

Classroom Assessment Techniques

TIME	CATS	SKILLS
<p>Start</p>	<p>Background Knowledge Probe: short, simple questionnaires prepared by instructors for use at the beginning of a course or at the start of new units or topics. Can serve as a pretest.</p> <p>Focused Listing: focuses students' attention on a single important term, name, or concept from a lesson or class session and directs students to list ideas related to the "focus."</p> <p>Muddiest Point: students respond to 1 question from a past session/reading or at the end of a session: What was least clear to you, or what are you still confused about?</p> <hr/> <p>Everyday Ethical Dilemma: Students respond to a case study that poses a discipline-related ethical dilemma.</p> <p>Course-related Self-Confidence Surveys: Students complete an anonymous survey indicating their level of confidence in mastering the course material.</p> <hr/> <p>Goal Ranking and Matching: Students list and prioritize 3 to 5 goals they have for their own learning in the course.</p> <p>Process Analysis: Students outline the process they take in completing a specified assignment or type of assignment</p>	<p>Prior Knowledge, Recall, and Understanding</p> <hr/> <p>Students' Awareness of Their Attitudes and Values</p> <hr/> <p>Students' Self-Awareness as Learners</p>
<p>Transition Points</p>	<p>Categorization Grid: student complete a grid containing 2-3 overarching concepts and a variety of related subordinate elements associated with the larger concepts.</p> <p>Analytic Memo: students write a one- or two-page analysis of a specific problem or issue to help inform a decision-maker</p> <hr/> <p>Problem Recognition Tasks: students recognize and identify particular problem types.</p> <p>What's the Principle?: students identify principle or principles to solve problems of various types.</p>	<p>Skill in Analysis and Critical Thinking</p> <hr/> <p>Problem Solving</p>

<p>End</p>	<p>Approximate Analogies: students simply complete the 2nd half of an analogy—a is □ to b as x is to y. It is approximate because rigor of formal logic is not required</p> <p>Concept Maps: students draw or diagram the mental connections they make between a major concept and other concepts they have learned</p> <p>Annotated Portfolios: students assemble a very limited number of examples of creative work and supplement with own commentary on significance of examples.</p> <hr/> <p>Directed Paraphrasing: students paraphrase part of a lesson for a specific audience, demonstrating ability to translate highly specialized information into language the clients or customers can understand.</p> <p>Application Cards: students generate examples of real-work applications for important principles, generalizations, theories or procedures.</p> <p>Student-Generated Test Questions: students generate test questions and model answers for critical areas of learning.</p> <hr/> <p>Teacher-designed Feedback Forms: Students respond to specific questions through a focused feedback form about the effectiveness of a class session.</p> <p>Group Instructional Feedback Technique: Students respond to questions related to the student’s learning in the course.</p> <hr/> <p>Exam Evaluations: Students provide feedback about an exam’s learning value and/or format. □</p> <p>Reading Rating Sheets: Students complete a form that rates the effectiveness of the assigned readings.</p> <p>Group-Work Evaluation: Students complete a brief survey about how their group is functioning and make suggestions for improving the group process.</p>	<p>Synthesis and Creative Thinking</p> <hr/> <p>Application and Performance</p> <hr/> <p>Learner Reactions to Teachers and Teaching</p> <hr/> <p>Learner Reactions to Class Activities, Assignments, Materials</p>
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Additional Resources

Angelo, Thomas A, and K P. Cross. *Classroom Assessment Techniques: A Handbook for College Teachers*. San Francisco: Jossey-Bass Publishers, 1993.

Overview of CATs from Carnegie Mellon's Eberly Center for Teaching Excellence & Educational Innovation:

<https://www.cmu.edu/teaching/assessment/assesslearning/CATs.html>

The CATs in this handout are adapted from this document containing all 50 CATs from Angelo and Cross' book:

http://vcsa.ucsd.edu/_files/assessment/resources/50_cats.pdf