



**Matrix of Teaching Goals Inventory and Classroom Assessment Techniques**

TGI No.	Brief description:	Classroom Assessment Technique No.:											(The CATs are identified at the end of this matrix)													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	Value liberal arts and sciences																									
27	Acceptance of new ideas		X												X	X										X
28	Contemporary social awareness								X																	
29	Citizenship rights, responsibilities																									
30	Lifelong learning																									
31	Develop aesthetic appreciations																									
32	Informed perspective of history	X															X									
33	Appreciate science and technology																									
34	Appreciation for cultural diversity																									
35	Make informed ethical choices								X	X																
	<b>Work and Career Preparation</b>																									
36	Work productively with others																									
37	Develop management skills											X	X													X
38	Develop leadership skills											X														
39	Commitment to accurate work																					X	X	X		X
40	Follow directions and instructions																									
41	Organization and time management																									
42	Dedication to personal achievement																									
43	Skilled performance											X	X	X								X	X	X	X	X
	<b>Personal Development</b>																									
44	Sense of responsibility																									
45	Improvement of self-confidence																									
46	Dedication to personal values									X																
47	Develop respect for others																									
48	Emotional health and well-being																									
49	Commitment to honesty																									
50	Thinking for one's self									X	X															X
51	Ability to make wise decisions									X																
52	<b>In general, how do you see your primary role as a teacher?</b>																									
	1) Teaching students facts and principles of the subject matter																									
	2) Providing a role model for students																									
	3) Helping students develop higher-order thinking skills																									
	4) Preparing students for jobs/careers																									
	5) Fostering students development and personal growth																									
	6) Helping students with basic learning skills																									

### Matrix of Teaching Goals Inventory and Classroom Assessment Techniques

		Reference: Angelo, T. A. and K. P. Cross. 1993. Classroom Assessment Techniques: A Handbook for College Teachers. Second Edition. Jossey-Bass																									
		Comment: Information about the 'Teaching Goals Inventory' begins on page 13. Descriptions of individual Classroom Assessment Techniques begin on page 121.																									
TGI		26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
No.	Brief description:	Classroom Assessment Technique No.:																									
		(The CATs are identified at the end of this matrix)																									
	<b>Higher-Order Thinking Skills</b>																										
1	Apply prior learning to new problems	X	X																								
2	Develop analytic skills														X												
3	Develop problem-solving skills														X												
4	Make reasonable inferences											X							X	X	X						
5	Synthesis and integration of ideas	X	X																			X					
6	Think holistically (whole/parts)																										
7	Develop creative thinking	X																									
8	Distinguish fact vs opinion																					X					
	<b>Basic Skills for Academic Success</b>																										
9	Paying attention in class																										
10	Ability to concentrate												X														
11	Improve memory skills											X															
12	Improve listening skills												X														
13	Improve speaking skills													X													
14	Improve reading skills																										
15	Improve writing skills											X															
16	Develop study skills and habits	X	X																								
17	Improve mathematical skills																										
	<b>Discipline-Specific Knowledge and Skills</b>																										
18	Learn vocabulary of the subject																										
19	Learn concepts and theories																										
20	Skill development in subject																										
21	Perspectives and values in subject																										
22	Transfer or grad study preparation																										
23	Skills to gain new knowledge																										
24	Evaluate methods and materials																										
25	Value major contributions in subject																										

**Matrix of Teaching Goals Inventory and Classroom Assessment Techniques**

TGI No.	Brief description:	Classroom Assessment Technique No.:											(The CATs are identified at the end of this matrix)													
		26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
26	Liberal Arts and Academic Values																									
27	Value liberal arts and sciences				X																					
28	Acceptance of new ideas		X		X																					
29	Contemporary social awareness		X																							
30	Citizenship rights, responsibilities																									
31	Lifelong learning									X																
32	Develop aesthetic appreciations	X																								
33	Informed perspective of history	X																								
34	Appreciate science and technology																									
35	Appreciation for cultural diversity																									
36	Make informed ethical choices																									
37	Work and Career Preparation																									
38	Work productively with others	X	X																							
39	Develop management skills																									
40	Develop leadership skills																									
41	Commitment to accurate work																									
42	Follow directions and instructions																									
43	Organization and time management																									
44	Dedication to personal achievement																									
45	Dedication to personal achievement																									
46	Skilled performance																									
47	Personal Development																									
48	Sense of responsibility																									
49	Improvement of self-confidence																									
50	Dedication to personal values																									
51	Develop respect for others																									
52	Emotional health and well-being																									
53	Commitment to honesty																									
54	Commitment to one's self																									
55	Ability to make wise decisions																									
56	In general, how do you see your primary role as a teacher?																									
57	1) Teaching students facts and principles of the subject matter																									
58	2) Providing a role model for students																									
59	3) Helping students develop higher-order thinking skills																									
60	4) Preparing students for jobs/careers																									
61	5) Fostering students development and personal growth																									
62	6) Helping students develop basic learning skills																									

Matrix of Teaching Goals Inventory and Classroom Assessment Techniques				Page 5 of 5			
CAT	Classroom Assessment Technique:	Page No:	Effort:	CAT	Classroom Assessment Technique:	Page No:	Effort:
	<b>Group: Assessing Prior Knowledge, Recall, and Understanding</b>				<b>Group: Assessing Students' Awareness of Their Attitudes and Values</b>		
1	Background Knowledge Probe	121	M-L-M	28	Classroom Opinion Polls	258	LM-L-L
2	Focused Listing	126	L-L-L	29	Double-Entry Journals	263	M-H-H
3	Misconception/Preconception Check	132	M-L-M	30	Profiles of Admirable Individuals	267	L-H-H
4	Empty Outlines	138	M-L-M	31	Everyday Ethical Dilemmas	271	M-M-H
5	Memory Matrix	142	M-L-M	32	Course-Related Self-Confidence Surveys	275	M-L-L
6	Minute Paper	148	L-L-L		<b>Group: Assessing Students' Self-Awareness as Learners</b>		
7	Muddiest Point	154	L-L-L	33	Focused Autobiographical Sketches	281	M-H-MH
	<b>Group: Assessing Skill in Analysis and Critical Thinking</b>			34	Interest/Knowledge/Skills Checklists	285	M-L-LM
8	Categorizing Grid	160	L-L-L	35	Goal Ranking and Matching	290	M-L-LM
9	Defining Features Matrix	164	M-L-L	36	Self-Awareness of Ways of Learning	295	MH-LM-L
10	Pro and Con Grid	168	L-L-LM		<b>Group: Assessing Course-Related Learning and Study Skills, Strategies, and Behaviors</b>		
11	Content, Form, and Function Outlines	172	M-H-H	37	Productive Study-Time Logs	300	M-MH-H
12	Analytic Memos	177	H-H-H	38	Punctuated Lectures	303	L-L-L
	<b>Group: Assessing Skill in Synthesis and Creative Thinking</b>			39	Process Analysis	307	M-H-H
13	One-Sentence Summary	183	L-M-M	40	Diagnostic Learning Logs	311	M-H-H
14	Word Journal	188	L-MH-MH		<b>Group: Assessing Learner Reactions to Teachers and Teaching</b>		
15	Approximate Analogies	193	L-L-M	41	Chain Notes	322	L-L-L
16	Concept maps	197	M-M-MH	42	Electronic Mail Feedback	327	L-L-LM
17	Invented Dialogs	203	MH-H-H	43	Teacher-Designed Feedback Forms	330	M-L-LM
18	Annotated Portfolios	208	M-H-H	44	Group Instructional Feedback Technique	334	M-M-MH
	<b>Group: Assessing Skill in Problem Solving</b>			45	Classroom Assessment Quality Circles	339	H-H-MH
19	Problem Recognition Tasks	214	M-L-L		<b>Group: Assessing Learner Reactions to Class Activities, Assignments, and Materials</b>		
20	What's the Principle?	218	M-L-L	46	RSQC2 (Recall, Summarize, Question, Connect, and Comment)	344	L-LM-M
21	Documented Problem Solutions	222	L-M-MH	47	Group-Work Evaluations	349	M-L-L
22	Audio- and Videotaped Protocols	226	H-H-H	48	Reading Rating Sheets	352	L-L-L
	<b>Group: Assessing Skill in Application and Performance</b>			49	Assignment Assessments	356	L-L-LM
23	Directed Paraphrasing	232	L-M-M	50	Exam Evaluations	359	L-LM-M
24	Application Cards	236	L-LM-LM				
25	Student-Generated Test Questions	240	M-MH-MH				
26	Human Tableau or Class Modeling	244	MH-H-H				
27	Paper or Project Prospectus	248	M-H-H				
	<b>Key to reading the levels of "Effort" required for each CAT:</b>						
	L = Low effort, M = Medium effort, and H = High effort.						
	Combinations of letters, such as LM and MH indicate that either level may apply.						
	The sequence of ratings is 1) Faculty preparation, 2) Student response, and 3) Faculty analysis.						