

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

Revised: 7/10/20

Rules 214.9(a)(2) and 215.9(a)(2) state that the program of study shall be planned, implemented, and evaluated by the faculty. Rules 214.9(h) and 215.9(h) requires that faculty shall develop and implement evaluation methods and tools to measure progression of students' cognitive, affective, and psychomotor achievements in course and clinical objectives.

TESTS AND EXAMINATIONS:

In order to assure that tests and exams measure the knowledge retained from the didactic content and that the test items are statistically effective questions, it is recommended that the faculty:

USE A TEST BLUEPRINT: A test blueprint is a plan for a written test that is based upon content included in the unit objectives and the amount of class time devoted to each content area. The plan might include steps in the nursing process, client needs categories, the clinical judgment measurement model, or questions related to cognitive, affective, or psychomotor activities.

CARRY OUT ITEM ANALYSIS: 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/rewritten.

GRADING WRITTEN ASSIGNMENTS AND WRITTEN WORK:

Students should be provided the grading criteria for every assignment and clear information providing instruction to successfully meet the assignment requirements.

INTERRATER RELIABILITY:

Evaluation of student work by different faculty should demonstrate consistency among 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. It is important to evaluate the progression of students' work and growth in their knowledge base and competencies across the curriculum.

EVALUATING STUDENTS' CLINICAL PERFORMANCE AND COMPETENCY IN SKILLS AND SIMULATION LABS:

Rules 214.10(f) and 215.10(f) state 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 course in the curriculum.

CLEARLY WRITTEN OBJECTIVES FOR SKILLS AND SIMULATION LABS:

Students should be provided with clear information regarding what must be accomplished or included in order to successfully meet clinical objectives/outcomes or demonstrate skills competencies, 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 IN CLINICAL PERFORMANCE:

There are some specific clinical behaviors identified in the clinical objectives that are critical to successful completion of the learning experiences and passing the course. Critical behaviors would likely include such things as: safe administration of medications, reporting changes in client condition, maintaining client confidentiality, and using a systematic approach in 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 IN CLINICAL EVALUATION:

Evaluation of student performance by different nursing faculty should demonstrate consistency among evaluators in clinical evaluation and skills/simulation lab competency.

GRADING POLICIES:

Grading policies for didactic courses including specific points for tests and exams, written work, class participation, and other projects should be provided in the course syllabus and in the Student Handbook. Grading policies for skills labs, simulation labs, and clinical practice with actual patients should be included in syllabi for clinical courses and should be consistent with the evaluation methods for clinical objectives in the clinical evaluation tools.

Grading policies should be consistently followed for all students. Changes in grading policies should follow the process described in the program policies.

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