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In recent years assessment has been at the forefront of discussions among many educators in our area. These discussions have influenced assessment in our university classrooms. In searching for multiple ways to evaluate our students' mathematical progress, we assigned projects to several of our classes and conducted group interviews of the students to ascertain their mathematical understanding. These projects and interviews have proven to be very enlightening. They allowed us to identify errors (some that would not have been evident in a unit test situation) in some of the students' mathematical understanding and to attempt to correct the misunderstandings. We gained valuable insight into how our students' think and how they interpret our classroom lectures. These insights have helped us improve our instruction. Thus, we believe the projects and the interviews in these classes greatly benefited the students and the instructors. We propose that university teachers should seriously consider using multiple assessment methods such as written reports and student interviews when evaluating student performance. (Received September 12, 2005)