Summative and Formative Assessment

Adrienne Small, DNS, FNP-C, CNL
Duke University School of Nursing

Objectives

Participants will be able to:
- Define formative assessment for clinical learning
- Define summative assessment for clinical learning
- Apply formative and summative strategies to personal nursing education practice.

Clinical Education
- EOC Clinical Instructors (CIN)
- Skills lab faculty
Student Evaluation and Feedback

- Professional standards
- Program objectives
- Course-level objectives
- Weekly objectives
- Demonstrate competencies

Be familiar with professional competencies!

American Association of Colleges of Nursing

- Essentials of Baccalaureate Education for Professional Nursing
- Essentials of Master's Education in Nursing
- DNP (Doctor of Nursing Practice) Essentials

http://www.aacnnursing.org/Education/Resources/AACN-Essentials

Know the nursing program's goals

Duke Nursing www.duenursing.org

Duke Health
Keep weekly/experience-specific objectives in mind

Know the course objectives - Read the syllabus!

Types of Feedback/Evaluation

Formative  ❙  Summative
Formative Evaluation

- VERY GOOD
- GOOD
- AVERAGE
- POOR

3 Questions
- Where am I going?
- Where am I now?
- How do I get from here to there?

Methods of Formative Assessment
- Thumbs up/thumbs down
- Observation
- Student/Teacher conferences
- Pre/Post-tests
- Discussion
- Peer/Self-Assessments
- Questioning
- Assignments*
- Collaborative response systems (pre-polling feature online)
Socratic Questioning

- Getting students to clarify their thinking and explore the logic of their thinking
  - e.g., "Why do you say that?", Could you explain further?
  - Challenging students about assumptions
    - e.g., "Is this always the case?", "Why do you think that this assumption holds true?"
- Providing evidence as a basis for arguments
  - e.g., "Why do we say that?", "Is there reason to doubt this evidence?"
  - Discovering alternative explanations and perspectives and mediating between perspectives
    - e.g., "What is the counter-argument?", "Can you think of another point?"
- Questioning implications and assumptions
  - e.g., "If it happened, what else would result?", "What else, then?"
- Questioning the question
  - e.g., "Why do you think that I asked that question?", "Why was that question important?", "What do you imagine would be the next step?"

Questioning

Stimulate critical thinking by asking:
- "What if...?"
- "What else...?"
- "What then...?"

Discussion

Come up with 3 questions you can use to assess your students' clinical preparation during your next clinical day
Observation

- Level of preparation for clinical
- Clinical visits
- Post-conferences
- Performance records and measures

* Make sure you catch students doing something right

* Have a reliable method for remembering what you see

Summative Evaluation

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Summative Assessment

- Collection of data about the learner over a period of time
- Uses multiple measures of achievement
- May be the culmination of weekly/experience-specific objectives

Tools for Summative Evaluation

- Anecdotal notes
- Clinical evaluation tools
- Written work
- Written exams
- Practical exams
- OSCEs

Daily Evaluations (Anecdotals)

Provide feedback

Establish goals

Written documentation of clinical performance: patient care and care-related exercises and assignments
Observation should focus on clinical objectives:

- Know what to look for
- Observations should be recorded so that you are able to give students clear examples
- Know the difference between a pattern and an isolated incident
- Instructor's biases and values
- Staff or preceptor feedback
- Simulations: feedback from lab faculty or SPs

Discussion

What methods do you use to record your anecdotal notes about your students in the clinical area?
(e.g. written notes, tablet, etc.)

Clinical Evaluation Tools

Objective assessment of clinical abilities and professionalism

Can be formative (e.g. Midterm eval) or summative (e.g. Final eval)
- Specific to programs/program outcomes
- Evaluate competencies and behaviors
- Include student self-eval and faculty eval
- Increased complexity and autonomy are expected as students progress
Evaluate students for:
- Safety
- Knowledge of concepts
- ERP
- Nursing process
- Psychomotor skills
- Communication skills
- Cultural competence

Clinical Evaluation Tools should be reviewed annually:
- Ease of use
- Variety
- Relevance to the course
- Reflect evidence-based practice

Common problems with clinical evaluation tools:
- Lack of inter-rater reliability
- Not relevant for all clinical practice settings
- Too long, too many competencies
How to improve clinical evaluation tools:

1. Re-examine the meaning of each competency
2. Figure out how to assess each competency
3. Know what a pass or a fail "looks like"
4. Consider recording a performance and asking multiple instructors to assess it using the rating scales

Using summative evals for Pass/Fail

- Include a remediation plan
- Have clear policies on what constitutes pass/fail: "A failure in the clinical component of this course results in a failure of this course"
- Summative evaluation should discuss:
  - Strengths/weaknesses
  - Recommendations for areas of future growth or professional development (use these to inform your letter of recommendation)
Rubrics

- Assign points values to each component
- Allow consistency
- Decreases bias
- Also scores: grammar, spelling, clarity, formatting, references, organization...

Improving rubrics:

- Compare notes with other instructors who use the same rubric
- Search for rubrics from similar courses
- Pay attention to any vague areas in the rubric
- Does the rubric differentiate between a good assignment and a great one?
- Ease of use
- Can the rubric be embedded in the Learning Management System (Sakai, Blackboard, Moodle, etc.)?
- Are the criteria consistent with the students' level of development?

End of Clinical Evaluations (Summative)

- Final evaluations from clinical instructor
- Preceptor evaluation
- Self evaluations, journals, blogs
- Increasingly complex experiences
- Predictor exams
- Learner project (capstone)
- Simulation
Summing it all up

Formative evaluation:
• Evaluation FOR teaching
• Instruction is adjusted based on the results

• Summative evaluation: Evaluation OF teaching