

Classroom Assessment Techniques

Brief Classroom Assessment Techniques

The Minute Paper: Ask students to respond to two questions:

- What was the most important thing you learned today?
- What questions remain uppermost in your mind as we conclude this class session?

The Muddiest Point: At the end of a lecture or class session, students are asked to write brief answers to the following question:

- What was the muddiest point in my lecture today?

The One-Sentence Summary: Ask students to respond to the following prompt:

- Who did what to/for whom, when, where, how, and why?

Directed Paraphrasing: Ask students to paraphrase a concept or procedure in two or three sentences.

Application Cards: After students have heard or read about an important principle, generalization, theory or procedure, the instructor hands out an index card and asks them to write down at least one possible, real-world application for that they have just learned.

Additional Classroom Assessment Techniques (medium to high levels of time/energy)

Annotated Portfolios: This assessment provides the instructor with a limited sample of students' creative work, along with the students' explanation of that work in relation to the course content or goals.

Word Journals: The Word Journals prompts a two-part response. First, the student summarizes a short text in a single word. Second, the student writes a paragraph or two explaining why he or she chose that particular word to summarize the text .

Paper or Project Prospectus: The Paper Prospectus prompts students to think through elements of the assignment, such as the topic, purpose, intended audience, major questions to be answered, basic organization, and time and resources required. The Project Prospectus, on the other hand, may focus on tasks to be accomplished, skills to be improved, and products to be developed.

Double-Entry Journals: Students begin Double-Entry Journals by noting the ideas, assertions, and arguments in their assigned course readings that they find most meaningful and/or most controversial. The second entry in the Double-Entry Journal explains the personal significance of the passage selected and responds to that passage.

Everyday Ethical Dilemmas: Students are presented with an abbreviated case study that poses an ethical problem related to the discipline or profession they are studying. Students respond briefly to these cases, and faculty analyze the responses in order to understand the students' values.

Productive Study-Time Logs: This technique helps students discover how much they study for a particular course, how well they spend their study time, and at what times studying reaps the greatest returns. Once they have this information, students can make better decisions about when, where, and how to use their study time.

Angelo, T. A. & Cross, K. P. (1993). *Classroom Assessment Techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.