

TEXAS BOARD OF NURSING
3.7.3.a. EDUCATION GUIDELINE
Student Evaluation Methods and Tools

Revised: 01/02/2013

Rule 214.9 and Rule 214.10 set forth the basis for student evaluation methods and tools in vocational nursing education programs. Rule 215.9 and Rule 215.10 set forth the requirements for student evaluation methods and tools in pre-licensure professional nursing education programs (diploma, associate degree, baccalaureate degree, or entry-level master's degree).

<p>Rule 214.9(a)(6) related to <i>Program of Study</i> requires that "The program of study shall be: . . . based on sound educational principles."</p> <p>Rule 214.9(h) related to <i>Program of Study</i> requires that "Faculty shall develop and implement evaluation methods and tools to measure progression of students' cognitive, affective and psychomotor achievements in course/clinical objectives, according to Board Education Guideline 3.7.3.a. Student Evaluation Methods and Tools."</p>	<p>Rule 215.9(a)(6) related to <i>Program of Study</i> requires that "The program of study shall be: . . . be based on sound educational principles."</p> <p>Rule 215.9(h) related to <i>Program of Study</i> requires that "Faculty shall develop and implement evaluation methods and tools to measure progression of students' cognitive, affective and psychomotor achievements in course/clinical objectives, according to Board Education Guideline 3.7.3.a. Student Evaluation Methods and Tools."</p>
<p>Rule 214.10(f) related to <i>Clinical Learning Experiences</i> requires that "Faculty shall be responsible for student clinical practice evaluations. Clinical practice evaluations shall be correlated with level and/or course objectives and shall include a minimum of a formative and summative evaluation for each clinical in the curriculum."</p>	<p>Rule 215.10(f) related to <i>Clinical Learning Experiences</i> requires that "Faculty shall be responsible for student clinical practice evaluations. Clinical evaluation tools shall be correlated with level and/or course objectives and shall include a minimum of a formative and summative evaluation for each clinical in the curriculum."</p>

The following are SUGGESTIONS for planning, developing and implementing evaluation processes to measure progression of students' cognitive, affective and psychomotor achievement in course/clinical objectives/outcomes. Evaluation policies should be included in a central location with all other policies, i.e., nursing faculty handbook, nursing student handbook.

EXAMINATIONS/TESTS:

TEST BLUEPRINTING - Construction of examinations/tests should include blueprinting. The construction of test blueprinting is left to the discretion of nursing faculty, however, documentation of the structure should be on file, available, and shared with students. A suggested blueprinting structure might include use of the client needs and cognitive level of the test items as organizing dimensions to be consistent with the NCLEX-PN® and NCLEX-RN® test plans.

ITEM ANALYSIS - Analysis of examinations can be done using a variety of manual or computerized methods. Item analysis should include: discrimination index, difficulty level, response distribution, and student feedback. Test items should be revised based on the results of item analysis. Policies should indicate criteria for selection of items to be discarded, revised, and/or replaced.

ASSIGNMENTS/WRITTEN WORK:

SPECIFIC GRADING CRITERIA - Students should be provided with clear information regarding what must be accomplished or included in order to successfully meet the assignment requirements.

INTERRATER RELIABILITY - Evaluation of student work by different faculty should demonstrate consistency between evaluators. A suggested method of assessing interrater reliability might include periodic independent evaluation of selected student work and subsequent discussion and analysis of similarities and differences in application of grading criteria. Progression of complexity across the curriculum should be evaluated.

CLINICAL EVALUATION/SKILLS LAB COMPETENCY:

SPECIFIC GRADING CRITERIA - Students should be provided with clear information regarding what must be accomplished or included in order to successfully meet clinical objectives/outcomes and/or demonstrate skills competency, including objectives/outcomes/competencies that are graded as Pass or Fail. Ratings of comparative levels of independence can be included as part of the grading criteria, but cannot be used solely for evaluating success or competency.

CRITICAL ELEMENTS - Clinical evaluation tools/skills lab competency tools should clearly indicate the expected behaviors considered critical to successful completion of the learning experience. Critical behaviors would likely include such things as safe administration of medications, reporting changes in client condition, and use of a systematic approach to planning, implementing, and evaluating client care. These critical behaviors must sufficiently vary from course to course in order to demonstrate progression throughout the curriculum.

INTERRATER RELIABILITY - Evaluation of student work by different nursing faculty should demonstrate consistency between evaluators in clinical evaluation and skills lab competency.

GRADING POLICIES:

Grade distribution by course and nursing faculty member should be a part of the overall program evaluation plan. Additionally, students should be informed of the required course assignments for each course that comprise part of the course grade and the breakdown of the overall course grade.

Important: Please be aware that references to Rule 214 and Rule 215 are not all inclusive.