

## Examples of Classroom Assessment Techniques for Larger Classes

### Minute Paper

- 1) Give students three to five minutes to answer two questions:
  - a. “What was the most important thing you learned\_\_\_\_\_?” (fill the blank: during today’s class, while doing the homework, while reading the assignment, etc.), and
  - b. “What important question remains unanswered?”
- 2) Students hand in their answers before they leave class. Use this information to find out if students are understating the material in the same way that you intend. If they are not, this information will help you make changes in what you present or how you present it.

### Directed Paraphrasing

- 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 each paraphrase should be, and how long it should be (how many words, amount of speaking time). Try responding to the prompt yourself, to see how realistic it is.
- 3) Ask students to prepare a paraphrase of the chosen topic. Tell them who the audience is, what the purpose is, and word/time limit on their responses.
- 4) When you have collected feedback, sort the responses into “confused” “minimal” “adequate” and “excellent”, or circle the clearest and muddiest points in each response.

### Applications Cards

- 1) Identify an important, applicable principle, theory, or procedure your students are studying.
- 2) Ask students to identify a “new” application of the principle/theory/procedure, not one they have read in the text or heard in class. Have them write it on a piece of paper.
- 3) Collect the papers and sort them according to the quality and correctness of the application. Pick out a few of the best applications and share them with the class.

### Problem Identification

- 1) Present examples of problems and ask students to identify the type of problem and categorize these examples based on the type of problem they represent.
- 2) Determine whether students correctly distinguished and categorized the problems.

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### Punctuated Lectures

- 1) Choose a class session where you are planning to introduce new material in a lecture format. Choose two spots in the presentation where you can pause. Be sure to schedule enough time to work through the technique.
- 2) After about 20 minutes of lecturing, stop and ask students to write down what they were doing during the last 10 minutes. You can ask specific questions, like: what did you expect to come next in the lecture and why? What were you doing to record the new information? How successful were you? Don't collect the papers.
- 3) Continue lecturing. After 20 minutes, stop and ask the questions again. This time, collect the feedback.
- 4) Analyze the feedback: how specific and precise is the language students use to describe what they were doing and thinking in class? Their descriptions can indicate how well they are paying attention and how carefully they are monitoring their learning. Look for points in the listening process where you can help them by directing their attention, suggesting strategies, or giving them time to pause and reflect.

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