

Classroom Assessment Techniques

Competency

Employ a variety of Classroom Assessment Techniques (CATs).

Core Abilities

Work Productively, Communicate Effectively, Think Critically and Creatively.

Directions to Learner

For this performance assessment you will design a collection of annotated Classroom Assessment Techniques (CATs) for a specific course or learning experience and produce a written evaluation of the results of a CAT that you administered (or observed) in a real or simulated situation.

Read these directions and the attached scoring guide.

Create or modify a series of Classroom Assessment Techniques that meet the criteria outlined in the attached scoring guide. Annotate the CATs as specified in the scoring guide criteria. Think about a time when you have used one of the techniques you've described and write a short evaluation/critique of your own implementation of that technique.

Show your Classroom Assessment Techniques to one of your peers in order to receive feedback. Be sure to discuss any places where your ratings differ. Make adjustments as needed and submit your final draft to your facilitator for review.

Directions to Peer Evaluator

Review the work of your peer. Provide feedback as appropriate, either verbally or in writing. Complete and initial the attached scoring guide.

CAT Scoring Guide

Scoring Standard

You must achieve a rating of at least “2” or “yes” on each criterion to demonstrate competence. Work that does not meet this criteria may be returned to you for revision

Student Rating Scale	Peer Rating Scale
4: I've far exceeded the minimum and this is some of my best work. It could be used as an example of superior work for future classes.	+: I agree that you have met competence but feel that you have understated your performance for this criterion
3: I've done more than the minimum. I've looked at other examples of work, and mine is as good as or a little better.	=: I agree that you have met competence and feel that you have accurately assessed your performance for this criterion
2: I've done the minimum and I know the basics are covered.	-: I agree that you have met competence but feel that you have overstated your performance for this criterion
0: I've left something out or done something wrong.	0: You have failed to meet competence in this criterion and revision is necessary.

Scoring Guide

Criteria	Student Ratings				Peer Ratings Init: _____			
• Classroom Assessment Techniques (CATs) are learning centered, focusing primarily on improving learning rather than on teaching	4	3	2	0	+	=	-	0
• CATs are mutually beneficial to learners and teacher, involving learners in the process of improving their learning	Yes		No		Yes		No	
• CATs are designed to improve learning, not to provide evidence grading	Yes		No		Yes		No	
• CATs are customized for a specific discipline and learning environment	Yes		No		Yes		No	
• CATs are quick and easy to administer	Yes		No		Yes		No	
• collection of CATs includes at least two CATs that assesses course related knowledge and skills (e.g. recall and understanding, analysis and critical thinking, synthesis and creative thinking, problem-solving, application, or performance)	Yes		No		Yes		No	
• collection of CATs includes at least one CAT that assesses learner attitudes, values, and self awareness	Yes		No		Yes		No	
• collection of CATs includes at least one CAT that assesses learner reactions to the learning experience	Yes		No		Yes		No	
• annotations describe the following for each CAT in your collection: an example of a typical learning outcome for which it might be used, what it assesses (i.e. knowledge and skill, attitudes, or reactions), how the results could help learners and the instructor improve learning	4	3	2	0	+	=	-	0
• evaluation of the results of a CAT includes a critique of the CAT according to the first five criteria for this competency, a summary of the results, recommendations for the improvement of learning, and a description of how you shared the results with the learners	4	3	2	0	+	=	-	0
• CATs and completed scoring guide are turned in by the assigned due date	Yes		No		Yes		No	