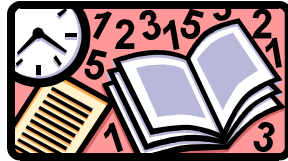


The One-Minute Paper

Resource: Classroom Assessment Techniques

By K. Patricia Ross and Tom Angelo



GOAL

- Assess Student Reactions to Course Materials, Activities & Assignments
- Assess student understanding of a topic before proceeding to new topic.
- Assess student understanding of a foundation topic before proceeding to the next level of discussion.
- Keep it short, open-ended and flexible.
- Often works best at the beginning or end of a class session.



ADVANTAGES

- Takes only a few minutes of class time. In every class, time is in short supply.
- Provides immediate feedback to instructor. *Have you really accomplished your objectives for this topic?*
- Immediate feedback improves teaching and learning by enabling quick responses and adjustments.
- Easily administered in large and small classes.
- Easily read, tabulated and analyzed.
- Demonstrates your interest in student comprehension and reactions.
- Encourages active participation.
- Allows students to compare themselves with other students.



PROCEDURE

- Construct one or two questions that students can answer quickly and briefly. Put the questions on an overhead or on the board.
- Set aside the first or last 5 minutes of class for the 1-minute paper.
- Distribute index cards or ask students to use a half-sheet of paper to write their responses.
- Student names aren't necessary, although you may choose to have them identify themselves.
- Ask students to respond to the questions frankly and concisely. They may use single words, short phrases or very short sentences.
- Tabulate answers. Make note of useful comments.
- Act on the feedback.



SOME POSSIBLE QUESTIONS

- What was the most important (significant, crucial) thing you learned in today's class?
- What question(s) do you have about the material covered in today's class?
- What was the muddiest point in today's lecture?
- How can I help you learn the concept that is giving you the most trouble?
- Write two quiz questions about the material covered today.
- List the key concepts from today's class.
- What question did I ask students today that helped you the most? The least?
- What examples did I use today that helped you the most? The least?
- What is the main application of the material we discussed today?
- What did you learn today that you will use or apply after graduating?



WHEN TO USE A 1-MINUTE PAPER

- After completing a topic
- During a topic as an on-going assessment check
- Introducing a new topic
- At any point where you want students to gauge their progress
- To help students identify patterns
- To help students assess their progress of learning over time
- To help students articulate their thinking and understanding
- To help students set standards for the level of understanding you expect
- To help students identify interesting and/or important points
- To provide students with experiences in writing across the disciplines
- To demonstrate to students that you are concerned about their progress



SOME HINTS

- Start small. Don't ask for more information than you can examine.
- Ask specific questions. Vague questions produce vague answers.
- Tabulate and analyze the results immediately. If you don't, it is likely you never will.
- Respond to assessments in the next class meeting. If you don't, students will stop taking them seriously.
- Explain in your response to the class, what good feedback is. Students will then learn to give more useful feedback.
- Be clear that 1-minute papers will not be graded. Be clear about whether they should or should not be anonymous.
- Experiment and adapt to meet your specific needs and course goals.



SOME VARIATIONS

- Students work in pairs, sharing responses and trying to answer each others questions.
- Post the strongest 1-minute papers.
- Allow students to suggest questions for future 1-minute papers.
- Give groups of students an opportunity to tabulate, analyze and present the results to the entire class.