

Examples: LC Question Types & Assessment Techniques



1. WORD CLOUD

- **Question:** What **one word** comes to your mind when you hear “assessment”?
- **Technique: Misconception – Preconception Check**
- **Purpose:** This technique can be used at the beginning of a class to assess students’ misconceptions or preconceptions on a specific topic. It can also be used at the end of a program to see if misconceptions are clearing up or growing, whether preconceptions are being reshaped and to see if students are improving in their abilities to assess relevant information and filter out inaccuracies.
- **To do:** Ask students a question (or a few questions) before and after a particular program. This can be done in popcorn style, a formal (ungraded) quiz, group work, etc.

2. SHORT ANSWER

- **Question:** Assume that today is the first day of your class. Explain “formative assessment” to your students without using these two words.
- **Technique: Directed paraphrasing**
- **Purpose:** Articulate the concept in your own term to a specific audience
- **To do:** Ask students to write a layman’s “translation” of something they have just learned -- geared to a specified individual or audience -- to assess their ability to comprehend and transfer concepts. Categorize student responses according to characteristics you feel are important. Analyze the responses both within and across categories, noting ways you could address student needs.

3. IMAGE UPLOAD

- **Question:** We’re discussing infection control and demonstrating our ability to identify OSHA safety and health hazards. Please take a photo of something you’ve observed in the clinic that concerns you and bring it to upload during class.
- **Technique: Problem/Issue Recognition**
- **Purpose:** Assesses whether students are able to identify the problem in a situation.
- **To do:** Present an example common problem (or several examples to different problems) to students and ask them to identify the basic type of problem represented by each sample. They can do so by a show of hands, group work and choosing the best answer, writing them down, etc. This is particularly helpful when teaching about helping skills

4. PRIORITY

- **Question: What are some formative assessment techniques that you interested in trying in your class?**
 - **The Background Knowledge Probe is a short, simple questionnaire given to students at the start of a course, or before the introduction of a new unit, lesson or topic. It is designed to uncover students’ pre-conceptions.**
 - **The Minute Paper tests how students are gaining knowledge, or not. The instructor ends class by asking students to write a brief response to the following questions: “What was the most important thing you learned during this class?” and “What important question remains unanswered?”**
 - **The Muddiest Point is used to help assess where students are having difficulties. The technique consists of asking students to jot down a quick response to one question: “What**

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was the muddiest point in [the lecture, discussion, homework assignment, film, etc.]?” The term “muddiest” means “most unclear” or “most confusing.”

- The What’s the Principle? is useful in courses requiring problem-solving. After students figure out what type of problem they are dealing with, they often must decide what principle(s) to apply in order to solve the problem. This CAT provides students with a few problems and asks them to state the principle that best applies to each problem.
- Defining Features Matrix: Prepare a handout with a matrix of three columns and several rows. At the top of the first two columns, list two distinct concepts that have potentially confusing similarities (e.g. hurricanes vs. tornados, Picasso vs. Matisse). In the third column, list the important characteristics of both concepts in no particular order. Give your students the handout and have them use the matrix to identify which characteristics belong to each of the two concepts. Collect their responses, and you’ll quickly find out which characteristics are giving your students the most trouble.

Source: Classroom Assessment Techniques (CATs) | Center for Teaching | Vanderbilt University. (n.d.). Retrieved May 11, 2015, from <http://cft.vanderbilt.edu/guides-sub-pages/cats/>

- **Technique:** Application Card
- **Purpose:** To verify that students understood that material and can apply it to a real-life situation.
- **To do:** After teaching about an important theory, principle, or procedure, ask students to write down at least one real-world application for what they have just learned to determine how well they can transfer their learning. Quickly read once through the applications and categorize them according to their quality. Considering picking out a broad range of examples and present them to the group to encourage peer-to-peer learning.

5. LONG ANSWER

- **Question:** Construct a single sentence that answers the questions, “Who does what to whom, when, where, how, and why?”
 - WHO (your name)
 - WHAT (your course)
 - WHOM (your students)
 - WHEN (when are you teaching course)
 - WHERE (Boston, Medford or Grafton)
 - HOW (how will you use Learning Catalytics (LC)?)
 - WHY (describe a purpose)
- **Technique:** One-sentence summary
- **Purpose:** To see the main ideas that students took from the program
- **To do:** Ask students to summarize the main ideas they’ve taken away from a lecture, discussion, or assigned reading. Students summarize knowledge of a topic by constructing a single sentence that answers the questions “Who does what to whom, when, where, how, and why?” The purpose is to require students to select only the defining features of an idea. Evaluate the quality of each summary quickly and holistically. Note whether students have identified the essential concepts of the class topic and their interrelationships. Share your observations with your students.

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Adapted from Assessment Resources- Boston College. (n.d.). Retrieved May 11, 2015, from http://www.bc.edu/offices/vpsa/staffresources/Assessment/boston_college_assessmentresources.html

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