**PATCH FOUR: CHECK, CHECK 1-2 – CHECKING IN WITH STUDENTS**

*From article:*

“Instead of aging yourself, and possibly running the risk of having students not understanding the lesson you’ve just eloquently delivered (and, of course, had them participate in!), you might instead try a Classroom Assessment Technique (or CAT, if you prefer), a “simple tool for collecting data on student learning in order to improve it” (Angelo & Cross, 1993, p. 25)”

*From Internet:*

*[https://cft.vanderbilt.edu/guides-sub-pages/cats/]*

Classroom Assessment Techniques (CATs) are generally simple, non-graded, anonymous, in-class activities designed to give you and your students useful feedback on the teaching-learning process as it is happening.

Examples of CATs include the following.

* *The Background Knowledge Probe* is a short, simple questionnaire given to students at the start of a course, or before the introduction of a new unit, lesson or topic. It is designed to uncover students’ pre-conceptions.
* *The Minute Paper tests* how students are gaining knowledge, or not. The instructor ends class by asking students to write a brief response to the following questions: “What was the most important thing you learned during this class?” and “What important question remains unanswered?”
* *The Muddiest Point* is one of the simplest CATs to help assess where students are having difficulties. The technique consists of asking students to jot down a quick response to one question: “What was the muddiest point in [the lecture, discussion, homework assignment, film, etc.]?” The term “muddiest” means “most unclear” or “most confusing.”
* *The What’s the Principle*? CAT is useful in courses requiring problem-solving. After students figure out what type of problem they are dealing with, they often must decide what principle(s) to apply in order to solve the problem. This CAT provides students with a few problems and asks them to state the principle that best applies to each problem.
* *Defining Features Matrix:* Prepare a handout with a matrix of three columns and several rows.  At the top of the first two columns, list two distinct concepts that have potentially confusing similarities (e.g. hurricanes vs. tornados, Picasso vs. Matisse).  In the third column, list the important characteristics of both concepts in no particular order.  Give your students the handout and have them use the matrix to identify which characteristics belong to each of the two concepts.  Collect their responses, and you’ll quickly find out which characteristics are giving your students the most trouble.

*More information:*

1) Classroom Assessment Techniques: A Handbook for College Teachers, 2nd edition, by Thomas A. Angelo and K. Patricia Cross (Jossey-Bass, 1993)

2) *More examples:* https://www.celt.iastate.edu/instructional-strategies/evaluating-teaching/classroom-assessment-techniques-quick-strategies-to-check-student-learning-in-class/