

NURS-FPX6111 Assessment 2: Criteria and Rubric Development

Student Name

Program Name or Degree Name (e.g., Bachelor of Science in Psychology), University

COURSE XXX: Title of Course

Instructor Name

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Criteria and Rubric Development

Assessments play a crucial role in the educational journey, providing a comprehensive understanding of students' grasp of the subject matter and their ability to apply learned concepts in practical scenarios. In the context of the "Advanced Nursing Informatics" course, a diverse array of assessment strategies has been meticulously designed to ensure that students not only absorb the theoretical foundations of nursing informatics but also develop the practical skills needed to excel in this evolving field.

Description of Assessment

The assessment strategies employed in the "Advanced Nursing Informatics" course are thoughtfully designed to assess the six defined learning objectives comprehensively. These strategies encompass both formative and summative assessments, allowing students to receive continuous feedback and opportunities for growth (Schildkamp et al., 2020). Each assessment is carefully crafted to mirror real-world scenarios, ensuring the skills acquired are directly transferable to nursing practice.

Assessment Tool

One of the assessment tools that will be used in the course is the "Case Study Analysis." This tool provides a dynamic platform for students to apply their knowledge of nursing informatics principles to complex, real-world healthcare scenarios (Pastore & Andrade, 2019). Each case study presents a multifaceted challenge that requires students to leverage informatics solutions to devise innovative strategies for patient care and decision-making.

Domains of Learning Evaluated

The "Case Study Analysis" assessment tool evaluates multiple domains of learning, encompassing cognitive, affective, and psychomotor domains. The cognitive domain is

addressed as students analyze the case, identifying fundamental informatics principles and devising appropriate solutions. The affective domain is engaged as students grapple with ethical considerations, demonstrating their capacity to integrate ethical standards when managing health information. Lastly, the psychomotor domain is evaluated as students translate theoretical knowledge into practical solutions, showcasing their ability to implement informatics solutions effectively.

Validity and Reliability of Assessment Strategies

Ensuring the validity and reliability of assessment strategies is paramount to guarantee accurate and meaningful evaluations. A comprehensive validation and reliability process can be employed to support the chosen assessment strategies.

Validity

Validity refers to the extent to which an assessment tool measures what it intends to measure. For the "Case Study Analysis" assessment tool, several steps can be taken to establish validity:

1. **Alignment with Learning Objectives:** The case studies should be carefully designed to align with the defined learning objectives. Each case should present challenges that directly mirror the skills and knowledge students are expected to acquire.
2. **Expert Review:** Engaging subject matter experts in nursing informatics can provide invaluable insights into the validity of the case studies. Experts can assess whether the presented scenarios are realistic and reflective of actual nursing informatics challenges.
3. **Pilot Testing:** Conducting pilot tests with a small group of students can help identify any ambiguities or inconsistencies in the assessment tool. Feedback from pilot testing can be used to refine the case studies and ensure their validity.

Reliability

Reliability refers to the consistency and stability of assessment results over time. To enhance the reliability of the assessment strategies, the following steps can be taken:

1. **Clear Rubrics:** Providing clear and well-defined rubrics for evaluating the case study analyses ensures that different instructors arrive at similar conclusions when assessing students' work.
2. **Training for Evaluators:** Instructors responsible for evaluating the case studies should undergo training to consistently and impartially apply the rubrics.
3. **Moderation and Consensus:** Incorporating a moderation process where multiple instructors review and discuss a subset of case studies can help identify and address any discrepancies in evaluation. This process can lead to consensus and enhance the reliability of assessment outcomes.

Effective Communication of Grading Expectations to Learners

Grading expectations should be communicated to learners in a clear and comprehensive manner. This can be achieved through the distribution of a well-structured course syllabus that outlines the grading criteria, assignment weights, and assessment breakdown. Additionally, instructors should hold an initial orientation or session to explain the grading system, highlighting the significance of each performance level (Granberg et al., 2021). Providing rubrics for assignments and assessments ensures transparency by detailing specific criteria for evaluation. Regularly discussing grading criteria during classes or through digital platforms fosters continuous understanding. Encouraging questions and offering clarification opportunities establishes an open channel for learners to seek guidance on grading expectations. By combining

these methods, instructors can ensure learners are fully informed about how their performance will be assessed, promoting a more focused and engaged learning experience.

Conclusion

The assessment strategies in the "Advanced Nursing Informatics" course are carefully designed to evaluate a range of learning objectives. The "Case Study Analysis" assessment tool, in particular, offers a robust platform for students to apply their knowledge and skills in real-world scenarios. Validity is ensured through alignment with learning objectives, expert review, and pilot testing, while reliability is enhanced through clear rubrics, evaluator training, and moderation processes. By employing these validation and reliability measures, the course aims to provide a robust assessment framework that accurately evaluates students' abilities and prepares them to excel in the dynamic field of nursing informatics.

C#	Criteria	Non-Performance	Basic	Proficient	Distinguished
C1	Did the student adequately address core nursing informatics concepts in their responses?	The student demonstrated a complete lack of understanding of nursing informatics principles.	The student displayed a basic understanding of nursing informatics concepts but with limited depth.	The student demonstrated a solid grasp of nursing informatics principles and their relevance to healthcare.	The student showcased an exceptional mastery of nursing informatics concepts and their practical applications.
C2	Were the explanations provided by the student relevant to the course's learning objectives and content?	The responses were grossly misaligned with the learning objectives and the context of nursing informatics.	The responses were partially aligned with the learning objectives but lacked comprehensive application.	The responses were well-structured and consistently aligned with the learning objectives and the course content.	The responses were insightful and seamlessly aligned with the learning objectives and the course's vision.

C#	Criteria	Non-Performance	Basic	Proficient	Distinguished
C3	Did the student demonstrate an understanding of essential healthcare informatics principles?	The student failed to recognize or address any essential concepts or components of nursing informatics.	The student provided some examples of how nursing informatics can impact patient care but with minimal elaboration.	The student offered detailed examples of how nursing informatics can transform patient care, research, and leadership.	The student provided innovative and creative examples of how informatics can revolutionize patient care and research.
C4	Were the arguments presented by the student connected to key nursing informatics concepts?	The arguments or explanations provided were inconsistent or factually incorrect in relation to nursing informatics.	The arguments presented were logically structured, but occasional gaps in the flow of ideas were evident.	The arguments were logically structured, building a coherent narrative around the role of informatics in healthcare.	The arguments were presented with impeccable logical structure, demonstrating a deep understanding of the topic.

C#	Criteria	Non-Performance	Basic	Proficient	Distinguished
C5	Did the student omit important details regarding the role of informatics in healthcare and nursing practice?	The student did not attempt to integrate ethical considerations or technological advancements in healthcare.	The student briefly mentioned ethical considerations and technology integration without thoroughly exploring their significance.	The student effectively integrated ethical considerations and advanced technologies in their explanations.	The student seamlessly integrated ethical considerations and technological advancements, showcasing an advanced understanding of their impact on nursing practice, research, and leadership.

References

Granberg, C., Palm, T., & Palmberg, B. (2021). A case study of formative assessment practice and the effects on students' self-regulated learning. *Studies in Educational Evaluation*, 68, 100955. <https://doi.org/10.1016/j.stueduc.2020.100955>

Pastore, S., & Andrade, H. L. (2019). Teacher assessment literacy: A three-dimensional model. *Teaching and Teacher Education*, 84, 128-138. <https://doi.org/10.1016/j.tate.2019.05.003>

Schildkamp, K., van der Kleij, F. M., Heitink, M. C., Kippers, W. B., & Veldkamp, B. P. (2020). Formative assessment: A systematic review of critical teacher prerequisites for classroom practice. *International Journal of Educational Research*, 103, 101602. <https://doi.org/10.1016/j.ijer.2020.101602>

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