

CATS

(classroom assessment techniques)

An assessment tool among others

AMICAL 2015 workshop
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Introduction

- Explain CATs (Classroom Assessment Techniques)
- Basic steps of how to do CATs
- Do 5 CATs
- Wrap up – take questions

What is a CAT? (*What is assessment?*)

Assessment – term used to describe ways to measure educational effectiveness

Assessment to know how well a class is going and how to change it

CAT is NOT test

Not graded (*usually*)

Usually anonymous

Mutually beneficial to teacher and student

Assessment Types

Institutional Assessment

- overall view
- summative (feedback to compare to others)
- detailed, complex
- example – accreditation assessment

Classroom Assessment Techniques

- context-specific (1 class)
- formative (feedback to improve teaching & learning)
- simple, quick to give (most)
- example – see if a concept is understood by class – find out if students prefer in-class quiz or short essay

What CATs assess

1. Course-related knowledge and skills
 1. Prior knowledge and recall (7)
 2. Skill in analysis and critical thinking (5)
 3. Skill in synthesis and creative thinking (6)
 4. Skill in problem solving (4)
 5. Skill in application and performance (5)
2. Learner attitudes, values, and self-awareness
 1. Students' awareness of their attitudes and values (5)
 2. Students' self-awareness as learners (4)
 3. Course-related learning and study skills, strategies, and behaviors (4)
3. Learner attitudes toward instruction
 1. Learner reactions to teachers and teaching (5)
 2. Learner reactions to class activities, assignments, and materials (5)

Steps for CATs (Classroom Assessment Techniques)

1. Plan
Topic? Time?
Revise

2. Implement
Explain why
Give time

3. Respond
Change

Defining Features Matrix

CAT 9 – Assessing Skill in Analysis and Critical Thinking

<i>Features</i>	Mammals	Reptiles
<i>Hair/fur</i>	x	
<i>Produce milk</i>	x	
<i>Live in a variety of places</i>	x	x
<i>Ready to survive alone at birth</i>		x
<i>Human</i>	x	
<i>Scales</i>		x
<i>Need parent to survive</i>	x	
<i>Warm-blooded</i>	x	

Word Journal — CAT 14 – Assessing skill in synthesis and creative thinking

This CAT requires a two part response:

- Student summarizes text in **ONE SINGLE WORD**
- Student explains in 3-4 phrases the choice of such words

Both constitute a synopsis of the text.

This CAT requires a feedback from the teacher

Word Journal — CAT 14 – Assessing skill in synthesis and creative thinking

Purpose:

1. Focuses on student ability to read carefully & deeply
2. It assesses creativity in summarizing and writing a condensed abstract.
3. It assesses the skills defending a point of view of why **THAT ONE WORD**.

Teaching goals:

Ability to synthesize ideas, improve memory skills, improve deep reading skills, develop study skills, helps build reading and summarizing habits, develop capacity to think by oneself.

Human tableau or class modeling

CAT 26 – Assessing skill in application and performance



Rembrandt, "The Anatomy Lesson of Dr. Nicolaes Tulp" (1632). Oil on canvas. Royal Picture Gallery Mauritshuis.

<https://stinsonphotography.wordpress.com/>

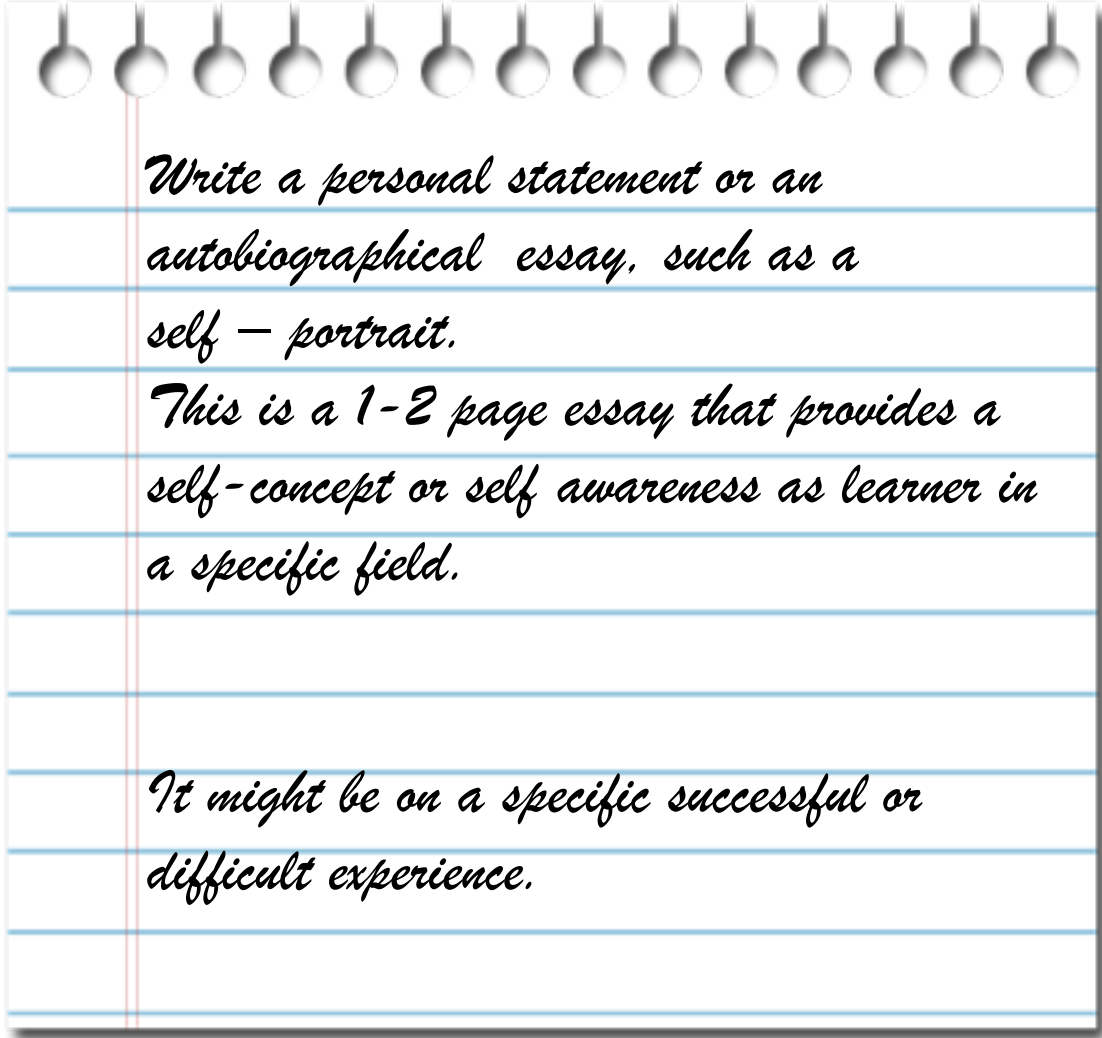


Photography Lesson of Ivan Iannoli (after Rembrandt)

<https://stinsonphotography.wordpress.com/>

Focused autobiographical sketches

CAT 33 – Assessing Students' Self-Awareness as Learners



Write a personal statement or an autobiographical essay, such as a self – portrait.

This is a 1-2 page essay that provides a self-concept or self awareness as learner in a specific field.

It might be on a specific successful or difficult experience.

Focused autobiographical sketches

CAT 33 – Assessing skill in synthesis and creative thinking

Purpose:

1. Provides the students' self-awareness as a learner in a specific field.
2. Gives the teacher a portrait of the various levels of reflection in the group.
3. Gives a picture of where the class is and in order to reorient the class or adapt the level of it and re-set the course objectives realistically.

Teaching goals: develop a commitment to personal achievement, improve self-esteem and confidence, develop a commitment to one's own values, develop respect for others, develop a capacity to make wise decisions

Let's get started again

-

Thinking about today's workshop, please answer the five questions on the hand out

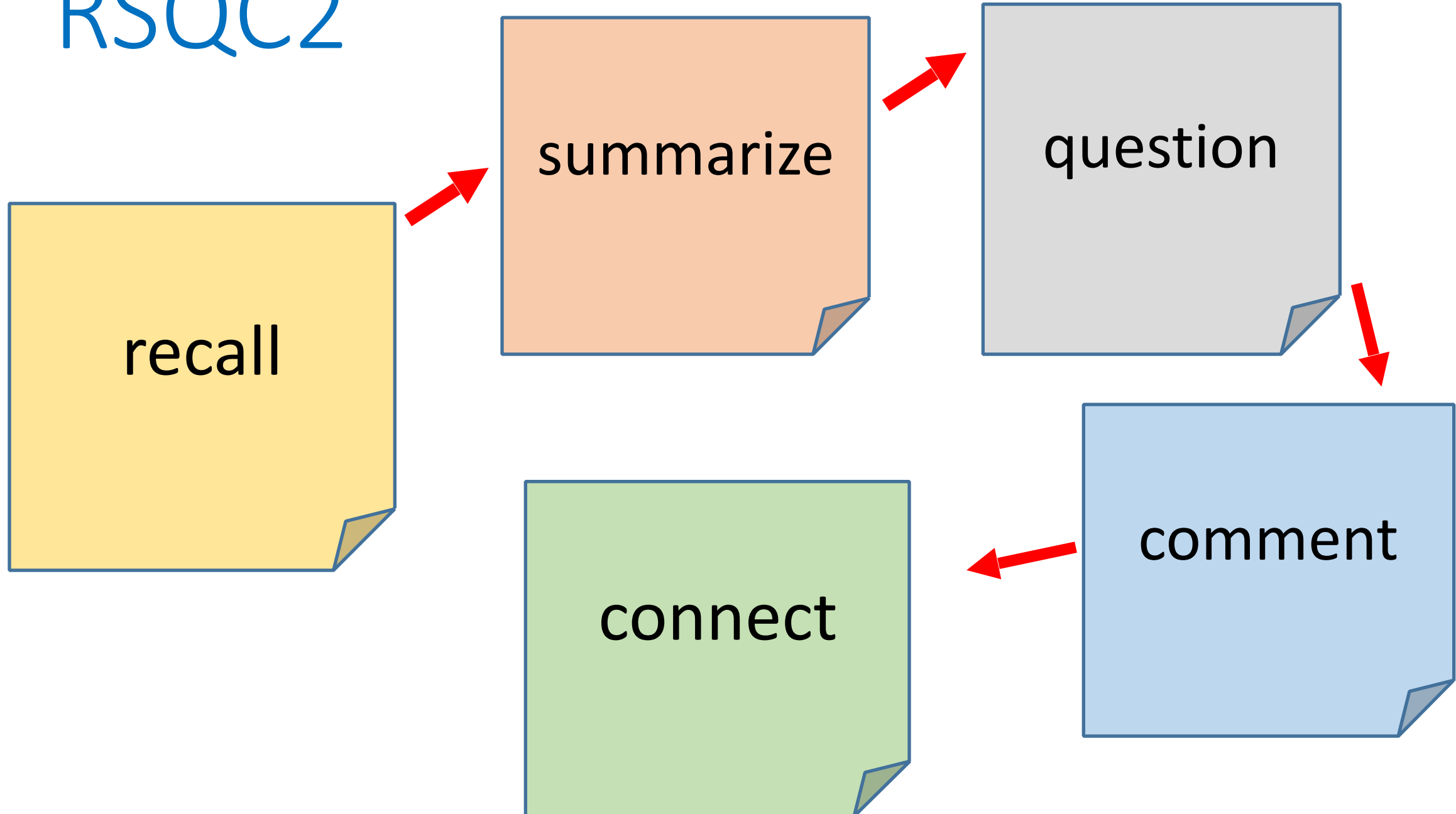
RSQC2

Share my experience with
RSQC2s

RSQC2

	Freshman level	Graduate level
<i>Topic of class</i>	<i>Introduction to finding general information for a research project</i>	<i>Researching for a Literature Review</i>
<i>How many library sessions?</i>	<i>Three sessions during the semester</i>	<i>One class session + one library visit in the same week</i>

RSQC2



Your turn again !
Turning collected data into
useful information

RSQC2

Informing my teaching - some thoughts

- Re-emphasis a couple of things in Graduate Class
- Some of them understand, some don't – how come?
- Different sum up of what we covered – how come?
- My Freshman did well – I did a good job (true or are they too shy to ask questions?)
- Freshman class easier ?!

RSQC2

My feedback – improving learning

- Two collective emails
 - Where to begin?
 - Example of lit review
- Feedback email to professor
- Informal feedback during library visit three days later + hand outs

RSQC2

Other feedback options – closing the gap

- Compile their questions and sent the answers back as a group **email**.
- Have participants share their questions, comments, and "connections" with each other **in class**.
- Instructor addressing the questions **in class** (anonymize the questions).
- Post questions to an **online discussion board** and have students post their own answers/strategies



Wrap up

Fifty Cats – by Julia Marshall

<https://juliamarshall.wordpress.com/art-prints/50-cats/>

CATs (classroom assessment techniques) – an assessment tool among others

Angelo, Thomas A., and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook for College Teachers*. 2nd ed. San Francisco: Jossey-Bass, 1993. Print.

Thank you for your participation today.

We appreciate being a part of your AMICAL 2015 in Bulgaria!

Please contact us for questions or to continue discussing CATs!

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