

**Let's Talk about Library CATs (Classroom Assessment Techniques)**  
**Round Table**  
**NOLA Information Literacy Forum, 2014**



This Round Table Discussion will focus on formative classroom assessment techniques (CATs) used in library instruction. The convener invites participants to share CATs that have been successful in their library classroom.

**Definitions**

- 👤 Formative assessment is a planned process in which teachers or students use assessment-based evidence to adjust what they're currently doing. (Popham)
- 👤 Summative assessment is a process that evaluates student learning at the end of an instructional unit by comparing it against some standard or benchmark. (Eberly Center)
- 👤 Classroom Assessment Techniques are simple, non-graded, anonymous, in-class activities designed to give you and your students useful feedback on the teaching-learning process as it is happening. (Center for Teaching)

**Discussion questions**

- 👤 For what reasons do you assess? For accountability? For student learning? To improve teaching?
- 👤 Do you prefer formative or summative assessment? Why?
- 👤 Do you have a CAT that you use frequently? What is it and why do you use it?
- 👤 What challenges do you encounter when incorporating CATs into your library sessions?
- 👤 Are you collecting any data from your CATs?

Jennifer Corbin  
Head of the Center for Library User Education, Tulane University  
jcorbin@tulane.edu

## **Bibliography**

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Eberly Center. Teaching Excellence & Educational Innovation. (n.d.). What is the difference between formative and summative assessment? Retrieved August 8, 2014, from <http://www.cmu.edu/teaching/assessment/basics/formative-summative.html>

## **Further Reading**

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Broussard, M. S., Hickoff-Cresko, R., & Oberlin, J. U. (2014). *Snapshots of reality: A practical guide to formative assessment in library instruction*.

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## **Just for fun**

Kroski, E. (2014, January 9). A quick guide to library cats [Web log post]. Retrieved August 1, 2014, from <http://oedb.org/ilibrarian/quick-guide-library-cats/>