

Instructions for TOCC Faculty

This CAT (*Classroom Assessment Technique*) Form should be used each time students are assessed in the classroom, but must be completed and turned into your Area Department Chair (DADC) a minimum of **two times** *per class each semester per your faculty contract*. The first time is during weeks 1-4, and the second time is during weeks 8-12 of the semester.

The CAT form should be completed for each class being taught. Example: An instructor is teaching three sections of a writing course; these assessments should be conducted at least two times in each section (6 continuous improvement forms to be completed by this instructor).

The CATs are tied to this year's program learning outcome (PLO) that you are assessing. Check with your DADC to receive your PLO for this academic year, if you do not already have it.

Completed CAT forms are turned into your DADC by the set deadlines. Please see this semester's assessment memo from the Assessment Committee for those dates.

The CAT forms will be used to ensure that embedded assessment is occurring as planned and student learning is happening in the classrooms. They will also provide valuable data for improving instruction and curriculum at TOCC.

The results from the CAT forms will be aggregated by courses and programs and will be reported back to TOCC faculty and administration in a timely fashion each semester. Each year at the annual Assessment Roundup, the results will be interpreted by faculty to make recommendations for improvements at the college to benefit and strengthen student learning.

There is a list of nine quick methods of CATS on the next page; however, you are under no obligation to use any of them, as they may not be appropriate to your field.

Assessment Committee members and the Assessment Coordinator are available to assist you in the design of CATS for your program and/or courses. Please contact one of us for help.

CAT REPORT FORMS: Information and Examples

Assessment of student learning consists of identifying something you want students to know, doing something to see if they know it, examining the results of what you did, and making changes in how you teach or in the curriculum. Ideally, you do something again to see if the changes made a difference.

The *CAT Report* form should be used to document your classroom assessments.

Angelo and Cross's 1993 book, *Classroom Assessment Techniques*, available in the TOCC library, describes 50 techniques that college teachers are using to improve learning in their classrooms. Here are nine methods that take the least time to prepare, do, and analyze (Page numbers are in parentheses). *Please note that some of these may not work for you, depending on your teaching style and/or your subject.*

1. **FOCUSED LISTING:** A tool for quickly determining what students recall as the most important points related to a particular topic. (126)
2. **MINUTE PAPER:** This most widely-used technique gives you feedback on what students see as the most significant things they are learning and what their major questions are. (148)
3. **MUDDIEST POINT:** Provides information on what students find least clear about a particular topic. (154)
4. **CLASSROOM OPINION POLL:** Helps you find out what students' opinions are about course-related issues and/or their preexisting opinions that may affect learning. (258)
5. **PUNCTUATED LECTURE:** On-the-spot feedback on how students are learning from a lecture or demonstration. (303)
6. **CHAIN NOTES:** Help both teachers and students recognize their level of involvement in class. (322)
7. **READING RATING SHEETS:** Provide faculty with feedback on students' evaluations of the course readings. (352)
8. **ASSIGNMENT ASSESSMENTS:** Help faculty see their assignments through students' eyes. (356)
9. **EXAM EVALUATIONS:** Provide teachers with specific student reactions to tests and exams. (359)

Example of **classroom-level assessment**:

CAT Report	
Instructor: <u>John Doe</u>	
Your Program: <u>Liberal Arts</u> Tied to PLO # 4 (text of PLO)	
What course and section was assessed?	WRT 101-2
When (approximately)?	Middle of September 2010 (Fall Semester)
What classroom assessment technique did you use?	Gave a ten-question quiz on sentence types and punctuation after doing exercises and lecturing on this subject
What did you learn?	Most students had trouble with recognizing the difference between essential and non-essential dependent clauses.
What changes do (did) you plan?	Teach these sentence types earlier in the class hour when students are more attentive.
Is there any evidence the changes helped students learn?	Tried this change in my evening class. They did slightly better than earlier day sections. Will try this approach next semester also.



CAT (Classroom Assessment Techniques) Report

Instructor: _____

Your Program: _____ **Tied to PLO #** _____

What course and section were assessed?

When (approximately)?

What classroom assessment technique did you use?

What did you learn?

What changes do (did) you plan?

Is there any evidence the changes helped students learn?

Comments: