CLASSROOM ASSESSMENT TECHNIQUES
(CATS)

Overview:
This document provides a snapshot of in-class assessment opportunities, i.e. primarily formative assessment (those that are denoted 'assessment FOR and AS learning'). A brief description of each method is provided so that one might consider how to implement within their own practice.

Audience: Faculty, Tutors, Demonstrators, those that support learning and students.

The concept of 'Classroom Assessment Techniques' is to enable those in a teaching role to gain immediate insight into the impact upon a learners'; ability; understanding; application etc upon a pertinent subject or domain.

Such in-class activities are often overlooked or left purely to 'practical' sessions, perhaps it is not clearly articulated that there are an amount of 'assessed/assessable' activities one may undertake during a session. Primarily falling into the realm of Assessment FOR Learning, these activities and tasks provide the learner (and facilitator) with a means to judge and appraise how individuals are doing, offering reflection, immediate feedback, peer interactions etc.

CATS
In-class Quizzes/Problem Sheets Develop quizzes/problem sheets for groups of students in class, where they can learn from other students and monitor their progress against others.
One-minute Test Stop class 5 minutes before the end (or at beginning) asking; what is the most important thing you have learned; what important questions unanswered. Use results to adapt next lecture, clarify questions next time. Some marks can be given for participation in this activity.
Muddiest Point Invite students to describe what they didn't understand and what they think might help.
Exam Evaluations Using a test you (have) use(d), invite students to evaluate how well it measures their knowledge or competencies.

Use of Clickers; Show of Hands/Cards

Similar to the quiz, but a more individual activity, use clickers in class (or show of hands/cards) to answer questions. If you follow this with a quick discussion in pairs, students will get feedback and learn other students' rationale for their answers.

In-class Discussions

Allow opportunity for quick in-class discussion in pairs on more complex material or to discuss the application of the material to their programme.

Application Article

During the last 15 minutes of class, invite students to write a short news article about how a major point applies to a real-world situation.

Using Student-generated On-line Material for In-class Discussion

If students contribute on-line prior to a class, use some of their material/question to refer to in the lectures, address common misconceptions, errors, etc.

Chain Notes

Pass around a large envelope with a question about the class content. Each student writes a short answer, puts it in the envelope, and passes it on.

In-class Feedback on Assignment/Assessment

Give feedback to the whole class on common errors in continuous assessment assignments (or previous years exams).

Problem Recognition Tasks

Invite students to identify a set of problems/issues that can be solved most effectively by one of a few methods you are teaching in that session/module.

Student-generated Test Questions

Divide the class into groups and assign each group a topic on which they are each to write a question and answer for the next test. Each student should be assured of getting at least one question right on the test!

Problem Solving Activities

Use established or create on-line problem-solving activities. Students can attempt these multiple times to get correct answers and as such learn from the process. Grade can be given for participation.

On-line Formative MCQ's (set by staff) with Feedback

Similar to in-class, use MCQ's as learning resources, where students attempt these as often as possible and gain grades for participation. Design automated feedback into the resource.

Use of Wikis

To facilitate development of shared information.

Use of Blogs/Journals
To capture individual reflections/commentaries on procedural matters.
Word Clouds
Use clouds to create synthesis from plenary discussions.
Concept Mapping
Collaboratively design a map to explain, identify, evaluate a particular theme.

OTHERS…

Opinion Polls, Application Cards, Paraphrasing, News Reporting, Buzz Groups, Brainstorms, Syndicates, Fishbowls, Caption Gap, Reading rounds, Predictions, etc.