**Classroom Assessment Technique (CAT) Planning Sheet**

Please complete the following question prompts. When answering each prompt, consider your first lesson:

1. What do I want to know from my learners?

If they are able to engage with the content I’m teaching in such a way that is coherent with eachothers understanding

1. Which technique will I use to get this information? Why?

Student-generated test questions, when I wrote my lesson plan (before even reviewing this module) this was the method of post assessment I came up with. After teaching them what declerative/imperative statements are, they would each write their own sentence that is either declerative or imerative, and then other students would guess if it is correct. By being able to both create and identify they are demonstrating thorough understanding of the concept, and by removing myself from this process it presents an opportunity to identify area’s of misunderstanding that may not arise from test question I create myself

1. How will I introduce this technique to my learners?

Though an online framework capable that allows students to simply post their test questions, and comment to answer. If possible I would use a framework students are already familiar with like avenue to learn

1. How much class time will it take?

About 5 min to make a question and 5 min to answer as many as possible should be sufficient

1. How will I know if the technique was successful?

If most students are able to create sentences that most students are capable of identifying it is successful

1. What instructional changes will I make as a result of the information I receive?

If students come up with a particularly tricky example I will consider intregrating it as an initial example in my instructional activity and identify why it is difficult to understand.