

Classroom Assessment Techniques

Category	Assessment	Description
Knowledge/ Comprehension	Background Knowledge Probe	Ask students a question to gage their background knowledge on a topic before launching into the lesson. This will provide insight into what students already know and may allow you to correct any misconceptions.
	Chain Notes	Think of this as collective note taking. One student begins the notes, and then the notes are passed to the next student who adds more, and so on. This could also be a “wiki” like activity outside of class.
	Directed Paraphrasing	Ask students to paraphrase the lesson’s content in their own words. OR, provide students with a statement, paragraph, or quotation from the reading. Ask students to paraphrase in their own words.
	Entrance/Exit Ticket	The entrance/exit ticket can be anything you want it to be. Entrance tickets get you into the class and may be a homework problem, a list of questions, opinion regarding the reading, etc. Exit tickets get students out of the class and may be problem, answer to a question, summary of the day’s lesson, muddiest point, etc.
	Essay	The essay is another staple in the college classroom. Essays can provide a great deal of information regarding students’ understanding of a topic. Essays may also fall under analysis, synthesis, or evaluation depending upon what you ask students to do.
	Exams and Quizzes	Exams and quizzes tend to be a staple in the college classroom. There are many variations however: closed-book, open-book, collaborative/group tests, multiple-choice, short answer, true/false, essay, fill-in-the-blank, matching.
	Flash Cards	Ask students to make flash cards for the lesson content. On one side may be a term, while the other side contains the definition. (or could do question/answer). Ask students to get into small groups and practice the material by going through the flash cards.
	Flip Book	Ask students to create a visual guide for material by incorporating relevant photos/images and descriptions.

	Focused List	Ask students a question about a topic. Usually, it is something like “What do you know about X?” Give students time to list their answers individually. Then, open it up to the class as a whole and write students’ responses on the board, type into a slide or document to project, or write on a flip chart.
	Index Card	The index card can be used for different purposes. It can be a great way to start and maintain discussion. Ask students to either write a question on their index card, or write down an opinion regarding the lesson/reading. Have students exchange index cards with at least six different folks. Randomly call on students to share what is on their new cards. This takes some of the pressure off of students to share since they are not reading their own opinions.
	K-W-L	A K-W-L is an advanced organizer and lets you know about students’ background knowledge. Ask students to divide a sheet of paper into three columns: K, W, and L. K = What you already KNOW; W = What you WANT to know; L = What did you LEARN. Students fill in K and W before beginning the lesson. Ask students to share their responses before beginning the lesson. The L column is filled in at the end of the lesson and can be collected as a tool to know what students took away from the day’s lesson.
	Map	For topics where understanding where items are in relation to each other, ask students to map (or graph) where the items are. For example, if teaching anatomy, you may ask students to label bones in the hand after providing them a blank illustration of the hand.
	Minute Paper	Usually given at the end of class, but can be given at beginning or during the lesson to prompt discussion. Ask students to describe what they learned and what was confusing. Or, you may want them to write briefly about a question or prompt you provide.
	Muddiest Point	After the lesson, ask students to write down what they are most unclear about before leaving the classroom. You can use this information to let you know what material you may need to recover or approach differently.

	Portfolio	A portfolio is a collection of works from the student. Portfolios can be setup differently depending upon your needs and may include reflection.
	Postcard	Ask students to write a postcard to someone describing a particular subject. They may write to someone in the past, present, or future.
	Report	Reports may include a lab report, technical report, or another type of report.
	Student-Generated Test Questions	Ask students to write test questions that may be included on an actual test or quiz. To further enhance learning, ask students to justify their questions and answers in a paragraph.
	Think-Pair Share	Ask students a question or pose a problem to them. Ask them, first, to think about their answer (may also ask them to write it down). Then, ask them to pair up with a student next to them to discuss their responses. Finally, ask pairs to discuss their answers with the entire class.
	3-2-1 Summary	After a lesson, ask students to answer these questions: What 3 things did you learn? What 2 things are most interesting to you? What 1 question do you still have?
	25-Word Summaries (or 12 word)	Ask students to summarize the reading into 25 words (or less). This forces students to think through the reading at a higher level and concisely describe the key takeaway of the material.
Application	Application Cards	Ask students to write on an index card a real-world application regarding the day's lesson.
	ConcepTest	Utilizing clickers, hands, or other technology, have students answer questions regarding concepts from the previous lesson.
	Documented Problem Solutions	Particularly helpful for quantitative problems, this assessment asks students to not only solve the problem, but describe how they worked through the problem.
	Four Corners	In each corner of the room, place a question, problem, or statement. Divide students up into corners and have them address the problem in that corner. You can have each group rotate to the next corner, or have groups report out to the class their question and answer.

	Gallery Walk	This is similar to Four Corners. Set up various stations in the classroom, each with a different problem or scenario. Have students work together (or individually) to address the problem at that station before moving on to the next. Discuss as a class each station.
	Illustration	Read or describe to students a process or item. Do not show any visuals. Then, ask students to draw what they visualize the process looking like.
	Memo	Ask students to write a memo to a supervisor or co-worker describing how a concept can be applied in a real-world setting.
	Prediction/Forecasting	At the beginning of class, pose a question to students but leave the ending open (or answer unclear). Ask them what they think will happen. After the lesson, revisit the question and see how students
	Problem-Solving	Provide students with a problem and ask them to solve it.
	Role Play	Ask students to role play a scenario, or create their own scenario to act out content material (or add to the content).
Analysis Synthesis Evaluation	Annotated Portfolios	Like a portfolio, the annotated portfolio contains different samples of students' work. However, students are required to annotate, or describe, each entry, its strengths and weaknesses, why it is included, and what they learned from completing the artifact.
	Approximate Analogies	The instructor will provide the first half of the analogy and ask students to complete the rest. For example, the instructor may write, "Rhythm is to poetry..." and students complete the rest.
	Best Response	Have students solve a problem or respond to a question individually. Then, break them into small groups. Each group must select the best response among their group members. Groups then share their best responses with the class, and the class then votes on the overall best response.
	Categorizing Grid	Ask students to categorize content items by distinguishing characteristics. May be done individually or as a group, or both.
	Concept Map	Concept maps provide insight into students' organization of content as well as the

		connections they see between content area. This can be an individual or group process. It can be done in or out of class.
	Favorite No	The instructor reviews answers to a question or problem and selects his/her favorite incorrect answer. The instructor then works through the incorrect answer to show where the student went awry in the process. This explanation and visualization allows students who may have made similar errors understand where they went wrong.
	Invented Dialogues	Ask students to pull quotations and remarks from course materials and invent a dialogue between two individuals. This is particularly helpful in theory-based courses, but can be used in any course.
	Jigsaw	The jigsaw method is a small group method. Each member of the group is assigned a different task to learn about. Each group member then teaches the material to the other members of his/her group.
	Layman's Lesson	Ask students to make a 10-minute (or shorter) lesson about the current topic for someone unfamiliar with the topic area (or for younger K-12 students).
	Outlines	Ask students to outline the main points of a topic. An outline forces students to try to make connections between material and see how it may fit together.
	Peer Review	Asking students to peer review another's work provides them an opportunity to see another's perspective and reflect upon what needs improvement in their own work.
	Presentations	Individual or group presentations can incorporate multiple objectives into their design.
	Pro/Con Grid	Like the categorizing grid, students distinguish characteristics of a particular subject. However, they focus on the positives and negatives of that subject/concept/item.
	Projects	Projects can accomplish a variety of objectives and can be organized depending on what you want students to accomplish. It may be a design project, creation of an item, or a paper.
	S-O-S Summary	This summary technique asks students to respond to a statement and support it with content material. The process is as follows:

		<p>1. Read the following <u>S</u>tatement. (statement provided by instructor)</p> <p>2. Give your <u>O</u>pinion.</p> <p>3. <u>S</u>upport your opinion with evidence.</p>
	Venn Diagram	The Venn diagram allows students to visualize distinguishing characteristics of two items and see what they share in common.
	Video (create)	Ask students to create a video summary of content.
Attitudes/Values	Attitude Survey	A survey to measure students' opinions on a given topic. This may be something you create based on the class material itself, or a more formal measure. You can conduct the survey in different ways: raise hands, use clickers, turn in sheet of paper, answer online.
	Class Poll	Ask students for their opinion about a current news topic, question, policy, etc. As with the attitude survey, you can use hand raising, clickers, or other technology to gather the data.
	Ethical Dilemma	Present students with a situation with no clear answer. Ask students to explain their opinion verbally or in writing.
	Journals	Journals can be a tool for students to reflect upon course material and what it means in their lives or future careers. Students can also use journals as a note-taking tool where half of the page is devoted to notes, and the other half of the page is students' opinions about the notes or questions they may have. Journals can be formatted differently depending upon your course needs.
	Reading Rating Sheet	Provide students with a rating sheet regarding the reading and/or a course activity. The sheet should include questions regarding students' opinions about the reading/activity, what was useful and/or unclear, and if they think it was valuable (why/why not).