



Classroom Assessment Techniques: The Caveats

When considering a particular *Classroom Assessment Technique (CAT)*, remember the following caveats (Angelo & Cross, 1993, pp. 31-32):

1. If a *Classroom Assessment Technique* doesn't appeal to your professional judgment as an instructor, don't use it. *CATs* are merely suggestions of possible assessment tasks. Select the ones that speak to you and your content area, ignore those that don't. Also, feel free to tweak them to make them your own.
2. Don't make *CATs* a chore or burden. Master one or two and be thoughtful in their timing and usage rather than trying so many variations that you become overwhelmed and discouraged as a master of none. It doesn't take long to build your repertoire.
3. Try a *Classroom Assessment Technique* yourself before asking students to complete it. Trying a *CAT* yourself helps you determine where problems might arise, whether modifications are necessary, and how much time it will likely take.
4. In the beginning, allow more time than you think you will need. Initially, these assessments often take longer than expected. As you start to integrate them into your teaching, it is common to need more time than you will once you and students become familiar with the process. This is another reason why starting with the simpler *CATs* is a good idea.
5. Always close the feedback loop by sharing what you have learned with students. Students are unlikely to recognize the value of this work unless you demonstrate how their feedback informed your teaching decisions.