Assessing Attitudes, Learning-Skills, and Self-Awareness[1]

CAT Description	When & Where	Analysis	Time Required (**L**ow/**M**edium/**H**igh)		
			before	during	after
Classroom Opinion Polls. A classroom poll in which students agree or disagree with a statement about course-related issues.	Use a polling software (such as iClicker or PollEverywhere) to gather students' opinions.	Count and tally students' responses.	L/M	L	L
Course-Related Self-Confidence Surveys. An instrument designed to measure students' self-confidence in relation to a specific skill or ability.	Use this technique when students are trying to learn new and unfamiliar skills. Administer the survey first before the skill is introduced and then after they have made progress towards mastering it.	Tally student responses.	M	L	L
Diagnostic Learning Logs. A record of each class and/or assignment kept by a student (e.g., main points covered, points that were unclear, errors made, successful responses).	In order to manage a large amount of logs to analyze, read and assess logs from a different group of students each week.	Compare students' logs with your impression of what students are and are not understanding, and keep a record of students' questions and problems.	M	H	H
Goal-Ranking and Matching. A list of student-generated learning goals for the course that the instructor compares with his/her own learning objectives.	Use this technique as a group activity: ask each group to come up with a goal acceptable to all group members.	Look for patterns in students' goals and categorize them accordingly. Compare those categories with your own objectives to see if they match. Then determine if you can incorporate any of the	M	L	L/M

[1] This chart relies heavily on Angelo, Thomas A. and Cross, K. Patricia. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers*, 2nd edition. San Francisco, CA: Jossey-Bass. See also http://ctl.gatech.edu/resources/best-practices/GnR/CATs for more information.

		students' goals into the course.			
Interest / Knowledge / Skills Checklists. A teacher-generated inventory of interests and skills relevant to the course. Students rate their interest in various topics and indicate their level of skill.	For the best results, use this technique in courses with flexible syllabi. Administer the survey at the beginning, in the middle, and towards the end of the semester to learn about changes in students' interests and skill level.	Tally responses for each item to spot the amount of very low or very high ratings. Cluster related skills and interests into related groups and graph them to represent various interests and skill levels.	M	L	L/M
Process Analysis. A record of the steps students take in carrying out a course assignment and a reflection on their approach to the assignment.	Use this technique in courses that require the mastery of physical procedures.	Read Process Analyses <u>after</u> you read and grade the assignment. When reading the analyses, look for clarity, explicitness, the number and order of steps taken, the effectiveness of each step, etc. Determine if there are patterns and/or common misunderstanding in how students approach the process.	M	H	H
Productive Study-Time Logs. A record students keep on how much time they spend studying for the class, when they study, and how productively they use their study time.	Use results from this technique in a whole-class discussion on studying.	Sum up totals and calculate averages for the amount of time students spend studying. Then look for trends the numbers illustrate (days of the week, or times of day when students study, when is the most productive study time).	M	M/H	H