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Jackie Vogel* (vogelj@apsu.edu), Mathematics Box 4226, Clarksville, TN 37044, and **Judith H. Hector** (jhector@utk.edu), 500 S. Davy Crockett Pkwy., Morristown, TN 37813. *Assessing Students' Mathematical Thinking with Open-Ended Questions*.

Part II: Lester and Charles define a problem as a situation that causes disequilibrium and perplexity. Good open-ended items can assess problem solving. In this workshop, participants will examine a test comprised of open-ended NAEP items, devise an answer key with possible wrong answers and point deductions for grading the test and grade actual student work. Discussion will follow on different scoring methodologies. This exercise can be used with preservice and inservice teachers, but all instructors benefit from planning assessment that gives evidence that can be interpreted and used to improve instruction. (Received August 29, 2007)