**Lesson Plan for Classroom Assessment Techniques – July 2016 (45 minutes)**

*What I need*

* PPT (see here: https://docs.google.com/presentation/d/1HBpXiUZiEEK6R46SzZayr5fkW-aNXKHyuwfCJ6m5gT8/edit?usp=sharing)
* Index cards for 1 minute paper at end
* Copies:
	+ jigsaw information
	+ reflection

**Bridge: (1 min)**

Would you agree that as an instructor, one of your goals is to promote student learning...(whether by using objectives, increasing engagement etc)?

Unfortunately, even the most dedicated and well-organized instructor regularly discovers that her students haven’t learned what she intended them to learn.

With that reality check in mind, I want to welcome to the Day 3 theme session on CATs. (PPT )

**Pre-test: (3 mins)**

* Ask learners:
	+ Has anyone heard the term Classroom Assessment Techniques?
	+ (if yes) Can anyone take a crack at offering a definition of CATs?
	+ (if no) What about “minute paper” “muddiest point” –has anyone heard of this/does anyone use this?

**Learning objectives: (1 mins)** PPT

* By the end of this session, learners will be able to:
	+ Recall at least 2 principles of CATs
	+ Name 2 or more benefits of CATs for instructors and students
	+ Identify at least 2 CATs that you could use in your teaching

**Participatory Learning:**

Activity #1: Share core elements of CATs. (5 mins) - PPT

Classroom assessment techniques:

1. Are a type of formative assessment used by the instructor for the improvement of teaching and student learning.

2. Can be used in any size class (clickers, polleverywhere, coloured index cards)

3. Help students to think about what they have learned

4. Can be used by instructor every class

5. Are often quick to design and implement

6. Produce information that you can use immediately, in your course

CATs can assess…

1. prior knowledge (misconception/preconception check)
2. course-related knowledge, recall and understanding
3. analysis and critical thinking skills
4. students’ awareness of their attitudes and values
5. skills in synthesis and creative thinking
6. student reactions to teaching, class activities and materials

Activity #2: Jigsaw (22 mins)

 Step 1 (12 mins)

* + Provide each learner with two CATs (of a possible of 6 CATS) written on slips of paper with definition/explanation of the CAT.

3 learners get:

* + 1. Directed paraphrasing (blue)
		2. One-sentence summary (blue)

3 learners get:

* + 1. Application cards (orange)
		2. Listing (orange)

3 learners get:

* + 1. Student-generated test questions (green)
		2. Memory matrix (green)
	+ Give each learner time to read and review the two CATs she has received.
	+ Same coloured learners discuss their thoughts/reactions to the CAT
		- Your thoughts about this CAT
			* Benefits?
			* Challenges?
		- How might you use this CAT in your teaching?

Step 2 (10-11 mins)

* + In mixed groups
		- Provide an explanation, in your own words, of how the CAT works:
		- Briefly address anticipated benefits and challenges of using
		- Give one example of how this might be used in teaching

Activity #3: Individual Reflection (4 mins)

* + Provide each learner with a handout and invite them to respond to the questions:
		- Context of my teaching (relevant considerations: discipline, course title/focus, level, class size, etc.)
		- CATs I have used (and how they helped me and/or my students)
		- New CATs that may be worth trying.

**Post-Test: (3 mins.)**

* Mention that I will model one CAT (one minute paper) not learned about yet.
* Have learners write a one-minute paper on:
	+ What are the 2 most central things you learned in the session?
	+ What question(s) remain uppermost in your mind?
* Collect as feedback for me.

**Summary: (3-4 mins)**

* Review session learning objectives. Invite learners to raise hand if feel accomplished each LO.
* Mention other resources (i.e. CATS book by Angelo and Cross, internet, etc.p.17-19 of ISW Manual)
* Will post links to the PDFs
* Ask if any questions.

Jigsaw Information:

1. Directed paraphrasing (see 1 page handout)
2. One-sentence summary. See p.2 of <http://www.ncicdp.org/documents/Assessment%20Strategies.pdf>
3. Application cards. See p.5 <http://www.northernc.on.ca/leid/docs/ja_assesstech.pdf>
4. Listing. Use information on p.5 http://www.northernc.on.ca/leid/docs/ja\_assesstech.pdf
5. Student-generated test questions. See p.4/7 of: <http://www.ncicdp.org/documents/Assessment%20Strategies.pdf>
6. Memory matrix. Use information on page 6: <http://www.northernc.on.ca/leid/docs/ja_assesstech.pdf> with example from: <https://tlc.provost.gwu.edu/memory-matrix>

**Classroom Assessment Techniques: Reflection**

Of the various CATs I have heard about today, which one would I like to try?

What am I trying to assess by using this CAT?\*

This CAT appeals to me as a teacher because...

This CAT would benefit my learners in the following ways…

What are my next steps?

\*Remember, different CATs can be used to assess

* + - prior knowledge
		- course-related knowledge, recall and understanding
		- analysis and critical thinking skills
		- students’ awareness of their attitudes and values
		- skills in synthesis and creative thinking
		- student reactions to teaching, class activities and materials