

Classroom Assessment Techniques (CATs)

What are CATs

"Classroom Assessment is a simple method faculty can use to collect feedback, early and often, on how well their students are learning what they are being taught. The purpose of classroom assessment is to provide faculty and students with information and insights needed to improve teaching effectiveness and learning quality." -Angelo, T.A., 1991

Why Use CATs

For faculty, more frequent use of CATs can:

- Provide short-term feedback about the day-to-day learning and teaching process at a time when it is still possible to make mid-course corrections
- Provide useful information about student learning with a much lower investment of time compared to tests, papers, and other traditional means of learning assessment
- Help to foster good rapport with students and increase the efficacy of teaching and learning
- Encourage the view that teaching is a formative process that evolves over time with feedback

For students, more frequent use of CATs can:

- Help them become better monitors of their own learning Help break down feelings of anonymity, especially in larger courses
- Point out the need to alter study skills
- Provide concrete evidence that the instructor cares about learning

Characteristics of CATs

- Learner-Centered
- Teacher-Directed
- Mutually Beneficial
- Formative
- Context-Specific
- Ongoing
- Rooted in Good Teaching Practice

Suggestions for a Successful Start

- If a CAT does not appeal to you – don't use it
- Don't make CATs a self-inflicted chore or burden
- Keep the CAT Context-Specific

- Make CATs a part of your class - ongoing

Types of Cats

Assessing Course-Related Knowledge & Skills

- [Minute Paper](#)
- [Muddiest Point](#)
- [One-Sentence Summary](#)
- [Pro-Con Grid](#)
- [What's the Principle](#)
- [Student-Generated Test Questions](#)

Assessing Learner Attitudes, Values, and Self-Awareness

- [Classroom Opinion Polls](#)
- [Goal Ranking and Matching](#)
- [Process Analysis](#)

Assessing Learning Reactions to Instruction / Mid-Course Evaluations

- [Chain Notes](#)
- [Group Work Evaluations](#)

Online CATs and/or Mid-Course Evaluation

- [Student Assessment of Learning Gains\(SALGs\)](#) : The SALG instrument is designed for instructors from all disciplines who wish to learn more about how students evaluate various course elements in terms of how much they have gained from them. Feedback from the instrument can guide instructors in modifying their courses to enhance student learning. It may be used at any point during a course (for formative feedback) as well as at the end.
- [Free Assessment Summary Tool \(FAST\)](#): An user friendly, online, anonymous survey to

Resources

Angelo, T.A. and K. P. Cross, 1993. Classroom Assessment Techniques, 2nd ed. San Francisco: Jossey-Bass.

Angelo, T.A., 1991. Ten easy pieces: Assessing higher learning in four dimensions. In Classroom research: Early lessons from success. New directions in teaching and learning (#46), Summer, 17-31.

Field-tested Learning Assessment Guide: <http://www.flaguide.org/intro/intro.php>

Southern Illinois University Edwardsville: <http://www.siu.edu/~deder/assess/catmain.html>

National Teaching and Learning Forum: <http://www.ntlf.com/html/lib/bib/assess.htm>

University of Delaware: <http://cte.udel.edu/classroomassessment.html>