

Samples of Mid-Term Assessment Questionnaires

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Midterm assessment: Minute Paper (Angelo and Cross, 1983, pp. 148-153)

Please respond to the following two questions. Do not sign your name.

1. What is one significant insight you have gained thus far in this course?
2. What is one question about this course's subjects you still have?

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Group Informal Feedback on Teaching (Angelo and Cross, 1983, pp.334-338)

Please write brief, honest, and legible responses to the following three questions:

- a) What are one or two specific things your instructor does that help you learn in this course?
- b) What are one or two specific things your instructor does that hinder or interfere with your learning?
- c) Please give your instructor one or two specific, practical suggestions on ways to help you improve your learning in this course.

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Stop, Start, Continue (Fevzi Okumus, University of Central Florida, 2011)

<http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Assessment/bestpractices.php>

In order to maximize learning in this class the teacher should . . .	In order to maximize learning in this class, students (you and peers) should . . .
Start . . .	Start . . .
Stop . . .	Stop . . .
Continue . . .	Continue . . .

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Student Self-Assessment—sample questions (University of Missouri St. Louis)

<http://www.umsl.edu/services/ctl/DEID/destination9assessment/9cstudent.html>

- What was most useful to me in my learning process? What was least useful?
- Did I achieve my learning objectives in this course? If yes, what did I achieve? If no, what got in the way of achieving those objectives?
- What did I learn about my own learning process by taking this course?
- How did I change as a learner through my involvement with this course?
- Do I feel that what I learned in and through this course will have application in other areas of my life? If so, where will I apply this knowledge?
- How well did I participate in this course? Am I satisfied with my level and quality of participation? Did I see myself as an active member of the group? Did I contribute adequately to collaborative assignments?
- How would I evaluate my performance in this class overall?

Critical Incident Questionnaire

(adapted from Brookfield, 1995, p. 115)

Advantages of the CIQ:

- Alerts us to problems before a disaster develops.
- Encourages students/participants to be reflective learners.
- Builds a case for diversity in teaching.
- Builds trust.
- Suggests possibilities for educator development.

Instructions: Please take about five minutes to respond to each of the questions below about this class. Don't put your name on the form – Your responses are anonymous. At the start of the class next week, we will be sharing the responses with the group. Thanks for taking the time to do this. What you write will help make the class more responsive to your concerns.

1. At what moments in the class have you felt most engaged with what was happening?
2. At what moments in the class have you felt most distanced from what was happening?
3. What have you seen, heard, or experienced in the class that you found most affirming and helpful?
4. What have you seen, heard, or experienced in the class that you found most puzzling or confusing?
5. What about the class have you found the most surprising or provocative? (This could be something about your own reactions to what went on, or something that someone did, or anything else that occurs to you.)

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More-Less-Same

Please complete as many as you like of following nine statements. You may respond to each question more than once. Do not sign your name. Results will be compiled for all class members to review.

Teacher assessment:

1. I would like for the teacher to do more of
2. I would like for the teacher to do less of
3. I would like for the teacher to do the same of

Class assessment:

1. I would like for the class to do more of
2. I would like for the class to do less of
3. I would like for the class to do the same of

Self assessment:

1. I would like to do more of
 2. I would like to do less of
 3. I would like to do the same of
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Sample feedback questions:

(McKeachie and Svinicki, 2006, p. 354)

- a) What have you liked about the course so far?
- b) What aspects of the course have been valuable for your learning so far
- c) What suggestions do you have for improvement?
- d) What have you done that has helped you learn effectively in this course?
- e) What do you need to do to improve your learning in this course?
- f) What have you done to help other students in the course to learn?
- g) What has the teacher done that has helped you learn?
- h) What would you like the teacher to do that would facilitate your learning?

References

Angelo, T.A. & Cross, K.P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers*. San Francisco: Jossey-Bass.

Brookfield, S.D. (1995). *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass.

McKeachie, W.J. & Svinicki, M. (2006). *McKeachie's Teachign Tips: Strategies, Research, and Theory for College and University Teachers*. 12th ed. Boston: Houghton Mifflin.