1116-P1-1619 **Houssein El Turkey*** (helturkey@newhaven.edu), **Gail Tang**, **Milos Savic**, **Gulden Karakok**, **Emilie Naccarato** and **David Plaxco**. *Addressing Creativity in an Introductory Proof Course.*

To help students overcome some of the difficulties in learning how to construct proofs, we implemented a formative assessment instrument called the Creativity-in-Progress Rubric (CPR) on Proving. This formative assessment tool was created to foster students' mathematical creativity as well as to enhance their proving skills. The CPR has two main categories with subcategories: Making Connections (Between Definitions/Theorems, Between Representations, Between Examples) and Taking Risks (Tools/Tricks, Flexibility, Perseverance, Posing Questions, Evaluation of the Proof Attempt). In this presentation, we will share the design of an inquiry-based learning (IBL) introductory proofs course, describe the CPR, and explain the ways the CPR was implemented in class. We will also report on results from a qualitative study conducted with students who took the IBL course. The interviews focused on their perspectives of the CPR and how they used it on their proving. Preliminary analysis shows that student use of the CPR aided them when they were "stuck" on a proof, and that the CPR was useful in helping them make connections in order to prove a theorem. (Received September 20, 2015)