

**For Use by Participants in CAT Discipline Analog Workshops**  
(Not for General Disclosure)

**A Subset of Skills Assessed by the CAT Instrument**

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





**Anticipate Student Responses: Provide examples of anticipated student responses that illustrate varying degrees in competency. These responses will be used to develop the rubric.**

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## Example Rubric for Evaluating Student Work in Step 1

How strongly does the information support the interpretation?

Using the anticipated student responses as a guide, provide sample responses and scoring guidelines for the rubric below.

### Determine degree of support

Select one

→	<b>0 pts.</b> <b>Definitely supports.</b> Ex: _____
→	<b>1 pt.</b> <b>Supports without being definite or certain.</b> Ex: _____ _____
→	<b>2 pts.</b> <b>Supports with a qualifier like <i>could, might, may, etc.</i></b> Ex: _____ _____
→	<b>3 pts.</b> <b>Supports with a qualifier (as above) <u>and</u> suggests there are other alternative explanations for the data.</b> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"><b>*They could also say that it does not really support the theory because there are too many alternative explanations.</b></div> Ex: _____ _____ _____ _____



## Example Rubric for Evaluating Student Work in Question 2

Using the anticipated student responses as a guide, provide sample responses and scoring guidelines for the rubric below.

Identify how students will be graded in this activity. The rubric should evaluate the quantity and quality of the student responses. Provide guidelines and examples for the criteria below.

**Each alternative is evaluated**

**Is the explanation a plausible alternative to the interpretation provided in question 1?**

Yes	No
<p><b>Add 1pt. for each alternative</b></p> <p><i>Ex:</i> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>0 pts.</b></p> <p><i>Ex:</i> _____</p> <p>_____</p> <p><i>Ex:</i> _____</p> <p>_____</p> <p><b>(Stop here)</b> <b>(Check other alternatives)</b></p>

Other examples of 1 pt. alternatives

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### Example Rubric for Evaluating Student Work in Question 3

Using the anticipated student responses as a guide, provide sample responses and scoring guidelines for the rubric below. Identify how students will be graded in this activity. The rubric should evaluate the quantity and quality of the student responses. Provide guidelines and examples for the criteria below.

**Each type of additional information should be evaluated using the steps below.**

<b>Step 1</b>			
<b>Would the information help rule out alternative explanations?</b>		<b>Would the information help confirm the provided interpretation ?</b>	
<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
<b>Add 1 pt.</b>	<b>0 pts.</b>	<b>Add 1 pt.</b>	<b>0 pts.</b>
<i>Ex:</i> _____	<i>Ex:</i> _____	<i>Ex:</i> _____	<i>Ex:</i> _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<b>Go to Step 2</b>	<b>(Stop here)</b> <i>(Check other alternatives)</i>	<b>Go to Step 2</b>	<b>(Stop here)</b> <i>(Check other alternatives)</i>

**Step 2**  
**Is it explained well? (1 pt. Bonus)**

<b>Yes</b>	<b>No</b>
<b>Add 1 pt.</b>	<b>0 pts.</b>
<i>Ex:</i> _____	<i>Ex:</i> _____
_____	_____
_____	_____
_____	_____
_____	_____

**Check other alternatives**