

Classroom Assessment Techniques for Online Courses
 Modified from 50 CATS by Angelo and Cross¹
 Techniques for Assessing Course-Related Knowledge & Skills

Assessing Prior Knowledge, Recall, and Understanding: appropriate for declarative and foundational knowledge (Bloom's – Remembering)

CAT	Online Application	Tools
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	Survey or Poll	Survey Monkey™ Poll Everywhere™ PollDaddy™
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."	Lecturecasts Shared note taking	Podcasting- Odeo™ Podbean™ Note-taking: Evernote™ Google Wave™ Notemesh™
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	Discussion	Vyew™ YackPack™ Gabbly™
Empty Outlines: in a limited amount of time students complete an empty or partially completed outline of an in-class presentation or homework assignment	Shared Note Taking Concept Mapping	Bubblus™ Mind42™ Mindomo™ Wordle™
Memory Matrix: students complete a table about course content in which row and column headings are complete but cells are empty	Collaborative writing Concept Mapping	Google Docs/Spreadsheet™
Muddiest Point: considered my many as the simplest CAT; students respond to 1 question (What was the muddiest point in _____ ?)	Anonymous Discussion or Survey	CMS

¹ See http://www.lanecce.edu/assessment/documents/fifty_cats.pdf