

**Classroom Assessment Techniques** are anything you do in the classroom to gather information about student learning. CATs are typically designed as efficient activities that do not take much class time – and that allow you to further explain a concept or topic, if lack of understanding is revealed.

## Common CATs

	Method	Sample Prompt
<b>Minute Paper</b>	Students write a response to a prompt and submit it anonymously (e.g. index card, online survey)	What is the most important thing you learned during class?
<b>Muddiest Point</b>		What is the most confusing concept from today's class?
<b>Directed Paraphrasing</b>	Students develop a response then engage in small or large group discussion (e.g. in person or through a breakout room).	How would you describe <this concept/procedure> in your own words?
<b>Application Card</b>		How can we apply <this principle> in the real world?
<b>Note Comparison</b>		Take 5 minutes to compare your notes with your neighbor(s), clarify things you missed, and identify items your group still doesn't understand.
<b>Self-Assessment Questions</b>	Multiple choice questions targeting students' perceived level of knowledge, skills, and/or experiences (e.g. a quiz given in person or on the learning management system).	How familiar are you with free body diagrams? a. I have never heard of them. b. I have heard of them but I don't know what they are. c. I have heard of them and can explain what they are, but I don't know how to draw them. d. I can explain what they are and I can draw them.
<b>Problem Recognition Tasks</b>	Multiple choice questions asking students to identify the appropriate method to solve a problem (e.g. through a polling platform).	We have learned about methods X,Y,Z. Which of the following methods is the best choice for a problem like this one?

Learning Goal	Low/No Stakes Assessment 1	Low/No Stakes Assessment 2	Low/No Stakes Assessment 3	Major Assessment
<p>After this module, students should be able to know/do...</p>	<p>Before Module: Students answer a few questions about their conceptual understanding about the material they've reviewed prior to class</p>	<p>During Module: Students answer one or more questions relevant to the day's topic</p>	<p>Following Module: Students complete an assignment practicing the topic of the class</p>	<p>How will students demonstrate mastery of the learning goal?</p>
<p>Students will explain the concept of oppositional academic identity and use it to develop a mentoring strategy.</p>	<p>Students read chapter from Tatum's "Why do all the Black Kids Sit Together in the Cafeteria?" and submit a reading response prior to class.</p> <p>Instructor reads comments, provides feedback and incorporates student responses into the discussion plan.</p>	<p>Students work in small groups to use the concept of oppositional academic identity to analyze a case study. They report out the insights from their deliberation as part of the debrief.</p>	<p>Students develop a mentoring strategy based on the concept of oppositional academic identity and receive feedback.</p> <p>Students implement the strategy as appropriate in their mentoring work and report on the results in their mentoring journal.</p>	<p>Students write an analysis paper in which they select one or more concepts from class to analyze a mentoring challenge that they experienced.</p>

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