

CLASSROOM ASSESSMENT TECHNIQUES (CATS)

[“Classroom Assessment Techniques”](#) by Thomas A. Angelo and K. Patricia Cross from the University of Hawaii at Honolulu. Excerpts from the authors’ book including a section on “Five Suggestions for a Successful Start.” Audience: Faculty in all disciplines

[“Classroom Assessment Technique Examples”](#) by Thomas A. Angelo and K. Patricia Cross from *Classroom Assessment Techniques: A Handbook for College Teachers*, 2nd Ed. Audience: Faculty in all disciplines

[“Classroom Assessment Techniques \(CATs\)”](#) from the Center for Teaching at Vanderbilt University. Sections include “What Are CATs?”; “Why Should I Use CATs?”; “How Should I Use CATs?” and “Where Can I find More CATs?” Audience: Faculty in all disciplines

[Classroom Assessment Techniques \(CATs\): Online Resource Guide](#)” from the Virginia Commonwealth University Center for Teaching Excellence. A list of Classroom Assessment Techniques as defined by Angelo and Cross that defines each technique and gives an idea of how it can be used in a college classroom. Audience: Faculty in all disciplines

[“Classroom Assessment Techniques Designed for Technology”](#) by Mary Barone Martin from Middle Tennessee State University. An extensive list of Classroom Assessment Techniques defined and adapted to online learning. Audience: Faculty using technologically enhanced instruction

[“Classroom Assessment Techniques”](#) from the Field-tested Learning Assessment Guide for Science, Math, Engineering and Technology Instructors. Peer-reviewed examples from college professors with description, purpose, suggestions for use, as well as friendly tips for effectively