

What are iRATs and gRATs?

The terms *iRAT* and *gRAT* are mentioned frequently in conjunction with active learning. This document demystifies the acronyms and explains why and how they are beneficial to students and faculty.

WHAT: Mini-Assessments

The **Individual Readiness Assurance Test (iRAT)** is a short (5-10 question – 5 minute) quiz taken by an individual student prior to the start of a flipped or project-based class.

The **Group Readiness Assurance Test (gRAT)** is a short (5-10 question – 5 minute) quiz taken by assigned groups of students upon arrival to a flipped or project-based class.

In almost all cases, the content of the iRAT and gRAT are identical. The only difference is that the iRAT is completed first by students individually, and the gRAT is completed as a group immediately after the iRAT.

Depending on the class format, these are usually summative assessments. Scores on both quizzes count toward students' final grade.

WHY: Two Assessments, Two Reasons

The content of the iRAT and gRAT must be determined such that students who thoroughly studies the pre-class materials will be successful. (Conversely, students who don't, won't.)

iRAT Provides Proof of Preparation

The iRAT is typically administered before or at the very beginning of each class. The score indicates whether the student has satisfactorily prepared prior to class.

gRAT Reflects Active Learning Principles (*and Provides a Healthy Dose of Peer Pressure*)

The gRAT is typically administered during each class session during a small group activity (a.k.a. TBL: team-based learning). Each group receives one copy of the gRAT and must answer it together. All group members receive the same score. gRAT scores are typically higher than iRAT scores because students must deliberate over each potential response. (This discussion is one form of active learning at work!) Lastly, the group setting encourages students to come to class prepared so that their lack of preparation does weigh down the entire group.

WHEN: As Part of Active Learning

When some active learning strategies are used, students **MUST** engage in reading, watching, or interacting with assigned materials **BEFORE** class in order to make the most of the experience

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and to ensure they can be a productive member of the groups (and not interfere with other student learning).

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