

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

Presented by:

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Completion Grade Policy

This is an example of an assignment from a class on andragogy. This example is taken from the Syllabus and is a general overview. Added detail is located in the course management system.

The structure of the assignment is influenced by the TILT (Transparency in Learning and Teaching - <https://tilthighered.com/>) methodology. The Complete/Incomplete grading is highlighted at the end of the assignment.

ASSIGNMENT #1: COURSE PLAN

10 POINTS

DUE WEEK 1 OF CLASS – APRIL 4

What are we doing? During the course, you will be observing someone teach and doing some teaching of your own. You can select the venues for these activities. For this assignment, you will determine the details of these activities so you can plan accordingly for the class.

Why are we doing it? Completing this assignment helps meet **Course Goals 1, 2 and 3.**

How do we do it? Submit your course plan as an attached document in Canvas. It should address the sections below.

- 1. Teaching Observation Proposal:** This class requires that you do a teaching observation. Please look under Assignments in Canvas to learn more about the Teaching observation.

For your observation proposal, you will describe:

- who you will observe
- where you will observe them
- when you will observe them
- what you expect to observe during the teaching session and

- when you plan to submit your observation - This assignment has a flexible submission date for Part 2. You determine the submission date based on when you do the observation. The assignment should be submitted no more than 7 days after your observation and no later than the 5th week of class.
- 2. Topic Project**– For this section of the course plan, you will select which topic project(s) that you plan to work on and explain briefly why you selected the projects that you did. Please look under Assignments in Canvas to learn more about the Topic Project.
- 3. Practice Teaching Session 1 Proposal** – In this class, you will do two practice teaching sessions. For this section of the Course Plan, you will identify the planned audience and topic of your first Practice Session. You will also suggest a date for the teaching session and how you plan to record the session. Note that the session must occur during week 6 of the quarter. Please look under Assignments in Canvas to learn more about the Practice Teaching Session.
- 4. Practice Teaching Session 2 Proposal** – For this section of the Course Plan, you will identify the audience and topic of your second Practice Session. You will also suggest a date for the teaching session and how you plan to record the session. Note that the session must occur during week 8 of the quarter. Please look under Assignments in Canvas to learn more about the Practice Teaching Session.

Grading: You will be graded based on a complete / incomplete grading standard. As long as each component of the assignment is present and complete, you will be marked Complete and will earn full points. If not, you will be marked incomplete and will have 1 week from the grade submission to re-do the assignment for re-grading.

You will find more information about this assignment, including a detailed description of each of the above elements on Canvas.

What can you do with the information gleaned from CATs?

- **Background Knowledge Probe**

- Goal – learn what students know when coming into a class
- Adjustments:
 - Information from other classes – if you teach the missing information in another class, copy the information over to this class
 - Web resources – you can find instruction on almost anything on YouTube or other online resources. Select a few favorites to supplement student learning.
 - Supplemental videos – create short re-usable videos + targeted readings to supplement understanding.

- **Muddiest Point**

- Goal – learn what was confusing to students
- Adjustments
 - Highlight information in course materials and supplement with explanatory videos from YouTube or other resources
 - Offer the information in a different format – if you made a video before, provide an article or other reading. If possible, create a hands on activity for students to practice using the knowledge.

- **Minute Paper**

- Goal – what did students think was important and what was confusing
- Adjustments
 - Clarify confusion with quick video tutorial, posting optional materials to read/watch
 - Start next class session with time to discuss the confusing points or post a discussion thread to explore the confusing topics
 - Share models of student work from previous terms as a model for how things could be done.

- **Reading Response Sheet**

- Goal – select readings that are relevant to students
- Adjustment
 - If readings fairly set, add optional readings that can meet the same outcomes
 - If room for flexibility, incorporate additional readings and let the students choose which ones they wish to use
 - Collaborate with colleagues at your institution and others to see what readings they use to teach the same topics.

- **One Sentence Summary**

- Goal – check student understanding
- Adjustments
 - If common areas of confusion, review in class or make a review video. Try to avoid explaining it the same way you did before – try to appeal to a different learning style

Supplemental Materials

References:

Classroom Assessment Techniques by Elizabeth F Barkley, Claire Howell Major, and K. Patricia Cross, Second Edition, Jossey-Bass (2014)

This is the definitive book on Classroom Assessment Technique. It is a practical handbook, meant to be used by practicing instructors. The book starts by giving the reader an understanding of CATs and their general uses. Then it lists dozens of CATs to try, organized by the learning task – discussion, problem solving, etc. Each CAT is explained, its preparation described and then several examples follow, showing how the CAT can be used effectively in different settings. If you only get one book on CATs, this is it.

50 CATs by Angello and Cross,
https://vcsa.ucsd.edu/_files/assessment/resources/50_cats.pdf. If you don't need the detail of the book or just want some ideas, check out this quick list of classroom assessment techniques, compiled from the first edition of *Classroom Assessment Techniques*, which Cross did with Thomas Angello. Each technique has a short explanation. Some are enough to run with, but those which aren't give you enough information to know whether you want to do additional research.

Using Informal Assessment for English Language Learners by Colorín Colorado (2007),
<http://www.colorincolorado.org/educators/assessment/informal/>

Two excellent articles for better understanding equitable assessment practices.

- Montenegro, E., & Jankowski, N. A. (2017, January). [Equity and assessment: Moving towards culturally responsive assessment. \(Occasional Paper No. 29\).](#) Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).
- Montenegro, E., & Jankowski, N. A. (2020, January). [A new decade for assessment: Embedding equity into assessment praxis \(Occasional Paper No. 42\).](#) Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).