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In this case study, two instructors (a mathematician and a mathematics educator) worked together to collaboratively teach a geometry course for prospective secondary level mathematics teachers. Data collected in the form of classroom observation field notes and transcripts from audio-recorded planning sessions indicated that the two instructors held different perspectives on the purposes and procedures of assessment. In this session, several of the key differences related to assessment that arose between the instructors will be discussed. The instructors agreed to use a proof scoring rubric (adapted from <http://www.exemplars.com/resources/rubrics/nctm.html>) as a way to maintain consistency in grading as well as to model assessment strategies for prospective secondary mathematics teachers. Examples of how students' proofs were assessed using the rubric will be provided, and a strategy for helping students to think critically about their own responses will be discussed. (Received September 21, 2010)