Informal Learning Assessment: Tools to Enliven Your Classroom

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INFORMAL LEARNING ASSESSMENT:  
WHAT IS IT?  WHY SHOULD I DO IT?  AND HOW?

What is “classroom learning assessment”?  
Classroom learning assessment is an ongoing process of  
➢ articulating your learning goals for a class;  
➢ identifying or creating tools (e.g., questionnaires, active learning exercises, surveys, discussion questions) that you may use to determine how well those goals are being met;  
➢ engaging students through use of the chosen assessment tools,  
➢ reviewing the feedback received; and  
➢ using the feedback received to improve the class.  
Information collected through assessment tools may sometimes be used to evaluate the performance of individual students or the effectiveness of the teacher, but assessment intended for the purpose of improving learning should be separated from assessment for the purpose of evaluation in order for both results to be most accurate.  
Assessment may also be applied to courses, majors, programs of study, academic units (e.g., departments or colleges), and even to the University as a whole, but these materials address only classroom learning assessment designed and implemented by classroom teachers for the purpose of improving student learning in the classroom.

Who should do classroom assessment?  
The teacher of a class (to assess learning in that class).  
The teachers of multiple sections of a class (to assess learning in all the sections).  
The department (to assess learning in a program or major), using assessment tools developed by the department’s teachers working together.

Why do classroom learning assessment?  
➢ To find out periodically throughout a course what students have already learned so that you can adjust your teaching on subsequent days to respond to that understanding.  
➢ To provide the feedback necessary to ensure your classes and programs of study are effective.  
➢ To enliven the classroom, generate increased student enthusiasm and engagement, and invite students to think seriously about and take more responsibility for their own learning.  
➢ To demonstrate program and classroom effectiveness to administrators and the public.
What aspects of learning can be assessed?

Any learning outcome you can identify can be assessed. For example, you can assess:

- Knowledge, recall, and understanding of material taught
- Analysis and critical thinking
- Creative thinking
- Problem solving
- Application of knowledge and skills
- Attitudes and values related to the subject matter or discipline.

You can also directly assess the learning process itself. For example, you can assess:

- Student expectations about a class or course of study
- Learning and study skills, strategies, and behaviors
- Attitudes about learning
- Reactions to teachers and teaching
- Reactions to class activities, assignments, and materials.

When should assessment be done?

- “Formative” assessment is done while the activity is underway so that information gathered can be used to improve the remainder of the activity. Formative classroom assessment can (and should) be done throughout the semester.
- “Summative” assessment is done at or near the end of the activity and the information gathered will then be used to improve the activity the next time it is offered. Summative assessment is also often used to evaluate and document individual student performance or the success of a class or program.

How would I do classroom assessment?

- Teachers have developed a variety of assessment tools to assist them in finding out more about their students’ learning. You can adapt these tools for your own use or develop new ones based on a review of your teaching goals and methods.
- The most systematic assessment occurs if you first identify and categorize your teaching goals and then develop or adapt learning assessment instruments to measure how well students are learning, but you can do effective assessment by reviewing descriptions of assessment tools and trying ones that you think will provide helpful feedback on student learning in your classes. As you become more familiar with the tools and the insights they provide, you can expand your repertoire of techniques, develop more precise articulation of your learning goals, and better match your goals with appropriate assessment tools.

Explanations and examples of a variety of classroom assessment tools can be found later in these workshop materials.
How can I find out more about classroom assessment?

- Contact the University’s Center for Teaching and Learning Services at 625-3041. The Center has Teaching Consultants available to discuss your needs, answer your questions, and connect you with resources.
- There are a variety of print and web-based resources on classroom assessment, a selected number of which are listed below.

**SELECTED PRINT AND WEB RESOURCES ON CLASSROOM ASSESSMENT**


Angelo & Cross Teaching Goals Inventory (University of Iowa Center for Teaching)
http://www.uiowa.edu/~centeach/tgi/index.html

Center for Collaboration & Inquiry (clearinghouse of assessment sites)
http://www2.uakron.edu/cci/home/research.htm

University of Southern Illinois – Edwardsville
http://www.siue.edu/~deder/assess/catmain.html

Penn State Center for Excellence in Teaching & Learning
http://www.psu.edu/celt/CATs.html

Field-Tested Learning Assessment Guide (focused on science, math, engineering, and technology courses)
http://www.flaguide.org/
INFORMAL CLASSROOM ASSESSMENT (AND LEARNING) TECHNIQUES*

1. Background knowledge/attitude probe

How to do it:
At the beginning of a class or subject unit, distribute to students a questionnaire that asks them about their knowledge in the subject matter or their attitudes about a subject. The questions may be general or specific, and may ask students to answer substantive questions or may ask them to indicate how confident they are of their knowledge of particular matters. If used in a single-session workshop setting, you may have the students share their answers by raising their hands to indicate their responses; if there is time, students can first share their answers with each other in small groups. Caution should be used if the questions relate to levels of student knowledge and revealing their answers may embarrass individual students. If the session is part of an ongoing class, you can collect the questionnaires, review or collate the answers, and return to class to give feedback about the range of experience, knowledge, or attitudes expressed.

Why to do it:
Finding out at the beginning of a class or unit how much students know or remember about the subject matter can help you ensure that you are teaching at the appropriate level for most of the students, and allow you to offer additional guidance or resources to students who are not fully prepared to begin at that level. The background knowledge probe also instructs students about the kinds of knowledge they may be expected to have at the outset, or what kinds of knowledge they may expect to acquire. When providing feedback on the questionnaire, you may reassure students that they can succeed no matter what their knowledge level, or indicate that if some foundational knowledge is lacking, a student must catch up in order to succeed. The background knowledge probe may introduce students to

*Many of the assessment techniques described in these pages, and some of the examples and explanations, are drawn from Angelo & Cross, Classroom Assessment Techniques. Earlier versions of this portion of the materials were prepared with Kirsten Jamsen, director of the University of Minnesota Center for Writing.
terms, facts, concepts, or theories of the subject. If used both before and after a class or unit is taught, the background knowledge probe can also help students assess their own progress. The background knowledge probe may also serve to introduce information to students and excite their interest in a subject matter. When used to assess attitudes about a subject matter, the tool will help you understand how receptive the students are to the particular subject.

Examples:
Assessment Workshop: Background Knowledge Probe (below at page 14)
Gender Stereotypes: Background Knowledge Probe (below at page 15)
What Can A Librarian Do For You? Background Knowledge Probe (below at page 16)

2. Goal Ranking and Matching

How to do it:
On the first or second day of class, or at the beginning of a unit within the class, ask students to list a few learning goals they hope to achieve in the class and perhaps to rank the importance of those goals. You can ask for a sampling of those goals (with or without having the students discuss them in small groups first). If done in an ongoing class, you should collect the lists, compare them to your own course goals, and return to class to discuss both your and the student goals. If done in a single-session workshop, you can simply share your goals, commenting on those in common with the students as well as those that are different.

Why to do it:
This tool helps students take more responsibility for their own learning by inviting them to think at the outset about why they’re in class and what they want to learn. It helps clarify for the students the goals of the instructor, allows the class to develop shared goals, and helps students determine if their own goals are likely to be realized. Students may also better understand the varying goals that students may bring to a class, enhancing their own perspectives on learning. Even if students can’t articulate their goals very effectively, or if their goals are something like “just get through this hour that I’m being forced to sit through,” asking them to think about their goals will make them more attentive to the goals you describe and will help them realize that they ought to have some learning aims whenever they’re in a learning situation.

Example:
A goal ranking and matching form for this workshop is below at page 17.

3. Double-entry journals

How to do it:
Ask students to draw a line down the center of several pieces of paper (or have them do the
equivalent with a word processing file). Ask students to use the left column to record the passages in assigned reading that they find most important, or controversial, or meaningful, or troubling, and in the left column to explain for each passage why they think it is important, controversial, etc. The same technique can be used to have students record field experiences they find most significant (or troubling or problematic or . . . ) and then to comment on those particular experiences. The technique is a powerful one and may be adapted to many different circumstances.

Why to do it:
This tool engages students more actively in their reading (or field experience, or research task, or . . . ) and invites them to articulate their reactions to the text or experience and to begin the work of processing and analyzing their reactions. If appropriate, it can serve as a basis for classroom discussion, as students will have thought about what is significant before coming to class and can more readily share their ideas in small group or whole class discussions. When dealing with texts, you can use the double entry journals to assess whether students are making plausible or relevant choices and are able to defend them appropriately, and can help those who are not doing so by sharing with them the (more appropriate) choices of their classmates so they can see how others read and react to the text. You can assess student skill in analysis, synthesis, and creative and critical thinking. The tool can help students become more aware of their attitudes and values, improve their reading skills, and develop their capacity to think for themselves. And it will help you identify if students are seeing the material the same way you do.

4. Word journals and one-sentence summaries

How to do it:
Ask students to summarize a short text in a single word or set of key words, then write a paragraph or two explaining why he or she chose that particular word to summarize the text. Alternatively, ask students to summarize a key principle, concept, or reading in a single sentence. You can provide additional guidance about what should be included in the sentence or how to construct it. Angelo and Cross suggest the sentence answer the questions “Who does what to whom, when, where, how, and why” and that students answer the questions separately before compiling them into a sentence. For example, if asked to summarize your understanding of classroom assessment in a single sentence, you might write “Teachers should measure their students’ learning on a regular basis in class or in short homework assignments, using appropriate prompting questions, in order to understand whether students are effectively learning and to improve student learning.”

Why to do it:
These tools ask students to synthesize material and crystallize it in a single word or sentence. They allow you to assess how well students are reading or understanding, and how effectively
they can get to the core of the reading or other material. The “word journal” technique might be adaptable to assess how well students are able to identify core concepts in keywords that are likely to help them when conducting research. The one-sentence summary lets you quickly see whether your students have understood the core elements of the principle, concept, or reading. It also gives students practice in the critical skill of processing information they are learning into concise chunks that will be easier to remember and organize.

5. Punctuated lecture

How to do it:
Punctuated lecture involves stopping a lecture or demonstration and asking students to reflect on what they were thinking and how they were processing information during the minutes before the break. In class, don’t forewarn students about the first “punctuation.” Once you’ve stopped, ask them to reflect for a few minutes on what they were thinking in the previous “chunk” of lecture (see some specific question prompts below), then have them write down insights they gained from their reflections. Set time limits for writing and reflecting (2 minutes for each stage seems reasonable). If used in a single-session workshop, have students share examples of the problems they may be having in effective listening and processing and effective strategies they identify in their own behavior. If used in an ongoing class, you can collect the student feedback, review it, and share examples of effective self-analysis or strategies with the class. “Punctuate” a second time later in the class or in another session and see whether students improve their concentration and self-reflection about their learning.

Why to do it:
This technique encourages students to self-assess how their own behavior helps or hinders their listening and learning. Although cultivating such meta-awareness is challenging for students at first, they improve with practice, and subsequent “punctuations” could push students to reflect on how they’ve changed their behaviors to improve their comprehension. Ideally this technique encourages students to improve their skills at paying attention, listening, concentrating, and note-taking during lectures and pushes them to take responsibility for their own behavior.

Examples of question prompts (from Angelo and Cross at 304):

How fully and consistently were you concentrating on the lecture during those last 10 minutes? Did you get distracted at any point? If so, how did you bring your attention back into focus?

What were you doing to record the information you were receiving? How successful were you?
What were you doing to make connections between this “new” information and what you already know?

What do you expect to come next in the lecture and why?

6. Directed paraphrasing

How to do it:
Directed paraphrasing is a short, informal (often in-class) writing assignment that asks students to summarize and restate important information or concepts in their own words for a specific audience. Select an important idea, concept, theory, or argument in the course, which has some implications outside the classroom. Determine possible audiences who would want to know more about this topic, and try paraphrasing them yourself. Once you’ve decided on the appropriate topic and audience, give students explicit instructions about the purpose of the activity, the intended audience, and the time or word limits to produce the paraphrase.

Why do it:
This technique helps students learn to synthesize and summarize complex ideas, to apply principles and generalizations to new situations, to consider audience when writing, and to practice their writing and communication skills. Directed paraphrasing is particularly valuable in fields where students will need to paraphrase and translate ideas to professional and non-academic audiences. It is also helpful in detecting what students understand (and misunderstand) about the material. Perhaps this technique could be used to encourage students to summarize the synthesize a presentation by asking them to identify and explain the most important points to a new student unfamiliar with the library or the tools discussed.

Examples:
Write a brief email to a colleague in your department about your favorite classroom assessment technique and why s/he should use it in class.

From Law: Write a note to someone in your family who is not law-trained and explain what “consideration” is, why it’s important, and what happens in trying to form a contract when it's not present. [Consideration is something “bargained for” and is one of the fundamental requirements necessary for contract formation.]

From Labor Relations (John Budd):

1. In a concise paragraph, paraphrase what you have learned about labor relations to explain to a potential employer why studying labor relations makes you a stronger job candidate.
2. In a concise paragraph, paraphrase what you have learned about union strategies in organizing drives to describe these strategies to a new union organizer.
3. In a concise paragraph, paraphrase what you have learned about bargaining strategies to inform a friend about the options for negotiating his/her starting salary and other items for a new job.

4. In a concise paragraph, paraphrase what you have learned about strike replacements to explain to your parents why this is such a controversial issue in labor relations.

From Nursing: In one or two sentences, paraphrase what you have learned about hospice care to inform a dying, but still lucid, patient of its possible advantages over hospital or home care. (from Angelo & Cross, p. 233)

From Computer Science: In plain language and in less than five minutes, paraphrase what you have read about computer viruses for the vice president of a large insurance firm who is ultimately responsible for database security. Your aim is to convince her to spend time and money “revaccinating” thousands of workstations. (from Angelo & Cross, p. 233)

7. **Application cards**

How to do it:

After students have learned about a theory, technique, procedure, or skill that has many applications, hand out index cards and ask students to write down one (or two or three, but no more) real-world applications of the principle just learned. They should name new applications not already described in class or reading.

Why to do it:

By connecting theory to application, this technique will confirm and make more concrete student understanding of the concept or principle. By sharing with the class the applications identified by the students, you will help broaden their appreciation of the material and the diversity of possible applications. By seeing the real-world applications students identify, you will understand better the context from which they are learning and attempting to understand the concept or principle.

Examples (from Angelo & Cross at 237):

From Statistics for Health Professionals: After the class had studied statistical significant testing, the professor asked her students to provide “three possible applications of statistical significance testing to public health issues currently in the news.”

From Introduction to the U.S. Political System: “All politics is local” is an oft-repeated saying in American political life. Suggest two practical applications of this
generalization to the politics of presidential campaigning. (Imagine that you are giving advice to a candidate.)

Fro Foundations of Physics: In his *Principia*, Sir Isaac Newton set forth—among many other important ideas—his Third Law, the heart of which is “To every action there is always opposed a equal reaction. Give three applications of Newton’s Third Law to everyday life around the house.

8. **Teacher-designed feedback forms**

How to do it:
Teacher-designed feedback forms are opportunities for instructors to ask students specific questions about what and how they are learning during a course (often mid-semester), in order to adjust and improve the course in process. They may also be useful in helping you learn more about the success of a workshop or class session to help you improve it for subsequent students. Decide what aspects of the course or session and what part of your teaching goals that you want students to respond to, and write out specific questions (which may be short answer, multiple-choice, or open-ended). Try to ensure student anonymity to encourage honest responses. Summarize the results to the class and explain what actions you will take (or ask them to take) in response to their suggestions.

Why to do it:
These forms provide useful feedback to the teacher for planning the remaining weeks of the course or for the next time you present the material, while giving students an opportunity to practice drawing inferences from their observations. Perhaps most importantly, students assess their own role and that of others in creating a productive classroom—which opens up the door for an honest dialogue for how everyone in the class can improve the teaching and learning taking place.

An example of a form that might be asked about a course and about small group work in that course is on page 18 of these materials.

Example of questions that might be asked about a single class (from Angelo & Cross at 331):

1. **On the scale below, please rate the clarity of today’s session.**

   
   
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>totally unclear</td>
<td>somewhat unclear</td>
<td>mostly clear</td>
<td>very clear</td>
<td>extremely clear</td>
</tr>
</tbody>
</table>

2. **Overall, how interesting did you find today’s session?**
1. totally       mostly       somewhat            very     extremely
    boring      boring      interesting        interesting

3. Overall, how useful was today’s session in helping you learn the material?

1  2  3  4  5
useless     not very            somewhat          very      extremely
useful                useful              useful        useful

4. What did you find most helpful about today’s class?
(Please list one or two specific examples.)

5. How could the class have been improved?
(Please give one or two specific suggestions.)

9. Documented Problem Solutions

How to do it:
As they solve an assigned problem, have students keep track of and record the analytic and other steps they take. The task should be one that requires the students to make some choices in strategy or to be creative in their approach to the problem. You can also ask the students to look at their own problem-solving strategies and skills as recorded and reflect upon what worked well or didn’t, and how they might improve their strategies. You should collect and review their problem solutions, including the documentation of the process they engaged in while solving.

Why to do it:
Using this method, you can assess both how well the students can solve the kind of problems given them and how well they understand and can describe the methods they can use to solve them. By having the students focus on the way they do their problem-solving, they are invited to think more deeply about the process of problem-solving rather than focusing exclusively on whether they get the right answer to particular problems.

10. Muddiest point

How to do it:
At the end of class, treatment of a topic, a reading or other homework assignment, or watching a presentation, ask students to write a quick response to the question “What was the muddiest point in _________?” You may collect the responses, read them, and respond to
some of the muddiest points in the next class. Or you may have students share their “muddiest points” with other students and have them try to answer each other’s questions (and turn in the ones that remain muddy or you can field those questions before the end of the session).

Why to do it:
This technique offers a very quick way for the instructor to learn what isn’t being understood. And because it asks students to think about their understanding of the reading, homework assignment, lecture, etc., and pick out the part that’s most unclear, it engages students in review and initial synthesis of the material. If students are asked to respond to each other’s muddiest points, it builds student expertise and understanding by letting those who understood explain to those who didn’t. (There is no better way to learn a concept than to try to teach it.) If asked repeatedly for their muddiest points, students will begin to engage regularly in real-time processing as they listen or read.

11. One (or five) minute paper

How to do it:
The way this technique is used most frequently is to ask students two or three minutes before the end of the class or session to briefly respond to two questions (or a variation of these two): “What was the most important thing you learned during this class?” and “What important question remains unanswered?” You should collect the responses, review them (or, in an extremely large class, a sample of them), and respond to them briefly, usually at the beginning of the next class. Minute papers are usually done anonymously to encourage honest responses, but you can tell students they can if they want put their names on their papers to make it possible to respond individually, if that seems appropriate. If the technique is used in a single-session workshop or class, you will still get useful feedback for the next time you present. You can also a minute paper to provide an opportunity for the students to begin to process or apply the information they learned in the class.

This technique can also be used to assess student understanding of written materials. For example, I asked students after reading my class syllabus to list one item they found important or that they particularly liked in it and one question they had after reading it. In this way I ensured students would read the syllabus (I required names on this exercise and allowed students to send me their items by email after class if they weren’t ready to respond immediately), I found out what parts of the syllabus were particularly helpful to students and what concerns and questions they had about the operation of the class that might have impeded their learning if not acknowledged and answered at the outset.

You can use the minute paper concept—brief prompting question or set of questions, time-limited, immediate, written reflection—to elicit student thought or response to an assignment, a reading, a class, or a course. Ask questions that demand more than a vague answer and that
will tell you something you’d like to understand about what students know or think. In an art
course, ask “Which work of art studied so far would you like to hang in your home and why?”
rather than “What is your attitude about modern art?” (from Angelo and Cross at 171, 173)
You can ask questions about the learning process (“Which concept we studied did you find
most difficult to grasp? Why do you think that was so?”) or about substantive material
(“Does the parol evidence rule, which keeps from juries oral evidence that contradicts written
contract terms, seem more helpful to consumers or to business?”). Remember that you’re
looking not for complete and thorough answers but for a snapshot of student comprehension
and uncertainty.

You can also use minute papers or short response papers both before and after a class or
assignment to gauge student progress in understanding a key concept (e.g., “What is your
definition of leadership?”, from Suskie, Assessing Student Learning).

Why to do it:
This tool provides quick feedback telling instructors what has and has not been understood in
a class or presentation. Finding out what students believe they have learned effectively (but
sometimes haven’t) or what they think was most important in the class (which may or may
not match your own judgment) and what questions they still have provides effective insight
into the learning that has (or has not) occurred in class, while there is still time to respond and
fill in gaps. It also helps students begin to process the information received in a class by
asking them to decide on what was most important, and to identify gaps in their own
understanding. Especially if used regularly, it also helps ensure that students will pay more
attention in class and learn to listen more effectively.

12. Reflective essays and journals

How to do it:
Using specific prompting questions, ask students to reflect on a reading a concept studied, or
an experience. Give instructions that include the length of the response you expect. For
example, in a legal history seminar in which students read books and articles exploring the
history of particular cases, I ask students to write 3 to 5 page essays identifying three facts
they found most surprising or interesting and why, and one theme they believed most
important and how persuasive they found the author’s presentation or argument. In a course
in which students intern for judges, I ask students to identify the “top ten things you learned
in your internship” and the “top ten do’s and don’ts for lawyers” and to write a 3 to 5 page
essay reflecting on the role of clerks and interns in the judicial decision-making process.

Instead of occasional reflective essays, you can ask students to respond regularly in a journal
to readings, class, or field experiences. As with reflective essays, it is important to provide
clear instructions or prompting questions so students will know what to write, how often, and
at what length.

Why to do it:
Reflective essays and journals encourage students to engage more actively in the learning process. My students would see a variety of court proceedings, judicial actions, and lawyer behavior in their internships, but they learn more, and more immediately, by writing in their journals on a regular basis a description of what they have seen and their reaction to it, or by distilling their experience into a “top ten list.”
ASSESSMENT WORKSHOP: BACKGROUND KNOWLEDGE/ATTITUDE PROBE

Please answer the following three questions:

1. When I think about “learning assessment,” I feel (circle all that apply):
   - Anxious
   - Curious
   - Confused
   - Tentative
   - Experienced
   - Capable
   - Resistant
   - Tired
   - Excited
   - Engaged
   - Other (please specify ________________________________)

2. If I had to write a definition of “learning assessment,” my level of confidence in my answer would be
   - Very high
   - Moderately High
   - Moderately Low
   - Very Low

3. As best you can, write out below a short definition of “learning assessment”:

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
Background Knowledge Probe

Instructions: Please honestly answer the following questions. This is anonymous.

1. If I had to write a definition of “statistical inference” my level of confidence in my answer would be (circle one):
   - Very High
   - Moderately High
   - Moderately Low
   - Very Low

   If your answer was “very high” or “moderately high,” please write out a brief definition of “statistical inference” here:

2. When I think about statistics, I feel (circle all that apply):
   - Anxious
   - Resistant
   - Confused
   - Curious
   - Excited
   - Competent
   - Bored
   - Tentative
   - Overwhelmed
   - Confident

   Other (please specify):

3. What is the clearest point from today’s lecture:

4. What is the muddiest point from today’s lecture:

5. Are any of the course requirements or expectations unclear?  Yes  No
   
   If yes, please describe:
GENDER STEREOTYPES: BACKGROUND KNOWLEDGE PROBE

1. In a Catalyst survey of lawyers, 71% of women in corporate departments said that exclusion from informal, internal networks was a barrier to their advancement. What percentage of men also thought this factor was a barrier for women?

A. 80%
B. 65%
C. 50%
D. 30%

2. In a recent survey on gender stereotypes, ___% of the respondents said that women are more compassionate than men:

A. 80%
B. 65%
C. 40%
D. 25%

3. In a Catalyst survey of 2001, men and women lawyers were asked if they had difficulty balancing work and personal life. ___% of women and ___% of men said they did.

A. 85% – 45%
B. 70% – 75%
C. 70% – 50 %
D. 60% – 35%

4. In a 1983 American Bar Association survey, 38% of women lawyers said that they had to work harder than men to get the same results as men. What percentage of women said the same in a 2000 ABA survey?

5. In a recent survey on gender stereotypes, what percentage of the respondents said that males and females are equally intelligent?

A. 15%
B. 30%
C. 45%
D. 60%

(From a presentation on gender issues/gender stereotypes by Holly English)
What Can A Librarian Do For You? Background Knowledge Probe

Which of the following are examples of real questions or tasks posed to reference librarians?

15. How many books can I check out at one time?
16. I have to do a history paper on Franklin Roosevelt. Where are the books I need?
17. I need to find newspaper coverage of a speech made by President Kennedy on October 1, 1960.
18. I need to find an article about strategies students should use when solving math problems.
19. What’s PSYCHINFO?
20. I need to find the telephone listing for a particular person in Mexico City.
21. What was the total snowfall in January 2002 in Eden Prairie?
22. How do I cite a listserv in my paper using APA style?
23. Where are the books on poli sci?
24. What was the name of Paul Revere’s horse?
25. How deep is the Mississippi River?
26. What are the top five circulating newspapers in the United States?
27. Where can I find biographical information on Betty Crocker?
28. How much does it cost to make a photocopy?
29. Where’s the bathroom?

Which of the 15 questions above were inappropriate to ask a librarian?

Which of the 15 questions above could not be answered?
ASSESSMENT WORKSHOP: GOAL RANKING AND MATCHING:

What do you hope to get out of this session? On the lines below, please list several goals you have in attending the workshop today. Then rank each of your goals, with 1 being the most important goal, 2 the next most important, etc.

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________
Mid-Semester Feedback
English 112, Fall 2002
Dr. Kirsten Jamsen

To help me plan productive and interesting classes for the rest of the semester, please answer these questions as completely and honestly as possible. You do not need to put your name on this questionnaire. Thanks for your input!

Class in general
Which class meetings have been the most conducive to your learning and why?

Which class meetings have been least conducive to your learning and why?

What specifically can you, your classmates, and I do to make this second half of the semester as productive, interesting, and engaging as possible?

Working in small groups
What are learning from or gaining from your small group work?

What are you contributing to your group’s discussion of the texts and of each other’s drafts?

What specifically can you and the other members of your group do to make your small group work even better?