

## **Instructions for TOCC Faculty**

This CATs Form should be used each time students are assessed in the classroom, but must be completed and turned into the TOCC Assessment Coordinator a minimum of **two times** *per class each semester*.

The CATs 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).

Completed CATs Forms can be turned into the Assessment Coordinator throughout the semester as they are completed. Otherwise, all completed CATs Forms should be handed in to the Assessment Coordinator within one week of the end of each semester.

These forms will be used to ensure that embedded assessment is occurring as planned and student learning is happening in the classrooms.

The results from the CATs Forms will be aggregated by courses and programs and will be reported back to TOCC faculty and administration in a timely fashion each semester.

## **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. Ideally, you then do something again to see if the changes made a difference.

The *CAT Report* form should be used to document classroom assessment (what an individual instructor does in sections of his or her courses).

Angelo and Cross's 1993 book, *Classroom Assessment Techniques*, available in the TOCC library describes 50 techniques college teachers are using to improve learning in their classrooms. Here are nine methods that take the least time to prepare, do, and analyze.

1. **FOCUSED LISTING:** a tool for quickly determining what students recall as the most important points related to a particular topic. See page 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. Page 148.
3. **MUDDIEST POINT:** provides information on what students find least clear about a particular topic. Page 154.
4. **CLASSROOM OPINION POLLS:** help you find out what students' opinions are about course-related issues and/or their preexisting opinions that may affect learning. Page 258.
5. **PUNCTUATED LECTURES:** on-the-spot feedback on how students are learning from a lecture or demonstration. Page 303.
6. **CHAIN NOTES:** help both teachers and students recognize their level of involvement in class. Page 322.
7. **READING RATING SHEETS:** provide faculty with feedback on students' evaluations of the course readings. Page 352.
8. **ASSIGNMENT ASSESSMENTS:** help faculty see their assignments through students' eyes. Page 356.
9. **EXAM EVALUATIONS:** provide teachers with specific student reactions to tests and exams. Page 359.

Example of **classroom-level assessment**:

CAT Report	
Instructor: <u>John Doe</u>	
Full-time: <u>X</u> Part-time: _____	
Course/Program: <u>Writing</u>	
What course was assessed?	WRT 101
When (approximately)?	Middle of September 2010 (Fall Semester)
What activity and assessment did you do?	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 Report

Instructor: \_\_\_\_\_

Full-time: \_\_\_\_\_ Part-time: \_\_\_\_\_

Course/Program: \_\_\_\_\_



**Who was assessed?  
(Course)**

**When (approximately)?**

**What activity and  
assessment did you do?**

**What did you learn?**

**What changes do (did)  
you plan?**

**Is there any evidence the  
changes helped students  
learn? Elaborate.**

**Comments:**