

The Return of All About Assessments

Presented by: David Grimes

ACCSC

Accrediting Commission of Career Schools and Colleges





Typical Objective Assessments

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Success is simple. Do what's right, the right way, at the right time.

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Arnold H. Glasow

The Blueprint



Certification Objectives

Topic Coverage

Time Allowed

Type of Test



Distribution of Content

Examples

For the 2017 NCLEX-PN Test Plan (effective April 2017)

NCLEX-PN Client Needs	Percentage of Items from each Category/ Subcategory
Safe and Effective Care Environment <ul style="list-style-type: none">• Coordinated Care• Safety and Infection Control	18-24% 10-16%
Health Promotion and Maintenance	6-12%
Psychosocial Integrity	9-15%
Physiological Integrity <ul style="list-style-type: none">• Basic Care and Comfort• Pharmacological Therapies• Reduction of Risk Potential• Physiological Adaptation	7-13% 10-16% 9-15% 7-13%

NCLEX Client Needs Coverage

DOMAIN	PERCENTAGE OF EXAMINATION
1.0 Hardware	34%
2.0 Networking	21%
3.0 Mobile Devices	17%
4.0 Hardware & Network Troubleshooting	28%
Total	100%

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CompTIA A+ Domain Coverage

The Blueprint



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The Finishing Touches

Other Strategies to Help Students

01

Prepare as early and often as possible



02

Offer pre-assessment and post-assessment to show growth



03

Offer many opportunities for practice - practice makes perfect!

04

Mimic the wording and style of the certification exam



05

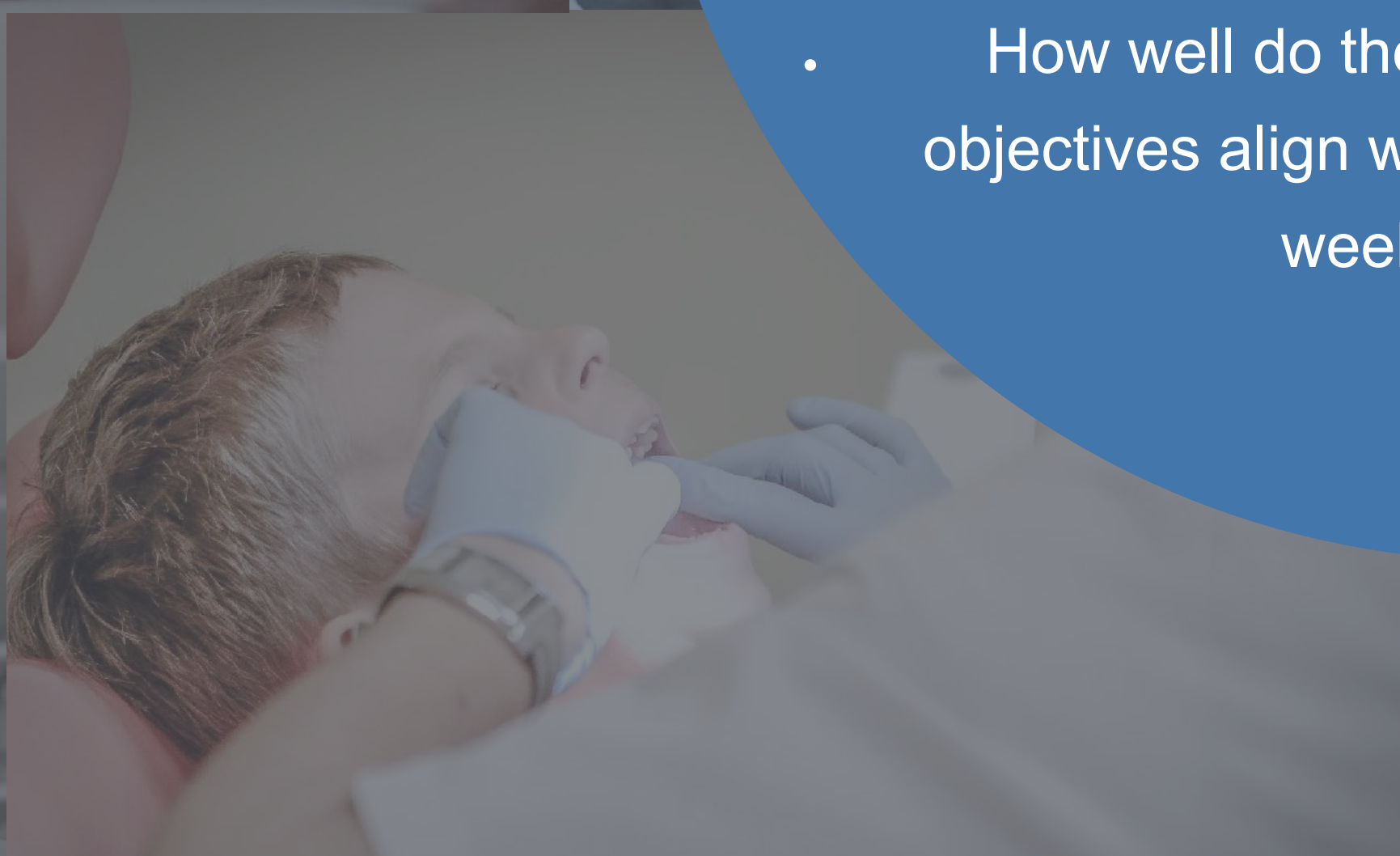
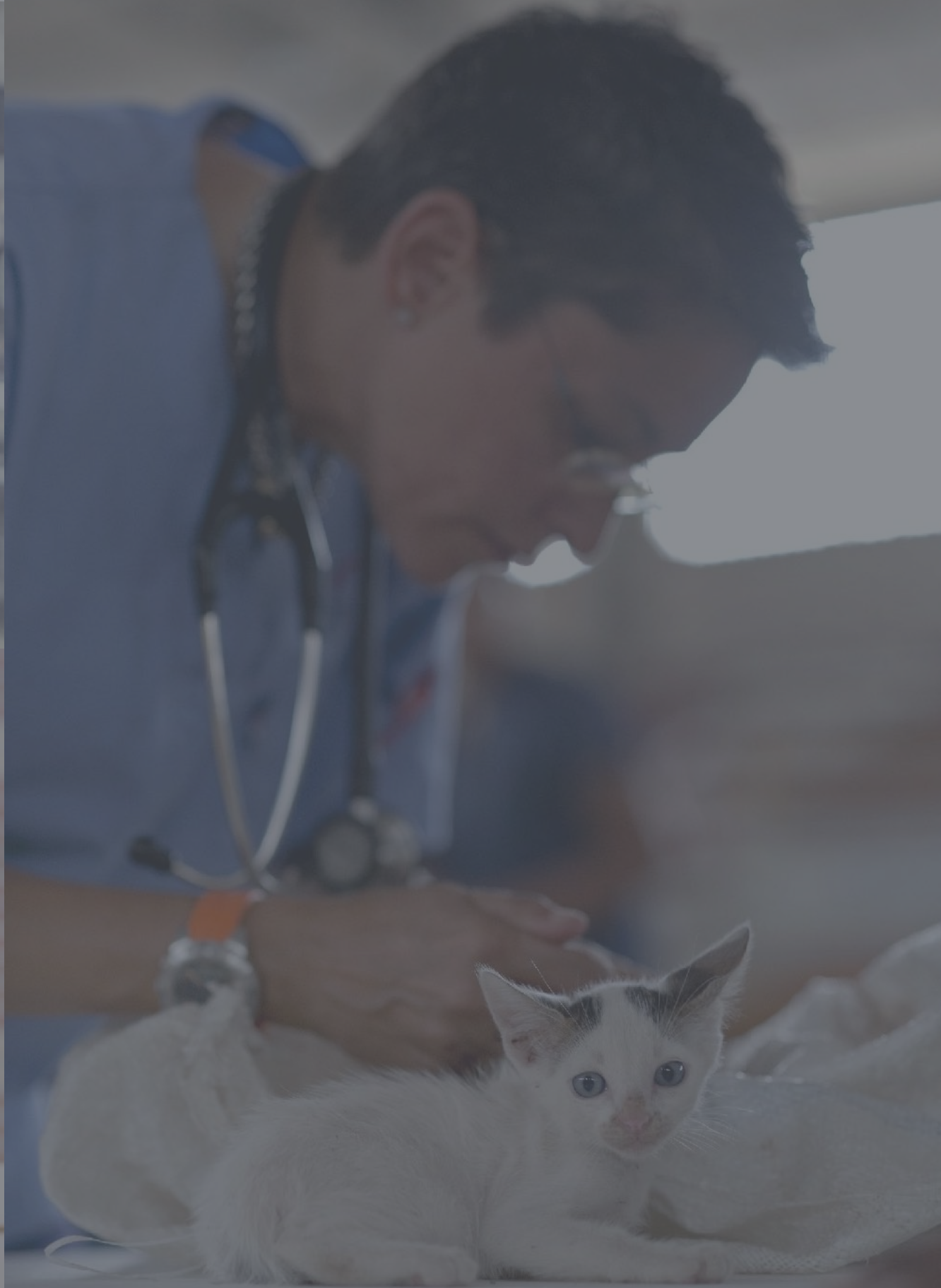
Do a dry run



06

Offer feedback in correct and incorrect answers

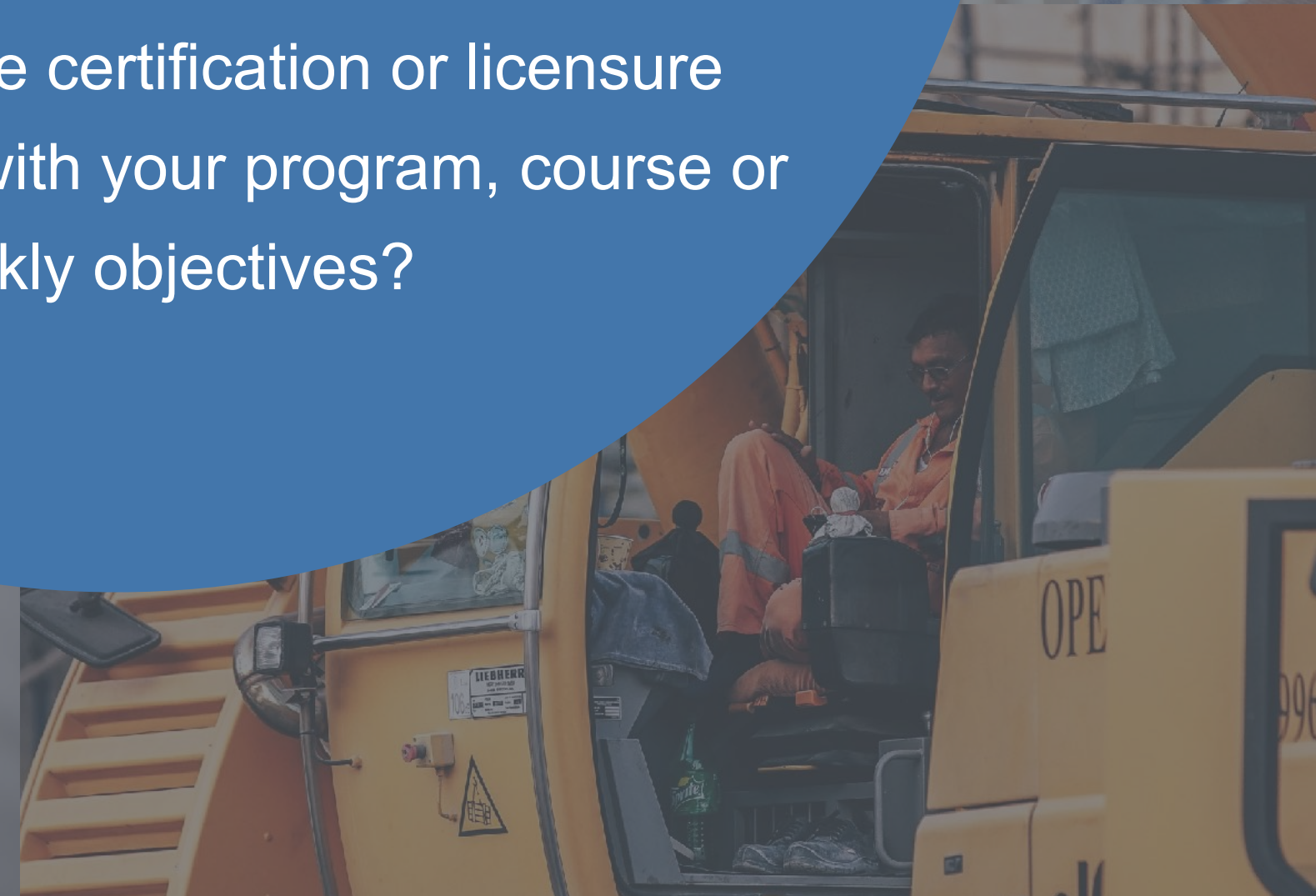
Bonus Bring in alumni who passed the exam



QUESTION

SUMMATIVE ASSESSMENTS

- How do you prep students for the certification or licensure exam?
- How well do the certification or licensure objectives align with your program, course or weekly objectives?





Non-formal

“

My philosophy?
Simplicity plus
variety.

”

Hank Stram

The Main Players

You know these ones



Written



Papers



Groups

The Other Players

Get to Know These Technology-based Ones



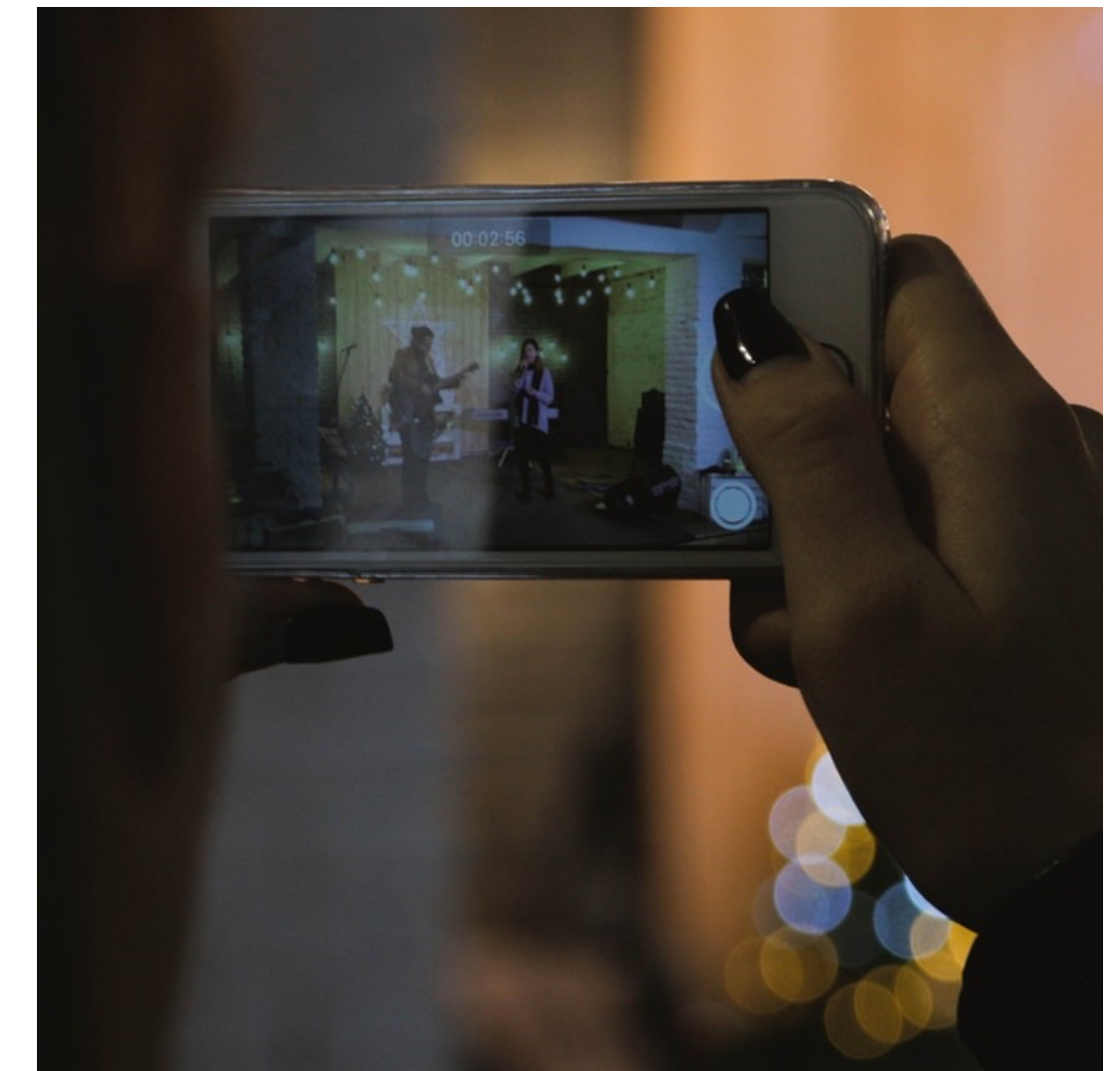
Audio Recordings



Video Response



Polling / Pausing



Videos or Screencasts

Some More Players



**Work
Samples**



**Round
Robin**



**Tweet
Summaries**



**Exit Ticket /
1-Min Paper**



QUESTION

FORMATIVE ASSESSMENTS

- What other methods do you use to test students' knowledge in the classroom?
- What do your colleagues do in their classrooms and does it differ from yours?



“ My belt holds my pants up, but the belt loops hold my belt up. I don't really know what's happening down there. Who is the real hero? ”

Mitch Hedberg

Further topic explorations at:

StaffandFacultyTraining.com



The image shows a laptop screen displaying a course page. The page has a dark blue header with the text 'STAFF AND FACULTY TRAINING' on the left and navigation links 'HOME', 'COURSES', 'MY ACCOUNT', and 'LOG OUT' on the right. The main content area is white and features the title 'LECTURE: INDIRECT INSTRUCTION' at the top. Below the title is a video player showing a man in a dark blue shirt. To the left of the video, the text '24%' is displayed in large red font. Below the video, there is a green progress bar and the text 'LEARNING PROGRESS'. At the bottom right of the main content area, there is a red button labeled 'NEXT TOPIC' and the text 'LEARNING ACTIVITY: IMPLEMENTING'. On the right side of the page, there is a 'Course Navigation' menu with a list of items: 'Introduction', 'Direct Instruction', 'Indirect Instruction' (which is expanded to show 'Lecture: Indirect Instruction', 'Learning Activity: Implementing Indirect Instruction Techniques', 'Journal: Indirect Instruction Ideas', 'Quiz 2: Indirect Instruction', and 'Quiz 2: Indirect Instruction'), 'Interactive Instruction', 'Independent Instruction', and 'Course Completion'.



David Grimes

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- Professional Development
- Curriculum Building
- Accreditation Consulting
- Software Development

