SUGGESTED CLASSROOM ASSESSMENT TECHNIQUES

MINUTE PAPER
Estimate Levels of Time and Energy Required for:
  Faculty to prepare to use this CAT  LOW
  Students to respond to the assessment  LOW
  Faculty to analyze the data collected  LOW

Step by Step Procedure
1. 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 the best time. If your focus is on a prior homework assignment, however, the first few minutes may be more appropriate.

2. 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.

3. 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.

4. Before class, write one or, at the most, two Minute Paper questions on the chalkboard or prepare an overhead transparency.

5. At a convenient time, hand out index cards or half-sheets of scrap paper.

6. Unless there is very good reason to know who wrote what, direct students to leave their names off the papers or cards.

7. 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.

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**MUDDIEST POINT**

Estimate Levels of Time and Energy Required for:
- Faculty to prepare to use this CAT: LOW
- Students to respond to the assessment: LOW
- Faculty to analyze the data collected: LOW

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 points” collection box by the exit is another.

6. Respond to students’ feedback during the next class meeting or as soon as possible afterward.

**ONE SENTENCE SUMMARY**

Estimate Levels of Time and Energy Required for:
- Faculty to prepare to use this CAT: LOW
- Students to respond to the assessment: MEDIUM
- Faculty to analyze the data collected: MEDIUM

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.

3. Next, turn your answers into a grammatical sentence that follows WDWWWWWHW pattern. Note how long this second step takes you.

4. Allow your students up to twice as much time as it took you to carry out the task and give them clear directions on the One-Sentence Summary technique before you announce the topic to be summarized.

DIRECT PARAPHRASING

Estimate Levels of Time and Energy Required for:

- Faculty to prepare to use this CAT: LOW
- Students to respond to the assessment: MEDIUM
- Faculty to analyze the data collected: MEDIUM

Step by Step Procedure

1. Select an important theory, concept, or argument that students have studied in some depth. This should be a topic with some implications outside the classroom.

2. Determine who would be a realistic yet challenging audience for a paraphrase of this topic, what the purpose of such a paraphrase should be, and how long - in number of written words or amount of speaking time - the Directed Paraphrase should be. If your students are well prepared in the material and/or experienced in the field, direct them to paraphrase the same topic for two very different audiences.

3. Try responding to the Directed Paraphrase yourself, to see how realistic the assignment is. Can you write an effective paraphrase within the limits given?

4. Direct the students to prepare a paraphrase of the chosen topic. Tell them who the intended audience is, what the purpose is, and what the limits are on speaking time or on number of words or sentences. Let students know how much time they will have to respond to the assessment. (Unless you plan to review video- or audiotapes, have the students write out their Directed Paraphrases, even though in real life many of them would be spoken)
APPLICATION CARDS
Estimate Levels of Time and Energy Required for:
   Faculty to prepare to use this CAT                LOW
   Students to respond to the assessment            LOW TO MEDIUM
   Faculty to analyze the data collected            LOW TO MEDIUM

Step by Step Procedure
1. Identify an important - and clearly applicable - principle, theory,
   generalization, or procedure that your students are studying or have
   just studied.

2. Decide how many applications you will ask for and how much time you
   will allow for the assessment. One is often enough, and we suggest
   asking for no more than three applications. Three to five minutes is
   usually enough time. Before class starts, figure out exactly how you
   will word the assessment prompt.

3. Announce what you are going to do; then hand out small index cards
   or slips of paper. Remind students that the point is to come up with
   their own “fresh” applications, not to repeat applications they have
   heard in class or read in the text.

4. Collect the Application cards and let students know when they will get
   feedback.