

At the University of Michigan, we have been exploring students' understanding of concepts by asking questions on final exams that involve explanations to "a friend in high school" or similar scenarios. The answers to these questions (on uniform exams) have been compared across sections, sometimes across courses (i.e., honors vs. regular, Calculus I vs. Calculus II). In this talk we will look at some of the rubrics for evaluating these questions, some typical answers, and what we hope to gain from this type of evaluation.