

### Documenting CATs to Provide Evidence of Scholarly Teaching

Components	No evidence	Emerging Evidence	Clear Documentation	Insightful and Skilled Documentation
<b>Description</b>	The CAT is not described.	The description of the CAT is vague or unclear.	The description of the CAT is clear.	The description of the CAT is clear and includes appropriate detail.
<b>Purpose ('question' to be answered)</b>	The purpose of the CAT was not stated.	The purpose of the CAT was stated, but was unclear or overly vague.	The purpose of the CAT was clearly stated.	The purpose of the CAT was clearly stated and thoughtfully linked to the course objectives and/or the instructor's teaching philosophy.
<b>Alignment of CAT and stated purpose</b>	The identified CAT will not produce the information needed to answer the 'question' posed.	The CAT appears to be somewhat aligned with the purpose, but will not clearly answer the 'question' posed.	The CAT clearly provides information to answer the 'question' posed.	The CAT is carefully constructed and completely aligned to provide information to answer the 'question' posed.
<b>Students</b>	There was no discussion about student response to the CAT.	Description of student response/feedback was overly vague and/or superficial.	Description of student response/feedback appears to be complete and authentic.	Description of student response/feedback appears to be thoughtfully considered and interpreted.
<b>Findings/ Interpretation</b>	Findings and /or interpretation are not provided.	Findings and/or interpretation appear to be inconsistent or invalid.	Findings and/or interpretation appear to be consistent and reasonable.	Findings appear to be carefully considered and interpretation seems insightful and appropriate.
<b>Use of Findings</b>	No action plan based on the findings is identified	Actions identified appear unrelated to the findings, inadequate, or superficial.	Actions identified appear relevant and adequate, and demonstrate a commitment by the instructor to improve student learning.	Actions identified appear relevant and insightful to the understanding of barriers to student learning and success. They demonstrate commitment by the instructor to improve student learning.
<b>Literature Citations</b>	No literature was cited.	Only one relevant citation of the literature was included, or relevance of citations is questionable.	Two or more relevant citations are provided.	Three or more citations provided appear to be strongly related to the assessment, teaching philosophy, or instructional technique used/planned.