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Assessment 2 Instructions: Criteria and Rubric Development

Create a 1-2 page assessment description that includes the rationale for the chosen assessment strategy (Part One) and the related grading rubric (Part Two).

Introduction

Nurse educators need to be able to develop strategies within a course to verify that learners are successfully attaining competency with the material. While Assessment is sometimes used interchangeably with evaluation, there are differences. Nursing education requires a process of formally and objectively documenting that the student has successfully attained the knowledge, skills, attitudes, or beliefs to meet the course objectives and competencies. Rubrics are used in education to create a standardized way of evaluating performance.

Learning is considered a process and not just an event. In order to objectively measure learning, assessments and evaluations should be based on one or more of three domains: cognitive, psychomotor, and affective. Learning activities and evaluations should focus on one or more of these domains:

- The **cognitive** domain deals with scholarly activities such as critical thinking, decision-making, and rational thought.
- The **psychomotor** domain is part of learning physical skills, such as placing an intravenous catheter or performing a sterile technique.
- The **affective** domain deals with attitudes, feelings, beliefs, and opinions, such as those related to health care.

Preparation

As you prepare to complete this assessment, you may want to think about other related issues to deepen your understanding or broaden your viewpoint. You are encouraged to consider the questions below and discuss them with a fellow learner, a work associate, an interested friend, or a member of your professional community. Note that these questions are for your own development and exploration and do not need to be completed or submitted as part of your assessment.

- Which classroom assessment techniques (CATs) can be applied to the clinical and classroom setting?
- How can the use of CAT in nursing education develop a deeper level of learning for the learner?
- What are examples of the psychomotor domain?
- What are examples of cognitive domain?
- What are examples of the affective domain?
- What are the key components of a rubric?

- How can a nurse educator use a rubric for evaluating the learning outcomes of a course?
- What are the advantages and disadvantages of using rubrics in nursing education?

Select an assessment strategy for your learning objectives from Assessment 1. (Refer to feedback you received for Assessment 1.) What assignment would you give your learners, and how are you going to assess their performance?

- Select one or more of your stated learning objectives and identify the specific domains (cognitive, psychomotor, or affective) that could be used to assess a learner's demonstration of proficiency. While one assessment may not address all three domains, all three should be included in a course.
 - If the learning objective assesses the cognitive domain, what assessment tool would you use?
 - If the learning objective assesses the psychomotor domain, how will you test for proficiency?
 - If the learning objective assesses the affective domain, how will you know if the learner is proficient?
- Consider the various processes that can be used for determining the validity and reliability of an assessment. It is more than just using the assessment tool, and there are several different mechanisms.
 - Think about how we validate information—with faculty and student surveys, peer review, a pilot grades/student progression, or anecdotal comments. For written exams, consider test item and content analysis.
- Discuss development and administration of the exam or assessment tool.
- Determine how grading expectations can be communicated to learners. It is important for learners to know what skills, knowledge, or attitudes are needed to be successful. Instructions must be clearly stated (and in more than one form).
 - Think in terms of how to explain the grading rubric, or a specific faculty expectation message from instructor to learner. Is this information in the syllabus, test blueprint, or course outline? This will help you create a description of the assessment.

To learn more about APA style and formatting, and to view a sample paper in APA format, go to the Capella Writing Center's [Evidence and APA](#) page.

Part One – Assessment Description and Rationale

The real-world deliverable is a single document intended to be given to your work supervisor. The purpose of this document is to achieve two things:

- An assessment description summarizes the big picture of the assessment and describes how a learner's performance of the learning outcomes will be evaluated.
- The rationale provides evidence-based support for your chosen assessment strategy.

You must complete the following in Part One:

- Write a brief description of the assessment.
- Describe the type of assessment tool that will be used to assess the learning objectives.
- Identify the domains of learning the tool will evaluate.
- Support your assessment strategy with an explanation of the processes that could be used to determine the validity and reliability of the assessment strategies chosen.

Part Two – Create a Grading Rubric

Create a grading rubric for your new assessment using a table format. Refer to the Rubric Template [DOCX]

Create a grading rubric for your new assessment using a table format. Refer to the [Rubric Template \(DOCX\)](#).

Your rubric should clearly assess the learning objectives and have distinct levels of performance. For example, the scoring guides in your Capella assessments use the following performance levels. Although these will more often be used in a digital format, for the assessment, include the name of the course, the learner, faculty, and date.

- Non-performance.
- Basic.
- Proficient.
- Distinguished.

Note: Titles for performance levels can be whatever you deem appropriate to your specific learning environment. The four levels mentioned above are examples of possible performance-level language. You may use whatever terms fit the best in your setting.

Additional Requirements

Follow the formatting and style guidelines in [Evidence and APA](#). In addition, your assessment should meet the following requirements:

- **APA format:** Use correct APA style and formatting, paying particular attention to citations and references.
- **References:** Include peer-reviewed scholarly resources from the last 5 years. If using websites, avoid advertisements.
- **Length:** Assessment description and rationale should 1–2 double-spaced pages (not including cover page and reference list). Include grading rubric table in the same document and include the name of the course, faculty, learner, and date.
- **Font and font size:** Any approved APA fonts, 12 point.

Competencies Measured

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies and scoring guide criteria:

- Competency 1: Apply principles of assessment and evaluation for use in nursing education programs.
 - Describe processes that can be used for determining the validity and reliability of an exam, assessment, or tool.
- Competency 2: Apply a variety of strategies to assess learning in the cognitive, psychomotor, and affective domains.
 - Assess learning in the three domains of learning (cognitive, psychomotor, and affective).
- Competency 3: Engage in the development of teaching strategies, assessments, and evaluation tools for diverse learner needs.
 - Provide a brief description of an assessment that will be used to evaluate specific learning outcomes.
 - Explain the steps in assembling and administering tests for specific learning outcomes.
 - Create performance-level criteria that are distinct and progress in a clear and logical order.
 - Determine how grading expectations should be communicated to learners.
- Competency 6: Communicate as a practitioner-scholar, consistent with the expectations for a health care professional.
 - Convey purpose of the assessment in an appropriate tone and style, incorporating supporting

evidence using APA style citations and references, and adhering to organizational, professional, and scholarly communication standards.



SCORING GUIDE

Use the scoring guide to understand how your assessment will be evaluated.

[VIEW SCORING GUIDE](#) 