



# A-Z University Teaching & Learning

## Classroom Assessment Technique

### Feedback on teaching for quality assurance

- The quality of student learning is directly, but not exclusively, related to the quality of teaching. But how do we know whether the teaching is effective with regard to learning success? Waiting until the final examination to determine success or failure is not the right way. Early feedback is required. Conducting short written surveys is a suitable method for obtaining feedback. Angelo & Cross have developed a series of "Classroom Assessment Techniques" that allow teachers and students to immediately ascertain the learning progress of students.

### Method description

Classroom assessments are short evaluations on the teaching level. They are carried out continuously by teachers. Their function is exclusively formative. They are used to determine learners' progress in order to be able to adapt the lessons accordingly if necessary. They are easy to carry out, require little time, and nevertheless provide important information about students' learning progress.

### Important notes

- CATs have a formative character, and therefore do not provide a summative assessment of achievement.
- When you carry out a CAT, think carefully about what information you need and how you will obtain this information.
- Before you carry out a CAT, inform the students about why you are doing it and how you want to proceed.
- When you carry out a CAT, you must inform the students about the results as soon as possible and adapt the lessons if necessary.
- Always adjust the method to your needs and special circumstances.

### Methods

You can carry out CATs in writing or orally and individually or in groups. Here are some specific examples:

#### Written (individual or in groups)

- Minute Paper (most important point; most important insight)
- The Muddiest Point (what is still unclear?)
- Specific question (question regarding the presented subject matter)

#### Oral

- Question with multiple choice answers on a transparency (students vote for example by raising their hands)
- Showing agreement (color cards reflect degree of agreement with a statement)

You can find templates for individual methods at "Hochschuldidaktik A-Z" on the Center for University Teaching and Learning homepage: [www.hochschuldidaktik.uzh.ch](http://www.hochschuldidaktik.uzh.ch)

### Literature for further study

More examples and further explanations can be found in Angelo, T.A. & Cross, K.P. (1993). Classroom Assessment Techniques. San Francisco: Jossey Bass.