# Classroom Assessment Techniques

(Angelo TA and Cross KP (1993) *Classroom Assessment Techniques: A Handbook for College Teachers*. San Francisco, CA: Jossey-Bass Publishers)

## Focused Learning

Instructor selects a topic or concept. Students have a limited time to write as many related words, phrases or topics as they can. Students share their lists with the class (students can call out terms that are then written on the board). This activity can be done either at the beginning or the end of a lecture. Good for a survey or introductory course with lots of new terms to learn.

## Categorizing Grid

Instructor draws a table with row and column headings representing important categorizing traits for important lecture information. Students fill in the information using only words or short phrases. Students could work in groups, which then share the information to the class. Best done at the end of a lecture containing lots of comparative information.

## Defining Features Matrix

Instructor provides traits that must be compared between two or more things (concepts, organisms). Students fill in a grid, indicating with +/- symbols whether these traits are present or absent. Pick particularly confusing concepts (ones that appear to be similar at first glance).

## Minute Paper

Instructor chooses a question (often “*what was the most important thing you learned today*” or “*what important question remains unanswered”*) to which the students have one minute to respond. This activity may be done at the beginning or the end of a lecture, depending on the goal. Instructor should choose one or two questions to answer in the next class period.

## Content, Form, and Function Outlines

Instructor chooses a short relevant text. After reading the text, students should be able to answer what, how and why questions in an outline format. Newspaper articles or news videos may be appropriate. Good for showing the application of their knowledge to everyday events.

## One Sentence Summary

Instructor chooses a topic that the students must summarize in one sentence (“who does what to whom, when, where, how and why?”). Students have a defined period of time to summarize. Must be a topic that you can summarize and that does not have too many answers or parts.

## Student-Generated Test Questions

Instructor chooses topics that will be covered on the test and determines the kinds of questions that will be asked. The instructor then allows the students to generate a limited number of questions following the format determined by the instructor. Allow all students to see all questions before the test.

## Human Tableau or Class Modeling

Instructor selects a process or structure important to the class topic. What can students learn from this that they cannot learn any other way? Can the students recreate this thing with their bodies without props? Give students certain parts of the structure to participate in. Be sure to identify the important learning goals as the students create this structure or process.

Source: Center for Excellence in Teaching, Boston University (2006). Classroom assessment techniques. Retrieved on October 21, 2008 from http://www.bu.edu/cet/class/grading/techniques.html.