

Classroom Assessment Techniques: The Minute Paper

The **Minute Paper** is a very commonly used classroom assessment technique. It really does take about a minute and, while usually used at the end of class, it can be used at the end of any topic discussion. Its major advantage is that it provides rapid feedback on whether the *professor's* main idea and what the *students* perceived as the main idea are the same. Additionally, by asking students to add a question at the end, this assessment becomes an integrative task. Students must first organize their thinking to rank the major points and then decide upon a significant question. Sometimes, instead of asking for the main point, a professor may wish to probe for the most disturbing or most surprising item. It is thus a very adaptable tool. Typically, professors can read about four Minute Papers per minute.

Adapted from T.A. Angelo and K. P. Cross, 1993. *Classroom Assessment Techniques*, 2nd ed. San Francisco: Jossey-Bass. p.148-53.

Sample Form: The Minute Paper

In concise, well-planned sentences, please answer the two questions below:

1. What are the two [three, four, five] most significant [central, useful, meaningful, surprising, disturbing] things you have learned during this session?

2. What question(s) remain uppermost in your mind?

3. Is there anything you did not understand?
