## Classroom Assessment Techniques

<table>
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<tr>
<th>TIME</th>
<th>CATS</th>
<th>SKILLS</th>
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| **Start**       | *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.  
*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.”  
*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?  
*Everyday Ethical Dilemma*: Students respond to a case study that poses a discipline-related ethical dilemma.  
*Course-related Self-Confidence Surveys*: Students complete an anonymous survey indicating their level of confidence in mastering the course material.  
*Goal Ranking and Matching*: Students list and prioritize 3 to 5 goals they have for their own learning in the course.  
*Process Analysis*: Students outline the process they take in completing a specified assignment or type of assignment | *Prior Knowledge, Recall, and Understanding* |
| **Transition Points** | *Categorization Grid*: student complete a grid containing 2-3 overarching concepts and a variety of related subordinate elements associated with the larger concepts.  
*Analytic Memo*: students write a one- or two-page analysis of a specific problem or issue to help inform a decision-maker  
*Problem Recognition Tasks*: students recognize and identify particular problem types.  
*What’s the Principle?*: students identify principle or principles to solve problems of various types. | *Skill in Analysis and Critical Thinking* |
| End | **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.  
**Concept Maps**: students draw or diagram the mental connections they make between a major concept and other concepts they have learned.  
**Annotated Portfolios**: students assemble a very limited number of examples of creative work and supplement with own commentary on significance of examples. |
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| **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.  
**Application Cards**: students generate examples of real-work applications for important principles, generalizations, theories or procedures.  
**Student-Generated Test Questions**: students generate test questions and model answers for critical areas of learning. |
| **Teacher-designed Feedback Forms**: Students respond to specific questions through a focused feedback form about the effectiveness of a class session.  
**Group Instructional Feedback Technique**: Students respond to questions related to the student’s learning in the course. |
| **Exam Evaluations**: Students provide feedback about an exam’s learning value and/or format.  
**Reading Rating Sheets**: Students complete a form that rates the effectiveness of the assigned readings.  
**Group-Work Evaluation**: Students complete a brief survey about how their group is functioning and make suggestions for improving the group process. |

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**Synthesis and Creative Thinking**

**Application and Performance**

**Learner Reactions to Teachers and Teaching**

**Learner Reactions to Class Activities, Assignments, Materials**
Additional Resources


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