

Classroom Assessment Techniques (CATs); An Easy Way for Instructors to Find out About Student Learning

Marc A. Markell Ph.D., CT
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Marc A. Markell Ph.D., CT
Department of Special Education
mamarkell@stcloudstate.edu

Professor

At SCSU since 1991

Literacy

Behavior Management

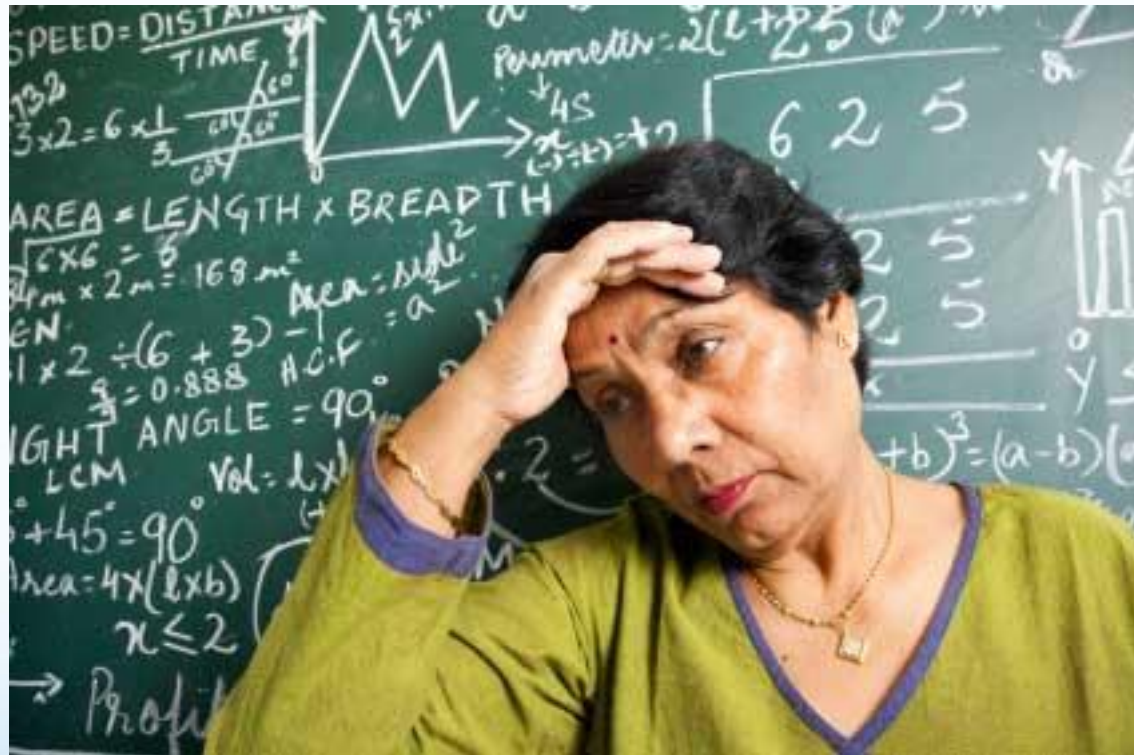
Human Relations for Teachers

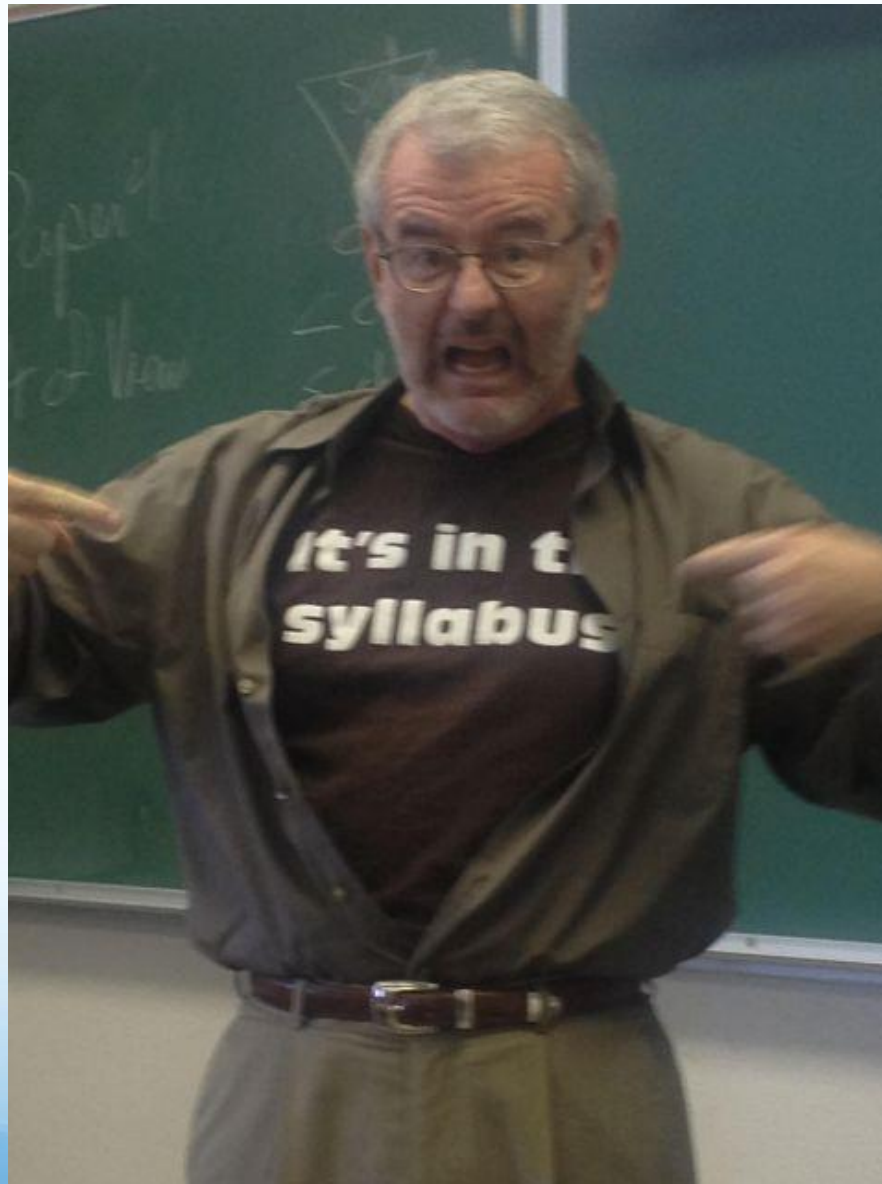
Certified Thanatologist

Have used CATs since 1996



Don't know if the students are understanding...







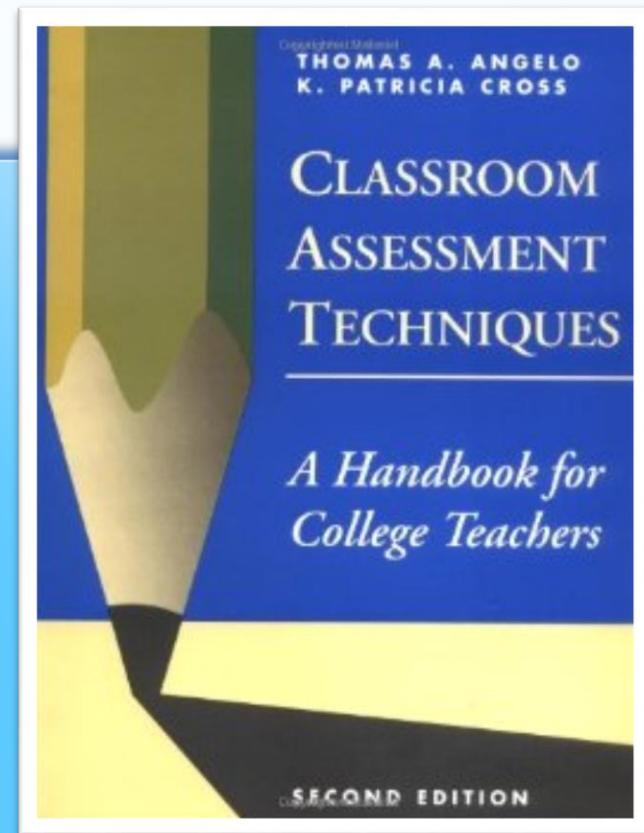


"How come you're always trying to teach me things I don't want to know?"

CATs Information From:

Classroom Assessment
Techniques; A Handbook for
College Teachers 2nd Edition

By Thomas A. Angelo and
K. Patricia Cross, 1993







Outline

 What is Classroom Assessment?

 Purpose

 Examples

 Student responses to **CATs**

 Activity

What is Classroom Assessment?

Classroom Assessment is a way of giving individual college instructors useful information on what, how much, and how well their students are learning.

CATS are short and, often simple, questionnaires or activities with the purpose of improving instruction.

CATS respect the autonomy, academic freedom, and professional judgment of the instructor.

The individual instructor decides what to assess, how to assess, and **how to respond to the information gained** through the assessment.

The instructor has **no obligation** to share the results of CATS with anyone outside of the classroom.

Generally not graded and generally anonymous.

What is the Purpose of Classroom Assessment?

To give instructors formative evaluation data (data that can be used to make changes during the semester rather than after the semester), so they are able to remedy a problem before it is "too late".

What Are Some Examples of Classroom Assessment Techniques?

Muddiest Point

Pages 154-158 in Angelo and Cross

Estimated Levels of Time and Energy

Required for:

Faculty to prepare to use the assessment	Low
Students to respond to the assessment	Low
Faculty to analyze the data collected	Low

Muddiest Point

A simple CAT. Ask the students to jot down a quick response to one question; "What was the muddiest point in _____?" The focus of the Muddiest Point could be a lecture, a discussion, an assignment, a play, a video,...

What is the Muddies Point?

- Nothing (13)
- Everything /what is GOM? (4)
- Practical application of GOM/I thought I understood until we did activity (3)
- When to start project (2)
- Make sure to review next week (1)
- What activities to use to teach student (1)
- Explaining next week's assignment (1)
- If others question the use of GOM, how to answer (1)
- Make sure everyone understand GOM before doing IB (1)

Punctuated Lectures

Pages 303-306 in Angelo and Cross

Estimated Levels of Time and Energy

Required for:

Faculty to prepare to use the assessment **Low**

Students to respond to the assessment **Low**

Faculty to analyze the data collected **Low**

Punctuated Lectures

The students start by listening to a lecture or demonstration. After a portion of the presentation has been given, the instructor stops. For a quiet moment, the students reflect on **what they were doing** during the presentation and **how their behavior while listening may have helped or hindered** their understanding of the information.

Some comments

- I was not paying attention as much as I should have. I'm really tired.
- I was texting – that hindered my learning
- I wrote notes. I think that helped me understand
- I asked a question. That helped me understand what you were teaching.

Categorizing Grid

Pages 160-163 in Angelo and Cross

Estimated Levels of Time and Energy
Required for:

Faculty to prepare to use the assessment	Low to Medium
Students to respond to the assessment	Low
Faculty to analyze the data collected	Low

Categorizing Grid

Students are presented with a grid containing two or three important categories. They are also given a scrambled list of terms, images, equations, or other items that belong under each category. The students are given a limited time to put the terms under each category.

Formative	Both	Summative

Formative Evaluation/Both/Summative Evaluation

- ★ On-going
- ★ Informative
- ★ Evolutionary
- ★ Remedial
- ★ At the End
- ★ Change
- ★ Student Input
- ★ Gather
- ★ Teacher Information
- ★ Student Information

Summer in MN

Both

Winter in MN

Summer in MN/Both/Winter in MN

- ★ Swim outside
- ★ Warm weather
- ★ Rain
- ★ Sunny
- ★ Bike outside
- ★ School in session
- ★ Picnic outside
- ★ Kids play outside in shorts and t-shirts
- ★ Snow
- ★ Frostbite possible when outside

Approximate Analogies

Pages 193-196 in Angelo and Cross
Estimated Levels of Time and Energy
Required for:

Faculty to prepare to use the assessment	Low
Students to respond to the assessment	Low
Faculty to analyze the data collected	Medium

Approximate Analogies

Students complete the second half of an analogy - A is to B as _____ is to _____. The student responses do not need to be as formal as logic or mathematics, thus the name Approximate Analogies.

Example

- ★ School is to Home as _____ is to _____
- ★ Teacher is to Student as...
- ★ Effort is to Success as...
- ★ Peace is to War as...
- ★ Book is to Magazine as...
- ★ Punishment is to Reinforcement as...
- ★ Book is to Chapter as...
- ★ Neutron is to Proton as...

Application Cards

Pages 236-239 in Angelo and Cross

Estimated Levels of Time and Energy

Required for:

Faculty to prepare to use the assessment

Low

Students to respond to the assessment

Low to Medium

Faculty to analyze the data collected

Low to Medium

Application Cards

After the students have heard or read an important principle, generalization, theory or procedure, the instructor hands out index cards and asks them to write down at least one possible, real-life application for what they have learned.

Example

Write one real life application for what we have learned so far today.

Assignment Assessment

Pages 356-358 in Angelo and Cross

Estimated Levels of Time and Energy

Required for:

Faculty to prepare to use the assessment

Low

Students to respond to the assessment

Low

Faculty to analyze the data collected

Low to Medium

Assignment Assessment

Choose an assignment to assess.

Ask two or three questions that will assess the value of the assignment to students' learning. Make up a form or write the questions, and have the students copy.

Example Questions

- 1) What part of the assignment contributed the most to your learning?**
- 2) What specific change or changes would you suggest to improve this assignment?**

Minute Paper

Pages 148-153 in Angelo and Cross

Estimated Levels of Time and Energy

Required for:

Faculty to prepare to use the assessment	Low
Students to respond to the assessment	Low
Faculty to analyze the data collected	Low

Minute Paper

Decide what you would like students to focus on – a lecture, assignment... Ask, 1) "What was the most important thing you learned during this class (from the assignment...)? 2) What important question still remains unanswered?

Example

- 1) "What was the most important thing you learned during this workshop?"
- 2) What important question still remains unanswered?

- <http://tlc.provost.gwu.edu/classroom-assessment-techniques>
- <http://www.celt.iastate.edu/teaching-resources/classroom-practice/teaching-techniques-strategies/check-student-learning/>
- <http://www.crlt.umich.edu/tstrategies/tssf>

- CATS with younger students.
 - OWLS
 - Grief and Loss
- Question Box

Student Response to CATs

Student Responses

“When the professor uses CATs, it shows that the professor is concerned about what the students are comprehending.”

“A lot of good points are brought up and discussed because of CATs.”

“CATs - - I like it!”

Student Response to CATs

“I like having the opportunity for input into how I am taught; I appreciate the acknowledgement of my ideas or concerns by the daily feedback review.”

“CATs are really non-threatening and makes it easy to tell the instructor how I’m learning.”

Activity (individually or in small group)

*Decide on a class/lesson/chapter to create a CAT

*What specific or unique information may you want to learn from your students?

*Create a CAT (one from the examples given or one of your own).

Questions/Concerns?

How can you use CATs in your courses?

Any Questions or concerns;

Marc A. Markell Ph.D., CT

mamarkell@stcloudstate.edu

320-308-4087

CATs

