# **CLASSROOM ASSESSMENT TECHNIQUES**

## A Handbook for College Teachers

(2<sup>nd</sup> Edition)

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This is a practical handbook, designed for easy reference and for readers with varied levels of experience with Classroom Assessment. Rather than reading it cover to cover, readers may want first to get an overview and an understanding of the purposes and uses of Classroom Assessment; they can then move directly to perusing and exploring the CATs that are most appropriate and interesting for their field of study and their personal teaching goals.

We believe that this handbook contains all the information, examples, and instructions needed by any instructor wishing to use Classroom Assessment in his or her own classroom. While our intention is to provide a self-contained guide that can be used independently, our experience suggests that Classroom Assessment is more effective, more intellectually engaging, and more fun when the assessment process is shared with colleagues. Comparing teaching goals on the TGI provides fascinating insights into one's own priorities as well as those of colleagues in the same or different disciplines. The process of finding, adapting, and devising CATs that are especially appropriate to a particular class is more rewarding, and probably more productive, when shared with others. The process of interpreting the results of the analysis is usually enriched by the perspectives of colleagues and, of course, by those of students. Thus, we encourage the use of the handbook by individual faculty members and also by groups of teachers.

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