

## ABSTRACT

This study attempts to determine whether Mastery Learning (with differentiated reassessment) and Mastery Teaching (within a standards-based curriculum) had a 1) metacognitive and/or motivational effect on how students perceive their learning and 2) whether or not Mastery Teaching had an impact on their mastery of the material when compared to students assessed in more traditional classrooms that did not offer reassessment. Using a standard district American History exam given pre- and post-semester and two student learning and motivation surveys (SMQII and PRO-SDLS), the results showed that being taught in a social studies classroom that utilizes differentiated reassessment and Standards-Based Grading (SBG) does not have a statistically significant metacognitive effect but does have a motivational effect (in particular *grade* motivation) on non-honors students ( $U = 1,318$ ,  $p = .026$ ). Additionally, it was found that students in a SBG classroom produced higher gains on the American History assessment than non-SBG students ( $t = 1.679$ ,  $p = .121$ ). Potential interpretations and implications are discussed.