

The One Minute Paper and other quick learning evaluation tools

Classroom Assessment Techniques help students focus their learning while also helping faculty improve their classroom performance. CATs are designed to be quick, informative, and easy to incorporate into daily activities. Many of the techniques can be used in face-to-face classes and in the online environment.

CATs can

- provide immediate feedback regarding student learning and understanding;
- help us recognize how students are learning and recognize how well we are communicating important information;
- allow us to address misunderstandings and lack of understanding quickly;
- help foster communication between students and faculty;
- promote an active learning mindset among our students;
- create a classroom environment where students feel invested in the course content.

Much of the following chart comes from Lee Haugen at the Center for Teaching Excellence, Iowa State University. You can access the original chart and the ISU Center's web page @ <http://www.celt.iastate.edu/teaching/cat.html>.

In addition to the options listed below, we encourage faculty to conduct **Mid-Course Evaluations** in class or in Blackboard. You can access information about Mid-Course Evaluations at the Angelo State Center for Innovation in Teaching and Research Workshop page @ http://www.angelo.edu/dept/citr/faculty_workshops.php.

Kind of Evaluation	Name	How It's Done	How to Use	Additional Tips
Course Knowledge and Skills	One-Minute Paper*	During last few minutes of class period, ask students to use a half-sheet of paper and write the "Most important thing I learned today and what I understood least."	Review before next class meeting and use to clarify, correct, or elaborate.	Begin the class by asking students to put their learning goals for the day on a 5x7 note card. Use this same note card at the end of class for the 1 minute paper or muddiest pt.
	Muddiest Point*	Similar to One-Minute Paper but ask students to describe what they didn't understand and	Same as One-Minute Paper. If many had the same problem, try	Use the muddiest points to form student groups during the next class

		what they think might help.	another approach.	session. Let students help each other solve the confusion.
	Chain Notes*	Pass around a large envelope with a question about the class content. Each student writes a short answer, puts it in the envelope, and passes it on.	Sort answers by type of answer. At next class meeting, use to discuss ways of understanding.	
	Application Article	During last 15 minutes of class, ask students to write a short news article about how a major point applies to a real-world situation. An alternative is to have students write a short article about how the point applies to their major.	Sort articles and pick several to read at next class, illustrating range of applications, depth of understanding, and creativity.	Consider using a blog or discussion board if you want to avoid using class time.
	Student-generated test questions*	Divide the class into groups and assign each group a topic on which they are each to write a question and answer for the next test. Each student should be assured of getting at least one question right on the test.	Use as many of the questions as possible, combining those that are similar.	Consider asking students to use their class notes and develop question individually also. Doing so helps you see which students are taking good notes and who might need help.
Attitudes, Values, and Self-Awareness	Journals	Ask students to keep journals that detail their thoughts about the class. May ask them to be specific, recording only attitudes, values, or self-awareness.	Have students turn in the journals several times during the semester so you can chart changes and development.	Consider using Blackboard's journal function. The most effective use of journals requires instructor feedback. You might allow your students to also create video blogs.
Reactions to	Exam	Select a test that you	Make changes to	Consider using

Instruction Methods	Evaluations*	use regularly and add a few questions at the end which ask students to evaluate how well the test measures their knowledge or skills.	the test that are reasonable. Track student responses over time.	video blogs that ask students to also reflect and discuss their performance.
	Student Rep Group	Ask students to volunteer to meet as a small group with you on a regular basis to discuss how the course is progressing, what they are learning, and suggestions for improving the course.	Some issues will be for your information, some to be addressed in class.	Be sure to work with your volunteer group so they ask focused questions and get specific responses from their classmates.
	Suggestion Box	Put a box near the classroom door and ask students to leave notes about any class issue.	Review and respond at the next class session.	You can create a feedback tab in Blackboard also.
	Peer Review	Work with a willing colleague, pick a representative class session to be observed, and ask the colleague to take notes about his/her impression of the class, your interactions with students, and your teaching methods.	Decide method with the colleague. Discussion is best, but a written report may be more useful in the long term.	The CITR Director can also work with you as a course reviewer.

*Some material in this report is adapted from Angelo, Thomas A. and K. Patricia Cross, 1993, *Classroom Assessment Techniques: A Handbook for College Teachers*, Second Edition, San Francisco: Jossey-Bass Publishers.