
Classroom Assessment Technique



Classroom Assessment Techniques (CATs) are usually simple, ungraded activities that happen in a classroom setting. The purpose of CATs is to provide the instructor feedback on whether or not students understand the course material, so that they can make adjustments accordingly to current and future instruction. The use of CATs invites students to feel more included in the course because the instructor's use of CATs signals to students that their success matters.

Why Should Instructors Use CATs?

The following are reasons to use CATs:

- Provides insight into the teaching and learning process
- Provides timely information about student learning and understanding of the content
- Invites students to become more aware of their misconceptions and feel empowered to ask for support
- Prepares students for summative assessment
- Provides the instructor with information on how to revise their teaching

How Should I Use CATs?

CATs are an incredibly useful way to refine your teaching practices, meet student needs and support student success. Here are few steps you can take:

- Decide what you want to assess about student learning
- Choose a CAT fits your teaching style and will provide you with the information you want to know about student learning
- Implement the CAT in your class; be sure to explain the purpose of the activity to students before implementing
- Review the data captured from the CAT
- Provide students with the information you learned about the class collectively
- Revise your teaching based on the data collected, be sure to address any misconceptions or challenges with the whole class
- Via email contact students who had significant challenges and offer them additional support

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What are some examples of CATs?

There are many types of CATs to choose from to support your teaching and further student learning. Here are a few examples:

1. **Case Studies:** Student teams use course concepts to arrive at alternative approaches and solutions to real life scenarios.
2. **Fishbowl:** Students arrange in two concentric circles. The inner circle of students engage in an in-depth discussion about a topic or reading for a set amount of time. The outer circle takes notes of the discussion by providing critique, new arguments and making other connections. Once the time ends for the inner circle, a new group of students move to the inner circle.
3. **Jigsaw:** Students work in teams to actively help each other build understanding of selected information/readings. Each team then presents what was learned in a clear and concise way to the rest of the class.
4. **Digital Story:** Students use digital tools to provide personal and academic stories about life experiences relevant to the course themes.
5. **3-2-1:** Using a preferred format for submission, students provide three things they learned from the lecture, two things they found interesting and one question they still have about the lecture content.

Please visit [The K.Patricia Cross Academy](#) website to access other resources and videos on the various types of CATs.