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| **Kind of Assessment** | **Name** | **How It is Done** | **How to Use** | **Time Needs** |
| Course Knowledge and Skills | One-Minute Paper\* | During last few minutes of class period, ask students to use a half-sheet of paper and write "Most important thing I learned today and what I understood least." | Review before next class meeting and use to clarify, correct, or elaborate. | Low |
| Muddiest Point\* | Similar to One-Minute Paper but only ask students to describe what they didn't understand and what they think might help. | Same as One-Minute Paper. If many had the same problem, try another approach. | Low |
| Chain Notes\* | Pass around a large envelope with a question about the class content. Each student writes a short answer, puts it in the envelope, and passes it on. | Sort answers by type of answer. At next class meeting, use to discuss ways of understanding. | Low |
| Application Article | During last 15 minutes of class, ask students to write a short news article about how a major point applies to a real-world situation. An alternative is to have students write a short article about how the point applies to their major. | Sort articles and pick several to read at next class, illustrating range of applications, depth of understanding, and creativity. | Medium |
| Student-generated test questions\* | Divide the class into groups and assign each group a topic on which they are each to write a question and answer for the next test. Each student should be assured of getting at least one question right on the test. | Use as many of the questions as possible, combining those that are similar. | Medium |
| Attitudes, Values, and Self-Awareness | Journals | Ask students to keep journals that detail their thoughts about the class. May ask them to be specific, recording only attitudes, values, or self-awareness. | Have students turn in the journals several times during the semester so you can chart changes and development. | Medium |
| Reactions to Instruction Methods | Exam Evaluations\* | Select a test that you use regularly and add a few questions at the end which ask students to evaluate how well the test measures their knowledge or skills. | Make changes to the test that are reasonable. Track student responses over time. | Medium |
| Student Rep Group | Ask students to volunteer to meet as a small group with you on a regular basis to discuss how the course is progressing, what they are learning, and suggestions for improving the course. | Some issues will be for your information, some to be addressed in class. | High |
| Suggestion Box | Put a box near the classroom door and ask students to leave notes about any class issue. | Review and respond at the next class session. | Low to Medium |
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\*Some material in this report is adapted from

Angelo, Thomas A. and K. Patricia Cross, 1993, *Classroom Assessment Techniques: A Handbook for College Teachers*, Second Edition, San Francisco: Jossey-Bass Publishers.