Minute Paper/Exit Ticket

Resource: Classroom Assessment Techniques: A Handbook for College Teachers
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.
- 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.
- Easily administered in large and small classes.
- 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 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 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 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 Minute Papers.
- Allow students to suggest questions for future Minute Papers.
~Minute Paper Questions~

1. What do you already know about . . .?
2. I understand ______________ but I still don’t get ____________.
3. I used to think ______________ but now I think ______________.
4. I don’t understand ______________ when ______________.
5. What was different from what you knew before?
6. What was the strongest point?
7. What question/problem from this class might appear on the next quiz/test?
8. What is wrong with the following statement . . .?
9. Make a drawing/graph that illustrates (utilizes) a concept.
10. Define a key term that has provided a focal point for today’s lesson.
11. What do you want to know more about?
12. How would earlier course material tie in with what you learned today?
13. How would you explain to someone else (the waitress at Denny’s rule) about the topic?
14. A question I have is . . .
15. What question do you most want to have answered at this moment?
16. What are the most important questions remaining unanswered?
17. Create a question/problem that would be a good test of someone’s understanding.

18. Start/Stop/Continue
   - **Stop** i.e. What was confusing/not helpful and should be stopped (do less of)?
   - **Start** i.e. What was omitted and should be added?
   - **Continue** i.e. What was good/helpful and should be kept (do more of)?

19. What was the best, and what was the worst thing about the class/lecture/demo today?
20. What was the most convincing argument/example/illustration in today’s lesson?
21. Provide a real-life example of your own about the principle talked about in class today?
22. Was there a position taken in class you strongly disagreed with/or found unsettling?
23. What do you think was the central concept communicated today in class?
24. What do you see as the major purpose or objective of today’s class?

25. **I • You • We (positive contributions)**
   - When I worked with my partner/group I contributed ________________.
   - My partner and/or group contributed ________________.
   - The quality of the work of my group was ______________ because ______________.