

Muddiest Point

Angelo, T.A. & Cross, P.K. (1993). Classroom Assessment Techniques (2nd ed.). San Francisco: Jossey-Bass.

TEACHER DIRECTIONS:

1. Determine what you want feedback on: The entire class session or one self-contained segment? A lecture, a discussion, a presentation?
2. This will help you gauge misconceptions, preconceptions, points that need clarification, understanding, etc.
3. It is a good activity prior to a test, as the feedback from teacher will clarify "Muddy Points."
4. Reserve enough time at the end of class to ask the question, to allow students to respond, and to collect their responses.
5. Pass out or have students create EXIT PASSES (pieces of paper or index cards for students to write on).
6. Collect them as they leave the door
7. Respond to them in the next class or as soon as possible

Example: Class Lecture

In our last class discussion, we talked about the causes of the Civil War. There were many social, political and economic factors. Give me feedback on any points made in yesterday's lecture on which you would like some clarification.

STUDENT DIRECTIONS:

List from one to three "muddy points" on which you would like clarification.

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