Fifty Classroom Assessment Techniques are presented in this book with examples of how they have been used, pros, cons, time commitment, and ideas for adaptation. The OSL has this book - faculty and teaching assistants can borrow it.

This handout was adapted from http://www.ncicdp.org/documents/Assessment%20Strategies.pdf on August 15, 2016.

**Minute Paper**

Description:
No other technique has been used more often or by more college teachers than the Minute Paper. This technique -- also known as the One-Minute Paper and the Half-Sheet Response -- provides a quick and extremely simple way to collect written feedback on student learning. To use the Minute Paper, an instructor stops class two or three minutes early and asks students to respond briefly to some variation on the following two questions: "What was the most important thing you learned during this class?" and "What important question remains unanswered?" Students they write their responses on index cards or half-sheets of scrap paper and hand them in.

Step-by-Step Procedure:
Decide first what you want to focus on and, as a consequence, when to administer the Minute Paper. If you want to focus on students' understanding of a lecture, the last few minutes of class may be the best time. If your focus is on a prior homework assignment, however, the first few minutes may be more appropriate.

1. Using the two basic questions from the "Description" above as starting points, write Minute Paper prompts that fit your course and students. Try out your Minute Paper on a colleague or teaching assistant before using it in class.
2. Plan to set aside five to ten minutes of your next class to use the technique, as well as time later to discuss the results.
3. Before class, write one or, at the most, two Minute Paper questions on the chalkboard or prepare an overhead transparency.
4. At a convenient time, hand out index cards or half-sheets of scrap paper.
5. Unless there is a very good reason to know who wrote what, direct students to leave their names off the papers or cards.
6. Let the students know how much time they will have (two to five minutes per question is usually enough), what kinds of answers you want (words, phrases, or short sentences), and when they can expect your feedback.
Muddiest Point

Description:
The Muddiest Point is just about the simplest technique one can use. It is also remarkable efficient, since it provides a high information return for a very low investment of time and energy. The technique consists of asking students to jot down a quick response to one question: "What was the muddiest point in ........?" The focus of the Muddiest Point assessment might be a lecture, a discussion, a homework assignment, a play, or a film.

Step-by-Step Procedure:
1. Determine what you want feedback on: the entire class session or one self-contained segment? A lecture, a discussion, a presentation?
2. If you are using the technique in class, reserve a few minutes at the end of the class session. Leave enough time to ask the question, to allow students to respond, and to collect their responses by the usual ending time.
3. Let students know beforehand how much time they will have to respond and what use you will make of their responses.
4. Pass out slips of paper or index cards for students to write on.
5. Collect the responses as or before students leave. Stationing yourself at the door and collecting "muddy points" as students file out is one way; leaving a "muddy point" collection box by the exit is another.
6. Respond to the students' feedback during the next class meeting or as soon as possible afterward.

One-Sentence Summary

Description:
This simple technique challenges students to answer the questions "Who does what to whom, when, where, how, and why?" (represented by the letters WDWWWHHW) about a given topic, and then to synthesize those answers into a simple informative, grammatical, and long summary sentence.

Step-by-Step Procedure:
1. Select an important topic or work that your students have recently studied in your course and that you expect them to learn to summarize.
2. Working as quickly as you can, answer the questions "Who Did/Does What to Whom, When, Where, How and Why?" in relation to that topic. Note how long this first step takes you.
3. Next, turn your answers into a grammatical sentence that follows WDWWWWHS pattern. Not how long this second step takes.
4. Allow your students up to twice as much time as it took you to carry out the task and give them clear direction on the One-Sentence Summary technique before you announce the topic to be summarized.
Group Work Evaluations

Description:
Simple questionnaires used to collect feedback on students’ reactions to group work. Group Work Evaluations can help students and teachers see what is going well and what is not going well.

Step-by-Step Procedure:
1. Compose four or five questions regarding group work (see below).
2. Before handing out the forms, explain the purpose of the assessment and the process to students. If you want to analyze responses by group, make sure that students indicate the groups they belong to without giving away their individual identities.
3. Tally the responses and summarized between groups and for the entire class.
4. Have groups suggest solutions to the concerns raised through the assessment.

1. Overall, how effective did your group work together on this assignment? (Check the appropriate response)
   Poorly   Adequately   Well   Extremely well

2. How many of the five? group members participated actively most of the time? (Check the appropriate response)
   0  1  2  3  4  5

3. How many of you were fully prepared for the group-work most of the time? (Check the appropriate response)
   0  1  2  3  4  5

4. Give one specific example of something you learned from the group that you probably wouldn’t have learned working alone.

5. Give one specific example of something the other group members learned from you that they probably wouldn’t have learned otherwise.

6. Give one specific change that the group could make to improve its performance.