What are CATs?

Classroom Assessment Techniques are formative evaluation methods that serve two purposes. They can help you to assess the degree to which your students understand the course content and they can provide you with information about the effectiveness of your teaching methods. Most are designed to be quick and easy to use and each CAT provides different kinds of information.

Formative Evaluations

Formative evaluations provide information that can be used to improve course content, methods of teaching, and, ultimately, student learning. Formative evaluations are most effective when they are done frequently and the information is used to effect immediate adjustments in the day-to-day operations of the course. Some faculty incorporate a CAT into every class session.

How do CATs improve teaching and learning?

When CATS are used frequently, they can have the following impacts: For faculty, CATs can:

- provide day-to-day feedback that can be applied immediately;
- provide useful information about what students have learned without the amount of time required for preparing tests, reading papers, etc.;
- allow you to address student misconceptions or lack of understanding in a timely way;
- help to foster good working relationships with students and encourage them to understand that teaching and learning are on-going processes that require full participation.

For students, CATs can:

- help develop self-assessment and learning management skills;
- reduce feelings of isolation and impotence, especially in large classes;
- increase understanding and ability to think critically about the course content;
- foster an attitude that values understanding and long-term retention;
- show your interest and caring about their success in your classroom.

What kinds of evaluations are CATs designed to perform?

- Course-related knowledge and skills (including prior knowledge, recall and understanding; analysis and critical thinking skills; synthesis and creative thinking skills; problem solving skills; and application and performance skills)
- Student attitudes, values, and self-awareness (including students' awareness of their own values and attitudes; students' awareness of their own learning processes; and course-related learning and study skills awareness)
- Reactions to instruction methods (including student and peer reactions to teachers and teaching, class activities, assignments, and materials)
50 CATS by Angelo and Cross
Techniques for Assessing Course-Related Knowledge & Skills

I. Assessing Prior Knowledge, Recall, and Understanding

The CATS in this group are recommended to assess declarative learning, the content of a particular subject.

1. **Background Knowledge Probe**: short, simple questionnaires prepared by instructors for use at the beginning of a course or at the start of new units or topics; can serve as a pretest; typically elicits more detailed information than CAT2.

2. **Focused Listing**: focuses students’ attention on a single important term, name, or concept from a lesson or class session and directs students to list ideas related to the “focus.”

3. **Misconception/Preconception Check**: focus is on uncovering prior knowledge or beliefs that hinder or block new learning; can be designed to uncover incorrect or incomplete knowledge, attitudes, or values

4. **Empty Outlines**: in a limited amount of time students complete an empty or partially completed outline of an in-class presentation or homework assignment

5. **Memory Matrix**: students complete a table about course content in which row and column headings are complete but cells are empty

6. **Minute Paper**: perhaps the most frequently used CAT; students answer 2 questions (What was the most important thing you learned during this class? And What important question remains unanswered?)

7. **Muddiest Point**: considered my many as the simplest CAT; students respond to 1 question (What was the muddiest point in ________ ?); well suited to large, lower division courses but not to those which emphasize integration, synthesis and evaluation

II. Assessing Skill in Analysis and Critical Thinking

The CATS in this group focus on analysis—the breaking down of information, questions, or problems to facilitate understanding and problem solving

8. **Categorizing Grid**: student complete a grid containing 2 or 3 overarching concepts and a variety of related subordinate elements associated with the larger concepts

9. **Defining Features Matrix**: students categorize concepts according to presence or absence of important defining features

10. **Pro and Con Grid**: students list pros/cons, costs/benefits, advantages/disadvantages of an issue, question or value of competing claims

11. **Content, Form, and Function Outlines**: in an outline form, students analyze the “what” (content), “how” (form), and “why” (function) of a particular message (e.g. poem, newspaper story, billboard, critical essay); also called “What, How, & Why Outlines

12. **Analytic Memos**: students write a one- or two-page analysis of a specific problem or issue to help inform a decision-maker
III. Assessing Skill in Synthesis and Creative Thinking

The CATS in this group focus on synthesis—each stimulate the student to create, and allow the faculty to assess, original intellectual products that result from a synthesis of course content and the students’ intelligence, judgment, knowledge, and skills.

13. **One-Sentence Summary**: students answer the questions “Who does what to whom, when, where, how, and why?” (WDWWWWHW) about a given topic and then creates a single informative, grammatical, and long summary sentence.

14. **Word Journal**: involves a 2 part response; 1st the student summarizes a short text in a single word and 2nd the student writes 1-2 paragraphs explaining the word choice.

15. **Approximate Analogies**: students simply complete the 2nd half of an analogy—a is to b as x is to y; described as approximate because rigor of formal logic is not required.

16. **Concept Maps**: students draw or diagram the mental connections they make between a major concept and other concepts they have learned.

17. **Invented Dialogues**: students synthesize their knowledge of issues, personalities, and historical periods into the form of a carefully structured illustrative conversation; 2 levels of invention (select and weave quotes from primary sources or invent reasonable quotes that fit characters and context).

18. **Annotated Portfolios**: students assemble a very limited number of examples of creative work and supplement with own commentary on significance of examples.

IV. Assessing Skill in Problem Solving

The CATS in this group focus on problem solving skills of various kinds—recognition of types of problems, determining principles and techniques to solve, perceiving similarities of problem features and ability to reflect and then alter solution strategies.

19. **Problem Recognition Tasks**: students recognize and identify particular problem types.

20. **What’s the Principle?**: students identify principle or principles to solve problems of various types.

21. **Documented Problem Solutions**: students track in a written format the steps they take to solve problems as if for a “show & tell”.

22. **Audio- and Videotaped Protocols**: students work through a problem solving process and it is captured to allow instructors to assess meta-cognition (learner’s awareness of and control of thinking).

V. Assessing Skill in Application and Performance

The CATS in this group focus on students’ abilities to apply important—sometimes referenced as conditional knowledge—knowing when and where to apply what know and can do.

23. **Directed Paraphrasing**: students paraphrase part of a lesson for a specific audience demonstrating ability to translate highly specialized information into language the clients or customers can understand.

24. **Application Cards**: students generate examples of real-work applications for important principles, generalizations, theories or procedures.
25. **Student-Generated Test Questions**: students generate test questions and model answers for critical areas of learning

26. **Human Tableau or Class Modeling**: Students transform and apply their learning into doing by physically modeling a process or representing an image.

27. **Paper or Project Prospectus**: Students create a brief plan for a paper or project based on your guiding questions.

### Techniques for Assessing Learner Attitudes, Values, and Self-Awareness

**VI. Assessing Students’ Awareness of Their Attitudes and Values**

*The CATS in this group are designed to assist teachers in developing students’ attitudes, opinions, values, and self-awareness within the course curriculum.*

28. **Classroom Opinion Polls**: Students indicate degree of agreement or disagreement with a statement or prompt.

29. **Double-entry Journals**: Students record and respond to significant passages of text

30. **Profiles of Admiral Individuals**: Students write a brief description of the characteristics of a person they admire in a field related to the course

31. **Everyday Ethical Dilemma**: Students respond to a case study that poses a discipline-related ethical dilemma

32. **Course-related Self-Confidence Surveys**: Students complete an anonymous survey indicating their level of confidence in mastering the course material

**VII. Assessing Students’ Self-Awareness as Learners**

*The CATS in this group are recommended to help students express personal goals and clarify self-concept in order to make a connection between the articulated goals and those of the course.*

33. **Focused Autobiographical Sketches**: Students write a brief description of a successful learning experience they had relevant to the course material.

34. **Interest/Knowledge/Skills Checklists**: Students complete a checklist survey to indicate their knowledge, skills and interest in various course topics.

35. **Goal Ranking and Matching**: Students list and prioritize 3 to 5 goals they have for their own learning in the course.
36. **Self-Assessment Ways of Learning**: Students compare themselves with several different “learning styles” profiles to find the most likely match.

VIII. **Assessing Course-Related Learning and Study Skills, Strategies, and Behaviors**

*The CATS in this group focus both student and teacher attention on the behaviors the student actually engages in when trying to learn.*

37. **Productive Study-Time Logs**: Students complete a study log to record the quantity and quality of time spent studying for a specific course.

38. **Punctuated Lectures**: Students briefly reflect then create a written record of their listening level of a lecture. Repeat twice in the same lecture and 2-3 times over 2 to 3 weeks.

39. **Process Analysis**: Students outline the process they take in completing a specified assignment.

40. **Diagnostic Learning Logs**: Students write to learn by identifying, diagnosing, and prescribing solutions to their own learning problems.

**Techniques for Assessing Learner Reactions to Instruction**

IX. **Assessing Learner Reactions to Teachers and Teaching**

*The CATS in this group are designed to provide context-specific feedback that can improve teaching within a particular course.*

41. **Chain Notes**: On an index card that is distributed in advance, each student responds to an open-ended prompt about his or her mental activity that is answered in less than a minute.

42. **Electronic Survey Feedback**: Students respond to a question or short series of questions about the effectiveness of the course.

43. **Teacher-designed Feedback Forms**: Students respond to specific questions through a focused feedback form about the effectiveness of a particular class session.

44. **Group Instructional Feedback Technique**: Students respond to three questions related to the student’s learning in the course.

45. **Classroom Assessment Quality Circles**: A group or groups of students provide the instructor with ongoing assessment of the course through structured interactions.
X. Assessing Learner Reactions to Class Activities, Assignments, and Materials

*The CATS in this group are designed to give teachers information that will help them improve their course materials and assignments.*

46. **RSQC2 (Recall, Summarize, Question, Connect and Comment):** Students write brief statements that recall, summarize, question, connect and comment on meaningful points from previous class.

47. **Group-Work Evaluation:** Students complete a brief survey about how their group is functioning and make suggestions for improving the group process.

48. **Reading Rating Sheets:** Students complete a form that rates the effectiveness of the assigned readings.

49. **Assignment Assessments:** Students respond to 2 or 3 open-ended questions about the value of an assignment to their learning.

50. **Exam Evaluations:** Students provide feedback about an exam’s learning value and/or format.
Classroom Assessment Cookbook

Methods Organized by Topic

Many of the actual methods that follow can be adapted to different situations. The listings below are merely to give you an idea of where a particular method may fit most appropriately. Where a method seems to fit into several categories, it has been listed more than once. You are free to copy and use any of these, or adapt them as you wish. If you develop ones you think would be interesting to others, please send them to David Knopp for consideration for inclusion in future workshops/publications.

These methods are intended to stand alone, as they address different concerns in very different teaching/learning situations.

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5 Class Outline
6 Lab Outline
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1. **A Question I Have**
Based upon what we covered in class today, is there a question that you still have that I need to cover in the next class? Be as specific as you can be, so that I am sure what you are writing about. Please do not put your name on this sheet; this is feedback for me, not a quiz! Thanks!

2. **Class Feedback (Minute Paper)**
Please do not put your name on this paper. This is feedback for me, not a quiz! Thanks for your help.

The key idea we covered in this class was (please both list the idea and explain what you believe it means) . . .

One new idea I gathered from this class was (again, please both list the idea and explain what you believe it means) . . .

One important question I have that relates to class today is . . .

3. **Confidence Levels**
At this point in the semester, we have covered many difficult topics. I need feedback from you concerning which topics you feel most comfortable with. **This is not a quiz, and I am not going to use your answers to develop tests or quizzes.** What I am going to do is to use the class responses to help me develop classroom activities over the next few weeks. That is, I will do more with subjects that most students do not feel comfortable with. Also, if you do not feel comfortable with a subject, please do come to see me during my office hours. I am happy to meet with you.

I will identify five different topics. Please use the following scale as you answer.
1 = I can easily explain this concept to someone else
2 = I am quite sure I can explain this concept to someone else
3 = I can explain parts of this concept, but probably not everything
4 = I am quite sure I cannot explain this concept to someone else
5 = I cannot explain this concept to someone else

4. **Lecture Outline**
I am interested in feedback on my teaching, particularly the lectures in this class. Of course I need your help (anonymous help -- **do not put your name on this**). Please use your class notes to produce an outline of the main subjects that I covered today. Remember, there is no right or wrong outline -- I am only interested in feedback on my
teaching.

5. Class Outline
I am interested in feedback on my teaching, and I need your help (anonymous help - do not put your name on this). Please use your class notes to produce an outline of the key subjects that we covered in class today. Remember, there are no right or wrong answers, this is only feedback for me.

6. Lab Outline
I am interested in feedback on my teaching, and I need your help (anonymous help - do not put your name on this as it is not a test!). Please use your lab notes to produce an outline of the key subjects that we covered in lab today. Remember, there are no right or wrong answers, this is only feedback for me. Thank you.

7. What's Exciting To Me?
At this point in the semester, I need some feedback from you. I know what I feel are the most exciting parts of this subject, but am I showing you? Please list and briefly explain what you believe I think are the most exciting subjects we've studied so far. Do not put your name on this form.
1. 
2. 
3. 
4. 
5. 

8. Questions, Questions
At this point in the semester you know enough about the subject matter of this course to have some ideas about questions you'd like answered before the end of the semester. Therefore, I need your anonymous (no names on this form!) input -- what questions do you hope we at least discuss before the end of the semester?

9. Focused Listing
I need you to help me understand what is clear to you, and what is still unclear. Please do not put your name on this paper. This isn't a test! I will give you a topic, and I want you to list 5 words or phrases that define and describe this topic to you.
1. 
2. 
3. 
4. 
5. 
10. Applications
Please describe three specific ways that you feel you can use some idea (or ideas) that we discussed today. Write enough about each situation so that I can understand what you mean. Thanks.
1.
2.
3.

11. Put It In Your Own Words
Please do not put your name on your paper. This is not a quiz! I am interested in how you understand what we have discussed in class. In your own words, and in no more than a paragraph, please explain the concept I am about to describe to you. Thanks for your help.

12. Do-Your-Own Quiz
Here is your chance to design your own quiz on the reading for today. First, carefully write out the five (5) questions you will ask. Then, answer each. Remember to concentrate on the most important subjects! Do not put your name on this sheet. I am interested only in whether we can all identify and explain the key points in the reading.
1.
2.
3.
4.
5.

13. Guiding Principles
At this point in the semester, I need some feedback from you to see how well I am identifying the key concepts in our field. Please do not put your name on this and answer as directly as you can. This is not a test. I will use the class responses to see what areas I need to emphasize over the next few weeks. Please identify and briefly explain what you consider to be the five key concepts we have studied so far this semester. Thanks for your help.

14. Linking Ideas
One of the things we faculty members try to do is to clearly articulate the key concepts in our courses. Then, we try to show how other important ideas relate to those key concepts. We know that sometimes we are clear in how concepts relate, and sometimes students are unsure what we mean. I will first identify a key concept we have studied recently. Then, I will put other ideas
on the board. Please draw a diagram to show how you believe these ideas are linked together. Remember, this is not a test, so you are not being graded! Thanks for your help.

15. Misconceptions Check
Anytime we approach learning a new subject, one thing we must deal with is what we already know, or think we know, about that subject. This is especially true with subjects that either especially interest us, or that touch our core values, or that we feel strongly about.

To help me focus my teaching most appropriately, I need your help. In a minute I am going to give you a subject. I need you — anonymously — to write down every key point you know about this subject. Please write the first things that come to your mind, and do not be concerned about how “right” your thoughts are. This is not a quiz, there can be no “right” or “wrong” answers. Thanks!

16. Principles Check - Introductory
I am going to put a list of principles that are central to this subject on the board. Next, I am going to read you some short situations. Please write the principle you believe should be applied to solve the problem in each situation. Do not put your name on this sheet — this is merely feedback to me to see how well the class as a whole understands these key principles.

17. Principles Check - Advanced
At this point in the course, I need to see how well everyone understands the central principles we have been discussing. I am going to read you some short situations. Please write the principle you believe should be applied to solve the problem in each situation. Be as clear as you can regarding the principle you are identifying.

Do not put your name on this sheet — this is merely feedback to me to see how well the class as a whole understands these key principles. This is not a test. I will use this to identify where we need to spend extra time over the next few weeks.

18. Executive Summary
An excellent learning and life skill is the ability to summarize, briefly and accurately. An “Executive Summary” is a term used to describe a summary that truly hits only the high points of the material in question. To check your understanding of today’s class, please write an “Executive Summary” of the material we covered. You may use your notes, but please use only your notes, not anyone else’s. You may also use any notes you took on the readings for this class. Also, do not put your name on this sheet. This is not a quiz; I will use the information from the class to help me focus our next sessions.
19. Class Notes
An important part of getting the most out of this course is your ability to take class notes that make sense when you read them over in a couple of weeks. I need your help to see what I need to do to help you make your notes as useful as possible. Please do not put your name on this paper. This is not a quiz!

Very briefly explain the three most important ideas we discussed today.
1. 
2. 
3. 

Explain, as specifically as possible, how you decide to take notes on something we (or I) discuss in class.

20. Class Notes - Decisions
An important aspect of learning in this class is the ability to take brief, accurate, and complete notes in class. So that I do not automatically assume that every student can do this, I need your help. Please copy exactly what you have for notes on the subject I identify. “Exactly” means just that -- please include doodles and side-notes (well, maybe not all of them!). Do not put your name on this paper; this is not a quiz. I need feedback to see what I may adjust to help you get the most out of this class.

21. Study Time Log
One of the most important skills college students need to develop is the ability to maximize the impact of their study time. In fact, the ability to learn new material on your own will be a key life skill for the 21st century. Therefore, we need to see how you are doing. If you want my feedback to you, then please put your name on this paper. Otherwise, please do not put your name on it, as I am going to use general class responses to see what I need to discuss in future classes.

For the next two weeks, every time you study for this course, please list what time you start, when you finish, and a brief note about what you were doing. Please do this every time you study, even if it is only for 15 minutes. Use the back of this sheet if you need to. Thanks!

22. Key Points In The Reading
I need you to help me understand what is clear to you, and what is still unclear. Please do not put your name on this paper. This is not a test! List and very briefly describe the five (5) key concepts in the reading for class today. If you have notes on the reading, you may use them, but please do not refer to the book itself.
23. A Key Question On The Reading
Please do not put your name on this; I am only trying to gather information from the students so I know where to focus this class. Thanks for your help. Please be as specific as possible.

Briefly explain one key question you have on the readings for today.

24. Linking Ideas - Class
Please do not put your name on this paper. This is feedback for me. I need to see what you understand of the material we have discussed, and how you believe different ideas relate to each other. Please draw a diagram showing how you believe the key ideas we have discussed today relate to each other. Feel free to refer to your notes.

25. Linking Ideas - Readings
Please do not put your name on this paper. This is feedback for me. I need to see what you understand of the material you read for class today, and how you believe different ideas relate to each other. Please draw a diagram showing how you believe the key ideas in the reading for today relate to each other. Feel free to refer to your notes. Thanks.

26. Test Feedback - Student
Please fill out this form before the next class. Please hand it in at the beginning of class, after I have graded your test (so your comments cannot possibly affect your grade) and before you know your grade. You and I will use this information to help you make your study time for the next test as effective as possible. Thanks!

The questions that I felt very confident of were (be as specific as possible about which ones) . . .

The questions that I felt very weak on were (again, be very specific) . . .

I expect my grade to be about (A, B, C, D, or F) . . .

To maximize my grade on the next test, I need to (be specific - do you need to get to every class, or join a study group, or copy your class notes over after class, or take more notes on the reading, or . . .)

I need you, the instructor, to do this to help me . . .
27. Me, Studying
To help you make the most of your study time, I need your help. Can you please write a paragraph or two, describing how you study for this course? What do you do? Where do you do it? How much time do you spend on different activities? What else is going on in your life as you are trying to study? Do you study with anyone else? Be as complete and honest as you can so we can work on what will benefit you the most. This is not a graded assignment; you cannot "flunk" by being honest. Please do put your name on this sheet. I will use the class responses to talk about maximizing study time.

28. Study Partners
Now that we have done some work on how to study for this course, I need you to identify particular strengths and weaknesses in your own "study habits." You will be sharing this first with your study partner and then with me. Be clear so your partner knows what help they can get from you and what areas they need to help you with.

Probably my best study strength is . . .
Another important study strength is . . .
Probably my worst "study habit" is . . .
Another problem I have when studying is . . .

29. Best Friend, Worst Enemy
One of the most important skills college students need to develop is the ability to maximize the impact of their study time. In fact, the ability to learn new material on your own will be a key life skill for the 21st century. Therefore, we need to see how you are doing. If you want my feedback to you, then please put your name on this paper. Otherwise, please do not put your name on it, as I am going to use general class responses to see what I need to discuss in future classes.

Assume I ask your "best friend" about your strengths as a student. She/he wants to say only good things about you. On this side of the paper, write a couple of paragraphs about what he/she will say. On the reverse side of this paper, assume I ask your "worst enemy" about your weaknesses as a student. Again, write a couple of paragraphs about what she/he will say.

30. Teaching Feedback
Please do not put your name on this paper. I am interested only in feedback from the class. Thanks in advance for helping me improve my teaching!

One thing that you (the instructor) do that helps my learning is . . .
One thing that you do that interferes with my learning is . . .  
A practical suggestion I have that will improve the class for me is . . .

31. Most Useful - Least Useful
Please do not put your name on this paper. I am interested only in making my teaching as effective as possible. In making your comments below, please be as specific as you possibly can. Thanks!

The most useful part of this class was . . .  
The least useful part of this class was . . .  
One thing you could do to make the class more useful is . . .

32. Those Little Things
I know that sometimes a person does something that irritates me, but it is not serious enough that I mention it to them. Perhaps you have the same feeling about some thing (or things) that I do or say in this class. Will you please take a few minutes and give me some feedback on any gestures, or mannerisms, or “little things” that I do that irritate you or that you think are not effective? Although I can’t guarantee that I will change any of these, because they probably are habits I’ve developed over the years, I will work on those things that seem to bother a number of people! Thanks for your feedback.

33. Beginning Class
The way class periods begin is important. This semester I am trying to make the way I start class periods as effective as possible. Since students have different reactions to different teaching techniques, I need your help. Please do not put your name on this paper, I am interested only in your perceptions of what I do at the start of a typical class. This is not a test for you or me!

The most effective thing you do to begin class is . . .  
The least effective thing you do at the beginning of class is . . .  
One little thing that you do at the beginning of class that I really like is . . .  
One thing that you do at the beginning of class that I really don’t like is . . .

34. Ending Class
The way class periods end is important. I want the way we tend to finish class to be as effective as possible for as many students as possible. To do this, I need your help. Please do not put your name on this paper; I am interested only in your perceptions. This is not a test for you or me!

The most effective thing you do at the end of many classes is . . .  
The least effective thing you do at the end of many classes is . . .  
One thing that you do at the end of many classes that I really like is . . .
One thing that you do at the end of many classes that I really don’t like is . . .

35. First Class
Please do not put your name on this paper. I need your honest feedback on this class. I am interested in the number of courses you have completed to see if there are differences between the way students react to different parts of the class based upon the number of other courses they have completed. Thanks.

Number of college courses I have completed: ____
One thing about this first class that surprised me was . . .
One thing about this first class that confused me was . . .
One thing about this first class that helped me was . . .
One thing that makes me anxious or nervous is . . .

36. I've Heard
One thing that is important to me as we start to study this new subject is what you've heard about it, the course, and me. To help me, I need your clear and direct ideas. Please do not put your name on this sheet. This is not a quiz or test. Also, there may be comments below that you have no response to, that is fine. Thanks for your ideas.

Some of the things I've heard about this subject are [note: you may also include things you believe about this subject, even though you are not sure where or when you may have heard someone talk about it] . . .
Some of the things I've heard about this course are . . .
Some of the things I've heard about you as an instructor are . . .

37. I've Heard - And Now I Believe
Do you remember that at the beginning of the semester I asked you to write about what you had heard about this subject, this course, and me? Well, now I want you to respond again. Please do not put your name on this; I am interested only in your current perceptions and beliefs.

Before, some of the things I had heard about the subject were . . .
And, now I believe (it is perfectly okay to say that you believe exactly as before!) ....
Before, some of the things I had heard about this course were . . .
And, now I believe (again, it is perfectly okay to say that you believe exactly as before!) ...
Before, some of the things I had heard about you the instructor were . . .
And, now I believe (same comment as the two above) . . .
38. Most Exciting - Most Boring
I am interested in what you perceive to be the most exciting and most boring topics we have discussed thus far this semester. Please do not put your name on this sheet, I only want to gather information. Thanks.

The most exciting subject we have discussed so far is . . .
The reason this is the most exciting subject to me is . . .
The most boring subject we have discussed so far is . . .
The reason this is the most boring subject to me is . . .

39. Lectures
This semester I am working on making my lectures as effective as possible. To do this, I need your help. Please be as specific as possible with your feedback, and do not put your name on this sheet. This is not a test (for either you or me!).

A very effective thing you do when you are lecturing is . . .
One thing that you do when you are lecturing that makes it hard for me is . . .
Something I wish you would do when you lecture is . . .

40. Group Work
This semester I am working on improving the way I assign projects to groups in class, and how I work with groups in class. To do this, I need your help. Please be as clear and specific as you can, and do not put your name on this paper. I am interested in general responses from the class. Thanks for your input.

The best thing you do when assigning projects to groups in class is . . .
The most ineffective thing you do when assigning projects to groups in class is . . .
When we are working in groups in class, I am happiest when . . .
When we are working in groups in class, I am unhappiest when . . .
One thing I wish you would change about group work in class is . . .

41. Experiential Exercises Feedback
Please do not put your name on this sheet. This is feedback for me. I am very interested in how useful you feel the experiential exercises are. I am going to list two of our recent exercises on the board. Please refer to them in your responses (this is not a quiz, you cannot get a "wrong answer"). Thanks!

What do you remember most from the first exercise listed?
What do you remember most from the second exercise listed?
What was the theory or main idea that the **first exercise** was built around?

What was the theory or main idea that the **second exercise** was built around?

What would make the **first exercise** a more useful learning experience for you?

What would make the **second exercise** a more useful learning experience for you?

---

### 42. Course Chatroom Feedback

1. Overall, how effective do you think the chatroom for this course is? (circle one)
   
   1 = not at all  2 = poor  3 = adequate  4 = good  5 = great

2. On average, how often do you access the chatroom each week?

3. If you have posed questions, were answers useful?
   
   If so, can you be specific about how they were useful?
   
   If not, can you be specific about why they were not useful?

4. Give a **specific example** of something you learned from the chatroom (and, please, don’t be concerned about saying “nothing” – this is to help me, not to evaluate you!)

5. Give a **specific example** of something that you have contributed to the chatroom (and please, don’t be concerned about saying “nothing” – this is to help me, not to evaluate you!)

6. What specifically can you do to improve the way the chatroom functions?

7. Suggest one specific, practical idea that I can implement that will help the course chatroom function more effectively.

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### 43. Distance Learning Feedback

I need some anonymous feedback about how this course is going for you. This is not an evaluation of you. The only purpose of this form is to provide me feedback from students to help make this distance learning course as effective as possible for the largest number of students. Thanks in advance for your help!

1. How many “traditional” – in-class – courses have you completed?

2. Compared to in-class courses, how much real interaction do you think you have with other students?
   
   about the same level  more  less

3. Compared to in-class courses, how much real interaction do you think you have with the instructor (hey, that’s me!)
   
   about the same amount  more  less

4. What is the best aspect of this course for you?

5. What is the worst aspect of this course for you?

6. What part of the content of this course did you find hardest?
   
   Do you think it would have been easier if this were an in-class course?

7. What part of the content of this course do you think was probably easier for you to understand than if you had taken the same course “in-class?”
44. Film Feedback
This is not a quiz! Please do not put your name on this sheet. I am interested in your honest feedback on a couple of the films that we have seen in this class. Your feedback will help me continue to make this class as useful to students as I can. Thanks! I am going to list the titles of two of the films we have seen in this class on the board. Please refer to them in your answers.

For the first film on the board, please explain (in as much detail as you can) the main idea illustrated by the film.
For the second film on the board, please explain (in as much detail as you can) the main idea illustrated by the film.
Please explain one other key idea from the first film.
Please explain one other key idea from the second film.
What can you suggest that I do to make either of these films a more useful learning experience for a student like you?

45. Cases Feedback
You know that we use case studies in this course to reinforce certain skills and knowledge. Since all students experience cases differently, I need feedback from you on how we handle cases in this course. This is not a test; this is feedback to me. Please identify what you believe are the three main reasons why you think I use cases in this course. After each main reason, please use the following scale to rate how effective the cases have been for you.

5 = The cases were very effective at doing this for you
4 = The cases were fairly effective at doing this for you
3 = The cases were okay at doing this for you
2 = The cases were fairly ineffective at doing this for you
1 = The cases were very ineffective at doing this for you

1. One main reason why we use cases is . . .
   ______ Rating of how well the cases did this for you (1 - 5 above)
2. A second main reason why we use cases is . . .
   ______ Rating of how well the cases did this for you (1 - 5 above)
3. A third main reason why we use cases is . . .
   ______ Rating of how well the cases did this for you (1 - 5 above)
46. Role Play Feedback
You know that we use role playing in this course to reinforce certain skills and knowledge. Since all students experience role play exercises differently, I need feedback from you on how we handle role play exercises in this course. I need to know how much you think they contribute to your learning. This is not a test; this is feedback to me.

Please identify what you believe are the three main reasons why you think I use role playing in this course. After each main reason, please use the following scale to rate how effective the role playing exercises have been for you.

5 = The role playing exercises were very effective at doing this for you
4 = The role playing exercises were fairly effective at doing this for you
3 = The role playing exercises were okay at doing this for you
2 = The role playing exercises were fairly ineffective at doing this for you
1 = The role playing exercises were very ineffective at doing this for you

1. One main reason why we use role playing exercises is . . .
   ___ Rating of how well the role playing exercises did this for you (1 - 5 above)
2. A second main reason why we use role playing exercises is . . .
   ___ Rating of how well the role playing exercises did this for you (1 - 5 above)
3. A third main reason why we use role playing exercises is . . .
   ___ Rating of how well the role playing exercises did this for you (1 - 5 above)

47. Portfolio Feedback
You know that we use portfolios in this course to reinforce and extend your knowledge and abilities. I need feedback from you on how I handle portfolio development in this course. I need to know how much you think they contribute to your learning. This is not a test; this is feedback to me.

Please identify what you believe are the three main reasons why you think I use portfolios in this course. After each main reason, please use the following scale to rate how effective the portfolios have been for you.

5 = The portfolios were very effective at doing this for you
4 = The portfolios were fairly effective at doing this for you
3 = The portfolios were okay at doing this for you
2 = The portfolios were fairly ineffective at doing this for you
1 = The portfolios were very ineffective at doing this for you

1. One main reason why we use portfolios is . . .
23

___ Rating of how well the portfolios did this for you (1 - 5 above)
2. A second main reason why we use portfolios is . . .
___ Rating of how well the portfolios did this for you (1 - 5 above)
3. A third main reason why we use portfolios is . . .
___ Rating of how well the portfolios did this for you (1 - 5 above)

48. Computerized Exercises Feedback
You know that we use computerized exercises in this course to reinforce and extend your knowledge and abilities. I need feedback from you on how we use computerized exercises in this course. How much do they add to your learning is a key question I have. This is not a test; this is feedback to me.

Please identify what you believe are the three main reasons why you think I use computerized exercises in this course. After each main reason, please use the following scale to rate how effective the computerized exercises have been for you.

5 = The computerized exercises were very effective at doing this for you
4 = The computerized exercises were fairly effective at doing this for you
3 = The computerized exercises were okay at doing this for you
2 = The computerized exercises were fairly ineffective at doing this for you
1 = The computerized exercises were very ineffective at doing this for you

1. One main reason why we use computerized exercises is . . .
___ Rating of how well the computerized exercises did this for you (1 - 5 above)
2. A second main reason why we use computerized exercises is . . .
___ Rating of how well the computerized exercises did this for you (1 - 5 above)
3. A third main reason why we use computerized exercises is . . .
___ Rating of how well the computerized exercises did this for you (1 - 5 above)

49. Internship Feedback
Making internships as effective as possible for students is an ever-changing process. We need your help to keep improving our internships. Please be as clear as possible when filling out this form, but do not put your name on it. Thank you for your help.

The best part of the internship was . . .
The most ineffective part of the internship for was . . .
One time I was confused and could have used help from the college was . . .
If I could change one thing about the internship, it would be . . .
One suggestion I have to improve the internship process for future students is . . .
50. Last Semester
Yes, I do know that you finished my course last semester. However, now that you are well separated from the course, you may have some different feedback for me. I am interested in what you have to say. As always, please do not put your name on this.

Now that you have been done with the course for a semester, what do you believe was the most important thing you learned . . .
If you have been taking other courses, please identify the ways that the course helped prepare you for them . . .
If you have been working, please identify how the course has helped you at work . . .
Looking back on the course now, what do you feel was the best thing about the course . . .
Looking back on the course now, what do you feel is one thing can be improved in the course to make it more useful to students like you . . .

51. Finding The Course Hard
I am interested in how you feel different types of people will do in this course. Please do not put your name on this as I am interested only in general class responses. If you have no idea for a particular question, simply leave it blank.

Young people will find this course hard because . . .
Older people will find this course hard because . . .
Women will find this course hard because . . .
Men will find this course hard because . . .
White people will find this course hard because . . .
Afro-American people will find this course hard because . . .
Latino people will find this course hard because . . .
Asian people will find this course hard because . . .
Any other kind of person that you think will find this course hard (please identify and explain why) . . .

52. Course Journal
I need your feedback to continue to adjust this course to changing student needs. Every 2 - 3 weeks during this course, I will give you a few minutes in class to update your journal. Please look back at what you have already written, to see if you still agree with your earlier comments, then add anything additional. Please also do not put your name on this form – it is for my use, not an evaluation of your work. Thanks!

Subjects or class activities that I did not find very useful – these could be dropped from
the course
Subjects or class activities that I think are important, but that need better explanations
Subjects or class activities that I believe we should either add, or do more of

53. Classroom Physical Environment
As we all know, the physical environment affects how we function. I am interested in your anonymous feedback about the physical environment of this classroom. This is not an evaluation of you -- so, please do not put your name on this!

One **big** thing about the physical environment of this classroom that **helps my learning** is . . .
One **big** thing about the physical environment of this classroom that **interferes with my learning** is . . .
One **little** thing about the physical environment of this classroom that **interferes with my learning** is . . .
Now, please consider another class, seminar, or workshop where you thought the physical environment of the room was excellent. What about the room was so good, for you?

54. Advice To The Newcomers
One thing that can be helpful to students entering a course is to have some advice from students who have just completed the course. Please take a few minutes to give your best three pieces of advice to students in my next class. Please do not put your name on this -- it is not a quiz!

My **best three pieces of advice** to future students about how to succeed in this course are . . .
1.
2.
3.

55. Best Practices
I am always looking for ways to make my teaching more effective, and I need your help. Please take a few moments and think of specific things that other teachers did that really helped you learn. Do not put your name on this form, it is not a quiz to see if you remember anything from past classes!

Three things that **other teachers** have done that really helped me learn were . . .
1.
2.
3.
56. Lab Feedback
I am interested in your feedback on the lab portion of this course. To make the labs as effective as possible, I need your help. Please do not put your name on this form, as this is not a quiz or test. I simply need your feedback. Thank you for your help.

The most helpful aspect of the lab is . . .
The least helpful aspect of the lab is . . .
One thing I hope you never change about the way you do labs is . . .
One thing I hope you do change about the way you do labs is . . .

57. Objective Checking
At this point in the semester, I need your feedback on how you feel we are doing in achieving our objectives for the semester. Please look through the objectives I have listed on the syllabus and let me know what ones you feel we are definitely working toward. After that, list the ones you are not sure we are covering. Please do not put your name on this form; it is not a quiz!

Objectives I feel that we are definitely working toward include . . .
Objectives I am unsure we are working toward include . . .

58. Are We Meeting Expectations?
Please do not put your name on this paper. I need your honest feedback to see if you believe that this course is meeting the expectations we discussed at the beginning of the semester.

An expectation I had about this course that is being met so far is . . .
An expectation I had about this course that I don’t feel is being met so far is . . .
An expectation I had about this course that I am not sure is being met so far is . . .

59. Test Feedback - Instructor
Please fill out this form before the next class. Do not put your name on it. This is simply feedback to me on the test. Please hand it in at the beginning of class, after I have graded your test (so your comments cannot possibly affect your grade) and before you know your grade. Thanks!

The best thing about this test was . . .
The worst thing about this test was . . .
One thing I wish I had known before the test was . . .
Do you feel that the test reflected the most important ideas and material we have discussed in this class? If not, please say why not.
What do you feel your grade will be on the test?

60. The Class At Work
I am interested in how each of you views the functioning of this class. Therefore, please draw a “snapshot” that shows what you believe is typical of this class in action. I plan to compare your ideas with what I think is going on, and we will discuss different perceptions later. Please do not put your name on this paper; this is not a test!

61. Course Feedback
At this point in the semester I need some feedback from you about the class. Please do not put your name on this. Also, please be as honest as possible, and be very specific. Thanks for your help.

The most effective thing we have done in class so far is . . .
The least effective thing we have done in class so far is . . .
One thing I hope you never change is . . .
One thing I wish you would change is . . .

62. Assignments Feedback
I am interested in your feedback on class assignments and the comments I make on your work. Please do not put your name on this paper. I am trying to improve the course, not evaluate you! Thank you.

What part of your weekly assignments do you feel contributes most to your understanding the material in this course? Please also tell me why you feel this way.
What part of your weekly assignments do you feel contributes least to your understanding the material in this course? Please also tell me why.
Please critique the way I make comments on material I hand back to you.
What are the best aspects of my comments on your work?
What would you like to see me change?

63. Feedback on My Comments
As you know, I make comments on your papers and work in an attempt to help you learn. Now, I need your feedback on how effective my comments are. Please do not put your name on this form; it is for my use only. Also, please be as specific as possible in describing my comments. I want to make my comments as helpful to students as possible.

One thing about your comments that I find very helpful is . . .
One thing about your comments that I do not find helpful is . . .
One thing I would like you to change when doing your comments is . . .
One thing that I hope you never change when providing students comments is . . .
Is there anything else you'd like to say about my comments on your papers, quizzes, or tests?

64. Handouts Feedback
As you know, I try to use handouts in this course to provide extra information to students. I need your help to decide which handouts are most useful to you. Please answer the following questions as specifically as possible, and please do not put your name on this.

The handout that was most useful to me was . . .
The reason this handout was so useful was . . .
The handout that was least useful to me was . . .
The reason this handout was least useful was . . .
One specific suggestion I have about handouts in this course is . . .

65. Syllabus Feedback
I am interested in making my syllabus as useful as possible to students. To do this, I need your help. Please answer the questions below as specifically as possible, and please do not put your name on this paper. Thanks for your help.

After reading the syllabus, one question I have is . . .
One part of the syllabus that is really clear is . . .
To make the syllabus more useful to someone like me, I suggest . . .

66. Linking Courses
Now that you have been in this course for a few weeks, I need your input. We on the faculty are interested in how students perceive linkages between courses. Therefore, if you have taken other courses at this college, please complete this form as well as you can. This is feedback for us, not a test! Please answer only for courses you have taken. Thanks for your help.

Courses I have taken that definitely have subjects that overlap with this course include . . .
Courses I have taken that do not appear to have subjects that overlap with this course include . . .
Please list any courses you are glad you had before taking this course (that is, courses that helped prepare you for this course) . . .
67. Counseling Feedback
At this point in the semester, many of you have visited me for discussions in my office. If you have been in to see me, I need some feedback on how useful you felt our discussion was. Please be as specific as possible, without identifying yourself by name. I am interested only in seeing how I can improve my student counseling.

One big thing that you (the instructor) did that helped me was . . .
One big thing that you did that did not help me was . . .
One thing that I wish you would change about your counseling is . . .
One thing that I hope you never change about your counseling is . . .
One other piece of feedback that I want to give you about the meeting(or meetings) we had outside of class is . . .

68. Group Feedback
Group #:
1. Overall, how effectively did your group work together today? (circle one)
   1 = not at all 2 = poorly 3 = adequately 4 = well 5 = very well
2. How many of your group members actively participated most of the time?
3. How many of your group members were fully prepared for class?
4. Give a specific example of something you learned from the group that you probably would not have learned on your own or from the instructor.
5. Give a specific example of something that other members of your group learned from you that they probably wouldn't have otherwise learned.
6. What specifically can you do to improve the way your group functions next time?
7. Suggest one specific, practical idea that your group can implement that will help your group function more effectively.

69. What Worries Me About This Course
Please do not put your name on this, unless you want to talk with me about your personal concerns (which I'm very interested in helping you with, incidentally, so do come in to see me!). With this form I'm trying to gather information that will help me deal with concerns that many students have at the beginning of this course. Thanks for your help!

Please list and explain up to five concerns you have about this course, or your ability to do well in the course.
70. Background Knowledge Probe
Please take a few minutes and explain any experience or knowledge you have about what you believe we will be discussing in this course.

Have you ever taken any courses where you think some subject matter will overlap with this course?
Do you have any work experience that you think may be relevant?
Have you ever read something, or taken a training program, or studied on your own some subject(s) that you think we will be covering?

I need this information so that I can take full advantage of the knowledge that different members of the class have (and, also so I don't bore everyone with information you all already know!).

71. Ways I Can Help
Everyone brings a great deal of knowledge, experience, and ability to this course. We can have a more effective course if everyone participates. Therefore, I need you to identify your strengths.

Skills you have that you think will be valuable in this course include . . .
Other courses you have had that you believe will help you understand the subject matter of this course include . . .
Work or life experiences you have had that you believe are relevant to this course include . . .

72. Course Objectives
It is important to me to find out what your objectives for this course are. Please do not put your name on this paper; I am only interested in the class as a whole.

Please list four or five objectives you hope to achieve by attending this course.

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<th>YOUR OBJECTIVES</th>
<th>RANKING</th>
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Now, rank your objectives in order of their importance. Your most important objective receives a ranking of 1. The next most important gets a 2, etc.
After I present my objectives for this course, please put a (+) before each of your objectives that is close to one of mine. Place a (-) before each of your objectives that is not close to one of mine.

73. Expectations
Both in courses and at work, it is very important to be clear about the expectations we have of each other. Often we have ideas about what a person should do (or not do) or how that person should talk (or what she or he should not say), that we do not tell them.

Later, I will discuss my expectations of your behavior as college students, but, right now I need you to write out how you expect me to behave. What do you expect me to do in class? What do you expect me to say, or not say? Be as specific as possible, and please do not put your name on this form. I am interested in ideas from the class.

74. How Is That Graded?  
Class Participation
Do you know how you will earn the class participation portion of your grade in this course? Let’s work on developing a rubric (I’ll explain what that term means in a minute) for class participation. Right now, I need you to identify how you believe an instructor should grade a student’s class participation. Be as clear as you can be, and please do not put your name on this sheet. After you have all completed this sheet, we will discuss what you wrote down and determine how I will actually figure out that portion of your grade for this course.

75. How Is That Graded?  
Course Term Paper
Do you know how I am going to determine the grade you earn on your term paper? Let’s work on developing a rubric (I’ll explain what that term means in a minute) for grading the course term paper. Right now, I need you to identify how you think an instructor should grade a student’s term paper. Be as clear as you can be, and please do not put your name on this sheet. After you have all completed this sheet, we will discuss what you wrote down and determine how I will actually do the grading.