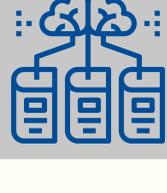


# Classroom Assessment Techniques



## Engagement through Active Learning

Techniques that combine principles of active learning with no-stake and low-stake formative learning assessments.



## Assessments for learning, not assessments of learning



- 3
- 2
- 1

At the end of class, have students write down:

- **Three** ideas/concepts that were reinforced
- **Two** new ideas or concepts they learned
- **One** question they still have

Review before the next class meeting and use these responses to clarify, correct, or elaborate.

### TRY THIS:

#### Trivia Night

Mimic a trivia pub night using class concepts, fostering teamwork, and building community in a fun environment.



## Muddiest Point

Have students describe **the most unclear or confusing part** of a lecture, discussion, homework assignment, or field experience in a course that emphasizes integrating, synthesizing, and evaluating information. This technique will help faculty determine which particular aspects of the course content are most difficult for students to learn.

### A TOOL TO CONSIDER:

#### SurveyPlanet

[SurveyPlanet](#) is a free platform to construct course evaluations, surveys, and real-time polling to gain immediate formative feedback in class.



## Empty Outline



To assess how well students have learned course content, give students a partially completed outline on a topic and have them **fill in the blank spaces**. This will help faculty determine how well students have learned the important aspects of a topic and will help students become more aware of the organization of the main points of the material.

### INNOVATIVE RESOURCE:



#### Teaching Tools Lesson Planner

The [Lesson Planning Tool](#) makes it quick and easy for instructors to plan effective class sessions while receiving custom feedback about how to make their lesson more structured, engaging, complex, and inclusive.



## Student-Generated Test Questions

Provide a list of key concepts, ideas, or applications of course material. At first, it can be difficult for students to generate their own questions, but to encourage better questions, **ask students to think about and focus on some of the more difficult concepts**, and then have them propose questions that start with "explain" or that use "how" and "why" framing. Students can road-test their questions by answering them themselves: Do the questions lead to longer, more substantive answers, or can they be answered with a simple "yes" or "no"?

## One-Minute Paper



One-minute papers are usually done at the end of the day. Students can work individually or in groups here. They must **answer a brief question in writing**. Typical questions posed by teachers center around:

- Main point
- Most surprising concept
- Questions not answered
- Most confusing area of topic
- What question from the topic might appear on the next test



## Concept Mapping

Concept maps are drawings or diagrams used to help students organize and represent knowledge of a subject. Concept maps begin with a main idea (or concept) and then branch out to show how that main idea can be broken down into specific topics. **This activity provides an observable action of the student's patterns of understanding related to a central idea or concept.**

Concept mapping serves several purposes:

- Helps students brainstorm and generate new ideas
- Encourages students to discover new concepts and the propositions that connect them
- Allows students to more clearly communicate ideas, thoughts and information
- Helps students integrate new concepts with older concepts
- Enables students to gain enhanced knowledge of any topic and evaluate the information

Concept maps **require a lot of cognitive work on the part of the student**, and a lot of preparation and analysis on the part of the instructor. This activity is useful in any course with high theoretical content, courses with large amounts of facts and principles.

## Strategic Questioning



Questioning strategies may be used with individuals, small groups, or the entire class. Effective **formative assessment strategies involve asking students to answer higher-order questions** such as "why" and "how." Higher-order questions require more in-depth thinking from the students. They can help the instructor discern the level and extent of the students' understanding.

Higher-order questions promote critical thinking skills because these types of questions expect students to apply, analyze, synthesize, and evaluate information instead of simply recalling facts. *Application questions* require students to transfer knowledge learned in one context to another; *analysis questions* expect students to break the whole into component parts such as analyze mood, setting, characters, express opinions, make inferences, and draw conclusions; *synthesis questions* have students use old ideas to create new ones using information from a variety of sources; and *evaluation questions* require students to make judgments, explain reasons for judgments, compare and contrast information, and develop reasoning using evidence from the text.

- How do you know this?
- How would your perspective be different if you were on the opposite side?
- How would you solve this problem?
- Why?
- How does this matter?
- What outcome do you predict, and why?
- What is a more elaborate example of this concept?
- What ethical considerations are involved in this situation or decision?
- What evidence supports your point of view or conclusion?
- What criteria would you use to evaluate the effectiveness of this approach?

Question Ideas