bloomfield Ave, West Hartford, CT 06117. *Writing Prompts as Formative Assessment in Calculus II*. Preliminary report.

One learning goal in Calculus II is for students to improve their ability to communicate mathematically. To achieve this goal, oral and written communication are emphasized throughout the course. In particular, writing assignments are used as a means of formative assessment. During the first half of the semester, students complete 6 writing assignments where they compose a formal written solution to a problem or series of related problems focused on an aspect of Calculus II that is typically confusing or difficult. Students receive written feedback from the instructor addressing writing style as well as their mathematical understanding. In this talk, I will provide examples of the writing prompts, the writing rubric developed for these assignments, and take a more in depth look at case studies of students' writing. Finally, I will discuss the results of pre- and post- survey of students' perceptions of their confidence in their oral and written mathematical communication using items adapted from the Student Assessment of Learning Gains (SALG) instrument. (Received September 24, 2018)