





COMPENDIUM R











A Collection of Classroom Assessment Techniques Developed by Faculty at Walla Walla Community College





Compiled by Marleen Ramsey and Jon Stratton







Clusters

I. Critical Thinking Skills

Critical thinking abilities involve students in "thinking for themselves," not simply repeating information. This includes abilities to:

- ✓ Comprehend
- ✓ Analyze
- ✓ Synthesize
- ✓ Evaluate

II. Classroom Interaction Techniques

Classroom Interaction Techniques help students validate their coursework as personally meaningful. These techniques help establish a learning community by:

- ✓ Developing self-esteem
- ✓ Stimulating discussion in the classroom
- ✓ Increasing academic self-confidence
- ✓ Establishing rapport between student and instructor
- Developing respect for diverse opinions

III. Discipline Specific CATs

Some CATs are more appropriate for certain disciplines than others. They can be categorized as, but not limited to, the following:

- ✓ Social Sciences
- ✓ Humanities
- ✓ Natural Sciences
- ✓ Communications
- ✓ Mathematics
- ✓ Business
- ✓ Computer Technology
- ✓ Health Education
- ✓ Vocational Education

IV. Practical Applications

When an instructor is concerned about students applying course content in a work environment or other non-academic setting, practical applications techniques may be useful. Practical applications techniques may encourage:

- ✓ Application of course content to prior knowledge
- ✓ Development of application strategies in the work environment
- ✓ Creative "real world" problem solving

V. Self-Assessment Techniques

Self-Assessment Techniques help students evaluate their self-confidence, their competence, their ability to learn course material, and to focus attention on how their behavior influences their learning. These techniques encourage:

- ✓ Sense of responsibility for one's own learning
- ✓ Development and improvement of concentration
- ✓ Active listening
- ✓ A commitment to personal achievement

VI. Study Skill Techniques

Study Skill Techniques allow students to discover how to study for a particular course, to maximize retention of course material, and make better decisions about when, where, and how to use their study time. These techniques include:

- ✓ Self-management skills
- Study strategies and habits
- ✓ Organizing and using time efficiently
- ✓ Memory improvement
- ✓ Increasing responsibility for one's own behavior

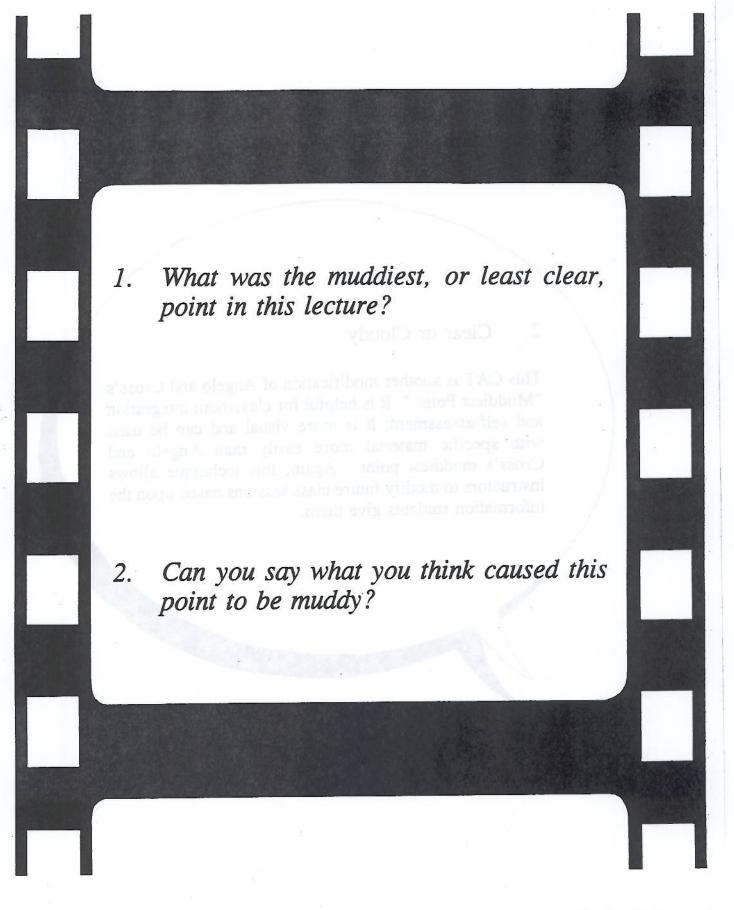
Over the last three years, WWCC faculty have modified and created CATs to use in their own classes. The following CATs are among those that faculty found most useful in their teaching.

Please feel free to photocopy and use any of these materials in your classes.

1. What Made the Muddy Point Muddy?

This CAT is appropriate for critical thinking, classroom interaction, and self-assessment. It is a modification of the "muddiest point" taken from Angelo and Cross. It consists of asking students to anonymously respond in a sentence or two to the question, "What was the most confusing (muddiest point) question in the lecture (discussion, assignment, project, etc.)." The modification (#2) that Charles offers makes this technique useful for critical thinking and self-assessment. In addition, an instructor can adjust teaching to meet the specific problems that students encounter.

Charles Cudney



2. Clear or Cloudy

This CAT is another modification of Angelo and Cross's "Muddiest Point." It is helpful for classroom integration and self-assessment; it is more visual and can be used with specific material more easily than Angelo and Cross's muddiest point. Again, this technique allows instructors to modify future class sessions based upon the information students give them.

Joanne Burris

Cloudy? Clear? or A specific cloud?

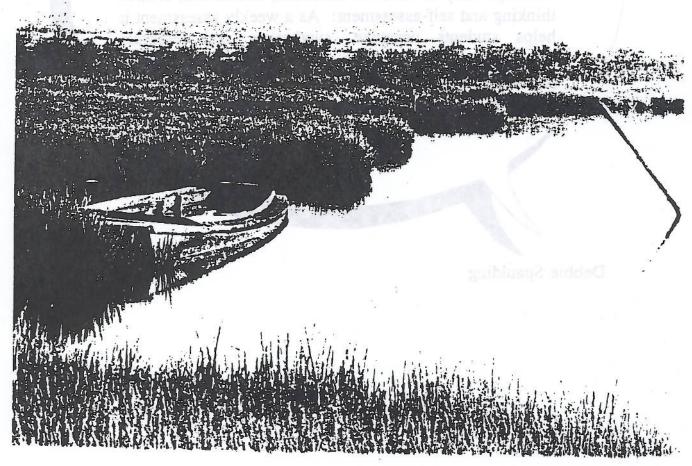
3. Lost in the Swamp

"Lost in the Swamp" is an adaptation of the "Muddiest Point" specifically for literature classes, although it could be used for any lengthy reading assignment. It is appropriate for self-assessment and classroom interaction. It provides immediate feedback to the instructor regarding any changes that need to be made in future presentations.

Jean Weber

LOST IN THE SWAMP

For difficult reading assignments, I had my classes think about the assignment as I mile of swampland (4 miles, if a long assignment). Then I asked them to picture guideposts along the way at ¼ mile intervals. They were to tell me at which point they became "lost in the swamp." That way I could see how they organized the materials and where the difficulties lay. I'd collect these and share them right away.



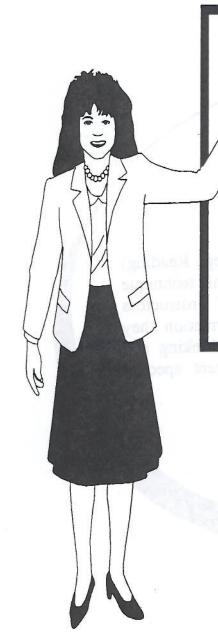
Jean Weber W.W.C.C. 1993

4. Weekly Assessment

The "Weekly Assessment" is a modification of the "One Minute Paper." The instructor asks the student to briefly respond in two or three minutes what they remember as being the most important point from the class. This technique may be used for classroom interaction, critical thinking and self-assessment. As a weekly assessment it helps students organize, synthesize, and integrate information learned over a period of time, as well as providing instructor information for adjustments in teaching.

LOST IN THE SWAMP

Debbie Spaulding



Weekly Assessment

- 1) What is an important point(s) I learned in class this week?
- 2) What important question(s) remains unanswered this week?

5. Vocab Query

While this CAT is discipline specific (College Reading) it can be modified for other disciplines. This technique is an adaptation of the "One Minute Paper." Instructors can alter instruction based upon the information they gain. It is useful for developing critical thinking and self-assessment, as well as recalling content specific details.

Joanne Burris



How do you feel? What do you think?

		"One Minute		eibbr/M"
What	is the mo.	st difficult?		
ı				
What	is the val	ue (for you) of vocabula	ary improvement

6. Investigative Reporter

"Investigative Reporter" is a modification of the "Muddiest Point" and the "One Minute Paper." It develops classroom interaction techniques, is discipline specific, and alerts students of their need to study certain material. It also alerts the instructor to review appropriate material. Although used in Philosophy it can be adapted to other disciplines.

Jon Stratton

Jon Stratton's Investigative Reporter

I announce the day before the exercise that students should imagine that a certain philosopher will be visiting our class. They are to have an "investigative question" about the philosopher's life, ideas, or problems they discover in the philosopher's theories. On the day of the exercise, students hand in their written anonymous questions. I respond as if I were the philosopher. This leads to class interaction and stimulates discussion.



7. Lecture Focus

This is a form developed for using Angelo and Cross's "Punctuated Lecture" found in their Handbook on page 303. This Technique involves students in self-assessment of their ability to concentrate and pay attention to the lecture. It also improves listening, helps students improve study skills and helps develop a sense of responsibility for one's own learning.

Britt Barer

Lecture Focus

1.	Over the last were you distracted? (time period)
2.	What distracted you?
3.	How did you get back on trackby yourself or something the instructor did?
4.	Are you taking notes?
<i>5</i> .	How good are your notes?
	Ted Picherzhager
6.	What are you going to do with them?

8. Worry Journal

Instead of a single "muddiest point" exercise, Ted's "Worry Journal" allows students to keep track of their questions over a period of time. During a lecture, students record their questions whenever they arise. Then at the end of the class period, section, or week, the instructor collects the worry journals, and addresses each question in a review session. This allows students to reflect on their question in the interval and encourages them to seek an answer for themselves. It assists students to focus on lecture material from one day to the next. In addition, of course, the "Worry Journal" can stimulate class discussion as well as help the instructor determine appropriate review material.

Ted Richerzhagen

Worry Journal

Date	Lecture Worry	Reading Worry
4		
200 - Called San Co.		
	ing Feature Matter for	ideal 9 Defai
	/ VIETY	
	SOR GIORNA IIIUII TRĀ RIBU LOS	alla carl 197
	fining Features Matris" (ruge	G' a'zzon')
	l technique develops critical la study alolle essecialle	uff (164). This
	feasure by placing a (-) or (-)	of the approximation of the ap
	pecials for casmacy, it can be	smiquine:
	NA SA	a of percept
		Ted Richerzhagen

9. Defining Feature Matrix for Chemistry

Ted has adapted this CAT from Angelo and Cross's "Defining Features Matrix" (page 164). This technique develops critical thinking and study skills, especially memory. Student indicates the absence or presence of a feature by placing a (+) or (-) in the appropriate box. Although this CAT is discipline specific for Chemistry, it can be adapted to any course.

Ted Richerzhagen

DEFINING FEATURE MATRIX: Bonding

Feature	Covalent	Ionic	Metallic
Contains Metal Atoms			
Contains Non-Metal Atoms			
Contains Metal Ions			
Contains Non-Metal Ions			
Conducts Electricity as a Solid			
Conducts Electricity as a Liquid			†
Does Not Conduct Electricity			
Hard and Crystalline			
High Melting			
Soft/Low Melting	"FEAR	01	
Forms Bond by Donating and Receiving Electrons	Сонтяев		
Forms Bond by Sharing Electrons			
If Soluble, Soluble in Water	s CAT is di	dT	
Soluble in Non-Polar Solvent	may be ada	nud	

DEFINING FEATURE MATRIX: Dialysis/Osmosis

Feature	Dialysis	Osmosis
Semipermeable Membrane	nopenios sevi	no 31 a
Traps only Colloids	ness of themselv	ranav e
Active Transport	ided into small g	vib sa /
Diffusion of Solute	s and compare d	d scus
Diffusion of Solvent		
Passes Solvent only		
Passes Solvent and Small Solute Molecules and Ions		
Results in Substantial Pressure		
Used to Artificially Purify Blood		Camille Price
Used to Produce Pickles		
Responsible for Shrinking Salted Slug		
Reversed to Purify Water		
Used to Preserve Meat		
Control Bath Concentration		

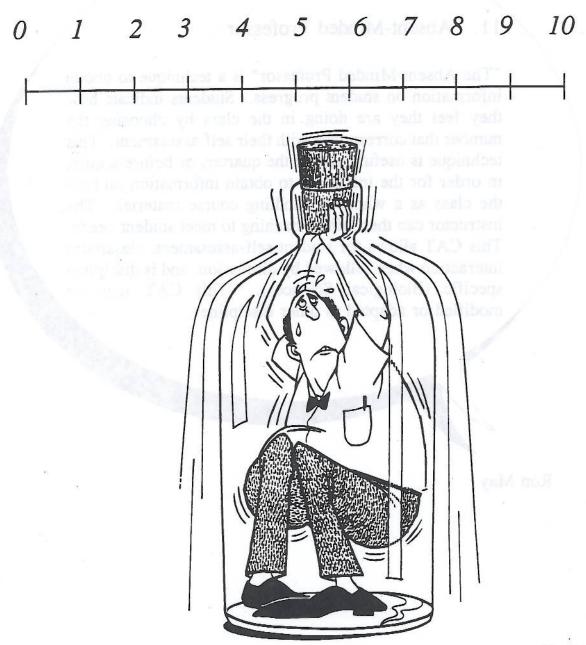
10. "FEARMETER" for Public Speaking Courses

This CAT is discipline specific to speech classes but may be adapted to measure test anxiety, how the student is feeling about certain material, or about a course in general. Students are asked to rate their fear level before a speech, test, or project. Then after it is completed they are asked to rate their fear level once again. This self-assessment technique can cultivate self-esteem, self-confidence, and increases the student's awareness of themselves as learners. A class can be divided into small groups in which the students discuss and compare their responses.

Camille Price

--FEARMETER--

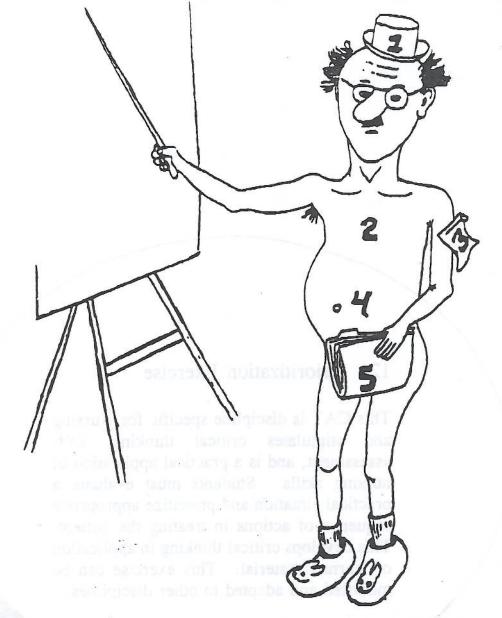
Below is a scale. Rate your beginning FEAR level with a \underline{B} . Then rate your present FEAR level with a \underline{P} . (Fear level is the comfort you feel as a speaker.)



11. Absent-Minded Professor

"The Absent-Minded Professor" is a technique to obtain information on student progress. Students indicate how they feel they are doing in the class by choosing the number that corresponds with their self-assessment. This technique is useful early in the quarter, or before a quiz, in order for the instructor to obtain information on how the class as a whole is handling course material. The instructor can then adjust teaching to meet student needs. This CAT allows for student self-assessment, classroom interaction when followed by discussion, and is discipline specific (Biological Sciences). This CAT may be modified or adapted to other disciplines.

Ron May



Which of the following expresses your feelings about this class today.

- 1. CEREBRAL--"I understand what's going on and I'm in equilibrium with the course."
- 2. CARDIAC -- "I love this class."
- 3. INTEGUMENTARY--"My understanding is only superficial and I'm beginning to sweat."
- 4. VISCERAL-- "This class makes me want to vomit."
- 5. GONADAL -- "My mind is elsewhere."

12. Prioritization Exercise

This CAT is discipline specific for Nursing and stimulates critical thinking, self-assessment, and is a practical application of nursing skills. Students must evaluate a practical situation and prioritize appropriate sequence of actions in treating the patient. This develops critical thinking in application of learned material. This exercise can be modified and adapted to other disciplines.

Maureen Gaffney

PRIORITIZATION EXERCISE

Prioritize the following client needs, with 1 being your top priority and 4 being your lowest.

First priority exercise

	_ The client in room 404 is 1 day post-op and crying in pain.
1	_ A client complains of pain and swelling at the IV site in his right hand. The IV is to be discontinued after this infusion.
	The client is 4 days post-op with the following vitals: 100.6 (O) - 98 - 40 BP 128/80. Alert, oriented, coughing frothy sputum, diaphoretic, dyspneic.
	The client in room 402 has a stat prep-op med. order to be given.
<u>Seco</u>	ond priority exercise:
	The client with a small bowel obstruction continues to complain of nausea unrelieved by medication given 1 hr. earlier.
	The client with right hemiparesis must be up in the W/C and ready for PT in 5 minutes.
	The AM lab reports indicate that your client with a heparin infusion has an APTT of 80 (therapeutic range is approximately 30-60).
	The elderly female with organic brain syndrome keeps crying out for help.

13. Case Scenario

The "Case Scenario" is a discipline specific technique, encourages critical thinking, and promotes classroom interaction when followed by discussion. The instructor gives the students a specific "Case Scenario" and asks the students to anonymously respond. Students not only explain the procedures that they would follow in treating this particular patient, but also explain why. This exercise can be modified and adapted to other disciplines. For example in a sociology course the scenario might involve a single mother on public assistance. The questions could involve mandatory birth control or state-supported abortion.

Maureen Gaffney

Case Scenario

Mary Jones, age 63, had a total knee replacement yesterday.

- 0750 BP 190/108. Has history of hypertension. Pre-op BP 150/90. Post-op BPs range from 140/80 to 170/90.
- 0800 You administer her oral antihypertensive.
- 0815 Mary vomits her full liquid breakfast. She is now complaining of nausea and pain.

Her prn medications include:

Demerol 50 mg. IM q 4 hr. prn pain (last dose 5 hrs. ago)
Tylenol #3 tabs 1-2 q 4 hrs prn pain (has not received this medication)
Inapsine 1.25 mg. IV q 4-6 hrs prn nausea

You are Mary's primary nurse. What will you do, and why?

14. The Maze

This particular CAT is discipline specific for English. It encourages self-assessment and develops study skills, especially persistence. Students evaluate sentence structure by choosing correctly written sentences. Once all the sentences are chosen they then complete the maze. If they have not done the exercise correctly they are unable to complete the maze which serves a self-check of their accuracy. This exercise alerts students and the instructor to material that needs to be reviewed, perhaps in a different way.

Peggy Grable

For this CAT. I start by giving the students the sentences to read and evaluate. I then put them in groups of two to decide which sentences really are correct. Next I put them in groups of four to find the path through the maze. If they have done the sentences correctly, the path should be clear. If not, they will know immediately that something is incorrect so that they can try to figure out where they have gone wrong. If they need help, I will help them, but I will only reemphasize the rules that we have already covered.

DIRECTIONS: Read each of the following groups of words carefully. If they make a complete sentence and are correctly punctuated, circle the number of the sentence. If the group of words is a fragment or is incorrectly punctuated, do nothing.

- 1. Lisa and Mark just returned from Hawaii they had a wonderful honeymoon.
- 2. The telephone drove me crazy, ringing as it did at all hours of the night.
- 3. However, the twins' behavior is quite different.
- 4. His spoiled cat, pickles, who sleeps on a velvet pillow and refuses to eat dry cat food.
- 5. When you call Dad about the accident, tell him not to worry; no one was hurt.
- 6. Pizza can be highly nutritional, however, it is also very fattening.
- 7. After they argued loudly and Eleanor slapped him, and he stomped out of the building.
- 8. I want to go to the Fourth of July celebration in the park this year since I didn't get to go last year.
- 9. Although she said he looked better without a beard, he refused to shave it off.
- 10. I finished studying, then I took a break.
- 11. Before he had gone more than two blocks, two strangers leaped out at Elliot from behind a fence and smeared him with lemon meringue pies.
- 12. The bum on the corner was no chauvinist; he said he'd gladly take Susan B. Anthony coins if I had any.
- 13. One of the records that I bought last Thursday is scratched and I will have to return it.
- 14. Next Tuesday is your birthday, isn't it?

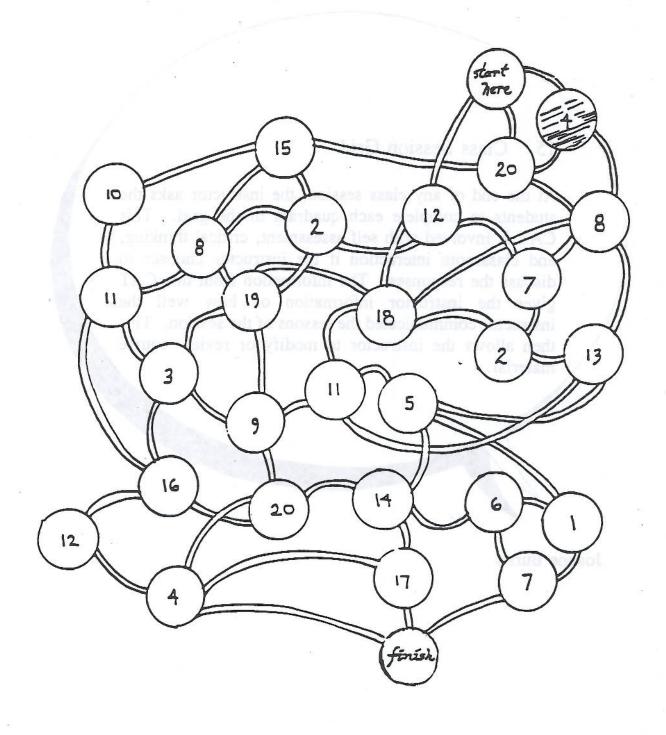
- 15. If Jennie had only told her roommate that she had already made arrangements to go home.
- 16. I like the clock my brother sent me from Germany yet I always forget to wind it.
- 17. Annette came to a shaded mountain stream and sat down to cool her tired feet in the flowing water.
- 18. Kathy bit her fingernails and puller her hair, she was nervous about tomorrow's exam.
- 19. Lewis bought new glasses, and promptly broke them.
- 20. I watered my plants faithfully each week, nevertheless, they shriveled up and died.

salv natrigonal, however, it is also very lattering

the the argued lacify and Element stanged aim, unit ha stompol our of the building

DIRECTIONS:

Using a pencil, find a path through the maze by passing through only those circles that refer to sentences that are complete and are punctuated correctly. Do not pass through groups of sentences that are fragments or run-togethers or that have misused commas or semicolons. In short, if the sentence has an error in it, do not pass through the circle that refers to it. Shade the impassible circles; then a clear path should be readily seen. (See number 4.)



15. Class Session Grid

At the end of any class session, the instructor asks the students to complete each quadrant of the grid. This CAT is involved with self-assessment, critical thinking, and classroom interaction if the instructor chooses to discuss the responses. The information from this CAT gives the instructor information on how well the instructor communicated the lessons of the session. This then allows the instructor to modify or review course material.

Joanne Burris

What I thought & fe	What	I	thought	&	fel
---------------------	------	---	---------	---	-----

What I learned

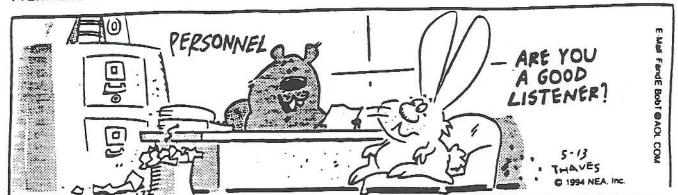
I liked

I still need to know

16. Cartoon Responses

Although this CAT is discipline specific to Active Listening courses, instructors can choose other cartoons appropriate to their own disciplines. Students are asked to respond anonymously to a specific question about a cartoon. This entertaining CAT provokes classroom interaction, involves students in critical thinking, and may even allow for practical application, depending upon the cartoon.

Sarita McCaw



CAN YOU FIND AT LEAST 10 LISTENING CONCEPTS IN THIS CARTOON?

(Examples of responses)

Desk makes situation formal

Desk separates people

Desk gives power and authority to "owner"

Desk chair is higher

Rabbits chair is turned incorrectly for good listening

Rabbits chair is lower - less power

They are making good eye contact

The rabbit has open posture, is receptive

Ears up-eyes front-show attentiveness

The beaver asks the question in spite of earsize-indicating an understanding of real listening

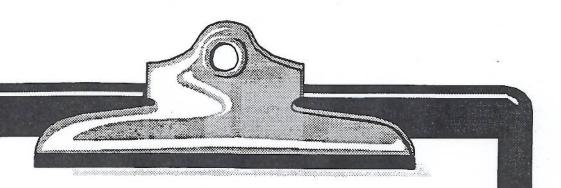
The large ears are helpful in getting more sound to the hearing mechanism, but are not related to listening

There may have been lots of applicants (because of trash); it's hard to find good listeners

17. Exam Dialogue

It is unusual to have a CAT that is not anonymous, however, the "Exam Dialogue" has worked very well in self-assessment of study skills, especially exam preparation. It is also useful in helping the instructor understand if exam questions were appropriate. The instructor can then change the exam or teach course content in a different way to address the concerns of the students as revealed on the exam dialogue. Kathie indicates that she begins a dialogue students about their progress in her classes. She has found the students to be "amazingly open" in their responses. She in turn writes back to them on the test, initiating a genuine dialogue.

Kathie Weingart



Exam Dialogue

- 1. How did things go for you on this exam?
- 2. Is it what you expected?
- 3. How would you rate your preparation for this exam?
- 4. What kinds of things that we did in class during this unit did you find to be helpful?

18. Class Evaluation

The "Class Evaluation" CAT provides feedback to the instructor regarding how students felt about a class session. The instructor learns what the students didn't understand, what the student hopes for in the next class session, and learns about the appropriateness of different teaching styles for specific students. This CAT also provides the student with self-assessment of their study habits such as promptness, concentration, and effort. Although this assessment is used in Developmental Education it could be adapted for any course.

Britt Barer

Feedback to My Teacher about Today's Class

Something I learned or accomplished (circle one) today in this class:

Something that I don't understand about what we've been studying:

A suggestion I have for the next class:

Something our teacher did today that I appreciate:

Evaluation of Myself Today

In class on time? Yes No Comment:

Prepared with materials? Yes No Comment:

Homework completed? Yes No Comment:

Gave learning activities my best effort? Yes No Comment:

Avoided distracting and discouraging behaviors? Yes No Comment:

19. After the Exam Projection

This CAT is used prior to taking the first exam in a course. The students are asked to imagine that they are walking out of their first exam; what would they want their instructor to think about their performance and about themselves as a student? This technique gives the instructor information about self-assessment of study habits, self-esteem, and specifically of test anxiety.

Marleen Ramsey

After the Exam Projection

Imagine yourself handing in your first exam for this class. As you leave the classroom what would you like your instructor to know about your confidence, your anxieties, and study habits regarding the test?

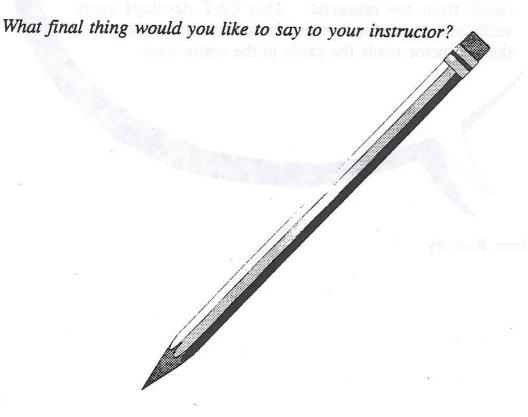
Confidence (What grade do you think you'll earn?) A B C D F

Anxiety (How worried are you about your performance on this exam?)

I'm afraid that I will Fail!
I'm only going to get a C (again)!
I'll Be alright.
I'm going to Ace this test!

Study Habits (Give yourself a grade.)

I know what to study. A B C D F
I know how much time I need to study. A B C D F
I know how to study. A B C D F



20. Rehearsal and Recall

This technique can be used in any classroom setting (lecture, lab, or practical application course). Students pair up and spend 5-7 minutes rehearsing the information that was just presented. After they have had this opportunity to review the material the instructor gives them a 3 x 5 index card and they are asked to write down the most important idea, concept, or technique they recall from the rehearsal. This CAT develops study skills and promotes further classroom interaction when the instructor reads the cards to the entire class.

Marleen Ramsey

Rehearsal and Recall

