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| **Name of CAT** | **Description** | **Targeted Skill: This CAT assesses...** | **Example** |
| Minute Paper | Instructor stops class a 2-3 minutes early and asks students to respond to 1-2 questions about their learning. | Prior knowledge, recall, and understanding | What was the most important thing you learned during this class?  And what important question remains unanswered? |
| Muddiest Point | Instructor asks students to quickly identify what they find least clear or most confusing about a lesson or topic. | Prior knowledge, recall, and understanding | What was the muddiest point in \_\_\_\_? |
| Memory Matrix | Students complete a table about course content in which row and column headings are complete but cells are empty. | Prior knowledge, recall, and understanding | Place the names of major artists in the appropriate cells:   * France/United States/Britain * Neoclassicism/Postimpressionism/Expressionism |
| Content, Form, & Function Outlines | In an outline form, students analyze the  “what” (content), “how” (form), and “why” (function) of a particular message (e.g. poem, newspaper story, billboard, critical essay). | Skill in analysis and critical thinking | Analyze the first 10 paragraphs of a speech given by a presidential candidate. To do this, identify in an outline/list form the content, form, and function of the text. |
| Concept Maps | Students draw or diagram the mental connections they make between a major concept and other concepts they have learned. | Skill in synthesis and creative thinking | Draw a concept map focused on the concept of "feminism." Write "feminism" in the center of a blank sheet of paper, and around that center, add related words or concepts that come to mind. Draw connections between the words using lines or arrows, and try to define/label those connections. |
| What's the Principle? | After students figure out what type of problem they are dealing with, they identify what principle(s) to apply to solve the problem. | Skill in problem solving | Match these five major principles we have heard and read about to these seven example financial accounting problems. |
| Applications cards | Students generate examples of real-work applications for important principles, generalizations, theories or procedures they have learned. | Skill in application and performance | In his *Principia,* Sir Isaac Newton set forth - among many other important ideas - his Third Law, the heart of which is "To every action there is always opposed an equal reaction." Give three applications of Newton's Third Law to everyday life around the house. |
| Course-related self-confidence surveys | Students complete an anonymous survey indicating their level of confidence in mastering the course material | Students' awareness of their attitudes and values | Indicate how confident you feel (high, medium, low, none) about your ability to do:   * Problems involving fractions * Problems involving decimals * Graphing problems * Square of cube root problems * Word problems * Equations using letters, not numbers |
| Goal ranking and matching | At the beginning of the course, students list and prioritize a few goals they have for their own learning in the course. The instructor then collects the lists and matches them against their own course goals, making adjustments if needed. | Students' self-awareness as learners | List 3-5 goals you hope to achieve by taking this course. By goals, I mean specific things you hope to learn (avoid general responses such as "to complete the requirement" and "to do well in the course"). |
| Process analysis | Students outline the steps they take in carrying out an assignment and comment on the conclusions they draw about their approaches to that assignment. | Course-related learning and study skills, strategies, and behaviors | Keep a record of the steps you took in preparing to write your first weekly essay. After you finish the essay, comment briefly on how useful each step had been in getting the assignment done. |
| Group work evaluations | Students complete a brief questionnaire about how their group is functioning and make suggestions for improving the group process. | Learner reactions to class activities, assignments, and materials | Now that your group has worked together on one assignment, please complete the following questionnaire. Write your group's number but not your name on this sheet.   * Overall, how effectively did your group work together on this assignment? * Out of the five group members, how many participated actively most of the time? * Out of the five group members, how many were fully prepared for the activity? * Give one example of something you learned from the group that you wouldn't have learned working alone. * Give one example of something the other group members learned from you that they probably wouldn't have learned otherwise. * Suggest one change the group could make to improve its performance. |
| Teacher-design feedback forms | Students respond to three questions  related to the student’s learning in the course. | Learner reactions to teachers and teaching | Please respond to the following:   * On the 1-5 scale below, please rate the clarity of today's session. * On the 1-5 scale, how interesting did you find today's session? * On the 1-5 scale, how useful was today's session in helping you learn the material? * What did you find most helpful about today's class? * How could the class have been improved? |