



Integration Best Practices

Student Assessment and Review Policy

(Successful Incorporation of ATI Assessments)

Dear Educators,

Through the engagement of content experts and the review of current practice, the following topics were determined to be relevant in establishing effective practice and policy for the use of Assessment Technology Resources, LLC ("ATI") resources. In addition to reviewing the below topics please seek out the appropriate Educator Implementation Guides ("EIG") found on your faculty home page under Resources (Products & Integration). This document and the EIGs provided by ATI are key resources for you as you promote successful ATI integration into your program. We also highly recommend an ATI Product Alignment to assist with the successful placement of ATI products. An ATI Product Alignment may be developed collaboratively using your program's course descriptions and sequence of courses to make recommendations on where ATI resources will align within each course. Finally, working closely with your ATI Integration Specialist Nurse Educator (ISNE) will assist with the integration of ATI assessment and remediation solutions.

Integration Success

Important points for the successful integration of ATI assessments include:

1. Implement ATI products consistently in each content area across the curriculum (A Product Alignment developed collaboratively is highly recommended).
2. Communicate expectations clearly with students and faculty. (see sample grading rubric below)
3. Apply appropriate stakes (i.e., weight) to the testing in the evaluation of student performance (See ATI Position on High Stakes Testing document.)
4. Perform a periodic evaluation of ATI policy.
5. Reward active learning through remediation.
6. Encourage student accountability through tracking of their efforts.
7. Foster faculty investment through involvement with policy creation.

ATI strongly encourages administrators or leaders to have an ATI product usage policy in place so that all faculty and students understand the guidelines and procedures around the expected use of ATI tools. Here are some suggestions.

We recommend that ATI Content Mastery Series (CMS) and/or Concept-Based Curriculum (CBC) assessment scores should count for 10% or less of a student's grade.

If using one of ATI's policy templates, please customize it to fit your school.

Remediation is a crucial component of any policy and should include robust use of the Focused Review.

ATI actively discourages the use of standardized assessment scores as the sole criterion for any high-stakes decisions, including but not limited to admission to a program, course progression, and graduation. Generally, a standardized assessment does not correspond well enough to specific course objectives to make it a valid or fair assessment of whether course objectives were or were not met. *Please note that you and your school, not ATI, will assume full responsibility for any use of ATI assessment scores in a high stakes fashion.*

The following pages can be used as your institution's ATI Assessment and Review policy and may be shared with students.

Student ATI Assessment and Review Policy

The comprehensive ATI review program offers the following to students:

A comprehensive, assessment-driven review program designed to enhance student NCLEX® success.

Multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking ability, and learning styles. Additionally, online tutorials, online practice assessments, and proctored assessments are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.

ATI Orientation resources, such as the ATI Plan, may be accessed from the “My ATI” tab. **It is highly recommended that you spend time navigating through these orientation materials.**

REVIEW MODULES/EBOOKS

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work and reading. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

TUTORIALS TO SUPPORT ASSESSMENT AND REMEDIATION PROCESS

ATI Pulse introduces new predictive capabilities that build on existing Pulse functionality by generating dynamic predictions of the likelihood of students to achieve at least a Level 2 proficiency on the first attempt for each Content Mastery Series (CMS) proctored assessment – providing faculty and students with even earlier insights into future performance on the proctored assessments that ultimately are used to predict NCLEX success, as well as earlier warning for students not on track to succeed. Predictions of likelihood to succeed will generate as students complete coursework and practice assignments within each of the CMS areas, before they even attempt the proctored exam. Additionally, ATI Pulse provides prescriptive, data-backed recommended ATI learning activities for students to improve their likelihood of proctored CMS assessment success.

For example, ATI offers unique tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions. Learning System offers practice quizzes in specific nursing content areas that allow students to apply valuable learning tools from Nurse Logic. ATI is committed to increasing student confidence by providing students with experience answering NCLEX-style questions in a variety of quizzing formats. With Learning System, students can assess their knowledge through pre-set quizzes, build a customized quiz that focuses on specific categories, or test their category-specific comprehension in an adaptive quizzing environment.

ASSESSMENTS

The Content Mastery Series Assessments (CMS) provide essential data regarding a student’s mastery of concepts in relation to specific nursing content areas, including a series of Targeted Medical Surgical assessments that address individual body systems to provide formative evaluation of content prior to the final medical surgical course. There are practice assessments available for students as well as standardized proctored assessments that may be scheduled during courses. These assessments will help students identify what they know, in addition to areas requiring remediation (called Topics to Review).

FOCUSED REVIEWS/ACTIVE LEARNING/REMEDICATION

ATI Focused Review facilitates the post CMS assessment remediation experience for students. This personalized learning experience uses a student's performance on the CMS practice and proctored assessments to drive focused student learning. Once the student has completed a CMS practice assessment, Focused Review automatically assesses the student's learning gaps and generates a personalized learning experience. Focused Review provides ATI Review Module content in an eBook experience while highlighting the specific elements of content that a student should review. The forms of content include text, image, sound, and video. When the student has completed their first round of remediation (practice assessments only), they can take a post-remediation quiz that provides similar questions on identified content gaps. Upon completion of the quiz, the student can review their knowledge gaps and study updated eBook content. The post-remediation quiz is intended to provide feedback on remediation impact. If the student has completed a CMS proctored assessment, Focused Review provides ATI Review Module content in an eBook experience that is viewed by chapter versus a specific highlighted presentation. There is no post-remediation quiz generated for proctored assessments.

*Note – CBC Assessments have a version of Focused Review that does not include a post-remediation quiz. CBC Assessment data is not currently available in Pulse.

Implementation Strategies

Encouraging students to do their best work while taking practice and proctored assessments will enable true reflection of the student's content mastery. Faculty may consider administering practice assessments in a monitored environment.

Implement practice assessments with rationales turned off, so students can create their individual Focused Review as a study guide. Once the review is completed (if time allows), encourage students to retake another version of the practice assessment with rationales turned on.

Allow ample time between retakes so students have an opportunity to create a robust Focused Review that can be used as a study guide for the course, the ATI Comprehensive Predictor, and the NCLEX.

Administer proctored assessments to students 1 to 2 weeks before a course final to allow ample time to create the personalized Focused Review. This applies to preparation for the course final, ATI Comprehensive Predictor, and as an NCLEX study guide.

Implement a student success binder, which helps students understand their content knowledge gaps for easy review. The binder can include a student signed school policy, a current transcript, the Focused Review, and supplemental materials (ATI Active Learning Templates, journal entries).

To earn points identified in the ATI Student Assessment and Review policy for each practice assessment, students should complete the remediation provided following the first attempt at each practice assessment. Once completed, students should take the post-remediation quiz (if available) and complete the follow-up remediation.

Administer the first practice assessment as a group activity or collaborative assessment that includes group remediation with faculty guidance. The second practice assessment is then administered on an individual basis in a monitored environment, with students completing individual remediation.

CMS AND CBC GRADING RUBRIC

(Use a combination of the practice and proctored assessments to achieve 10% of the course grade.
This sample assumes a 100-point course.)

PRACTICE ASSESSMENT			
4 points			
<p style="text-align: center;">Complete Practice Assessment A.</p> <p style="text-align: center;"><i>Remediation:</i></p> <ul style="list-style-type: none"> • Minimum 1-hour Focused Review on initial attempt • For each topic missed, complete an active learning template as part of the required remediation process.* <p style="text-align: center;">Take Post Study Quiz (if available)** and complete an active learning template for each topic missed.</p>	<p style="text-align: center;">Complete Practice Assessment B.</p> <p style="text-align: center;"><i>Remediation:</i></p> <ul style="list-style-type: none"> • Minimum 1-hour Focused Review on initial attempt • For each topic missed, complete an active learning template as part of the required remediation process.* <p style="text-align: center;">Take Post Study Quiz (if available)** and complete an active learning template for each topic missed.</p>		
STANDARDIZED PROCTORED ASSESSMENT			
Level 3 = 4 points	Level 2 = 3 points	Level 1 = 1 point	Below Level 1 = 0 points
<p style="text-align: center;">Remediation = 2 points:</p> <ul style="list-style-type: none"> • Minimum 1-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.* 	<p style="text-align: center;">Remediation = 2 points:</p> <ul style="list-style-type: none"> • Minimum 2-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.* 	<p style="text-align: center;">Remediation = 2 points:</p> <ul style="list-style-type: none"> • Minimum 3-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.* 	<p style="text-align: center;">Remediation = 2 points:</p> <ul style="list-style-type: none"> • Minimum 4-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.*
10/10 points	9/10 points	7/10 points	6/10 points
Proctored Assessment Retake***			
No retake required	No retake required	Retake required/recommended	Retake required/recommended

* Handwritten ALTs are preferred.

** Post-study quiz questions may be provided to a student based on specific student knowledge gaps. (Major Content Areas 75% or less. 0 to 50 items possible for additional remediation). If no quiz is generated, faculty may choose one of the alternative remediations methods listed on page 5.

*** If the program requires a retake of a Proctored Assessment and a student meets the program benchmark on the retake, that student can earn an additional percentage point (for example, a Level 1 student can now earn 8 points).

PRACTICE ASSESSMENTS - ALTERNATIVE STRATEGIES FOR REMEDIATION

Score 0 to ____ : Student identifies the lowest three NCLEX content areas from their CMS assessment and completes all ALTs recommended for these three lowest areas. Minimum of ____ Active Learning Templates chosen from lowest scoring areas of the individual Focused Review and Completion of Post Remediation Quiz.

Score ____ to ____ : Minimum of ____ Active Learning Templates chosen from lowest scoring areas of the Focused Review and student-generated 25-question Learning Systems Quiz based on content area.

Score ____ to 100: Minimum of ____ Active Learning Templates chosen from lowest scoring areas of the cohort report and student-generated 25-question Learning Systems Quiz based on content area.

ALTERNATIVES FOR ACTIVE LEARNING TEMPLATES

1. Create and complete ____-question quiz within Learning Systems. Students will choose questions that relate to topics missed and/or any Client Need Category scoring below ____%.
2. Allow students to complete a Basic Concept Active Learning Template for each topic missed. Students must include a minimum of ____ important points for each topic missed.
3. Complete activities listed for assessment on ATI Pulse and submit score report for each activity.

COMPREHENSIVE PREDICTOR GRADING RUBRIC

(Using a combination of the practice and proctored assessments to achieve 10% of the course grade.
This sample assumes a course worth 100 points.)

PRACTICE ASSESSMENT			
4 points			
<p>Complete Practice Assessment A.</p> <p>Remediation:</p> <ul style="list-style-type: none"> • Minimum 1-hour Focused Review on initial attempt <p>• For each topic missed, complete an active learning template as part of the required remediation process.*</p> <p>Take Post Study Quiz (if available)** and complete an active learning template for each topic missed.</p>		<p>Complete Practice Assessment B.</p> <p>Remediation:</p> <ul style="list-style-type: none"> • Minimum 1-hour Focused Review on initial attempt <p>• For each topic missed, complete an active learning template as part of the required remediation process.*</p> <p>Take Post Study Quiz (if available)** and complete an active learning template for each topic missed.</p>	
STANDARDIZED PROCTORED ASSESSMENT			
95% or above Passing predictability = 4 points	90% or above Passing predictability = 3 points	85% or above Passing predictability = 1 point	84% or below Passing predictability = 0 points
<p>Remediation = 2 points:</p> <ul style="list-style-type: none"> • Minimum 1-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.* 	<p>Remediation = 2 points:</p> <ul style="list-style-type: none"> • Minimum 2-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.* 	<p>Remediation = 2 points:</p> <ul style="list-style-type: none"> • Minimum 3-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.* 	<p>Remediation = 2 points:</p> <ul style="list-style-type: none"> • Minimum 4-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.*
10/10 points	9/10 points	7/10 points	6/10 points
Proctored Assessment Retake***			
No retake required	No retake required	Retake required/recommended	Retake required/recommended

* Handwritten ALTs are preferred.

** Post-study quiz questions may be provided to a student based on specific student knowledge gaps. (Major Content Areas 75% or less. 0 to 50 items possible for additional remediation). If no quiz is generated, faculty may choose one of the alternative remediations methods listed on page 5.

*** If the program requires a retake of a Proctored Assessment and a student meets the program benchmark on the retake, that student can earn an additional percentage point (for example, a Level 1 student can now earn 8 points).

Student Acknowledgement

ATI suggests the use of a Student Acknowledgment, such as:

STUDENT ACKNOWLEDGEMENT

Initial all and sign below:

____ I have received a copy of and have read and understand [Institution's name] ATI Assessment and Review Policy

____ I understand that it is my responsibility to utilize all the review modules, tutorials, and online resources available from ATI, as designated by [Institution].

Student printed name

Date

Student signature