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Alternate Scoring Practices in Collegiate Mathematics Courses. Preliminary report.

Scoring practices have been shown to affect the goal orientations of students in mathematics classrooms. This qualitative case study explored the use of alternative scoring practices in undergraduate mathematics. We focused on two alternative scoring practices: circle scoring in an upper-level Modern Geometry course, and bullseye scoring in an entry-level College Algebra course. For each course, we interviewed the course instructor, a developer of the scoring practice, and students about their experiences with the alternative scoring practices. In addition to interviews, we observed each class for a period of four weeks. We analyzed the transcriptions of each interview to explore emergent themes within and across the two cases. The results of this analysis offer several key themes based on students' experiences, including: the emphasis on non-numerical scores de-emphasizing the punitive role of grades, feedback being an essential component for students to be able to improve their score, revisions as a motivator and being "stuck in a grade book" as a de-motivator. From the instructors' perspective, we argue that the use of alternative scoring practices benefited the instructors by removing point values as the focus of grades. (Received September 17, 2019)