LEARNING ASSESSMENT TECHNIQUES
QUICK REFERENCE GUIDE

Category	LAT	Technique	Brief Description
Foundational Knowledge	1	First Day Final	Students take a nongraded test the first day of the term that consists of questions that are similar to the Final Exam, and then identify the questions they found easiest and those they found most difficult. At the end of the term they take the real, graded Final Exam and the results are used as a reference point to demonstrate learning gains and achievement over time.
Foundational Knowledge	2	Background Knowledge Probe	Background Knowledge Probes are simple questionnaires that help you quickly take stock of the level of foundational knowledge and general preparedness that students have, along with their level of confidence in their responses, before beginning a content unit or learning module.
Foundational Knowledge	3	Entry and Exit Tickets	Entry and exit tickets require students to reflect on a reading assignment, video, lecture, or other and then write a brief response to a question on an index card that is designed to gather information about their understanding of core facts, terms, concepts, and ideas.
Foundational Knowledge	4	Guided Reading Notes	Students receive a copy of notes summarizing content from an upcoming assigned reading but that includes blanks. As students read, they provide the missing content and fill the blanks to create a complete set of notes that may be used as a study guide.
Foundational Knowledge	5	Comprehensive Factors List	Students recall and list as many relevant factors as they can relate to a topic that they have encountered through a reading assignment, lecture, illustration, performance, or other course experience.
Foundational Knowledge	6	Quick Write	A Quick Write is an activity in which learners write a response in a brief amount of time to an open-ended prompt posed by the teacher.

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Foundational Knowledge	7	Best Summary	Students individually prepare summaries of the main points at the end of a given unit of content, lecture, reading assignment, or other, and then work in groups to compare, evaluate, and select the "best" summary.
Foundational Knowledge	8	Snap Shots	The instructor presents questions during class along with several possible answers. Individual students choose which answer they think is correct, and the instructor makes a quick visual assessment of class results. Students then discuss answers with a neighbor(s), after which they together choose an answer again, and the instructor makes another assessment and compares results.
Foundational Knowledge	9	Team Tests	Students work in teams to prepare for instructor-created exams and then take the exams first individually and next as a group. The LAT thus proceeds in three steps: (1) group members study for a test together, (2) individuals take the test, and (3) the group takes the test.
Foundational Knowledge	10	Team Games Tournament	In this team games activity, home teams work together to learn content and then compete against tournament teams.
Application	11	Prediction Guide	Students are presented with a series of questions that ask them to make predictions prior to a learning activity and then, after the learning activity, they revisit their predictions to evaluate accuracy and correct potential misconceptions.
Application	12	Fact or Opinion	Students first read a text to identify and list facts. They then re-read the text to look for where the author either overtly or covertly inserts opinion, and make a new list as they carefully consider the evidence and resist being taken in by the text's rhetorical force.
Application	13	Quotation Commentaries	Students receive a handout with a set of quotations from a recent reading assignment and then comment on them, following a specific process: paraphrase, interpret, and comment.
Application	14	Insights-Resources-Applications (IRAs)	In conjunction with an assigned reading, students complete a written assignment that includes three components: new perceptions or understandings (Insights), resources they have found that amplify the reading's themes or information (Resources), and an example from the students' personal experience that relates to the reading (Application).
Application	15	Consider This	Students are given a theory or concept that they have been taught (for example, thesis statements, the scientific method, or push-pull factors) and are challenged to figure out a way to apply it in a new and different context.

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Application	16	What's the Problem?	Students look at examples of common problem types in order to identify the particular type of problem each example represents.
Application	17	Think-Aloud Problem-Solving Protocols	Student pairs receive a set of problems to solve as well as specific roles—problem solver and listener—that they switch as they move from problem to problem.
Application	18	Peer Problem Review	In Peer Problem Review, students each receive a problem, try to solve it, and then pass the problem and solution to a nearby student. The student who receives the problem and response then analyzes and evaluates the solution.
Application	19	Triple Jump	This three-step technique requires students to think through a real-world problem presented in a case-based scenario: (1) to articulate a plan for solving it, (2) to gather resources, and (3) to attempt to provide a viable solution to it.
Application	20	Digital Projects	Students create projects that enhance and document their learning of an important topic concept in the field. Digital Projects may include collages, photo albums, videos, infographics, web sites, blogs, podcasts, book trailers, or other.
Integration	21	Knowledge Grid	Students demonstrate analytical and organizational skills by filling in the internal cells of a grid in which the first column and top row provide key categories.
Integration	22	Sequence Chains	Students analyze and depict graphically a sequence of events, actions, roles, or decisions. Sequence Chains require students to create a visual map of the logic within a series.
Integration	23	Concept Maps	Students draw a diagram that conveys their ideas about or understanding of a complex concept, procedure, or process they have studied. The diagram is intended to suggest relationships between ideas, which it does in the form of a network in which boxes or circles represent ideas and in which the lines between the ideas represent connections.
Integration	24	Contemporary Issues Journal	Students look for recent events or developments in the real world that are related to their coursework readings and assignments, then analyze these current affairs to identify the connections to course material in entries that they write in a journal.
Integration	25	Dyadic Essay	Students individually write an essay question and model answer on a reading assignment, lecture, or other. Pairs exchange questions, write responses to each other's questions, and then compare the model with their own. The students next discuss their responses and in a final step, complete a peer evaluation of each other's performance.

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Integration	26	Synthesis Paper	Instead of responding to or reviewing a single reading assignment, students consider several readings together, work to draw commonalities from them, and then write about the readings in a formal paper.
Integration	27	Case Study	Students receive a real-life scenario, or "case," related to course content. These cases usually present a brief history of how the situation developed and a dilemma that a key character within the scenario is facing, and students are charged with helping the character develop a solution to the problem.
Integration	28	Class Book	Individual students submit a scholarly essay or research paper that they believe represents their highest quality work from the course, and then all students' best papers are published together in a Class Book.
Integration	29	E-Portfolios	Students assemble examples of work that they have created throughout the semester during various assignments, and they supplement this digitized collection of examples with commentary about their significance.
Human Dimension	30	Free Discussion	Small groups of students are formed quickly and extemporaneously to respond to course-related questions. Their discussion is an informal exchange of ideas, but students are assessed on their ability to participate effectively.
Human Dimension	31	Nominations	Students learn about an important award relevant to the field of study, for example someone in economics might learn about the Nobel Memorial Prize in Economic Sciences, including what makes someone qualified for nomination. They then research outstanding individuals in the field, select one for nomination, and write a short profile page of the individual, indicating why he or she should be considered for the award.
Human Dimension	32	Editorial Review	Students assume roles as editors who must evaluate a set of works to select which ones to include in an upcoming publication, and then write to the authors with a decision and rationale about whether their work merits inclusion in the publication.
Human Dimension	33	Dramatic Dialogues	Students create a dialogue based on an imagined discussion of a problem or issue between two characters, imaginary or real, past or present.
Human Dimension	34	Role Play	A Role Play is a created situation in which students deliberately act out or assume characters or identities they would not normally assume in order to accomplish learning goals. Students often research their roles through independent study, but instructors may also provide specific assignments, such as readings, to serve as source material for the play.

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Human Dimension	35	Ethical Dilemma	Students are presented with an ethics-based, discipline-related scenario in which someone must choose a course of action between two or more difficult alternatives. Students write an essay response to the case in which they proceed through a sequence of prescribed steps that conclude with their choice of the most ethical decision.
Human Dimension	36	Digital Story	Digital storytelling at its most fundamental level is the practice of using computer-based tools, such as video, audio, graphics, and Web publishing, to tell stories. The stories may be personal or academic, but for either focus, students share relevant life experiences as they attempt to connect to an audience about a given issue.
Caring	37	Stand Where You Stand	Students read assignments with opposing opinions on a controversial issue. Then, after the teacher presents a statement that reflects one of the sides, students individually decide whether and how much they agree or disagree. They then go stand in front of one of four room-corner signs to signal their positions, take turns presenting their rationales, and move to another sign if the arguments they hear persuade them to change their minds.
Caring	38	Three-Minute Message	Modeled on the Three-Minute Thesis (3MT) academic competition, students have three minutes to present a compelling argument and to support it with convincing details and examples.
Caring	39	Issue Awareness Ad	Students use research and persuasive skills to create an advertisement intended to raise awareness about a current course-related issue.
Caring	40	Proclamations	Students identify and analyze a problematic situation in the local community. They then write and deliver a speech that persuades others of the urgency of the problem and offers strategies for solving the problem.
Caring	41	Editorial	In this adaptation of the classic newspaper editorial essay, the instructor guides students through the process of writing an editorial on a topic that interests them.
Caring	42	Debate	In a debate, students research and analyze a controversial topic and then engage in a series of oral presentations of their arguments against an opposing team.
Caring	43	Briefing Paper	Students select a current problem, and they research it through independent or group study. They next prepare a summary of the main issues involved and outline proposed solutions, which they then evaluate for strengths and weaknesses. In their papers, students often make a call to action.

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Learn How to Learn	44	Study Outlines	Study Outlines provide students with a structure to synthesize and organize course information in meaningful, useful ways so that they can prepare for tests.
Learn How to Learn	45	Student Generated Rubric	Teachers provide students with examples of outstanding disciplinary-based products such as an essay, research paper, musical composition, mathematical proof, or scientific lab report, which students analyze to determine the common characteristics and develop assessment rubrics. They then apply the rubric to test rubric viability.
Learn How to Learn	46	Invent the Quiz	Students write a limited number of test questions related to a recent learning module and then create an answer sheet, or alternately a model answer and scoring sheet, to accompany the test questions.
Learn How to Learn	47	Learning Goal Listing	Students generate and prioritize a list of their learning goals at the beginning of the academic term, a unit of study, or a specific learning activity. If time permits, students can estimate the relative difficulty of achieving these learning goals.
Learn How to Learn	48	What? So What? Now What? Journal	Students write journal entries to reflect on their recent course-related activities or experiences. The questions that comprise the name of this LAT provide students with a structure for critical analysis during these reflections, prompting students to respond to the main questions and relevant subquestions.
Learn How to Learn	49	Multiple-Task Mastery Checklist	Multiple-Task Mastery Checklist provides a structured format for carrying out a multistage formative assessment of a formal project. It involves identifying the sequence of project activities and ensuring that students master each one in the series prior to moving forward to the next one.
Learn How to Learn	50	Personal Learning Environment	A Personal Learning Environment (PLE) is a set of people and digital resources an individual can access for the specific intent of learning. Students illustrate these potential connections through the creation of a visible network of the set. Nodes represent the resources, and ties suggest the relationship between the sources. A PLE then is a visual representation of a learner's informal learning processes and a concrete demonstration of an individual's capacity for future learning.

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