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A. Angelo, K ...

A handbook for faculty discusses classroom assessment techniques as part of a larger effort to improve teaching and learning in traditional college classrooms.

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A. Angelo and K.
Patricia Cross provide a
practical handbook to
help college
faculty--and teachers
in other
settings--develop a
better understanding
of the learning process
in their own classrooms
and assess the impact
of their teaching upon
it. This revised and
greatly expanded
edition of their 1988
handbook now includes

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a self-contained self-

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Inventory--for
identifying and
clarifying instructional
goals.

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THOMAS A. ANGELO is
founding director of the
Academic

Development Center at

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Boston College. He is
coauthor (with K.P.

Cross) of the 1988
edition of Classroom
Assessment

Techniques and editor
of Classroom Research:
Early Lessons from
Success (1991) in the
Jossey-Bass New
Directions for Teaching
and ...

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Classroom Assessment

Techniques (CATs) by

Angelo and Cross

(1993) Original

Reference (all

subsequent page

numbers refer to this

reference): Angelo, T.

A., & Cross, K. P.

(1993). Classroom

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Mutually Beneficial**

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TECHNIQUE EXAMPLES

By Thomas A. Angelo
and K. Patricia Cross

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Handbook for College
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Classroom Assessment
Techniques are

presented in this book
with examples of how
they have been used,

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pros, cons, time

commitment, and ideas

for adaptation

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handbook ... offers
teachers at all levels of
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how-to advice on
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- from what it is and
how it works to ...

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The standard
references on CATs is
Classroom Assessment
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Handbook for College
Teachers, 2nd edition,
by Thomas A. Angelo
and K. Patricia Cross
(Jossey-Bass, 1993).

This book includes 50
CATs, indexed in a
variety of useful ways.
The book is available at
the Center for Teaching
library.

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techniques, on the other hand, are non-threatening ways of evaluating student learning and their reaction to your teaching methods.

Classroom Assessment Techniques

But good teachers will also want to know a more specific answer. In fact, a set of techniques has been developed to get at the

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question, “What are students thinking?”

They are called Classroom Assessment Techniques (CATs), and were developed by Angelo and Cross (1993). There are many varied CATs that can be used.

Classroom Assessment Techniques: Assessing Student

...

A handbook for faculty

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discusses classroom assessment techniques as part of a larger effort to improve teaching and learning in traditional college classrooms.

DOCUMENT RESUME **HE 022 212 AUTHOR** **Cross, K. Patricia ...**

Classroom assessment techniques (CATs) are teaching strategies that provide formative assessments of student learning. ... Cross KP

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and Angelo TA (1993)
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Teachers. Ann Arbor,
MI: National Center for
Research to Improve
Postsecondary
Teaching and Learning,
University of Michigan.
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Techniques taken from
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Teachers, 2nd edition
by Thomas ... •

Classroom Assessment
is an approach
designed to help
teachers find out what
students are learning
in the ...

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County College**

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This revised and greatly expanded edition of the 1988 handbook offers teachers at all levels of experience detailed, how-to advice on classroom assessment—from what it is and how it works to planning, implementing, and analyzing assessment projects.

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Classroom Assessment

Techniques, also

referred to as CATs,

are strategies

educators use to gauge

how well students are

comprehending key

points during a lesson

or a course. The

techniques are meant

to be a type of

formative assessment

that also allow

teachers to make

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adjustments to a lesson based on students' needs. CATs are most commonly ungraded, unanimous, and are conducted during class time.

Classroom Assessment Techniques - Wikipedia

* What classroom assessment entails and how it works. * How to plan, implement, and analyze assessment

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projects. * Twelve case studies that detail the real-life classroom experiences of teachers carrying out successful classroom assessment projects. * Fifty classroom assessment techniques * Step-by-step procedures for administering the techniques

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In "Classroom
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techniques: A

handbook for college
teachers (2nd ed.) San
Francisco: Jossey-Bass.

This revised and
greatly expanded
edition of the 1988
handbook offers
teachers at all levels
how-to advise on
classroom assessment,
including: What
classroom assessment

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entails and how it works.

**Angelo, T.A., &
Cross, K. P. (1993).
Classroom
assessment ...**

Classroom Assessment
Techniques (2nd ed.).
San Francisco: Jossey-
Bass. Write 2 or 3 short
simple questions for
use at the beginning of
a course (or at the
start of a new unit or
lesson) prior to
introducing an

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important new topic to determine what students already know about the topic/subject or what their perceptions are on a topic.

Simple and Effective Classroom Assessment Techniques to ...

Classroom assessment techniques (CAT) are relatively quick and easy formative evaluation methods

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that help you check student understanding in “real time”. These formative evaluations provide information that can be used to modify/improve course content, adjust teaching methods, and, ultimately improve student learning.

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