ONE MINUTE PAPER

Quick, short bits of mini-writing can check what students know.

Purpose:
- Gives each student a voice
- Facilitates discussion
- Focuses attention on a particular point
- Provides quick access to student understanding
- Provides concise feedback

Uses:
- At the beginning of class to provide transition between classes; e.g., ask what the main ideas of the last class were
- After discussion or explanation of a concept to check understanding
- At any point in the class to draw attention to an idea
- To check attendance
- To reinforce understanding
- As quick and easy grade collection

Method:
1. Take an 8 ½” x 11” piece of paper and cut it into quarters.
2. Hand out the papers to the students while introducing a topic or have students pick them up as they come into class.
3. Students have one minute to write an answer to your question (timed).
4. Save time by collecting papers while moving on to the next topic.

Results
- Group the papers by class objectives or major concepts
- Group each concept stack into levels of mastery
  - A “Mastery” scale can be as simple as 2 levels or as complex as you wish; generally 3-5 levels will allow you to differentiate understanding of major concepts of objectives
- Document results by developing a data collection spreadsheet or table
  - Divide into the most important course concepts and the level of mastery and noting when the feedback will be collected.
  - Helpful to identify concepts that are assessed at other levels in other courses

Next Steps
- Determine appropriate teaching technique responses to results
○ Large percentage misunderstood major concept = reteaching or use of remediation tools (websites, library resources, further practice, etc.)
○ Small percentage misunderstood major concept = peer tutoring or consideration of future ways the concepts will be addressed that will promote understanding

**Future Steps**

- Keep records of results for use with student, course and program assessments; trends begin with one result
- Course or Program Review:
  - large percentage lacking prerequisite knowledge or skill = strengthening focus of these in previous courses
  - large percentage having prior expertise in area = lessening focus or eliminating from course
  - large percentage demonstrating poor understanding = adding concepts or skills to pre or post courses for necessary redundancy
  - Compare results from classroom assessments of major concepts with certification test results, graduate and employer surveys and/or accreditation review comments; positive correlation = you are on the right assessment track and the right improvement track

Content-Specific Examples: