

Assessing Reactions to Teaching, Assignments, and Class Activities¹

CAT Description	When & Where	Analysis	Time Required (Low/Medium/High)		
			before	during	after
Assignment Assessment. A technique that encourages students to assess the value of an assignment.	This CAT is most effective with more experienced learners in upper-level and advanced courses.	Read through student's responses and sort them into categories. Quantify the feedback and share a few comments with students when you discuss their feedback.	L	L	L/M
Chain Notes. Pass around a large envelope with a question written on it. Students write their responses on note cards and put them in the envelope when it reaches them.	Use this technique in a large class where you have little direct contact with students.	Categorize students' responses and pay attention to patterns and trends.	L	L	L
Exam Evaluations. An evaluation form designed to examine what students think they are learning from exams and whether they think exams are fair and useful.	Include the Exam Evaluation within the exam itself (as the final section) or ask students to complete the evaluation form soon after they have completed the exam.	Focus on the comments that address the fairness of the exam as a learning assessment (not the fairness of your grading). Carefully consider students' comments and what changes you might make to the exam.	L	L/M	M
Group Instructional Feedback Technique. Students answer three questions related to their learning: What works? What doesn't? What can be done to improve it?	Click here for more information about surveys and here for more information about focus groups.	Tally the most common written responses and suggestions. Give students feedback on the three most common responses to each question.	M	M	M/H

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.

<p>Reading Rating Sheets. Short assessment forms that students complete about their assigned course readings.</p>	<p>Use this technique when students seem to be having trouble with particular readings or are resisting them.</p>	<p>Tally answers to multiple choice and yes/no questions. Look for patterns in open ended comments identify 3-4 discussion points when you report results to your students.</p>	L	L	L
<p>Teacher-Designed Feedback Forms. Short, simple, specific evaluation forms designed by an instructor to collect information about specific class sessions.</p>	<p>Administer the form regularly over the course of the semester, in the last 5-10 minutes of the class during the last class meeting of the week (this way, you won't disrupt any other learning activities).</p>	<p>Pay attention to the intensity and consistency of student responses to spot patterns. Read open ended responses for specific suggestions regarding your teaching.</p>	M	L	L/M