**Title: One-Minute Paper (aka Half-Sheet Response aka The Muddiest Point)**

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| **Description:**  The instructor stops class 2-3 minutes early and asks students to briefly answer some version of the following two questions: “What was the most important thing you learned today during class?” and “What important question remains unanswered?”  Students write their answers on half-sheets of paper or index cards within the last few minutes of class.  Tell your students not to write their names on these sheets as anonymity will encourage more honest feedback.  **Variations:**  Students can be asked just one of the two questions. For example, “What was not clear today?” or “What questions do you have about today’s class?” or “What was the most difficult to understand point (the muddiest point) today?”  Students can be asked a more focused question about the topic at hand (Why, Where, When, How something happened or should be done), but the time for answering should be kept short.  Students can be asked to identify several or the most important or unclear points in homework assignments or out-of-class readings.  Students can read and answer the questions about each other’s drafts for writing assignments. | **Strengths:**  Provides manageable and timely information to the instructor. Can be used anytime with little or no preparation.  Students must consider what has been taught and reflect on/evaluate their understanding in order to state the important points and in order to generate a question about the topic.  Provides an option for students who may not want to ask questions in class.  NOTE: Instructors should share the results as soon as possible with the students as well as any resulting adjustments to teaching.  **Participant Level: I**  **Prep Time: S**  **Class Time: S**  **When: A**  **Adapted by:**  **Dr. Mary Owens,**  **Montgomery College**  **from *Classroom Assessment Techniques: A Handbook for College Teachers.*** |

**Code Legend:**

Participant Level: **WC** (Whole Class); **GR** (Groups); **P** (Pairs); **I** (Individual Students)

Prep / Class / Results Analysis Time: **S** (Short); **M** (Medium); **L** (Long)

When to Use During Semester: **B** (Beginning); **M** (Middle); **E** (End); **A** (Any time)

*Classroom Assessment Techniques: A Handbook for College Teachers,* second edition, by Thomas A. Angelo and K. Patricia Cross. Jossey-Bass Publishers, San Francisco, 1993, pp 148 -158.

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