

# Classroom Assessment Forms

# Form Titles Organized by Topic

Many of the actual forms that follow can be adapted to different situations. The listings below are merely to give you an idea of where a particular form **may** fit most appropriately. Where a form seems to fit into several categories, it has been listed **more than once**. You are free to copy and use any of these, or adapt them as you wish. If you develop ones you think would be interesting to others, please send them to Bill Searle for consideration for inclusion in future editions, and possible posting on the NCSPD web page.

These forms are intended to stand alone, as they address different concerns in very different teaching/learning situations.

<b>Page</b>	<b>Form Title</b>
<b>Student Study Skills</b>	
55	Lecture Outline
56	Class Outline
57	Lab Outline
58	What's Exciting To Me
63	Do Your Own Quiz
70	Class Notes
71	Class Notes - Decisions
72	Study Time Log
73	Key Points In The Reading
74	A Key Question On The Reading
75	Linking Ideas - Class
76	Linking Ideas - Reading
77	Test Feedback - Student
78	Me, Studying
78	Study Partners
80	Best Friend, Worst Enemy
110	Test Feedback - Instructor

## **Class Feedback**

52	A Question I Have
53	Class Feedback
56	Class Outline
57	Lab Outline
60	Focused Listing

## **Beginning of Semester**

120	What Worries Me About This Course
121	Background Knowledge Probe
122	Ways I Can Help
123	Course Objectives
124	Expectations

## Page Form Title

### Feedback on Teaching

54	A Question I Have
55	Class Feedback
56	Confidence Levels
55	Lecture Outline
58	What's Exciting To Me
59	Questions, Questions
60	Focused Listing
62	Put It In Your Own Words
64	Guiding Principles
65	Linking Ideas
71	Class Notes - Decisions
75	Linking Ideas - Class
81	Teaching Feedback
82	Most Useful - Least Useful
83	Those Little Things
84	Beginning Class
85	Ending Class
86	First Class
87	I've Heard
88	I've Heard - And Now I Believe
89	Most Exciting - Most Boring
90	Lectures
91	Group Work
92	Experiential Exercises Feedback
93	Course Chatroom Feedback
94	Distance Learning Feedback
95	Film Feedback
96	Cases Feedback
97	Role Play Feedback
98	Portfolio Feedback
99	Computerized Exercises Feedback
100	Internship Feedback
101	Last Semester
102	Finding The Course Hard
103	Course Journal
106	Best Practices
107	Lab Feedback
110	Test Feedback - Instructor
111	The Class At Work
114	Feedback On My Comments

## Page Form Title

### Course Feedback

54	Confidence Levels
59	Questions, Questions
61	Applications
64	Guiding Principles
101	Last Semester
102	Finding The Course Hard
103	Course Journal
104	Classroom Physical Environment
105	Advice To The Newcomers
108	Objective Checking
109	Are We Meeting Expectations?
111	The Class At Work
112	Course Feedback
113	Assignments Feedback
114	Feedback On My Comments
115	Handouts Feedback
116	Syllabus Feedback
117	Linking Courses

### Student Thinking Skills

61	Applications
62	Put It In Your Own Words
63	Do Your Own Quiz
64	Guiding Principles
65	Linking Ideas
66	Misconceptions Check
67	Principles Check - Introductory
68	Principles Check - Advanced
69	Executive Summary
125	How Is That Graded? Class Participation
126	How Is That Graded? Course Term Paper

### Miscellaneous

119	Group Feedback
104	Classroom Physical Environment
105	Advice to the Newcomers
106	Best Practices
117	Linking Courses
118	Counseling Feedback

# A Question I Have

Based upon what we covered in class today, is there a question that you still have that I need to cover in the next class? Be as specific as you can be, so that I am sure what you are writing about. Please do not put your name on this sheet; this is feedback for me, not a quiz! Thanks!

# Class Feedback

Please do not put your name on this paper. This is feedback for me, not a quiz!  
Thanks for your help.

The key idea we covered in this class was (please both list the idea and explain what you believe it means) . . .

One new idea I gathered from this class was (again, please both list the idea and explain what you believe it means) . . .

One important question I have that relates to class today is . . .

# Confidence Levels

At this point in the semester, we have covered many difficult topics. I need feedback from you concerning which topics you feel most comfortable with. **This is not a quiz, and I am not going to use your answers to develop tests or quizzes.** What I am going to do is to use the class responses to help me develop classroom activities over the next few weeks. That is, I will do more with subjects that most students do not feel comfortable with. Also, if you do not feel comfortable with a subject, please do come to see me during my office hours. I am happy to meet with you.

I will identify five different topics. Please use the following scale as you answer.

- 1 = I can easily explain this concept to someone else**
- 2 = I am quite sure I can explain this concept to someone else**
- 3 = I can explain parts of this concept, but probably not everything**
- 4 = I am quite sure I cannot explain this concept to someone else**
- 5 = I cannot explain this concept to someone else**

1.

2.

3.

4.

5.

# Lecture Outline

I am interested in feedback on my teaching, particularly the lectures in this class. Of course I need your help (anonymous help -- **do not put your name on this**). Please use your class notes to produce an outline of the main subjects that I covered today. Remember, there is no right or wrong outline -- I am only interested in feedback on my teaching.

# Class Outline

I am interested in feedback on my teaching, and I need your help (anonymous help - **do not put your name on this**). Please use your class notes to produce an outline of the key subjects that we covered in class today. Remember, there are no right or wrong answers, this is only feedback for me.

## Lab Outline

I am interested in feedback on my teaching, and I need your help (anonymous help - **do not put your name** on this as it is **not a test!**). Please use your lab notes to produce an outline of the key subjects that we covered in lab today. Remember, there are no right or wrong answers, this is only feedback for me. Thank you.

# What's Exciting To Me?

At this point in the semester, I need some feedback from you. I know what I feel are the most exciting parts of this subject, but am I showing you? Please list and *briefly explain* what you believe I think are the most exciting subjects we've studied so far. **Do not put your name on this form.**

1.

2.

3.

4.

5.

# Questions, Questions

At this point in the semester you know enough about the subject matter of this course to have some ideas about questions you'd like answered before the end of the semester. Therefore, I need your anonymous **(no names on this form!)** input -- what questions do you hope we at least discuss before the end of the semester?

# Focused Listing

I need you to help me understand what is clear to you, and what is still unclear. Please **do not** put your name on this paper. This isn't a test! I will give you a topic, and I want you to list 5 words or phrases that define and describe this topic to you.

1.

2.

3.

4.

5.

# Applications

Please describe three specific ways that you feel you can use some idea (or ideas) that we discussed today. Write enough about each situation so that I can understand what you mean. Thanks.

1.

2.

3.

## **Put It In Your Own Words**

Please do not put your name on your paper. This is not a quiz! I am interested in how you understand what we have discussed in class. In your own words, and in no more than a paragraph, please explain the concept I am about to describe to you. Thanks for your help.

# Do-Your-Own Quiz

Here is your chance to design your own quiz on the reading for today. First, carefully write out the five (5) questions you will ask. Then, answer each. Remember to concentrate on the most important subjects! **Do not** put your name on this sheet. I am interested only in whether we can all identify and explain the key points in the reading.

1.

2.

3.

4.

5.

# Guiding Principles

At this point in the semester, I need some feedback from you to see how well I am identifying the key concepts in our field. Please do not put your name on this and answer as directly as you can. This is not a test. I will use the class responses to see what areas I need to emphasize over the next few weeks.

Please identify and **briefly** explain what you consider to be the five key concepts we have studied so far this semester. Thanks for your help.

1.

2.

3.

4.

5.

# Linking Ideas

One of the things we faculty members try to do is to clearly articulate the key concepts in our courses. Then, we try to show how other important ideas relate to those key concepts. We know that sometimes we are clear in how concepts relate, and sometimes students are unsure what we mean.

I will first identify a key concept we have studied recently. Then, I will put other ideas on the board. Please draw a diagram to show how you believe these ideas are linked together. Remember, this is not a test, so you are not being graded! Thanks for your help.

# Misconceptions Check

Anytime we approach learning a new subject, one thing we must deal with is what we already know, or think we know, about that subject. This is especially true with subjects that either especially interest us, or that touch our core values, or that we feel strongly about.

To help me focus my teaching most appropriately, I need your help. In a minute I am going to give you a subject. I need you — anonymously — to write down every key point you know about this subject. Please write the first things that come to your mind, and do not be concerned about how “right” your thoughts are. This is not a quiz, there can be no “right” or “wrong” answers. Thanks!

## Principles Check - Introductory

I am going to put a list of principles that are central to this subject on the board. Next, I am going to read you some short situations. Please write the principle you believe should be applied to solve the problem in each situation. **Do not put your name on this sheet** — this is merely feedback to me to see how well the class as a whole understands these key principles.

# Principles Check - Advanced

At this point in the course, I need to see how well everyone understands the central principles we have been discussing. I am going to read you some short situations. Please write the principle you believe should be applied to solve the problem in each situation. Be as clear as you can regarding the principle you are identifying.

**Do not put your name on this sheet** — this is merely feedback to me to see how well the class as a whole understands these key principles. This is not a test. I will use this to identify where we need to spend extra time over the next few weeks.

# Executive Summary

An excellent learning and life skill is the ability to summarize, briefly and accurately. An “Executive Summary” is a term used to describe a summary that truly hits only the high points of the material in question. To check your understanding of today’s class, please write an “Executive Summary” of the material we covered. You may use your notes, but please use only your notes, not anyone else’s. You may also use any notes you took on the readings for this class. Also, **do not put your name on this sheet.** This is not a quiz; I will use the information from the class to help me focus our next sessions.

# Class Notes

An important part of getting the most out of this course is your ability to take class notes that make sense when you read them over in a couple of weeks. I need your help to see what I need to do to help you make your notes as useful as possible. Please do not put your name on this paper. This is not a quiz!

Very briefly explain the three most important ideas we discussed today.

1.

2.

3.

Explain, as specifically as possible, how you decide to take notes on something we (or I) discuss in class.

## **Class Notes - Decisions**

An important aspect of learning in this class is the ability to take brief, accurate, and complete notes in class. So that I do not automatically assume that every student can do this, I need your help. Please copy exactly what you have for notes on the subject I identify. "Exactly" means just that -- please include doodles and side-notes (well, maybe not all of them!). Do not put your name on this paper; this is not a quiz. I need feedback to see what I may adjust to help you get the most out of this class.

# Study Time Log

One of the most important skills college students need to develop is the ability to maximize the impact of their study time. In fact, the ability to learn new material on your own will be a key life skill for the 21<sup>st</sup> century. Therefore, we need to see how you are doing. If you want my feedback to you, then please put your name on this paper. Otherwise, please **do not** put your name on it, as I am going to use general class responses to see what I need to discuss in future classes.

For the next two weeks, every time you study for this course, please list what time you start, when you finish, and a brief note about what you were doing. Please do this every time you study, even if it is only for 15 minutes. Use the back of this sheet if you need to. Thanks!

# Key Points In The Reading

I need you to help me understand what is clear to you, and what is still unclear. Please do not put your name on this paper. This is not a test! List and very briefly describe the five (5) key concepts in the reading for class today. If you have notes on the reading, you may use them, but **please do not refer to the book itself**.

1.

2.

3.

4.

5.

## **A Key Question On The Reading**

Please do not put your name on this; I am only trying to gather information from the students so I know where to focus this class. Thanks for your help. Please be as specific as possible.

Briefly explain one key question you have on the readings for today.

## Linking Ideas - Class

Please **do not** put your name on this paper. This is feedback for me. I need to see what you understand of the material we have discussed, and how you believe different ideas relate to each other. Please draw a diagram showing how you believe the key ideas we have discussed today relate to each other. Feel free to refer to your notes.

## Linking Ideas - Readings

Please do not put your name on this paper. This is feedback for me. I need to see what you understand of the material you read for class today, and how you believe different ideas relate to each other. Please draw a diagram showing how you believe the key ideas in the reading for today relate to each other. Feel free to refer to your notes. Thanks.

# Test Feedback - Student

Please fill out this form before the next class. Please hand it in at the beginning of class, after I have graded your test (so your comments cannot possibly affect your grade) and before you know your grade. You and I will use this information to help you make your study time for the next test as effective as possible. Thanks!

The questions that I felt **very confident of** were (be as specific as possible about which ones) . . .

The questions that I felt **very weak on** were (again, be very specific) . . .

I expect my grade to be about (A, B, C, D, or F) . . .

To maximize my grade on the next test, I need to (be specific - do you need to get to every class, or join a study group, or copy your class notes over after class, or take more notes on the reading, or . . . )

I need you, the instructor, to do this to help me . . .

# Me, Studying

To help you make the most of your study time, I need your help. Can you please write a paragraph or two, describing how you study for this course? What do you do? Where do you do it? How much time do you spend on different activities? What else is going on in your life as you are trying to study? Do you study with anyone else? Be as complete and honest as you can so we can work on **what will benefit you** the most. This is not a graded assignment; you cannot "flunk" by being honest. Please do put your name on this sheet. I will use the class responses to talk about maximizing study time.

# Study Partners

Now that we have done some work on how to study for this course, I need you to identify particular strengths and weaknesses in your own "study habits." You will be sharing this first with your study partner and then with me. Be clear so your partner knows *what help they can get from you and what areas they need to help you with.*

Probably my **best study strength** is . . .

Another **important study strength** is . . .

Probably my **worst "study habit"** is . . .

Another **problem I have** when studying is . . .

# Best Friend, Worst Enemy

One of the most important skills college students need to develop is the ability to maximize the impact of their study time. In fact, the ability to learn new material on your own will be a key life skill for the 21<sup>st</sup> century. Therefore, we need to see how you are doing. If you want my feedback to you, then please put your name on this paper. Otherwise, please **do not** put your name on it, as I am going to use general class responses to see what I need to discuss in future classes.

Assume I ask your “best friend” about your strengths as a student. She/he wants to say only good things about you. On this side of the paper, write a couple of paragraphs about what he/she will say. On the reverse side of this paper, assume I ask your “worst enemy” about your weaknesses as a student. Again, write a couple of paragraphs about what she/he will say.

# Teaching Feedback

Please do not put your name on this paper. I am interested only in feedback from the class. Thanks in advance for helping me improve my teaching!

One thing that you (the instructor) do that helps my learning is . . .

One thing that you do that interferes with my learning is . . .

A practical suggestion I have that will improve the class for me is . . .

## Most Useful - Least Useful

Please do not put your name on this paper. I am interested only in making my teaching as effective as possible. In making your comments below, please be as specific as you possibly can. Thanks!

The **most useful** part of this class was . . .

The **least useful** part of this class was . . .

One thing you could do to make the class more useful is . . .

## Those Little Things

I know that sometimes a person does something that irritates me, but it is not serious enough that I mention it to them. Perhaps you have the same feeling about some thing (or things) that I do or say in this class. Will you please take a few minutes and give me some feedback on any gestures, or mannerisms, or “little things” that I do that irritate you or that you think are not effective? Although I can’t guarantee that I will change any of these, because they probably are habits I’ve developed over the years, I will work on those things that seem to bother a number of people! Thanks for your feedback.

# Beginning Class

The way class periods begin is important. This semester I am trying to make the way I start class periods as effective as possible. Since students have different reactions to different teaching techniques, I need your help. Please do not put your name on this paper, I am interested only in your perceptions of what I do at the start of a typical class. This is not a test for you or me!

The **most effective** thing you do to begin class is . . .

The **least effective** thing you do at the beginning of class is . . .

One little thing that you do at the beginning of class that I **really like** is . . .

One thing that you do at the beginning of class that I **really don't like** is . . .

# Ending Class

The way class periods end is important. I want the way we tend to finish class to be as effective as possible for as many students as possible. To do this, I need your help. Please do not put your name on this paper; I am interested only in your perceptions. This is not a test for you or me!

The **most effective** thing you do at the end of many classes is . . .

The **least effective** thing you do at the end of many classes is . . .

One thing that you do at the end of many classes that I **really like** is . . .

One thing that you do at the end of many classes that I **really don't like** is . . .

# First Class

Please do not put your name on this paper. I need your honest feedback on this class. I am interested in the number of courses you have completed to see if there are differences between the way students react to different parts of the class based upon the number of other courses they have completed. Thanks.

Number of college courses I have completed: \_\_\_\_\_

One thing about this first class that **surprised** me was . . .

One thing about this first class that **confused** me was . . .

One thing about this first class that **helped** me was . . .

One thing that **makes me anxious or nervous** is. . .

# I've Heard

One thing that is important to me as we start to study this new subject is what you've heard about it, the course, and me. To help me, I need your clear and direct ideas. Please do not put your name on this sheet. This is not a quiz or test. Also, there may be comments below that you have no response to, that is fine. Thanks for your ideas.

Some of the things I've heard about **this subject** are [note: you may also include things you believe about this subject, even though you are not sure where or when you may have heard someone talk about it] . . .

Some of the things I've heard about **this course** are . . .

Some of the things I've heard about **you as an instructor** are . . .

# I've Heard - And Now I Believe

Do you remember that at the beginning of the semester I asked you to write about what you had heard about this subject, this course, and me? Well, now I want you to respond again. Please do not put your name on this; I am interested only in your current perceptions and beliefs.

Before, some of the things I had heard about the **subject** were . . .

And, **now I believe** (it is perfectly okay to say that you believe exactly as before!) ....

Before, some of the things I had heard about this **course** were . . .

And, **now I believe** (again, it is perfectly okay to say that you believe exactly as before!) ...

Before, some of the things I had heard about you the **instructor** were . . .

And, **now I believe** (same comment as the two above) . . . .

## Most Exciting - Most Boring

I am interested in what you perceive to be the most exciting and most boring topics we have discussed thus far this semester. Please do not put your name on this sheet, I only want to gather information. Thanks.

The **most exciting subject** we have discussed so far is . . .

The reason this is the most exciting subject **to me** is . . .

The **most boring** subject we have discussed so far is . . .

The reason this is the most boring subject **to me** is . . .

# Lectures

This semester I am working on making my lectures as effective as possible. To do this, I need your help. Please be as specific as possible with your feedback, and do not put your name on this sheet. This is not a test (for either you or me!).

A very effective thing you do when you are lecturing is . . .

One thing that you do when you are lecturing that makes it hard for me is . . .

Something I wish you would do when you lecture is . . .

# Group Work

This semester I am working on improving the way I assign projects to groups in class, and how I work with groups in class. To do this, I need your help. Please be as clear and specific as you can, and do not put your name on this paper. I am interested in general responses from the class. Thanks for your input.

The **best** thing you do when assigning projects to groups in class is . . .

The most **ineffective** thing you do when assigning projects to groups in class is . . .

When we are working in groups in class, I am **happiest** when . . .

When we are working in groups in class, I am **unhappiest** when . . .

One thing I wish you would **change** about group work in class is . . .

# Experiential Exercises Feedback

Please do not put your name on this sheet. This is feedback for me. I am very interested in how useful you feel the experiential exercises are. I am going to list two of our recent exercises on the board. Please refer to them in your responses (this is not a quiz, you cannot get a "wrong answer"). Thanks!

What do you remember most from the **first exercise** listed?

What do you remember most from the **second exercise** listed?

What was the theory or main idea that the **first exercise** was built around?

What was the theory or main idea that the **second exercise** was built around?

What would make the **first exercise** a more useful learning experience for a student like you?

What would make the **second exercise** a more useful learning experience for a student like you?

# Course Chatroom Feedback

1. Overall, how effective do you think the chatroom for this course is? (circle one)

1 = not at all    2 = poor    3 = adequate    4 = good    5 = great

2. On average, how often do you access the chatroom each week?

3. If you have posed questions, were answers useful?

If so, can you be specific about how they were useful?

If not, can you be specific about why they were not useful?

4. Give a **specific example** of something you learned from the chatroom (and, please, don't be concerned about saying "nothing" – this is to help me, not to evaluate you!)

5. Give a **specific example** of something that you have contributed to the chatroom (and please, don't be concerned about saying "nothing" – this is to help me, not to evaluate you!)

6. What specifically can **you do** to improve the way the chatroom functions?

7. Suggest one specific, practical idea that **I** can implement that will help the course chatroom function more effectively.

# Distance Learning Feedback

I need some anonymous feedback about how this course is going for you. This is not an evaluation of you. The only purpose of this form is to provide me feedback from students to help make this distance learning course as effective as possible for the largest number of students. Thanks in advance for your help!

1. How many “traditional” – in-class – courses have you completed?

2. Compared to in-class courses, how much real interaction do you think you have with other students

about the same level                      more                      less

3. Compared to in-class courses, how much real interaction do you think you have with the instructor (hey, that’s me!)

about the same amount                      more                      less

4. What is the best aspect of this course for you?

5. What is the worst aspect of this course for you?

6. What part of the content of this course did you find hardest?

Do you think it would have been easier if this were an in-class course?

7. What part of the content of this course do you think was probably easier for you to understand than if you had taken the same course “in-class?”

# Film Feedback

This is not a quiz! Please do not put your name on this sheet. I am interested in your honest feedback on a couple of the films that we have seen in this class. Your feedback will help me continue to make this class as useful to students as I can. Thanks! I am going to list the titles of two of the films we have seen in this class on the board. Please refer to them in your answers.

For the first film on the board, please explain (in as much detail as you can) the main idea illustrated by the film.

For the second film on the board, please explain (in as much detail as you can) the main idea illustrated by the film.

Please explain one other key idea from the first film.

Please explain one other key idea from the second film.

What can you suggest that I do to make either of these films a more useful learning experience for a student like you?

# Cases Feedback

You know that we use case studies in this course to reinforce certain skills and knowledge. Since all students experience cases differently, I need feedback from you on how we handle cases in this course. This is not a test; this is feedback to me.

Please identify what you believe are the three main reasons **why you think** I use cases in this course. After each main reason, please use the following scale to rate how effective the cases have been for you.

- 5 = The cases were **very effective** at doing this for you
- 4 = The cases were **fairly effective** at doing this for you
- 3 = The cases were **okay** at doing this for you
- 2 = The cases were **fairly ineffective** at doing this for you
- 1 = The cases were **very ineffective** at doing this for you

1. One main reason why we use cases is . . .

\_\_\_ Rating of how well the cases did this for you (1 - 5 above)

2. A second main reason why we use cases is . . .

\_\_\_ Rating of how well the cases did this for you (1 - 5 above)

3. A third main reason why we use cases is . . .

\_\_\_ Rating of how well the cases did this for you (1 - 5 above)

# Role Play Feedback

You know that we use role playing in this course to reinforce certain skills and knowledge. Since all students experience role play exercises differently, I need feedback from you on how we handle role play exercises in this course. I need to know how much you think they contribute to your learning. This is not a test; this is feedback to me.

Please identify what you believe are the three main reasons **why you think** I use role playing in this course. After each main reason, please use the following scale to rate how effective the role playing exercises have been for you.

- 5 = The role playing exercises were **very effective** at doing this for you
- 4 = The role playing exercises were **fairly effective** at doing this for you
- 3 = The role playing exercises were **okay** at doing this for you
- 2 = The role playing exercises were **fairly ineffective** at doing this for you
- 1 = The role playing exercises were **very ineffective** at doing this for you

1. One main reason why we use role playing exercises is . . .

\_\_\_ Rating of how well the role playing exercises did this for you (1 - 5 above)

2. A second main reason why we use role playing exercises is . . .

\_\_\_ Rating of how well the role playing exercises did this for you (1 - 5 above)

3. A third main reason why we use role playing exercises is . . .

\_\_\_ Rating of how well the role playing exercises did this for you (1 - 5 above)

# Portfolio Feedback

You know that we use portfolios in this course to reinforce and extend your knowledge and abilities. I need feedback from you on how I handle portfolio development in this course. I need to know how much you think they contribute to your learning. This is not a test; this is feedback to me.

Please identify what you believe are the three main reasons **why you think** I use portfolios in this course. After each main reason, please use the following scale to rate how effective the portfolios have been for you.

- 5 = The portfolios were **very effective** at doing this for you
- 4 = The portfolios were **fairly effective** at doing this for you
- 3 = The portfolios were **okay** at doing this for you
- 2 = The portfolios were **fairly ineffective** at doing this for you
- 1 = The portfolios were **very ineffective** at doing this for you

1. One main reason why we use portfolios is . . .

\_\_\_ Rating of how well the portfolios did this for you (1 - 5 above)

2. A second main reason why we use portfolios is . . .

\_\_\_ Rating of how well the portfolios did this for you (1 - 5 above)

3. A third main reason why we use portfolios is . . .

\_\_\_ Rating of how well the portfolios did this for you (1 - 5 above)

# Computerized Exercises Feedback

You know that we use computerized exercises in this course to reinforce and extend your knowledge and abilities. I need feedback from you on how we use computerized exercises in this course. How much do they add to your learning is a key question I have. This is not a test; this is feedback to me.

Please identify what you believe are the three main reasons **why you think** I use computerized exercises in this course. After each main reason, please use the following scale to rate how effective the computerized exercises have been for you.

5 = The computerized exercises were **very effective** at doing this for you

4 = The computerized exercises were **fairly effective** at doing this for you

3 = The computerized exercises were **okay** at doing this for you

2 = The computerized exercises were **fairly ineffective** at doing this for you

1 = The computerized exercises were **very ineffective** at doing this for you

1. One main reason why we use computerized exercises is . . .

\_\_\_ Rating of how well the computerized exercises did this for you (1 - 5 above)

2. A second main reason why we use computerized exercises is . . .

\_\_\_ Rating of how well the computerized exercises did this for you (1 - 5 above)

3. A third main reason why we use computerized exercises is . . .

\_\_\_ Rating of how well the computerized exercises did this for you (1 - 5 above)

# Internship Feedback

Making internships as effective as possible for students is an ever-changing process. We need your help to keep improving our internships. Please be as clear as possible when filling out this form, but do not put your name on it. Thank you for your help.

The **best part** of the internship was . . .

The **most ineffective part** of the internship for was . . .

One time I was **confused and could have used help** from the college was . . .

If I could **change one thing** about the internship, it would be . . .

One suggestion I have to **improve** the internship process for future students is . . .

## Last Semester

Yes, I do know that you finished my course last semester. However, now that you are well separated from the course, you may have some different feedback for me. I am interested in what you have to say. As always, please do not put your name on this.

Now that you have been done with the course for a semester, what do you believe was the most important thing you learned . . .

If you have been taking other courses, please identify the ways that the course helped prepare you for them . . .

If you have been working, please identify how the course has helped you at work . . .

Looking back on the course now, what do you feel was the best thing about the course . . .

Looking back on the course now, what do you feel is one thing can be improved in the course to make it more useful to students like you . . .

# Finding The Course Hard

I am interested in how you feel different types of people will do in this course. Please do not put your name on this as I am interested only in general class responses. If you have no idea for a particular question, simply leave it blank.

Young people will find this course hard because . . .

Older people will find this course hard because . . .

Women will find this course hard because . . .

Men will find this course hard because . . .

White people will find this course hard because . . .

Afro-American people will find this course hard because . . .

Latino people will find this course hard because . . .

Asian people will find this course hard because . . .

Any other kind of person that you think will find this course hard (please identify and explain why) . . .

# Course Journal

I need your feedback to continue to adjust this course to changing student needs. Every 2 - 3 weeks during this course, I will give you a few minutes in class to update your journal. Please look back at what you have already written, to see if you still agree with your earlier comments, then add anything additional. Please also do not put your name on this form – it is for my use, not an evaluation of your work. Thanks!

Subjects or class activities that I did not find very useful – these could be dropped from the course

Subjects or class activities that I think are important, but that need better explanations

Subjects or class activities that I believe we should either add, or do more of

# Classroom Physical Environment

As we all know, the physical environment affects how we function. I am interested in your anonymous feedback about the physical environment of this classroom. This is not an evaluation of you -- so, please do not put your name on this!

One **big** thing about the physical environment of this classroom that **helps my learning** is . . .

One **big** thing about the physical environment of this classroom that **interferes with my learning** is . . .

One **little** thing about the physical environment of this classroom that **interferes with my learning** is . . .

Now, please consider another class, seminar, or workshop where you thought the physical environment of the room was excellent. What about the room was so good, for you?

# Advice To The Newcomers

One thing that can be helpful to students entering a course is to have some advice from students who have just completed the course. Please take a few minutes to give your best three pieces of advice to students in my next class. Please do not put your name on this -- it is not a quiz!

My **best three pieces of advice** to future students about how to succeed in this course are . . .

1.

2.

3.

# Best Practices

I am always looking for ways to make my teaching more effective, and I need your help. Please take a few moments and think of specific things that other teachers did that really helped you learn. Do not put your name on this form, it is not a quiz to see if you remember anything from past classes!

Three things that **other teachers** have done that really helped me learn were . . .

1.

2.

3.

# Lab Feedback

I am interested in your feedback on the lab portion of this course. To make the labs as effective as possible, I need your help. Please do not put your name on this form, as this is not a quiz or test. I simply need your feedback. Thank you for your help.

The **most helpful** aspect of the lab is . . .

The **least helpful** aspect of the lab is . . .

One thing I hope you **never change** about the way you do labs is . . .

One thing I hope you **do change** about the way you do labs is . . .

# Objective Checking

At this point in the semester, I need your feedback on how you feel we are doing in achieving our objectives for the semester. Please look through the objectives I have listed on the syllabus and let me know what ones you feel we are definitely working toward. After that, list the ones you are not sure we are covering. Please do not put your name on this form; it is not a quiz!

Objectives I feel that we **are definitely working toward** include . . .

Objectives I am **unsure we are working toward** include . . .

## Are We Meeting Expectations?

Please do not put your name on this paper. I need your honest feedback to see if you believe that this course is meeting the expectations we discussed at the beginning of the semester.

An expectation I had about this course that **is being met** so far is . . .

An expectation I had about this course that I **don't feel is being met** so far is . . .

An expectation I had about this course that I am **not sure is being met** so far is . . .

# Test Feedback - Instructor

Please fill out this form before the next class. Do not put your name on it. This is simply feedback to me on the test. Please hand it in at the beginning of class, after I have graded your test (so **your comments cannot possibly affect your grade**) and before you know your grade. Thanks!

The **best thing** about this test was . . .

The **worst thing** about this test was . . .

One thing **I wish I had known before the test** was . . .

Do you feel that the test reflected the most important ideas and material we have discussed in this class? If not, please say why not.

What do you feel your grade will be on the test?

# The Class At Work

I am interested in how each of you views the functioning of this class. Therefore, please draw a “snapshot” that shows what you believe is typical of this class in action. I plan to compare your ideas with what I think is going on, and we will discuss different perceptions later. Please do not put your name on this paper; this is not a test!

# Course Feedback

At this point in the semester I need some feedback from you about the class. Please **do not put your name on this**. Also, please be as honest as possible, and be very specific. Thanks for your help.

The **most effective thing we have done in class** so far is . . .

The **least effective thing we have done in class** so far is . . .

One thing I hope you **never change** is . . .

One thing I wish you **would change** is . . .

# Assignments Feedback

I am interested in your feedback on class assignments and the comments I make on your work. Please do not put your name on this paper. I am trying to improve the course, not evaluate you! Thank you.

What part of your weekly assignments do you feel **contributes most** to your understanding the material in this course? Please also tell me why you feel this way.

What part of your weekly assignments do you feel **contributes least** to your understanding the material in this course? Please also tell me why.

Please critique the way I make comments on material I hand back to you.

What are the **best aspects** of my comments on your work?

What would you like to see me **change**?

## Feedback on My Comments

As you know, I make comments on your papers and work in an attempt to help you learn. Now, I need your feedback on how effective my comments are. **Please do not put your name on this form;** it is for my use only. Also, please be as specific as possible in describing my comments. I want to make my comments as helpful to students as possible.

One thing about your comments that I find **very helpful** is . . .

One thing about your comments that I **do not find helpful** is . . .

One thing I would **like you to change** when doing your comments is . . .

One thing that I hope you **never change** when providing students comments is . . .

Is there anything else you'd like to say about my comments on your papers, quizzes, or tests?

# Handouts Feedback

As you know, I try to use handouts in this course to provide extra information to students. I need your help to decide which handouts are most useful to you. Please answer the following questions as specifically as possible, and please **do not put your name on this**.

The handout that was **most useful** to me was . . .

The **reason** this handout was so useful was . . .

The handout that was **least useful** to me was . . .

The **reason** this handout was least useful was . . .

One **specific suggestion** I have about handouts in this course is . . .

# Syllabus Feedback

I am interested in making my syllabus as useful as possible to students. To do this, I need your help. Please answer the questions below as specifically as possible, and please do not put your name on this paper. Thanks for your help.

After reading the syllabus, **one question I have** is . . .

One part of the syllabus that is **really clear** is . . .

To make the syllabus **more useful to someone like me**, I suggest . . .

# Linking Courses

Now that you have been in this course for a few weeks, I need your input. We on the faculty are interested in how students perceive linkages between courses. Therefore, ***if you have taken other courses at this college***, please complete this form as well as you can. This is feedback for us, not a test! Please answer only for courses you have taken. Thanks for your help.

Courses I have taken that definitely have subjects that overlap with this course include . . .

Courses I have taken that do not appear to have subjects that overlap with this course include . . .

Please list any courses you are glad you had before taking this course (that is, courses that helped prepare you for this course) . . .

# Counseling Feedback

At this point in the semester, many of you have visited me for discussions in my office. If you have been in to see me, I need some feedback on how useful you felt our discussion was. Please be as specific as possible, without identifying yourself by name. I am interested only in seeing how I can improve my student counseling.

One big thing that you (the instructor) did that **helped me** was . . .

One big thing that you did that **did not help me** was . . .

One thing that I wish you **would change** about your counseling is . . .

One thing that I hope you **never change** about your counseling is . . .

One other piece of feedback that I want to give you about the meeting(or meetings) we had outside of class is . . .

# Group Feedback

Group #:

1. Overall, how effectively did your group work together today? (circle one)

1 = not at all    2 = poorly    3 = adequately    4 = well    5 = very well

2. How many of your group members actively participated most of the time?

3. How many of your group members were fully prepared for class?

4. Give a **specific example** of something you learned from the group that you probably would not have learned on your own or from the instructor.

5. Give a **specific example** of something that other members of your group learned from you that they probably wouldn't have otherwise learned.

6. What specifically can **you do** to improve the way your group functions next time?

7. Suggest one specific, practical idea that **your group** can implement that will help your group function more effectively.

# What Worries Me About This Course

Please **do not put your name on this**, unless you want to talk with me about your personal concerns (which I'm **very interested** in helping you with, incidentally, so do come in to see me!). With this form I'm trying to gather information that will help me deal with concerns that many students have at the beginning of this course. Thanks for your help!

Please list and explain up to five concerns you have about this course, or your ability to do well in the course.

1.

2.

3.

4.

5.

# Background Knowledge Probe

Please take a few minutes and explain any experience or knowledge you have about what you believe we will be discussing in this course. Have you ever taken any courses where you think some subject matter will overlap with this course? Do you have any work experience that you think may be relevant? Have you ever read something, or taken a training program, or studied on your own some subject(s) that you think we will be covering?

I need this information so that I can take full advantage of the knowledge that different members of the class have (and, also so I don't bore everyone with information you all already know!).

## Ways I Can Help

Everyone brings a great deal of knowledge, experience, and ability to this course. We can have a more effective course if everyone participates. Therefore, I need you to identify your strengths.

Skills you have that you think will be valuable in this course include . . .

Other courses you have had that you believe will help you understand the subject matter of this course include . . .

Work or life experiences you have had that you believe are relevant to this course include . . .

# Course Objectives

It is important to me to find out what your objectives for this course are. Please do not put your name on this paper; I am only interested in the class as a whole.

Please list four or five objectives you hope to achieve by attending this course.

YOUR OBJECTIVES FOR THIS COURSE	RANKING
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Now, rank your objectives in order of their importance. Your most important objective receives a ranking of 1. The next most important gets a 2, etc.

After I present my objectives for this course, please put a (+) before each of your objectives that is close to one of mine. Place a (-) before each of your objectives that is not close to one of mine.

# Expectations

Both in courses and at work, it is very important to be clear about the expectations we have of each other. Often we have ideas about what a person should do (or not do) or how that person should talk (or what she or he should not say), that we do not tell them.

Later, I will discuss my expectations of your behavior as college students, but, right now I need you to write out how you expect me to behave. What do you expect me to do in class? What do you expect me to say, or not say? Be as specific as possible, and please **do not put your name on this form**. I am interested in ideas from the class.

# How Is That Graded?

## Class Participation

Do you know how you will earn the class participation portion of your grade in this course? Let's work on developing a rubric (I'll explain what that term means in a minute) for class participation. Right now, I need you to identify how you believe an instructor should grade a student's class participation. Be as clear as you can be, and please **do not put your name on this sheet**. After you have all completed this sheet, we will discuss what you wrote down and determine how I will actually figure out that portion of your grade for this course.

# How Is That Graded? Course Term Paper

Do you know how I am going to determine the grade you earn on your term paper? Let's work on developing a rubric (I'll explain what that term means in a minute) for grading the course term paper. Right now, I need you to identify how you think an instructor should grade a student's term paper. Be as clear as you can be, and please **do not put your name on this sheet**. After you have all completed this sheet, we will discuss what you wrote down and determine how I will actually do the grading.

## Feedback on NCSPOD publication

To make this publication on classroom assessment/feedback as useful as possible we need your help. Please take a few minutes to fill out this form and send it to the current Vice President for Publications (check the last newsletter for name and address). Thanks!

— The **most useful** aspect of this publication is . . .

— The **least useful** aspect of this publication is . . .

— One suggestion I have for making this publication more useful is . . .

— Any other comments you care to make that can help us better serve NCSPOD members.