

### Classroom Logistics for Readiness Assessment Tests

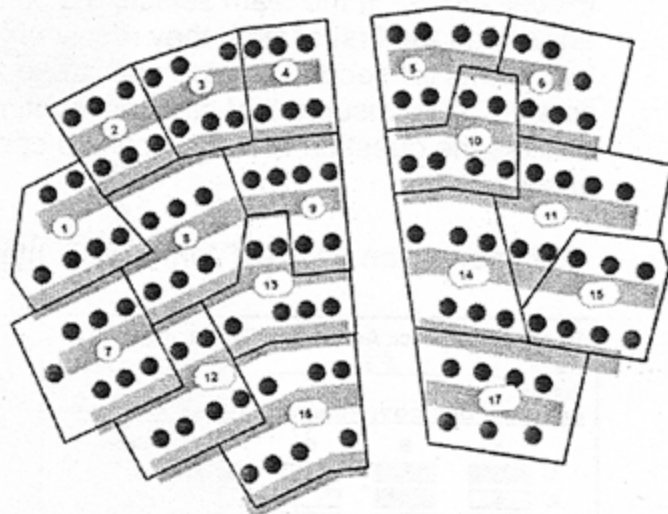


#### Prepare team folders before class:

Team folders are very helpful for organizing group materials. You can pre-load the folders with the test question sheets and the scantron forms. This makes handing-out and collecting materials much simpler. Each folder can have a Performance and Attendance record fastened to the front so it is easy to keep track of each individual's score, attendance and the group scores for the Readiness Assessment Process

#### Use a seating plan to get students in the right place

With Team-based learning it is important for each group to have their own area in the classroom. Depending on your classroom layout this may be more or less rigid. A class with 120 students and fixed, tiered seating used this seating plan to organize their class.



#### Individual tests

At the beginning of Readiness Assessment session each team receives their team folder. The team folder should contain the question sheets, scantron forms and appeal forms. Teams are instructed to close all books and put away reading materials and wait for instructions to open the folders and begin their tests.

Once the test is complete the students place their scantron forms in their team folder (They retain the question sheets). The folders are then exchanged for the IF-AT sheets. The individual test sheets are then scanned by instructor or TA during the team test and returned to the team folders.

## Scoring test sheets

Scantron-type machines provide a fast and easy way to grade individual Readiness Assessment Process tests.

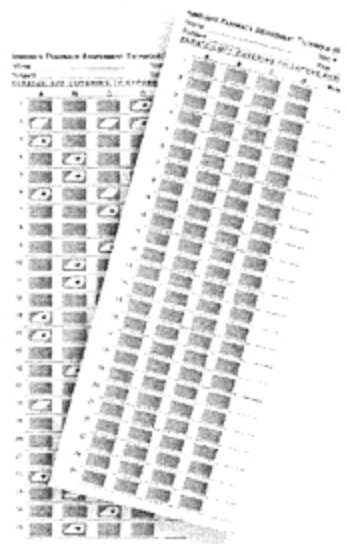
Our favourite is the Apperson Advantage 1200 because it is cheaper, faster and more versatile than others we have tried:

<http://www.appersonedu.com/ADVabout.asp>



## Team tests

Team tests begin immediately after the individual test. The same test is re-taken in the student teams. Team tests noisy and often chaotic events as students discuss and negotiate their answers. Using a special kind of test sheet know as an IF-AT sheet can significantly increase the amount of learning that takes place during the team test. **IF-AT forms** (Immediate Feedback-Assessment Technique) are 'scratch-and-win' style answer sheets that provide immediate affirmative and/or corrective feedback for the team portion of the Readiness Assessment Process tests. If the team selects the correct answer on the first scratch they receive **four** points, **two** points for second scratch and **one** point for third scratch. This ensures that students continue to discuss the question till they know the correct answer.



25 question IF-AT Forms

For information on IF-AT forms, visit; <http://www.epsteineducation.com/how.php>

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT)					
Name <u>TEAM #1</u>		Test # <u>1</u>			
Subject		Total			
SCRATCH OFF COVERING TO EXPOSE ANSWER					
	A	B	C	D	Score
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
2.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
3.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
4.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4
6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

"The IF-AT is an important component of our Team-Based Learning approach. The immediacy of the feedback allows team members quickly to correct their misconceptions of the subject matter and, even more importantly, learn how to work together effectively. The IF-AT virtually members dominating team discussions. "Pushy" members are only one scratch away from having to "eat crow" and quiet

members are one scratch away from being validated and 2 scratches away from being told that they need to speak up. The impact of the IF-AT on student learning is dramatic, as rooms often fill with cheers and high fives when correct answers are identified--and moans when answers are missed."

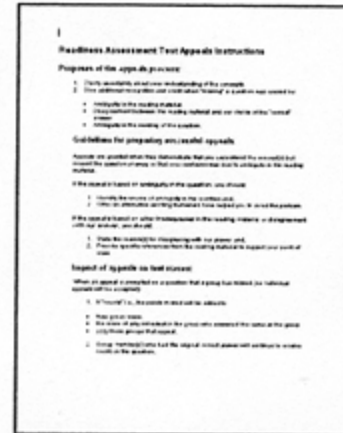
## Following team test

Once the team test is complete the instructor will:

- return the graded individual tests to the students using the team folders
- post team scores on board or overhead
- encourage teams to use the appeal process.

## Handling appeals

At end of team test, teams are encouraged to appeal questions that they got incorrect. Only teams can appeal, no individual appeals are accepted. The team must fill out the appeal form and present a scholarly written argument to defend their position (see form for details). The instructor makes it clear that the appeals will only be considered outside of class time and that the results will be announced at the next class meeting. This does a few important things: 1) Gets student back into content where they have a lack of understanding 2) Instructor can truncate "marks whining" conversations that may occur during the mini-lecture/test review.



Appeal Instruction Form

## Mini-Lecture

At the end of the testing and appeal phase, instructors can open the floor to student questions about the content. This let instructors concentrate on what the students don't know rather than on what they already know. If a test scoring machine is used, then instructors can also use the item analysis results from the individual tests to identify topics that should be reviewed.

## End of session

Students are instructed to place all question sheets, all scantron forms and the IF-AT sheet in their team folder for collection. Typically, we require that all question sheets be returned or the team will receive zero on their tests.

## Timing of Process

The typical RAP takes 50-70 minutes.

<sup>i</sup> Larry Michaelsen, Ph.D. Central Missouri State University, Dee Fink, Ph.D. University of Oklahoma