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One of the biggest challenges instructors face in the classroom is students coming to class unprepared and in complete “receive” mode. The concept of reading ahead for the next lecture, having questions prepared on that lecture’s material, and, as a result, actively participating during the lecture, is a cornerstone in the ideal student-teacher paradigm. Multiple assessment techniques, reading quizzes and peer assessments, require minimal time to grade, help achieve a baseline level of preparation, and allow for rich classroom discussions. Reading quizzes, short assessments covering the text chapter’s key words and concepts, at the start of the lecture covering the current day’s topic motivates the student to come to class having read the lecture material ahead of class. Offset from days incurring a reading ruiz, a teacher may instead hold a peer assessment, wherein students grade one another’s notes, homework, or other lecture preparation material for completeness and neatness. The results of these two ideas shows immediate improvement in student participation in the classroom after implementation. (Received September 17, 2019)