"Powers 1-2-3" Pacing Tool

Directions:	Employ the "Powers 1-2-3" scale to a get a quick and anonymous "pulse-check" of students' perceptions of the applicability and pace of your course.
Step 1:	Ask all students to write down a number between 1 and 3 on a piece of paper in accordance with the following scale:

1	I find this training to be very valuable and I am learning a great deal in the course.
2	I find this training to be of some value. I am learning some new material, but already have a good understanding of some of the material presented.
3	I find this training to be of little value. I already have a good understanding of all the material presented.

Step 2:	When all students are done, collect, or have a student collect, all the pieces of paper in such a way to maintain the anonymity of the responses.
Step 3:	In a visible area, such as a whiteboard or flip chart, add the instances of each score.
Step 4:	Discuss the reasoning and results of the poll with the class to determine the reason behind the scores. The results can be a cause of the pace, the level of presentation, or the applicability of the content to the student. • A majority of "1s" should tell you that your material is on track with the needs of the majority of the class and your pace is appropriate for the level of the audience. • A majority of "2s" should indicate to you that your students' background knowledge of the material is slightly above your presentation and they may benefit from a more interactive or applied approach to the content. • A majority of "3s" should inform you that there is some degree of misalignment between the level at which you are presenting the material, and students' learning needs. Alternately, the pace of your presentation may be too slow.
Step 5:	Based on the discussion with the students, make modifications to your presentation by implementing alternate versions of your materials (e.g., presentation, exercises, assignments, etc.), if necessary.