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| **Assessment Method** | **Description** | **How To Use** |
| **Ticket-Out-The-Door** | During last few minutes of class, students write response to a question or two about class concepts. Hand in as exit class. | Review/read all before next class and use to clarify, correct or elaborate more for students. |
| **One Minute Paper**  | During the last few minute of class, students write response to “Most important thing I learned today” and “What I understood the least today”. | Review/read all before next class and use to clarify, correct or elaborate more for students. |
| **Muddiest Point** | Similar to One-Minute Paper – but only ask students to describe what they didn’t understand during class and what they think might help them. | Same as One-Minute Paper but if many students have same problem, reteach concept another way. |
| **Student-Generated Test Questions** | Divide the class into groups and assign each group a topic on which they are to each write a question and answer for next test.  | Use as many of the questions as possible on next test. |
| **Memory Matrix** | Students fill in cells of a two-dimensional diagram with instructor-provided labels such as a comparison chart outlining similarities and differences in two columns against a variety of concepts in the discipline. | Tally the number of correct and incorrect responses. Look for patterns amongst the incorrect responses. Address in class. |
| **K-W-L Chart**  | Label three charts K (What I KNOW Already), W (What I WANT to Know) and L (What I have LEARNED). Complete the first two before a unit/topic and the last one at end. | Discuss with students perceptions of what they thought they knew, what they have come to know etc. |
| **Directed Paraphrasing** | Ask students to write a layperson’s “translation” of something they have just learned (geared for a non-expert audience) to assess their ability to comprehend/transfer concepts. | Categorize student responses according to characteristics you feel are important. Address in class. |
| **One Sentence Summary** | Students summarize knowledge of a topic by constructing a single sentence to cover the core concept. The purpose is to require students to select only the defining features of an idea. | Evaluate the quality of each summary in brief fashion. Note if students have identified the core concepts of the class topic. Share with students. |
| **Think-Pair-Share** | Give the class a question. Allow everyone to think on own for a few minutes jotting down some thoughts. Then ask students to pair up with a peer and discuss thoughts for another few minutes. Can do groups of 4 as well. Ask to share with whole class. | Use when you want to have a better discussion by a greater number of students. By thinking alone first and with small groups of peers, shared responses should be richer and more varied. |
| **Application Cards** | After teaching a theory, principle or procedure, ask students to write down at least one real-world application for what they have just learned to determine if they can see the transfer of their recent learning. | Quickly read through once and categorize them according to quality. Pick out a broad range of examples to share with the class the next day. |
| **Classroom Opinion Polls** | Using ‘clickers’, or online polling questions, ask students a variety of questions about a topic and seek their anonymous opinion, | Often polling devices can present immediate results back to the class to provide discussion and next steps. |
| **Weekly Report** | Written by students each week in which they address three questions: What did I learn this week? What questions remain unclear? And What questions would you ask your students if you were the instructor to find out if they understood the material? | Read at end of each week, categorize responses and share with class. Follow up on unclear questions with class or small group of students. |
| **ConcepTests** | Instructor presents one or more questions during class involving key concepts, along with several possible answers (multiple choice). Students indicate (by show of hands, or poll/clicker voting) which answer they think is correct. If most of the class has not identified correct answer, students are given a short time to persuade their neighbor(s) that their answer is correct. The question is asked a second time to gauge class mastery. | Often lasts a few minutes but uncovers misunderstandings, and great conversation amongst students. Share answer after second voting session to see how the class responses changed or didn’t change. |
| **Instructor Meetings** | Instructor meets informally with students either in class or after class to answer questions, inquire about conceptual understanding or provide feedback on student learning. | Design specific questions to help guide the meeting and address concepts and understandings you want to know more about. |