

One-Minute Test

Description: This versatile technique provides a quick and extremely simple way to collect written feedback on student learning. To use the One-Minute Test, stop class two or three minutes early and ask students to respond briefly to some variation on the following two questions: “What was the most important thing you learned during this class?” and “What important question remains unanswered?” Students then write their responses and hand them in.

- ◆ **Purpose:** One-Minute Tests encourage attendance, increase students’ classroom participation, and enable faculty to quickly check how well those students are grasping the material presented. Students, in their turn, receive prompt feedback on their progress and clarification of the content that proved to be difficult for them. They are also given a valuable opportunity to process the material presented to them during the class period.
- ◆ **Procedure:** Administer the One-Minute Test at the end of class if you want to focus on students’ understanding of that day’s content. However, if you want to assess how well students are learning from their outside assignments (e.g., readings), run the test at the beginning of class. While it is called the “one-minute test,” set aside 5 to 10 minutes of class time for the test and let your students know how much time they have and what kinds of answers you want (words, phrases, or short sentences). Finally, allot some time in the next class to discuss students’ answers and review areas they found confusing.
- ◆ **Analyzing Data:** Simply tabulating the responses and making note of any useful comments is often all the analysis needed.

Pros	Cons
<ul style="list-style-type: none"> ▪ Provide immediate feedback to teachers and allow quick response to students because they can be read, tabulated, and analyzed quickly. ▪ Encourage attendance, active listening, and engagement. 	<ul style="list-style-type: none"> ▪ If poorly used or overused, students will begin to view the technique as a gimmick. ▪ It is more difficult than it may seem to prepare questions that can be immediately and clearly comprehended and answered.

- ◆ **Caveats:**
 1. Not all learning experiences can be meaningfully assessed by an instrument that asks learners to note significant points or remaining questions. This technique is flexible but not universal.
 2. Responding to One-Minute Tests in class often takes longer than planned because questions lead to further questions. Build some flexibility but also set clear limits for the time you will spend on administration and feedback.