


Classroom AssessMINT Techniques (CATs)



The four steps to completing a CAT:

- 
- 1 Choose a learning goal to assess
 - 2 Choose an assessment technique and apply it
 - 3 Analyze the data and respond to it
 - 4 Document the assessment

MATH 1828
COLLEGE ALGEBRA

Name _____

Directions: Carefully work each problem and clearly mark your answer:

2) Write the equation of the line passing through the points: $(-1, 3)$ and $(2, 5)$

CLASS AVERAGE: 70%

2) Write the equation of the line which passes through the point $(0, 4)$ and is perpendicular to the line: $y = 4x$

CLASS MEDIAN: 88%

3) State the domain of the following function: $f(x) = \sqrt{x-6}$

4) Given the function, $f(x) = 5x + 1$, find $f(-1)$:

Question Level Analysis

#	Competency	% Correct
1	Find the equation of a line	97%
2	Find a perpendicular line	87%
3	Find the domain of a function	73%
4	Evaluate a function	63%
5	Determine if a given equation is a function	77%
6	Find the zeroes of a function	10%
7	Find the composition of two functions	70%
8	Find the inverse of a function	90%

6) Find all zero(s) of the following function: $f(x) = x^2 - 5x - 8$

Determine the zeros of a function.

1

Set the equation
equal to 0

2

Solve the equation

3

Use the quadratic
formula

CATs

- **Nods/Audible**

- “So, to find the zeros of a function, we first set the equation equal to five, right?”
- “Oh, then to find the zeros of a function, we first evaluate the equation at zero.”

CATs

- **Documented Problem Solving/Walk-About**
 - Solve the following equation for x, showing all steps:
 $3x - 6 = 0$
 - Solve the following equation for x, showing all steps:
 $x^2 - 4x - 5 = 0$
 - Solve the following equation for x, showing all steps:
 $x^2 - 3x - 7 = 0$

CATs

- **Background Knowledge Probe**

Write out the quadratic formula used to solve:

$$ax^2 + bx + c = 0$$

CATs

“Y” Diagram

Thomas, Owen and Caldwell, Joanna. “Father and Daughter: Edward and Emily Dickinson.” *Journal of American Literature*. 40. 8.1960: 510-523.

The Question:

Identify the errors
(according to 2009
MLA guidelines)

The “Why”:

For each error you’ve
identified, describe in
detail “why” you think
it is an error.

CATs

Muddiest Point

Unit 2: Chapters 3 & 4 - MUDDIEST-POINT



Let me know what isn't making sense and I will try and add more explanation, more examples, more something until it does.

Assignment: Complete by Thursday night (5pts for participation).

Any Questions?

Answer the following question: As you go through the material for this chapter, what is lacking, what needs more explanation? In other words, what is your "Muddiest Point?" If there is nothing specific at this point, then use this as an opportunity for you to ask a question (over any of the assignments) as you would in class.

Be sure to review the threaded discussion throughout the week to learn from the

Courses excluded from this analysis:

- EduKan courses
- 0, 0.5, 0 to #, credit hour courses
- ITV Receiving courses
- 0 enrollment courses
- PE Activities, PHED (by arrangement courses)
- Seminars
- Labs
- Independent Study
- Field Experience
- Internship
- MSCT 1100, 1101, 1102, 1103, 1104
- MLTC 1501, 1519, 1520
- Courses less than 2 calendar weeks in length



Total Title 3 Grant Award:

\$1,949,666

Goal #1

Increase the percentage of courses that incorporate classroom assessment techniques (CATs) to monitor day-to-day learning of their students to 90% by September 2014

Year	2010	2011	2012	2013	2014
Goal	58%	66%	74%	82%	90%
Actual	60%	61%	54% (SP)	-	-

www.tinyurl.com/submitCAT

Classroom Assessment Technique Reporting Form

The Barton assessment plan features ongoing assessment at the classroom level. All members of Barton's faculty are expected to assess student learning in their classes every semester. To document that class-level assessment is occurring, faculty are expected to submit a CAT report for each CRN they teach.

This activity is not to be considered an evaluation of your assessment techniques or your delivery of course material. Rather, it is intended to provide written documentation of classroom assessment techniques used by Barton faculty and to document the use of CAT data for improving student learning.

* Required

Last Name *

Harrington

First Name *

Joseph

Course Reference Number (CRN) *

Not SUBJ AND CRSE NUMB, we need the CRN only. (Example: 54321)

10125

Goal #2

Increase the percentage of courses who demonstrate incorporation of improvement strategies resulting from assessment data to 90% by September 2014

Year	2010	2011	2012	2013	2014
Goal	29.50%	36%	54%	72%	90%
Actual	54%	50%	53% (SP)	-	-

www.tinyurl.com/submitCAT

Based on the results of your C.A.T., have you or will you make adjustments or adopt new strategies for this course? *

Yes

No



Please provide additional feedback you have regarding the adjustments or adoption of new strategies in this course. *

Answers here will vary depending on the type of C.A.T. you used and the results you obtained. Report what is important to your particular C.A.T. and results.

www.tinyurl.com/CATcheck

- Login: catscheck@yahoo.com
- Password: barton2011