

***PARTICIPANT
ASSESSMENT
TECHNIQUES***



This guide was designed by the Training Program Design team to make participant assessment techniques (PAT) available to all new and current trainers and writers. PAT are ongoing assessments incorporated throughout materials to increase retention of key concepts and main objectives. The following learner-based assessments are possible options to be used when developing new training materials.

Title	Description	Application
Family Feud	2 teams – ask questions – first one to ring bell gets to answer – 3 strikes – other team can steal – team with most points wins	When to Use: To review course content. Works best with large sections of curriculum or whole courses so there is lots of material to work with. Group Size: less than 20 Estimated Time: 30 minutes
Jeopardy	Trainer provides answers (descriptions); players must come up with the questions (concepts/skills described)	When to Use: To review course content. Works best with large sections of curriculum or whole courses. Group Size: less than 20, can be done in teams Estimated Time: 30 minutes
Who wants to be a Millionaire?	Multiple choice trivia quiz with increasing difficulty and point value	When to Use: End of unit/day wrap-up and review of materials covered throughout the day (may put more pressure on some participants than others). Group Size: less than 20 Estimated Time: 15 minutes
Question Cards	Hand out blank index cards – everyone in class writes on it a question they have – pass cards around clockwise – each person makes a checkmark on every card that has a question they don't know the answer to – as each gets own card back, turn it into the trainer – trainer reviews questions, starting with ones with most checks – ones with few or no checkmarks, allow large group to answer Variation – break into subgroups and do same thing	When to Use: Tool for trainer to check where participants are at with a particular unit or concept—used as a checkpoint during a unit or at the end of day. Can provide an indication of topics that need further review, and when the class is ready to move on. Group Size: any group size Estimated Time: 15-20 minutes

Match Cards	Set of cards (at least 1 per person) ½ are concepts/techniques from class, ½ are the definitions/examples to go with them – pass out randomly – participants find their match – pairs quiz the rest of the class by reading the definition/example and having the class guess the concept/technique	When to Use: Works well for reviewing terminology or main points of a topic (need to have enough cards prepared). Group Size: any group size Estimated Time: 15-20 minutes
Flipchart/Overhead review	Go back to first OH or flipchart page – have class explain what that page or OH was about Ask questions like: What does this refer to? Why is it important? Who can give an example? What could you do with this back at the office?	When to Use: At the end of a unit or chapter, or after a particularly difficult section. Good way to check if participants are ready to move on, or what piece they might be missing. Group Size: any group size Estimated Time: 10 minutes
Puzzles	Crossword, seek-a-word etc.	When to Use: Works well for reviewing terminology or main points of a topic. Also works well for getting refocused after lunch or on a successive day of a multi-day training. Group Size: unlimited Estimated Time: 5 minutes
Participant recap	Divide class into groups – assign units/sections/concepts to each group – group creates a way to summarize what they were given (any way they want – the more creative, the better)	When to Use: At end of class—way to review whole content by allowing groups to focus on a particular section. Uses peer teaching to reinforce units that group members were not assigned. Group Size: any group size Estimated Time: 30 minutes
Bumper stickers	Individually, participants identify a key learning point from the class (a screen they didn't know, a term they learned, a phrase to use, action step, etc.) – challenge them to come up with concise wording (as brief as possible) – provide materials to make bumper stickers – display & share – take back to the office	When to Use: To help participants identify one key thing that they want to reinforce back at the office. The advantage to this is that it is very personalized—no right/wrong answer and trainer can get a feel for the different types of things that people picked up on. (If a main objective doesn't appear on any of the bumper stickers, the trainer may need to review how topic was presented). Group Size: any group size Estimated Time: 15 minutes
Quia	On-line content quiz	When to Use: Used at the end of a unit/section or at the end of a class. Group Size: 20 or less Estimated Time: varies upon length and difficulty of quiz

PowerPoint Recap	Add recap questions at end of PowerPoint and request participant response.	<p>When to Use: Can be used as high level program overviews, with a half day training, or at the end of a large section of material.</p> <p>Group Size: any group size as long as all can clearly view PP</p> <p>Estimated Time: 20 minutes or less</p>
Checklists	Lists of terms, concepts, or definitions of main points covered, trainer briefly recaps.	<p>When to Use: Add checklists at end of a unit or end of a new section of material to highlight key terms or concepts that participants have learned, used as a brief review.</p> <p>Group Size: reviewed individually and after with any group</p> <p>Estimated Time: 10 minutes or less</p>
Thought Pauses	A short question or break in the participant guide. Examples from the past include drawing a timeline, reflecting on how new policy will affect personal caseload, question about how a definition would affect them personally.	<p>When to Use: To personalize the material so that the participants can “make it their own.” Personal reflection on latest topic incorporated throughout material, stop and think about material or new concept.</p> <p>Group Size: unlimited</p> <p>Estimated Time: 5 minutes or less</p>
Unit review	Mini quiz, series of questions highlighting key points and main concepts of previous unit..	<p>When to Use: To recap a unit.</p> <p>Group Size: unlimited</p> <p>Estimated Time: varies depending upon length and difficulty</p>
Case scenarios	Stories that incorporate and apply policies and main concepts reflecting material covered in course.	<p>When to Use: To provide direct application of material to real-life situations.</p> <p>Group Size: 2-5 but reviewed with larger group.</p> <p>Estimated Time: varies depending upon amount and complexity of scenarios, suggested under 20 minutes</p>
Coffee Talk	Brief review of new material with a discussion partner.	<p>When to Use: To provide a “safe environment” for learning and teaching—enhances retention of material by having participants discuss and teach new material to one another.</p> <p>Group Size: 2</p> <p>Estimated Time: brief review, under 10 minutes</p>

Group discussion	Open discussion on new material, key concepts, and gray areas in policies, etc... Designed to help participants see the big picture.	When to Use: Used to discuss new material, key concepts, and gray areas in policies, used to address concerns and share possible solutions to those concerns. Group Size: any group size, 10-25 preferred Estimated Time: 15 minutes but varies by topic
Word Association	Trainer provides a key word or phrase from the training, and participants are encouraged to blurt out the first thing that comes to mind about the concept. Trainer should pay special attention to times when no one answers, or when answers seem to be off-target.	When to Use: For unit/chapter reviews to see if participants get the main points, or if the trainer needs to go back and revisit. Group Size: any group size Estimated Time: 5-10 minutes
Picture Puzzles	Game using clues from movies. Participants are divided into small groups. Trainer has list of review questions and asks each group questions. Correct answers are rewarded with puzzle pieces. When all pieces (clues) are distributed, groups guess movie title. Prizes are optional.	When to Use: As an icebreaker or introduction to a new topic. Group Size: under 25 Estimated Time: 10-15 minutes
Clue Stew	Five clues that all refer to one subject. Participants are given clues and asked to guess the answer.	When to Use: As an icebreaker or introduction to a new topic. Group Size: unlimited Estimated Time: 3-5 minutes
Quantity Discussion	Participants take an unspecified number of objects (candy, playing cards, etc.) from a pool . For each item taken, participant describes 1 concept /new idea learned that day.	When to Use: As an end of the day review, after a module of new worker, or after a large section of new material. Group Size: under 30 Estimated Time: 5-15 minutes
Ball Discussion	Cush ball is thrown from participant to participant. Whoever catches the ball states something s/he learned in the class. Intent to give all participants an opportunity to share.	When to Use: Provide interactive discussion and review of material. Group Size: up to 15 Estimated Time: trainer discretion
Quote, joke, or word sharing	Trainer shares an appropriate quote connected to the concept/key point/big picture of the day.	When to Use: Used to introduce the day's main concept and/or to end the day with an appropriate quote—connecting participants to the "big picture". Group Size: unlimited Estimated Time: 1 minute

Some benefits of Participant Assessment Techniques (PAT):

- General format and guide for all new writers/trainers
- General format and guide for TEAM developers
- Standardized training materials
- Participant recognition of standard activities across programs
- Ongoing learner-based assessments throughout materials
- Increased retention of new concepts and main objectives
- Review of known problem areas (common errors)

Assessments may range from a 30-second to a 30-minute review. The icon on the front cover will be used in the participant guides and trainer's notes to indicate an assessment will follow.