1067-G1-1579 **Xuan Hien Nguyen*** (xhnguyen@math.ksu.edu) and **Andrew Bennett**. *On peer grading to improve proof writing.*

The process of writing a proof is two-fold: first the proof has to be correct, then edited for clarity. In a geometry course for mathematics and secondary education majors, we use a modified Moore method to handle the first step. To help students write clearer proofs, we ask them to grade their own midterm, as well as the exams of two classmates. The assignment requires students to assess the correctness of a proof, recognize possible confusion, and remove unnecessary steps. Students are graded not only on their presentations and exams, but also on their grading. With data collected over multiple semesters, we discuss how helping students become better editors improves their proof writing skills. (Received September 21, 2010)