

**For Use by Participants in
CAT Applications in the Discipline Workshop**
(Not for General Disclosure)

A Subset of Skills Assessed by the CAT Instrument

| Skill Set 1 | | |
|--------------------|------------------|---|
| Skill | Questions | Descriptions |
| Skill 1 | Q2, Q5, Q8 | Evaluate how strongly information supports an idea or interpretation |
| Skill 2 | Q3, Q6, Q9 | Provide alternative interpretations for information or observations that have several possible interpretations. |
| Skill 3 | Q4, Q7 | Identify additional information needed to evaluate alternative interpretations. |

Skill 1: Evaluate How Strongly Information Supports an Interpretation

Determine the levels of support that you are willing to award credit, and the number of points to be awarded for each level. Anticipate student responses for each of those levels.

Example Rubric for Skill 1

| Degree of Support | Points Awarded |
|---|----------------|
| Definitely supports. | 0 |
| Supports without being definite or certain. | 1 |
| Supports with a qualifier like <i>could, might, may, etc.</i> | 2 |
| Supports with a qualifier AND suggests there are other alternative explanations. | 3 |

Skill 2: Provide Alternative Interpretations for Information or Observations

Formulate a new prompt to have students generate alternative explanations for the information provided in the previous question prompt. Request a reasonable number of alternative explanations or encourage students to generate as many alternative explanations as possible.

Question Prompt:

Provide _____ alternative explanations for _____

Skill 2: Provide Alternative Interpretations for Information or Observations

Alternative explanations should focus on explaining the findings or observations in a way that does not support the conclusion. List the criteria (content knowledge, factors, additional variables, etc.) that the student is required to include in an alternative explanation in order to receive credit, and the number of points to be awarded for each criteria. Some criteria may be awarded more points for use of specific discipline content. Include a category in your rubric for responses that do not provide an alternative explanation but really support the provided interpretation.

Example Rubric for Skill 2

| Alternative Explanation Criteria | Possible Points |
|---|-----------------|
| | 1 |
| | 1 |
| | 1 |
| | 1 |
| | 1 |
| | 1 |
| <i>Response supports the provided interpretation.</i> | 0 |
| | 0 |

Skill 3: Identify Additional Information Needed to Evaluate Alternative Interpretations

Formulate a prompt to encourage students to think about what types of additional information or evidence would be needed to evaluate the information provided in the question prompts. Student responses may align with the alternative interpretations provided in the previous questions.

Question Prompt:

Identify ____ types of additional information that would help evaluate the idea that

and explain why each type of information would be helpful.

Skill 3: Identify Additional Information Needed to Evaluate Alternative Interpretations

Anticipate student responses as you develop the scoring rubric below. Student responses will generally fall into two categories: information that would help support the original interpretation and information that would help evaluate alternative interpretations. Indicate the number of points awarded for each type of additional information. Some pieces of information may be awarded more points for use of specific discipline content. Include student responses that would not be helpful in evaluating the interpretations to provide examples of responses that would not receive credit.

Example Rubric for Skill 3

| Type of Additional Information | Points Awarded |
|---|----------------|
| Information That Would Help Support Original Interpretation: | |
| | 1 |
| | 1 |
| | 1 |
| | 0 |
| | 0 |
| | 0 |
| Information That Would Help Evaluate Alternative Interpretations: | |
| | 1 |
| | 1 |
| | 1 |
| | 0 |
| | 0 |
| | 0 |