

### **CLASSROOM ASSESSMENT TECHNIQUES (CATS)**

Classroom assessment techniques (CATs) are in-class activities to engage students and assess the teaching-learning process. CATs are based on work by Angelo and Cross, Millis, and others. The following are examples of select CATs.

- **Visible Quizzes** – *Visible quizzes* may be used to introduce new information, review what was previously covered, and/or stimulate discussion. Questions are placed on the overhead or embedded within PowerPoint® presentations. Group members discuss options and each group displays their answer card at the same time. This technique also breaks up presentation of foundation knowledge and engages students in their learning. A *visible quiz* may even be used as the framework for an entire area of study. A quick and easy way to engage students and obtain feedback on mastery of information.
- **Minute Papers** – Prior to the end of class, ask students to write down one or more main concepts learned that day. These short, written *papers* engage students as they reflect on content covered and as they consider their own learning. Reviewing the *papers* provides feedback on student learning and provides the opportunity to address misconceptions, and clarify significant content as needed.
- **Muddiest Point** – What is still muddy? While similar to the *minute paper*, this technique asks students to consider concepts or ideas that they do NOT understand and to write a question for clarification. The *muddiest point* encourages students to review not only what they have learned, but also what areas in which they need more information and/or discussion. A quick review of the questions provides invaluable feedback, which may be addressed immediately or during the next class period.
- **Think, Pair, Share** – This technique stimulates thoughtful discussion and peer learning. Periodically pause in class and pose a question, i.e. when covering alcohol may ask, “What is moderation?” Ask the students to *think* – what do they think moderation in alcohol consumption is. Then ask them to *pair* – pair up with another student in the class, and then ask them to *share* – what they came up with and discuss similarities, differences, etc.
- **Round Table** - Pose open-ended question or situation to groups. Have one student write down a response, then pass notepaper to the next person in their group who then writes down a response. Continue passing notepaper around the group until time is up. This CAT encourages student involvement and may be used for simple brainstorming, or problems that are more complex.
- **Three Stay One Stray** – Students work in groups of four to solve a problem. After the problem is solved by each group (or when time is up), randomly select three students per group to *stay* and one student per group to *stray*. Students who *stray* share their own group solutions with the group they *strayed* to, and the students who *stay* share their solution with the students who *strayed* to their group. This CAT encourages students to consider alternative solutions to problems for which there is no one correct answer.