1125-P5-2742   **Charles Bergeron*** (`chbergeron@gmail.com`), Albany College of Pharmacy and Health Sc., 106 New Scotland Ave, Albany, NY 12208. *Standards-based grading: An evaluation system that fosters meaningful knowledge acquisition and skills development.* Preliminary report.

Students are habituated to a grading system where each score is associated with a specific summative assessment, and a weighted average determines the final grade. In this talk, I present a very different scheme called Standards-Based Grading (SBG) that I have used for 3 years in my Differential Equations course. In my gradebook, each column is a standard. For example, *solve a first-order separable or linear DE* is a standard. Throughout the semester, frequent quizzes assess student abilities. The most recent assessment of a standard determines the student's score for that standard. This means that scores go up and down, and most quiz questions end up being formative. Additionally, there is a clearly-defined mechanism by which students may proactively remediate a standard. Under SBG, there is no value in cramming a standard the night before a quiz, because that standard could be quizzed again the following week. This system encourages meaningful learning and long-term retention of knowledge and skills, and rewards the grit that's required to succeed in a rigorous mathematics course. By the end of the semester, students are confident in their abilities, and walk into the final exam saying *Bring it on, Dr. Bergeron.* (Received September 20, 2016)