Classroom Assessment Techniques

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Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, Tŝilhqot'in, Nuxalk, and Dakelh, and Métis communities within these territories.

Commitment to Diversity, Inclusion, and Anti-Oppression

Racism is dehumanizing.

The Centre for Excellence in Learning and Teaching is committed to overcoming racism by working toward eradicating discrimination and bigotry in education.

We are learning and unlearning and actively working towards a better future.

What is learning, and how do we assess it?

How do we ensure we are assessing what students have learned rather than one-time performance?

What does this picture tell us?

How about these?

Search Courses

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Our Discussion Forums

All forums for every topic appear here. Please feel free to start your own discussion threads, also.

Add a new discussion topic

Discussion	Started by	Replies
My course		2
Wrapping Up (Friday, August 14)	Carolyn Ives	4
Facilitating Assessment (Thursday, August 13)	Carolyn Ives	9
Engaging and Motivating Students (Wednesday, August 12)	Carolyn Ives	5
Building Community (Tuesday, August 11)	Carolyn Ives	3
Introductions (Please start here, Monday, August 10)	Carolyn Ives	25
Course Planning and Design (Monday, August 10)	Carolyn Ives	4

TRU Moodle   English (en) ▼

Announcements

Assessments and Quizz

test assignment (Marking Guide)

Test Quiz

Quiz 1

test

Test Assignment

Gradebook

Test

H5P

What are you assuming . . .

- About your students?

- About what's happening in your classroom?

- About your course?

- About your teaching goals?

- About learning?

- About the connection between performance and learning?

How do we know learning is happening?

How do our students know?

How we usually check for learning?

- Exams and assignments

- Student performance in class (questions, answers, body language) or online (discussion forum, apparent engagement in synchronous sessions)

- Reflecting on and adjusting our own performance and beliefs

Classroom Assessment Techniques (CATs)
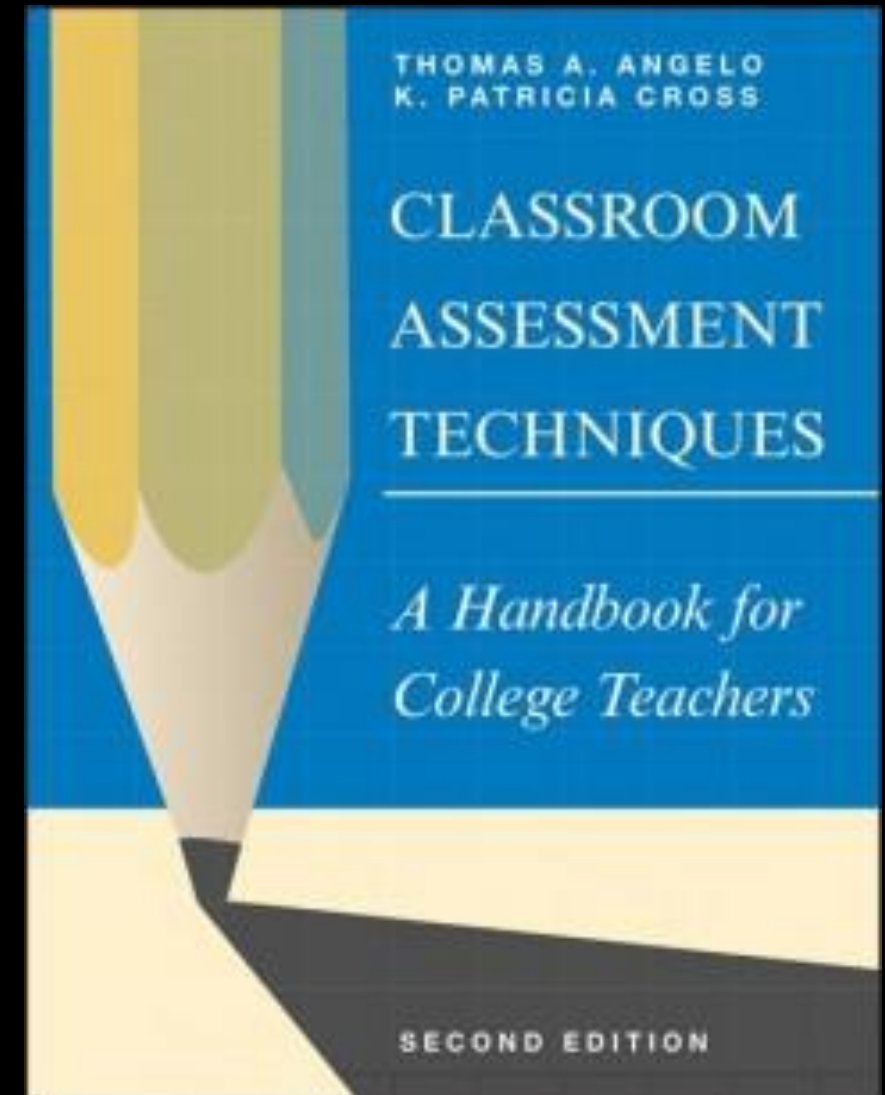
CATs

- A type of formative assessment that is almost never graded and is almost always anonymous

- An ongoing process, the creation and maintenance of a classroom feedback loop

- Integrated seamlessly into everyday classroom activities

- Build on existing good practice

- Build self-assessment and metacognitive skills

- Must be intentional and planned

Value of CATs

- Opportunity to see if learning is happening and to take action in response

- Retrieval practice increases both deep learning and performance

- Building metacognitive skills helps improve deep learning

- Helps to put the emphasis more on students and their learning than on professors and their teaching

- Demonstrates to students that you care enough about their learning to check in and, if necessary, change course

CATs sampler

CATs Breakout Groups

- Read the CAT your group has

- Discuss how you might use your CAT and the one described by your colleague in one of the courses you teach

- Pick a representative for your group to explain your CAT to all of us in the larger group

Other easy examples of CATs you might already be using:

- One-sentence summary

- One-minute essay

- Exit ticket

- Clearest/muddiest point

Which CAT should I choose?
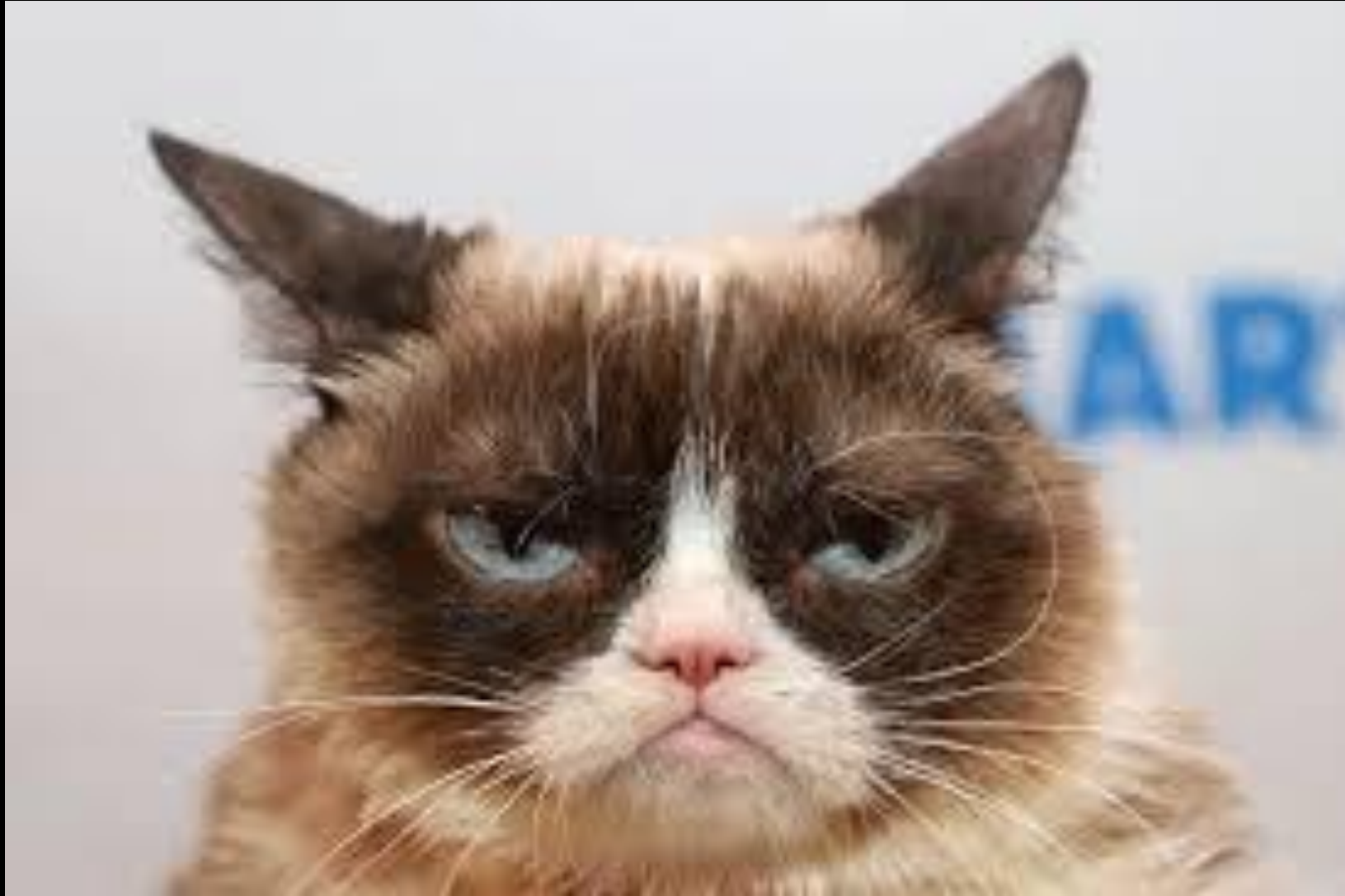
(NOT GRUMPY CAT)

Questions to Consider:

- What are you trying to accomplish? (understanding? critical thinking? memorization? recall and comprehension of material learned previously?)

- Which CAT(s) will best address what I'm trying to discover about my students' learning?

Resources

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques : a handbook for college teachers*. San Francisco : Jossey-Bass.

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard UP.

Whetten, D. A. (2007). Principles of effective course design: What I wish I had known about learning-centered teaching 30 years ago. *Journal of Management Education 31*(3), 339–357.