

### **How Can I Adapt 5 Popular Classroom Assessment Techniques (CATs) to the Online Classroom?**

Presented by:

**Stephanie Delaney, JD, PhD**

Vice President, Renton Technical College

Stephanie Delaney is the vice president of instruction at Renton Technical College and is a certified executive coach focused on facilitating institutional equity change. Delaney has a strong background in eLearning and has spoken nationally on issues related to leadership, technology, and effective online teaching and learning.



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# How Can I Adapt 5 Popular Classroom Assessment Techniques (CATs) to the Online Classroom?



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## Presenter

Stephanie Delaney, JD,  
PhD

Vice President of  
Instruction

Renton Technical  
College



# CATs defined



- Learner-centered approach to determining what students have learned
- Ongoing
- Formative



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## Benefits of using CATs

- Improved learning
- Higher student satisfaction
- Culturally responsive teaching means building greater trust
- Improved retention
- Better evaluations
- Reduced stress for students and teachers



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## Challenges of using CATs

- Takes some class time
- Class may not be flexible enough to make changes
- Instructor may not know how to address student concerns



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## CATs

- ✓ Background knowledge probe
- ✓ Muddiest point
- ✓ Minute paper
- ✓ Reading Rating Sheet
- ✓ One-sentence summary



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## Background knowledge probe

- Good for assessing prior knowledge, recall, or understanding
- Short, simple questionnaire
- Use survey feature, learning journal, or private discussion boards
- Outside LMS try Google Forms or similar



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## Muddiest point

- Ask: What was the muddiest point?
- Have a strategy for responding to confusing points and communicate the plan to students
  - Offer supplemental materials to clarify
- In LMS use survey or discussion board; outside LMS try Google Forms or Survey Monkey



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## Minute paper

Ask students to respond to two questions in one minute:

- What was the most important thing you learned today in class?
- What question remains unanswered?



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## Minute paper (continued)

- Use LMS anonymous survey tool, Google Forms, Poll Anywhere
- Clarify confusion with quick video tutorial, posting optional materials to read/watch or featuring student model work



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## Reading Response sheet

- Provides faculty with feedback on effectiveness of assigned readings
- Good in classes with multiple assigned readings which faculty have some choice in selecting
- Post first discussion board, survey



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## One-sentence summary

- Student writes an answer to "Who does What to Whom, When, Where, How and Why?"
- Good for assessing critical and creative thinking
- Anonymous survey tool or learning journal
- Respond first discussion board with no or limited responses



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Thank you!

Tell us what you think:



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