



Student Progress




+1.954.429.8889



learn.examsoft.com

Agenda

- 
- ✓ Who we are & our philosophy
 - ✓ Paradigm Shift
 - ✓ Got it...how we can help...
 - Item bank & tag
 - Blueprint & build an exam
 - Take the exam
 - Mark & track outcomes

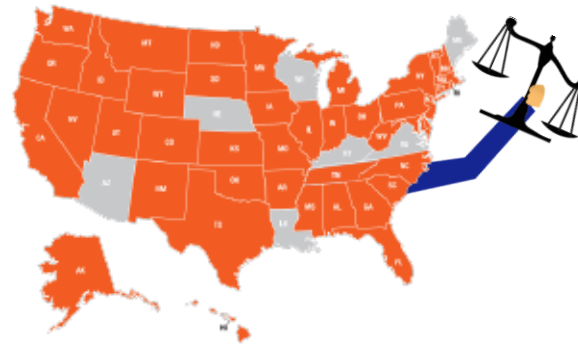
Our Foundation and Shared Mission

Large Client-Base



Trusted Platform

43/50 - State Bar Exams



Health Science

350+ Health
Science Clients



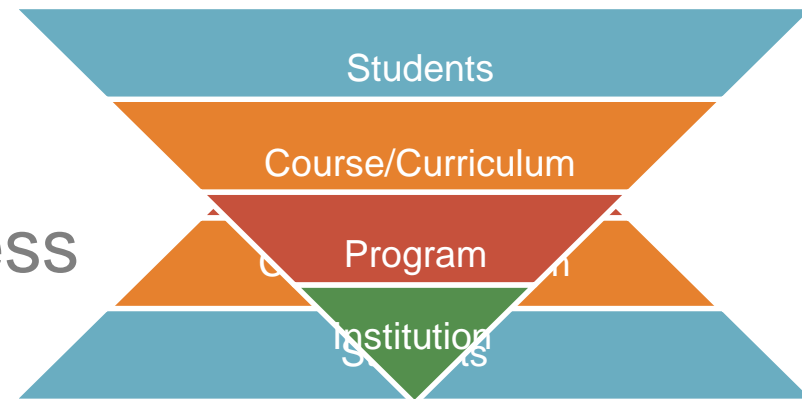
Refined Platform

- ✓ 16 years
- ✓ Millions of exams
- ✓ 99% renewal rate

ExamSoft's Philosophy

Unlock the power of exams to improve learning outcomes

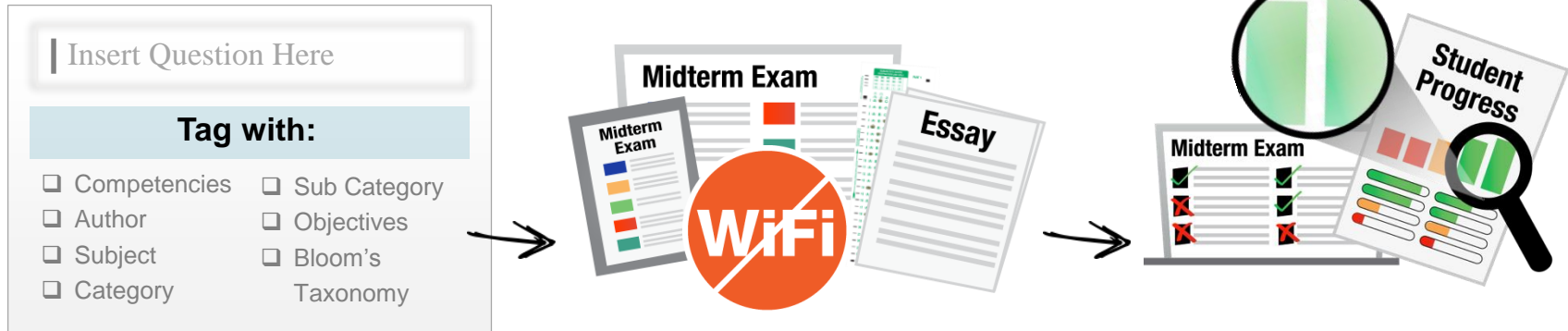
- #1 Philosophy: Improve Learning Outcomes
- 100% Focus is on Assessment
- Designed by Academic Institutions
- Easy to use, yet feature rich
- Support our clients to ensure success
- “Assessment Mapping”
- Feedback is the key to success





The ExamSoft Suite

Bank. Deliver. Report.



1. Bank Items

- Cloud-Based/Hosted
- Type, Copy/Paste, Import
- Unlimited item tagging
- Item & exam history
- Rubrics (OSCE's, presentations, assignments, etc.)
- Simple exam authoring & blueprint

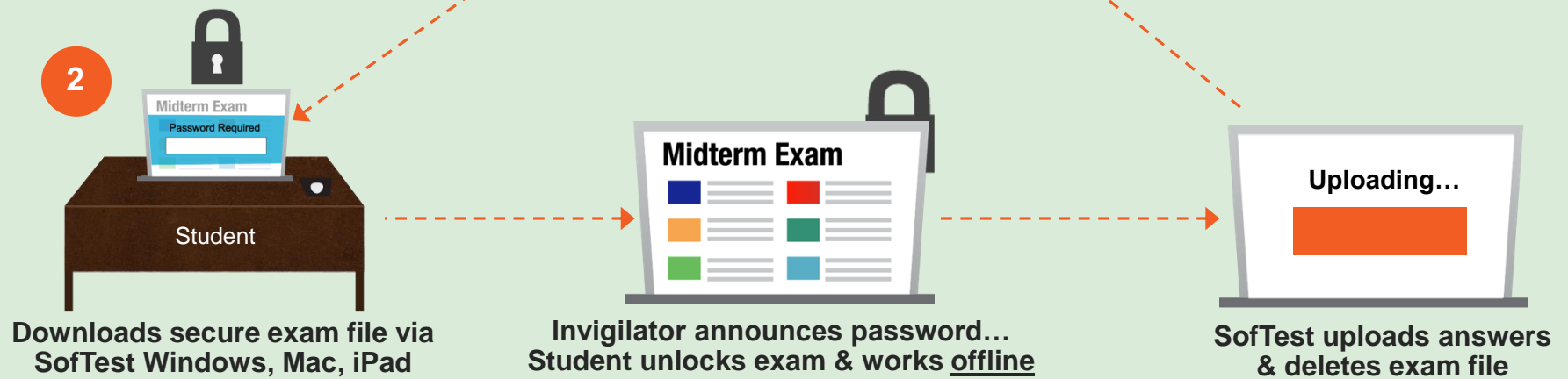
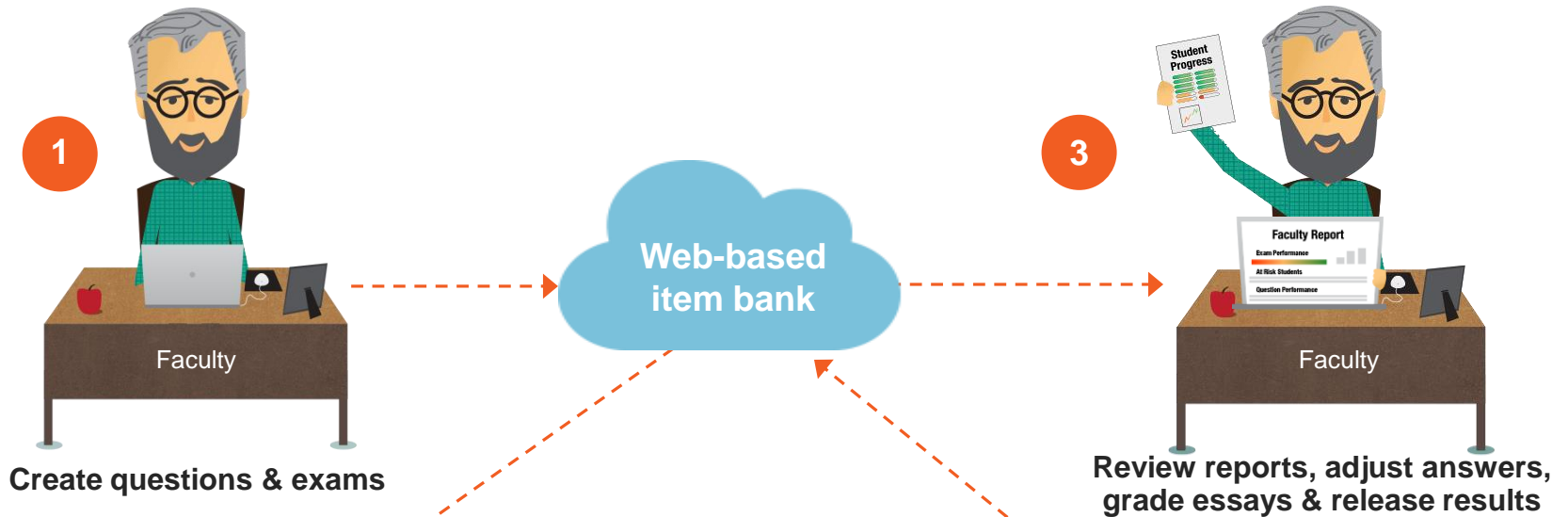
2. Deliver

- SofTest Win, Mac & iPad
- Unparalleled security
- Test anywhere, no Internet required to take exam
- Auto-updates
- Test via Scantron® optionally

3. Report

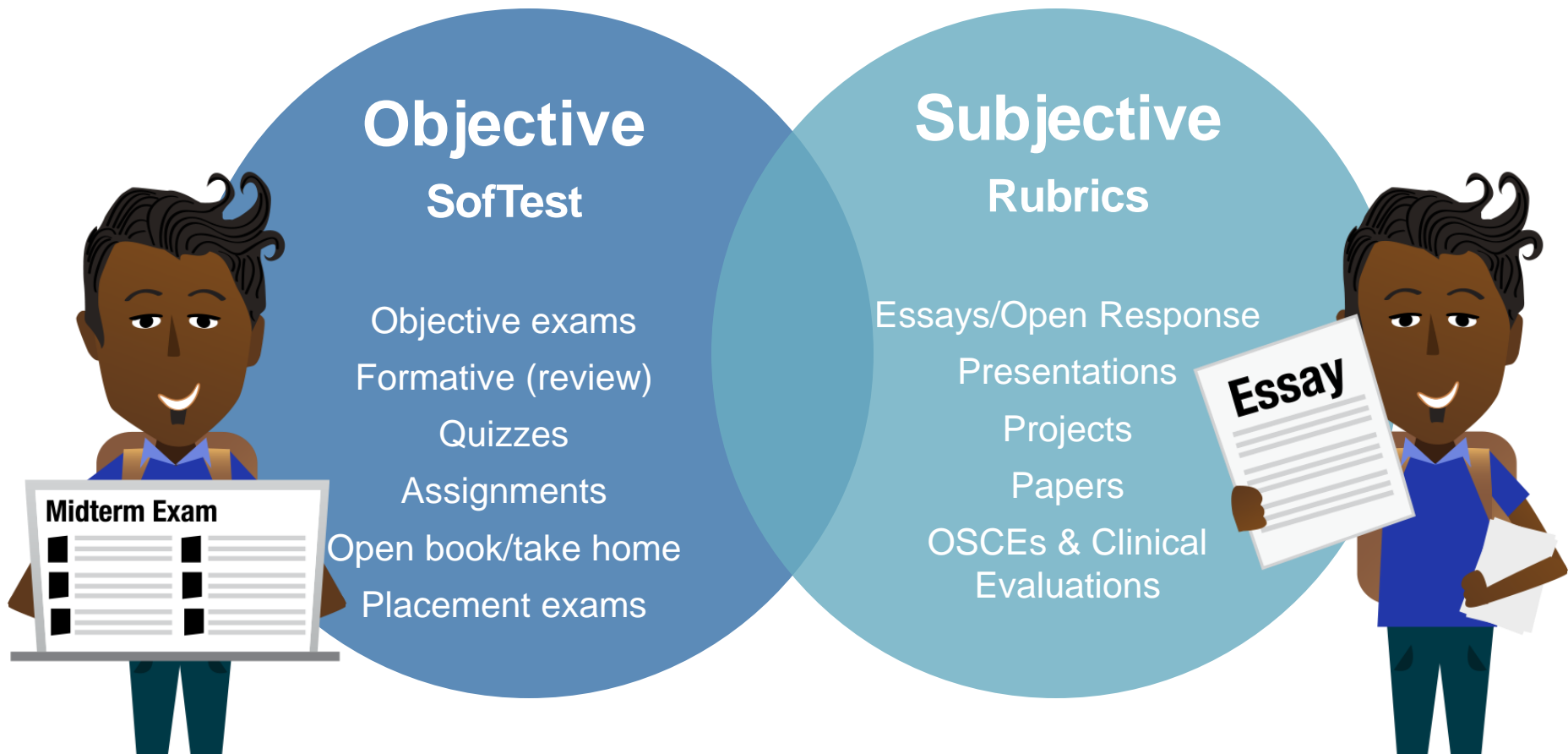
- Instantly mark objective exams
- Review detailed item analysis, change answer key, remark
- Aggregate and measure learning outcomes
- Provide detailed student feedback
- Longitudinal Reporting


How it Works



Assessment: A comprehensive approach

Learning outcomes can now be measured and tracked across all major assessment types





Let's see how the software works!

Faculty and Staff

Item Banking & Exam Authoring/Distribution

ExamSoft Portal

The screenshot displays the ExamSoft Portal interface. At the top, a navigation bar includes the ExamSoft logo and menu items: Questions, Rubrics, Assessments, Categories, Reports, Exam Takers, and Admin. The user 'Gad, Jason' is logged in, indicated by a gear icon and a graduation cap icon.

Callouts highlight the following features:

- Intuitive design...** points to the 'ExamSoft University' section.
- ...library of videos, reference guides, best practices...** points to the 'Videos' tab and the list of resources.
- ...hover over tips...** points to a search bar.
- Admins have the coolest gadgets: Review account details, manage your courses, student portal, notices, system emails, User accounts (faculty) and PrintX. Click your name next to the left of the graduation cap to set your personal preferences.** points to the user profile area.

The 'ExamSoft University' section features a 'Create Categories' button and a list of resources:

Title	Description	Video	QRG
Category Reports	Category Reports	Video	
Exam Taker Management	How to manage your Exam Takers	Video	
Implementing Categories	How to use Categories	Video	
Creating a New Assessment	How to create a new Assessment	Video	
Global Settings & Preferences	How to create your new CHP and edit templates & disclaimers	Video	
Introduction to Reports	Overview of Assessment Reports	Video	
Editing an Assessment	How to edit posted assessments, duplicate, repost, or retire an assessment	Video	
Summary Reports	End of Exam Faculty Report	Video	
Exam Taker Management	Learn how to manage all of your exam taker information.		QRG
Course Management	Entering and managing courses		QRG

Additional callouts include:

- Assessment** points to the 'Assessments' section.
- Community** points to the 'Community' section.

The bottom of the page features a 'Close' button and contact information: @examsoft.com or (888) 792-3926.

Organize, search, & secure questions

The screenshot shows the ExamSoft 'Questions' page. At the top, there's a navigation bar with 'Questions', 'Rubrics', 'Assessments', 'Categories', 'Reports', 'Exam Takers', and 'Admin'. Below this, there are tabs for 'Questions by Folder' and 'Questions by Category'. The 'Advanced Search' panel is open, showing fields for Keywords, Creator, Category, Folder, Attachment, and Status. A table of questions is visible in the background, with columns for Title, Number of Exam Takers, Last Editor, and Actions. A red box highlights a specific question entry in the table.

Powerful search

- Customize your view:
 - Time on question
 - Point biserial
 - 20+ column options

Advanced Search

Keywords: Question ID, Title, Stem or Answers

Creator: All

Attachment:

Category: Select Categories

Status: Approved Only

Folder: Select Folders

Several Item Types:

- MCQ & Multi-MCQ
- T/F
- FIB
- Matching
- Essay/Short Ans.

Import from:

- Word (RTF)
- Excel (tab-delim)

Flexible organization

- Academic Year
- Course/Block
- Department
- Topic/Subject
- Instructor

Security

- User level access control

Easy question creation/editing

Enter items by typing, copy/paste, Word & Excel import

ExamSoft

Questions Rubrics Assessments Categories Reports Exam Takers Admin

Home > Questions > Table Experiments > test

test

ID: 377 Rev 1; Creator: Gad, Jason

Title: Brain Tumor

Folder: Change Folder * Behavioral Sciences

Group: Case Vignette #37: 17yo Brain Tumor

Status: DRAFT

Assigned Categories

Group items on randomized exams...

Rich text editing:
"what you see,
is what you (and students) get"

Category Attributes:

- Unlimited Categories
- Unlimited Tree Levels
- Unlimited Linking
- Grant Read-Only Access to Faculty

Easy Question Creation/Editing

Enter items by typing, copy/paste, Word & Excel import

ExamSoft

Questions

Rubrics

Assessments

Categories

Reports

Exam Takers

Admin

Gad, Jason



Home > Questions > Table Experiments > test

test

ID: 377 Rev 1: Creator: Gad, Jason

Title:

Folder: [Change Folder *](#)

[Biochemistry](#)

Group:

Status: DRAFT

Categories

[Add Category](#)

Options

Weight: 1.0

Multiple Answers:

☐ Partial Credit

☒ Randomize Choices

Attachments

Rationale

Type explanations for your students here and share in 3 ways post-exam.

Internal Comments

Not visible to students, use Comments to exchange info with other faculty.

Submit

08-17-2013 jgad@examsoft.com: This question requires additional review. Course Director must Approve.

Multiple Choice Question



Question stem
even include s

Seq

Answer Choice



a)

Answer choice

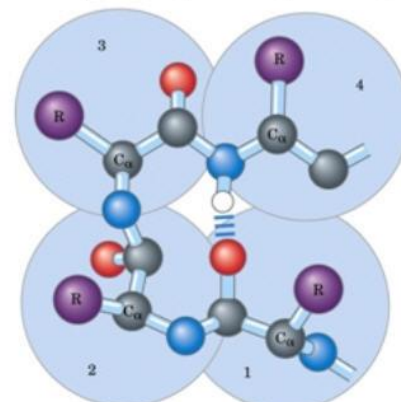
Attachment

100%

+

-

=



Prev

Next

Create Question

Various attachment types:


- Image (.JPG, .GIF & .PNG)
- RTF
- PDF
- Audio (.MP3)
- Video (.MOV, .MPEG4 & .AVI)

Cancel

Save


Approve

Test Item Review Process



QuestionsRubricsAssessmentsCategoriesReportsExam TakersAdmin

Home > Questions


Questions 

+ Create M/C


+ Create T/F


+ Create Essay


+ Create FITB/Matching


 Import Questions


Questions by FolderQuestions by Category


Categories#


- CATEGORIES0


+ Apple Demo0


+ Bio1010


+ Blooms Taxonomy0


+ College of Nursing0


+ Investigate0


+ TAMUSA0


- Test Item Review Process0


● TIRP Assignment Dr. Jones20

○ TIRP Assignment Dr. Martin20

○ TIRP Assignment Dr. Smith20

○ TIRP Assignment Dr. Williams20

○ TIRP Assignment Dr. Worthington20

+ Undergraduate Institution0


Refresh Tree

EXPAND RESULTS

Filter: /CATEGORIES/Test Item Review Process/TIRP Assignment Dr. Jones


Previous 1 NextShow: 10 | 25 | 50 | 100

<input type="checkbox"/>	Title	ID/Rev	Preview	Status
<input type="checkbox"/>	Copy of X-Ray Image Question	238 / 2	Preview	Draft
<input type="checkbox"/>	In the human body, t	302 / 2	Preview	Draft
<input type="checkbox"/>	Copy of Copy of X-Ray Image Question	301 / 2	Preview	Draft
<input type="checkbox"/>	Which of the followi	296 / 2	Preview	Draft
<input type="checkbox"/>	Large-scale efforts	286 / 2	Preview	Draft
<input type="checkbox"/>	The type of hormone	285 / 2	Preview	Draft
<input type="checkbox"/>	Write a hypothetical	284 / 2	Preview	Draft
<input type="checkbox"/>	This is an example o	282 / 2	Preview	Draft
<input type="checkbox"/>	The material which a	280 / 2	Preview	Draft
<input type="checkbox"/>	Copy of Copy of Example Q1	279 / 1	Preview	Approved
<input type="checkbox"/>	The day that comes a	269 / 1	Preview	Approved
<input type="checkbox"/>	Copy of Example Q1	239 / 1	Preview	Approved
<input type="checkbox"/>	Write a hypothetical	243 / 1	Preview	Approved
<input type="checkbox"/>	The material which a	236 / 1	Preview	Approved
<input type="checkbox"/>	The day that comes a	244 / 1	Preview	Approved



14

Test Item Review Process



QuestionsRubricsAssessmentsCategoriesReportsExam TakersAdmin

Ermie, Eric

Home > Questions > Apple Demo > X-Ray Image Question

X-Ray Image Question

ID: 238 Rev 2; Creator: Ermie, Eric

Title: X-Ray Image Question

Folder: [Change Folder](#) Apple Demo

Group:

Status: Draft

Categories

Add or Remove Category

TIRP Assignment Dr. Jones
LO - 1
1 - Knowledge - Remember

Options

Attachments

Rationale

Internal Comments

04-22-2014 [eermie@examsoft.com](#): Question looks pretty good, but it needs a 5th answer choice. I'd advise adding one more choice that also involves segmental fracture. That way it's not as easy for students to guess the right answer if all they know is that is should be segmental not transverse

Multiple Choice Question

Font Size B I U x₂ x²

A 45 year old female is brought to the hospital after a fall while riding her bicycle. She has pain in her right forearm. The emergency department physician evaluates the patient and finds that her median, radial, and ulna are tender to palpation throughout her length. The on-call orthopedist is phoned and the injuries sustained?

Internal Comments

04-22-2014 [eermie@examsoft.com](#): Question looks pretty good, but it needs a 5th answer choice. I'd advise adding one more choice that also involves segmental fracture. That way it's not as easy for students to guess the right answer if all they know is that is should be segmental not transverse

Submit

d) Transverse fractures of the metaphysis of the distal radius and ulna

Add New Answer Choice View Answer Comments

Correct	Lock	Position	Actions
<input checked="" type="checkbox"/>	<input type="checkbox"/>	↓	✖
<input type="checkbox"/>	<input type="checkbox"/>	↓↑	✖
<input type="checkbox"/>	<input type="checkbox"/>	↓↑	✖
<input type="checkbox"/>	<input type="checkbox"/>	↑	✖

fracture
cture of
f the

Community

Test Item Review Process

Assessment Quality Improvement

- Every assessment was reviewed by the team on a “just in time” basis.
- Review not only increased quality of current exam items but the feedback helped produce better new items in the future
- Prior to review there were scoring changes on **~10%** of the questions on every assessment
- After review there were scoring changes on **~2%** of the questions

Fast Exam Creation – Question Selection

Add Questions to Assessment

Question ID, Title, Stem or Answers

All

Search

Advanced Search

Easy to find questions...

Questions by Folder

Questions by Category

Categories

#

CATEGORIES

0

Bloom's Taxonomy

0

Coding by System

0

Competencies

0

Exam Names

1

2013 Fall Med 1 Exam 1

0

2013 Fall Med 1 Exam 2

80

2014 Fall Med 1 Exam 1

80

2014 Fall Med 1 Exam 2

100

2014 Fall Med 1 Exam 3

100

2014 Fall Med 1 Exam 4

120

Faculty Categories

120

Faculty Names

0

Learning Objectives

0

NAPLEX Appendix B Subject Areas

0

USMLE Step 1 Subject Areas

0

Filter: /CATEGORIES/Exam Names/2014 Fall Med 1 Exam 2

Previous 1 2 3 Next

Show: 10 | 25 | 50 | 100 | 250



Categories are ideal for integrated curricula and exams

Close

Blueprinting and Options You Control

ExamSoft

Questions

Exams

Categories

Reports

Exam Takers

Admin

Home > Exams > Human Anatomy & Embryology > Year 1 > Exam2_Spring_Dr_Wilson

Security Options

☒ Secure

☒ Randomize Sequence

☒ Randomize All Choices

☒ Time Limit: 120 minutes

Universal Resume Code EBF711

Options to Enable

☐ Spell Check

☐ Suspend

☒ Calculator

☒ Numbering

☒ Missing Answer Reminder

☒ Text Highlighting

☒ Backward Navigation

☐ Require Answer

☐ Cut, Copy & Paste

☐ Find & Replace

☒ Show 5 Min Alarm

☐ Assessment Printing

☒ iPad

☒ Notes

☒ Question Feedback

Attachments

Browse

Upload

No attachments have been applied to this assessment.

Font Override

Question Stem

Answer Choices

Questions

Stats

Previous 1 2 3 4

Order Question

1

An 80-ye

2

What lab

3

A 22-ye

4

A previo

5

Fetal DN

6

A 70-ye

7

A 75-ye

8

A patient

9

Which of the followi

10

What is wrong with a f

Normal Lab Values

REFERENCE RANGE

SI REFERENCE INTERVALS

BLOOD, PLASMA, SERUM

Alanine aminotransferase (ALT)

8-20 U/L

8-20 U/L

Amylase, serum

25-125 U/L

25-125 U/L

Aspartate aminotransferase (AST)

8-20 U/L

8-20 U/L

Bilirubin, serum (adult) Total // Direct

0.1-1.0 mg/dL // 0.0-0.3 mg/dL

2-17 µ mol/L // 0-5 µ mol/L

2010/2

Cassidy, D

Preview

M/C

2009/1

Cassidy, D

Preview

M/C

A background image showing a group of students in a computer lab, sitting at desks and working on laptops. The image is slightly blurred and has a dark overlay to make the text stand out.

Student: SofTest Windows, Mac, iPad

Take exams securely on a student-owned device,
in a lab, or using Scantron®

Steps Prior to Exam:

- 1) Install SofTest & Take Mock Exam start of school year
- 2) Receive Exam Download Reminder
- 3) Download Exam
- 4) Enter password on exam day & lockdown commences

Student Interface

Internet access blocked during the exam

WiFi

The screenshot shows the ExamSoft student interface. At the top, a status bar displays 'ID: jg0001', 'Exam Name: ExamSoft Demo 1 - Non-Secure', 'SoftTest v.11.0.2106.11253', and 'Support: 866-429-8889'. Below this is a navigation bar with buttons for 'First', 'Previous', 'Next', 'Last', 'Show Attachment', 'Actions', 'Exit/Save', 'Larger', 'Smaller', 'Reset', and 'Hide Sidebar'. The main question area displays 'Question 2 of 25' and the text: 'Proteins often contain repetitive sequences and architectures. Which of the following is the most common type of non-repetitive structures comprising approximately 25% of residues and shown in the image?'. Below the question is a list of answer choices: a. Alpha Helix, b. Beta Sheet, c. Beta Turn, d. Finger Domain, e. Quaternary Structure, and f. Ubiquitin Motif. A blue box with the text 'Move, Resize, Zoom, Close & Reopen Attachments at will' points to the 'Attachment' window. Another blue box with the text 'Question Navigation & Flagging (for later return) are easy by using these options...' points to the navigation buttons. A third blue box with the text 'Right-click Answer Choices to exclude from consideration' points to the answer choices. A fourth blue box with the text 'Select Correct Answer Here...' points to the 'Quaternary Structure' choice. On the right side, a calculator is visible with a blue box pointing to it that says 'Calculator accessible if enabled by exam author'. The bottom status bar shows 'Question 2 : Multiple Choice: 6 choices. 824175', 'Elapsed time: 72 minutes', 'Time left: 108 minutes', '01:25 PM', 'Battery: 98%', and 'Last Saved : 01:25 PM'.

Question 2 of 25

Proteins often contain repetitive sequences and architectures. Which of the following is the most common type of non-repetitive structures comprising approximately 25% of residues and shown in the image?

Attachment

200%

Please print

a. Alpha Helix

b. Beta Sheet

c. Beta Turn

d. Finger Domain

e. Quaternary Structure

f. Ubiquitin Motif

Question Navigation & Flagging (for later return) are easy by using these options...

Move, Resize, Zoom, Close & Reopen Attachments at will

Select Correct Answer Here...

Right-click Answer Choices to exclude from consideration

Calculator accessible if enabled by exam author

Question 2 : Multiple Choice: 6 choices. 824175

Elapsed time: 72 minutes

Time left: 108 minutes

01:25 PM

Battery: 98%

Last Saved : 01:25 PM

SofTest-M

Robust testing. Anywhere. Offline



Secure & Offline Exams

Deliver exams **offline**, while limiting access to other applications

The screenshot displays the SofTest-M app on an iPad. The top status bar shows the time as 6:07 PM and battery at 24%. The app's header includes the user ID 'aamc01', exam title 'Exam: iPad Testing2 - 25Q - Non-Sec...', version 'SofTestM: 1.3.6', and a support number '866-429-8889'. A toolbar below the header contains icons for 'Time Remaining' (02:59:37), 'Alarm', 'Notices', 'Hide Exam', 'Calculator', and 'Questions List'. The main question area shows 'Q2' asking about non-repetitive protein structures. Below the question is a list of six options: Alpha Helix, Beta Sheet, Beta Turn, Finger Domain, Quaternary Structure, and Ubiquitin Motif. A molecular diagram of a protein structure is overlaid on the options. The bottom of the screen features navigation buttons: 'PREVIOUS', 'SAVE & EXIT', and 'NEXT'. A footer at the very bottom shows 'Last AutoSave: 06:07 PM' and 'Question 2 of 25'.

Interface

a time, cross off
questions for review

es

review unanswered
al calculator

st Attachments

hear audio clips, and

Way

with your item bank
in conjunction with

Snapshots: Ensure Integrity

Snapshot Viewer

Previous 1 2 3 4 5 Next

Show: 10 | 25 | 50 | 100 | All



Item #	Snapshot #	Item Type	Time Stamp	Trigger	Response
1	1	Choice	3:29:34 PM	Navigating	Choice(s): A
2	1	Choice	3:31:04 PM	Navigating	Choice(s): C
3	1	Choice	3:32:26 PM	Exam Closed	Choice(s): A
1	2	Choice	3:29:34 PM	Navigating	Choice(s): A
2	2	Choice	3:31:04 PM	Navigating	Choice(s): C
3	2	Choice	3:32:26 PM	Exam Closed	Choice(s): A

Previous 1 2 3 4 5 Next 94 Results

Show: 10 | 25 | 50 | 100 | All



Close

Exam activity tracked on:

- Navigation
- 10 min essay snapshots
- 500+ char. delete/cut
- Exam exit



Benefits:

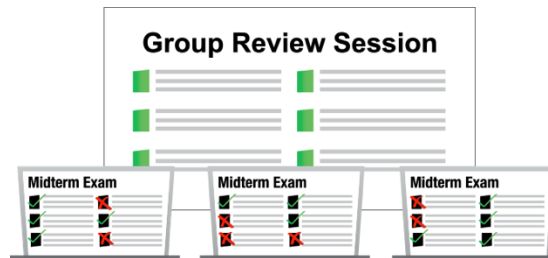
- Deep security audits
- Pinpoint collaboration
- Coach students on bad test taking habits
- Hint at medical conditions?

Exam Review – 3 methods



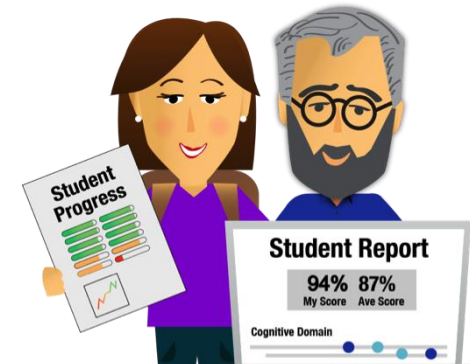
1. Secure Exam Review

- Immediate or Delayed: Students enter the Secure Exam Review password
- They review the questions, their answers and the answer key
- They see the rationale behind the questions they got wrong
- Instantly learn from their mistakes



2. Group Review

- After exam completion, teachers release exam results
- They project answers to questions to the class
- Students can see their performance on an exam and within a particular category



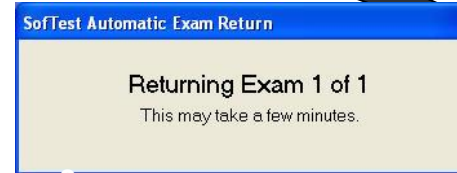
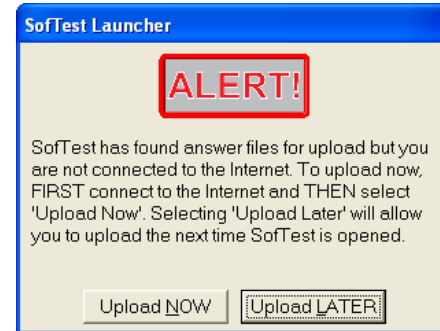
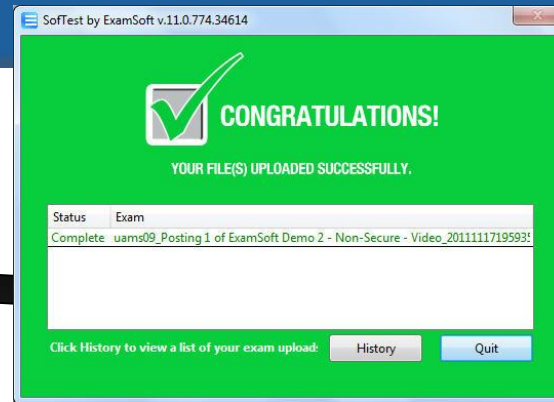
3. Private Review

- Teachers host a one-on-one session with their students during office hours
- They can output a copy of a student's exam to PDF and print or share it on-screen with the student
- Together, they review the 'Exam Taker Results'

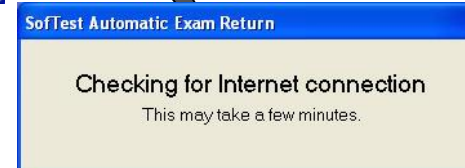
SofTest Answer File Uploading



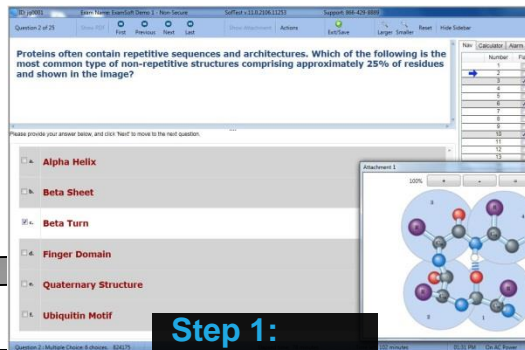
**HOSTED, SECURE
SERVERS**



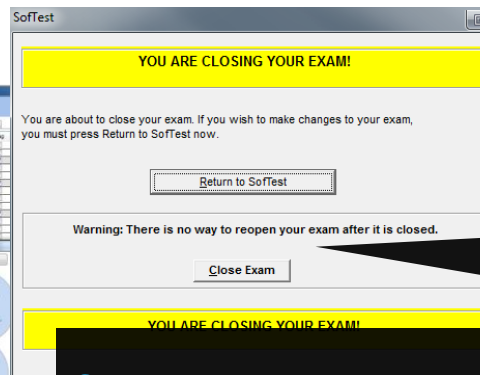
**If Internet
Connection is not
found, SofTest
provides 2 options...**



EXAM DEVICE



**Step 1:
Exit Exam**



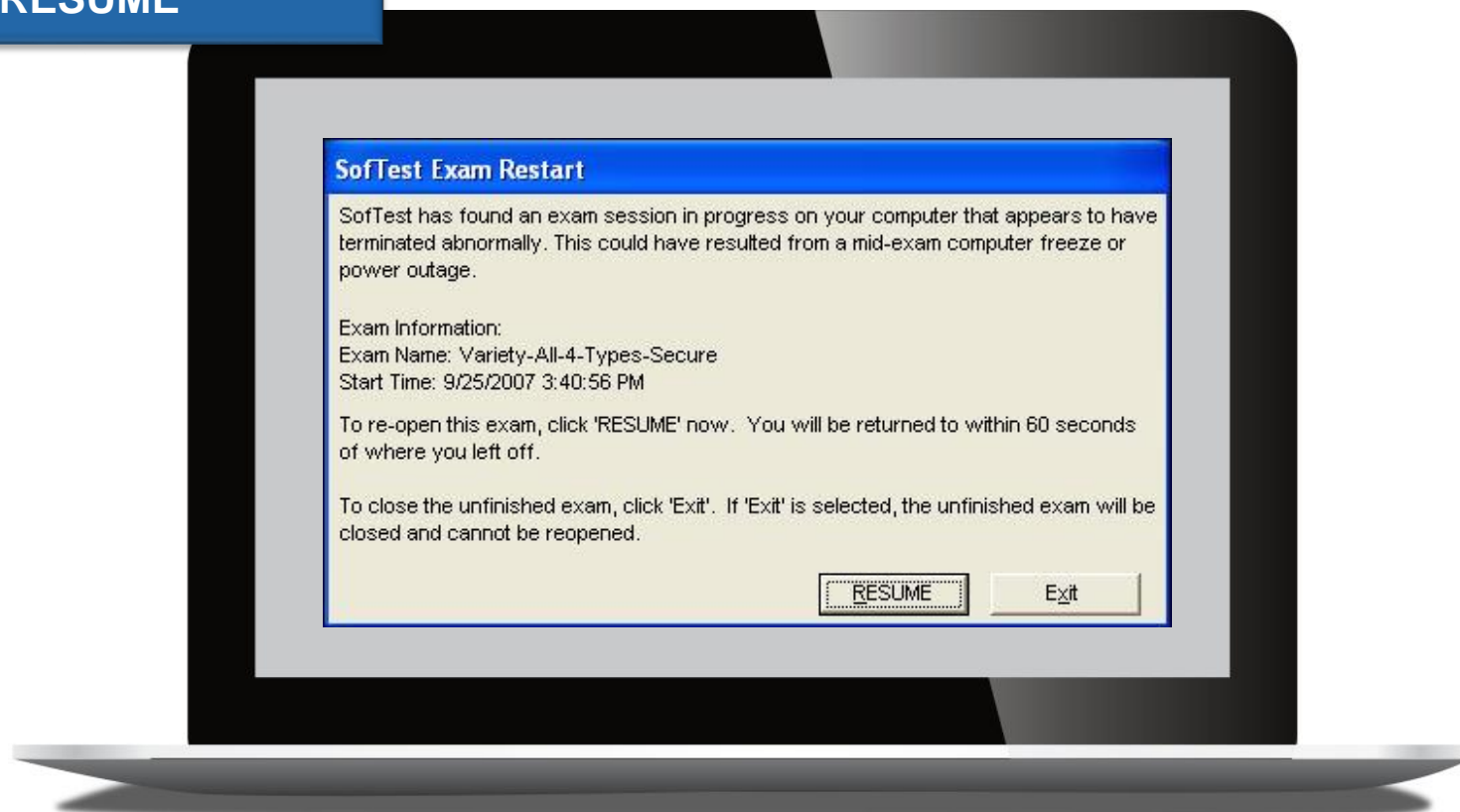
**Step 2:
Last Chance to Abort Exit
(Not displayed if time limit reached)**

**Closing the exam creates
the answer file &
Destroys all traces of the
questions & attachments**

Managing Mid-Exam Computer Freezes & Power Disruptions

3 Steps to Recovery:

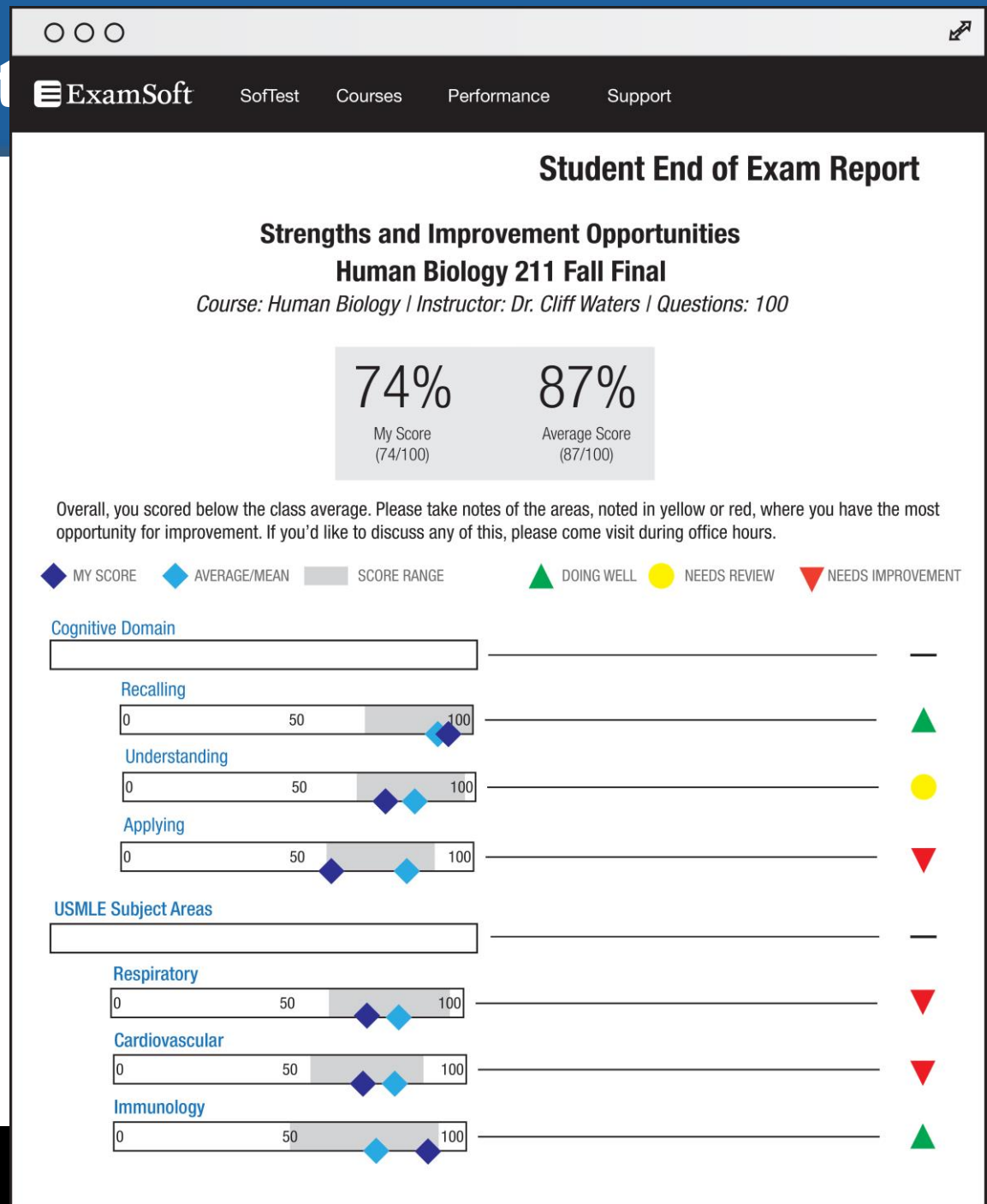
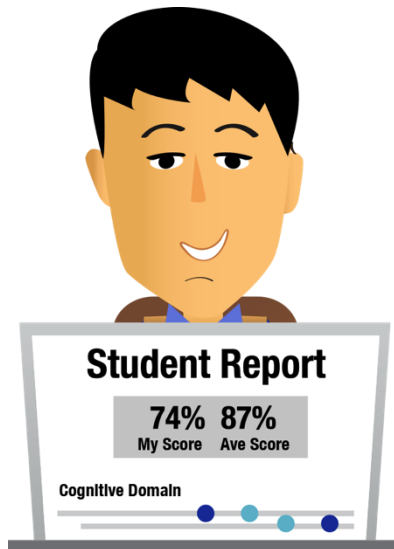
- 1) Turn it off
- 2) Turn it on
- 3) Click RESUME





Reporting & Analytics

Student Report



Remediation Practices

Exam Review... Remediation Ineffective

- The program averaged **48** remediation exams/year over 3 years
- Exam review used as primary method to identify weaknesses to focus on in preparation for remediation
- Over the years many variations of review policies were put in place from unlimited to highly restrictive
- Remediation exams were constructed of **~70%** repeated questions from the original exam **~30%** brand new questions
- Students averaged **~93%** correct on repeated items no matter what review policies were used
- Students averaged **~65%** on never before seen questions
- **70%** was the set passing criteria for both normal and remediation exams
- **~50%** of students would go on to fail a second block of the curriculum within the same academic year

Strengths & Weaknesses: Remediation Guidance

LSI_Endo_Repro_Final

Category Performance Summary

Student ID (ID): coles53

Exam Score: 104.00/148.00 % Score: 70.27%

Block - LSI	# of Items	Correct		Incorrect		Points Avail.	Points Earned	% Points Earned
		#	%	#	%			
1 - Medical Practice & Patient Care (MPPC)	11	9.00	81.82	2.00	18.18	11.00	9.00	81.82
1.2 - Foundations 2	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
2 - Bone & Muscle	3	1.00	33.33	2.00	66.67	3.00	1.00	33.33
3 - Neurological Disorders	2	1.00	50.00	1.00	50.00	2.00	1.00	50.00
4 - Cardiopulmonary	3	0.00	0.00	3.00	100.00	3.00	0.00	0.00
5 - GI & Renal Disorders	3	3.00	100.00	0.00	0.00	3.00	3.00	100.00
6 - Endo & Repro	135	95.00	70.37	40.00	29.63	133.00	95.00	71.43

General Area	# of Items	Correct		Incorrect		Points Avail.	Points Earned	% Points Earned
		#	%	#	%			
01-Normal processes	46	35.00	76.09	11.00	23.91	45.00	35.00	77.78
02-Abnormal processes	72	48.00	66.67	24.00	33.33	71.00	48.00	67.61
03-Therapeutics	23	16.00	69.57	7.00	30.43	23.00	16.00	69.57
04-Gender, Ethnic & Behavioral Considerations	6	3.00	50.00	3.00	50.00	6.00	3.00	50.00
05-Procedural Skills	3	2.00	66.67	1.00	33.33	3.00	2.00	66.67

Question Author	# of Items	Correct		Incorrect		Points Avail.	Points Earned	% Points Earned
		#	%	#	%			
Dr. Ali	1	0.00	0.00	1.00	100.00	1.00	0.00	0.00
Dr. Allen, J.	2	0.00	0.00	2.00	100.00	2.00	0.00	0.00
Dr. Apseloff	1	0.00	0.00	1.00	100.00	1.00	0.00	0.00
Dr. Bhatt, Udayan	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
Dr. Bishop, Georgia	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
Dr. Bishop, Julie	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00

Strengths & Weaknesses: Remediation Guidance

Question Type	# of Items	Correct		Incorrect		Points Avail.	Points Earned	% Points Earned
		#	%	#	%			
01-Recall of factual knowledge	83	58.00	69.88	25.00	30.12	81.00	58.00	71.60
02-Interpretation or analysis of information	23	18.00	78.26	5.00	21.74	23.00	18.00	78.26
03-Application Basic science vignette	4	1.00	25.00	3.00	75.00	4.00	1.00	25.00
04-Application Clinical science vignette	40	27.00	67.50	13.00	32.50	40.00	27.00	67.50

Subject Category	# of Items	Correct		Incorrect		Points Avail.	Points Earned	% Points Earned
		#	%	#	%			
01-Behavioral Science	10	6.00	60.00	4.00	40.00	10.00	6.00	60.00
02-Biochemistry	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
04-Cardiovascular System	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
05-Gastrointestinal System	2	2.00	100.00	0.00	0.00	2.00	2.00	100.00
07-Genetics	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
08-Gross Anatomy & Embryology	9	6.00	66.67	3.00	33.33	9.00	6.00	66.67
10-Histology & Cell Biology	3	2.00	66.67	1.00	33.33	3.00	2.00	66.67
12-Musculoskeletal Skin & Connective Tissue	5	2.00	40.00	3.00	60.00	5.00	2.00	40.00
13-Nervous System/Special Senses	4	2.00	50.00	2.00	50.00	4.00	2.00	50.00
14-Nutrition	4	3.00	75.00	1.00	25.00	4.00	3.00	75.00
15-Pathology	7	5.00	71.43	2.00	28.57	7.00	5.00	71.43
16-Pharmacology	6	5.00	83.33	1.00	16.67	6.00	5.00	83.33
17-Physiology	8	7.00	87.50	1.00	12.50	8.00	7.00	87.50
18-Renal/Urinary System	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
19-Reproductive & Endocrine System	122	88.00	72.13	34.00	27.87	120.00	88.00	73.33
20-Respiratory System	2	0.00	0.00	2.00	100.00	2.00	0.00	0.00

Strengths & Weaknesses: Remediation Guidance

5 - GI & Renal Disorders	# of Items	Correct		Incorrect		Points Avail.	Points Earned	% Points Earned
		#	%	#	%			
2872 - Describe and compare/contrast the epidemiology, clinical presentations and pathogenesis of glomerular disorders (See Vitals for full LO)	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
2884 - Describe and compare/contrast the epidemiology, clinical presentations, and pathogenesis of urinary tract obstruction - vesico-ureteral reflux and reflux nephropathy, a type of acute kidney injury.	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
3151 - Describe the conditions, etiologic agents, clinical manifestations, and complications associated with pancreatitis.	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
3176 - Describe common obstructive and non-obstructive etiologies for acute and chronic pancreatitis.	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
3333 - Describe the mechanism of action of metoclopramide, its clinical uses and important side effects.	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00

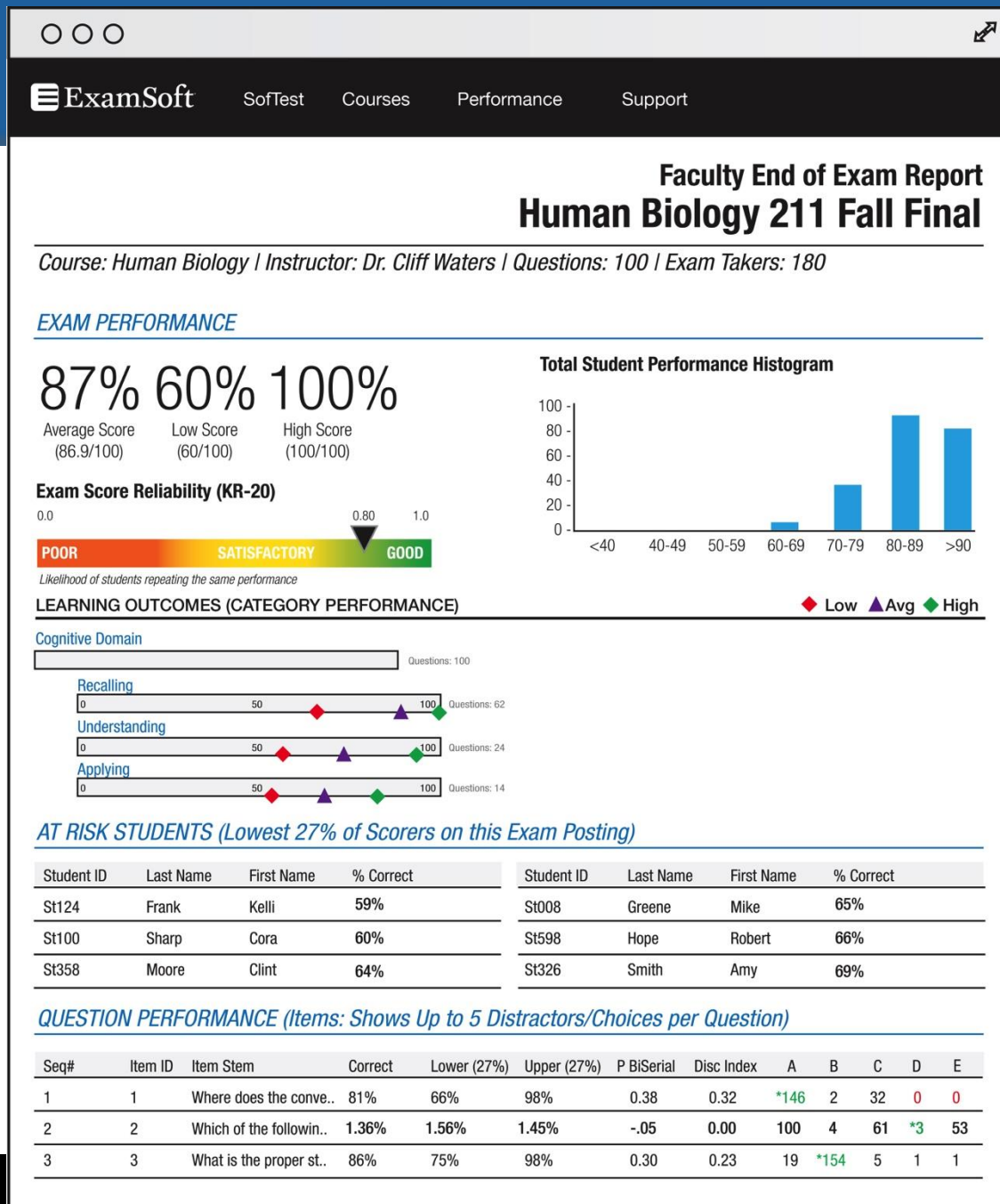
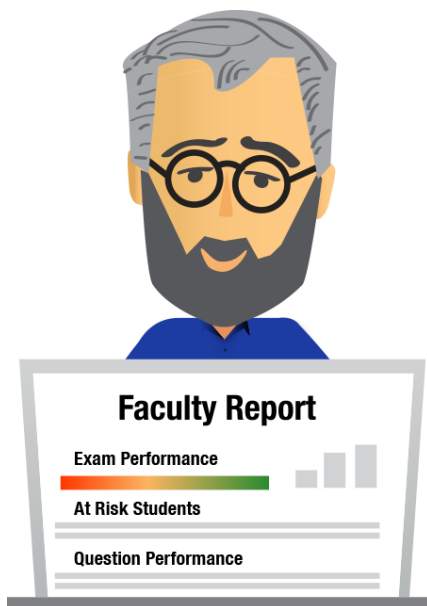
6 - Endo & Repro	# of Items	Correct		Incorrect		Points Avail.	Points Earned	% Points Earned
		#	%	#	%			
5700 - Discuss benign and cancerous growth of the male reproductive tract	2	2.00	100.00	0.00	0.00	2.00	2.00	100.00
5705 - Discuss benign and cancerous growths of the female reproductive tract	3	1.00	33.33	2.00	66.67	3.00	1.00	33.33
5513 - Describe the general concepts of endocrine control	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
5600 - Explain the mechanisms by which hormones are transported in the bloodstream	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
5607 - Describe how each class of hormone exerts their hormone actions	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
5609 - Describe the receptor systems for hormones	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
5642 - Explain the function of the hypothalamus and anterior pituitary	2	2.00	100.00	0.00	0.00	2.00	2.00	100.00
5649 - Name the physiologic and iatrogenic causes of increased prolactin	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
5688 - Discuss the issues related to a sellar mass	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
5689 - Describe the function of the posterior pituitary (Neurohypophysis)	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
5693 - Describe normal physiology of mineralocorticoids	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
5695 - Describe the normal secretion and disorders of catecholamines	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
5698 - Explain the endocrinology of the male reproductive system and the physiological processes of testosterone production and spermatogenesis	3	1.00	33.33	2.00	66.67	2.00	1.00	50.00
5699 - Discuss pathological conditions of the male reproductive tract	1	1.00	100.00	0.00	0.00	1.00	1.00	100.00
5701 - Be familiar with the clinical assessment of male reproductive system and function	1	0.00	0.00	1.00	100.00	1.00	0.00	0.00

Remediation Practices

Report Switch... The Impact

- Exam review was no longer allowed at all until students had successfully remediated.
- Reports were released to remediating students post exam and they were advised to use them to guide preparation
- Remediation exams were still constructed of ~70% repeated questions from the original exam ~30% brand new questions
- Students averaged ~80% correct on repeated items with review completely removed
- Students averaged ~72% on never before seen questions
- Remediation exam failures doubled from 3 to 6.
- With the changed method only 25% of students would go on to fail a second consecutive block within the same academic year

Faculty Report



Faculty Feedback: Item Analysis

Item/Question Analysis

Question Type:

Category Filter:

Include:

<input checked="" type="checkbox"/> Question ID/Rev	<input checked="" type="checkbox"/> Multiple Choice Response, Upper/Lower & Disc Index
<input checked="" type="checkbox"/> Question Text	<input checked="" type="checkbox"/> Performance History
<input checked="" type="checkbox"/> Include the question title.	<input type="checkbox"/> Categories
<input checked="" type="checkbox"/> Answer Choice Text	<input type="checkbox"/> Rationale

Export to Excel

Export to CSV

View Report

40+ data points per item:

- Historical performance
- Time on question
- Fully automated
- Many more

Exam Level Stats...

Question Analysis (Multiple Choice)

Exam Takers = 223 KR20 = 0.83 Stdev = 8.55 Mean = 78.99 (81.43%) Median = 79.00 Min = 50.00 Max = 96.00 Total Pts = 97.00

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)										Avg Answer Time	
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J		Unanswered
1	0.66	84.62%	47.69%	0.37	0.32	D	27	32	15	*148	1	-	-	-	-	-	0	01:11
Question ID / Rev: 10359 / 7						% Selected	12.11	14.35	6.73	66.37	0.45	-	-	-	-	-	0.00	-
						Point Biserial (rpb)	-0.16	-0.21	-0.11	0.32	0.02	-	-	-	-	-	-	-
						Disc. Index	-0.14	-0.15	-0.08	0.37	0.00	-	-	-	-	-	-	-
						Upper 27%	0.05	0.09	0.02	0.85	0.00	-	-	-	-	-	-	-
						Lower 27%	0.18	0.25	0.09	0.48	0.00	-	-	-	-	-	-	-

Performance History: # Correct: 148 # Incorrect: 76 # Not Attempted: 0 Difficulty: 0.66

Q: A 78-year-old obese male with a complaint of acute onset of shortness of breath and chest pain that radiated to the left shoulder was transported to the Emergency Department. The patient had a history of chest pain and cardiac arrhythmia. Laboratory studies demonstrated that serum levels of CK-MB (myocardial creatine kinase) and cardiac muscle troponin I (cTnI) were elevated in each of three serum samples taken. The patient subsequently died and an autopsy was performed. The lateral wall of the left ventricle exhibited transmural infarction. In response to the necrotic cells, which one of the following would the neutrophils in the extensive acute inflammatory be expected to elaborate to destroy adjacent nonnecrotic cells?

A: Calcium ions

B: Caspase 3

C: Caspase 9

* D: Reactive oxygen species

E: Sodium ions

Description: UPI/Cell 2 2011-2012: Q001

Distractor Level Stats...

Adjust Weights, Answers & Categories

Adjust Questions

Question

ID/Rev: 2001/1Type: M/CFolder: Biochemistry

Marco who was diagnosed with brain tumor was scheduled for craniotomy. In preventing the development of cerebral edema after surgery, the nurse should expect the use of:

Adjustments

Original Weight: 1Adjusted Weight: 1.0Display: Original AnswerAdjust CategoryDiagnosis

Seq	Answer Choice	Original Answer	Adj Answer
a)	Diuretics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
b)	Antihypertensive	<input type="checkbox"/>	<input type="checkbox"/>
c)	Steroids	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d)	Anticonvulsants	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Accept Any Adjusted Answer

Original Answer

Accept Adjusted Answer

Accept Any Adjusted Answer

Give Full Credit to All Exam Takers

Throw Out Question

☐ Bonus Question

Close

Update

Rationale

Internal Comments

Snapshots: Ensure Integrity

Snapshot Viewer

Previous 1 Next

Show: 50 | 250 | 500 | 1000 | 2500



Item #	Snapshot #	Item Type	Time Stamp	Trigger	Response
1	1	Choice	6:24:53 PM	Navigatenext	Choice(s): C
2	1	Choice	6:29:42 PM	Navigatenext	Choice(s): A
3	1	Choice	6:33:29 PM	Navigaterandom	Choice(s): E
3	2	Choice	6:35:33 PM	Examfinished	Choice(s): E
4	1	Choice	6:26:31 PM	Navigatenext	Choice(s): B
5	1	Choice	6:31:10 PM	Navigatenext	Choice(s): A
5	2	Choice	6:34:45 PM	Navigaterandom	Choice(s): D
6	1	Choice	6:28:10 PM	Navigatenext	Choice(s): C
7	1	Choice	6:28:54 PM	Navigatenext	Choice(s): B
8	1	Choice	6:25:51 PM	Navigatenext	Choice(s): C
9	1	Choice	6:27:17 PM	Navigatenext	Choice(s): A
10	1	Choice	6:31:44 PM	Navigatenext	Choice(s): A

Previous 1 Next

12 Results

Show: 50 | 250 | 500 | 1000 | 2500



Exam activity tracked on:

- Navigation
- 10 min essay snapshots
- 500+ char. delete/cut
- Exam exit

Close



Benefits:

- Deep security audits
- Pinpoint collaboration
- Coach students on bad habits
- Hint at medical conditions?

Faculty Feedback: Student Marks

[Contents](#)
[Exam Taker Activity](#)
[Import Answers](#)
[Adjust Scoring](#)
[Reporting/Scoring](#)

Exam Taker Results

General Info

- ☐ Exam Taker Name
- ☐ Email
- ☐ Assessment Name
- ☐ Assessment ID

Responses

- ☒ Responses Selected
- ☒ Answer Key in First Row
- ☒ Question ID/Rev

Scores

- ☒ Score (# points)
- ☐ Letter Grade
- ☒ Percentage Score
- ☒ Raw Score (# correct)
- ☒ Rank
- ☒ Percentile Rank

Other

- ☐ Categories
 - ☐ Category Full Path
 - ☐ Percentage Correct
- ☐ Import Date
- ☐ Exam Taker Group
- ☐ Rationale

[Histograms](#)
[Grade Export](#)
[View Report](#)


- Display student Marks here
- Auto-email/FTP results

[Previous](#) [1](#) [2](#) [3](#) [4](#) [5](#) [Next](#)

Show: 50 | 250 | 500

<input type="checkbox"/>	Student ID (ID)	Pts	%	Raw	Rank	% Rank	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
	ANSWER KEY						B	A	D	D	E	D	B	C	C	A	B	B	C
	→																		
	Item ID / Rev						8604 / 2	8605 / 3	8606 / 2	8607 / 8	8608 / 6	8609 / 5	8610 / 2	8611 / 7	8612 / 4	8643 / 3	8644 / 2	8645 / 5	12862 / 1
<input type="checkbox"/>	a	40.00	76.92	40	202	19.62	B	A	D	D	E	e	B	C	C	A	B	B	e
<input type="checkbox"/>	a	46.00	88.46	46	51	75.38	B	A	D	D	E	D	a	C	C	A	B	B	C
<input type="checkbox"/>	a	41.00	78.85	41	178	27.31	B	A	a	D	E	D	B	b	C	A	B	c	C
<input type="checkbox"/>	a	43.00	82.69	43	131	45.77	d	A	D	D	E	D	B	C	C	A	B	B	C
<input type="checkbox"/>	a	39.00	75.00	39	218	14.04	B	A	b	D	d	b	B	b	C	A	B	e	e
<input type="checkbox"/>	a	38.00	73.08	38	231	10.19	B	A	D	D	E	D	B	b	a	A	B	B	e
<input type="checkbox"/>	a	41.00	78.85	41	178	27.31	a	b	D	D	E	D	B	C	C	A	B	B	C
<input type="checkbox"/>	a	42.00	80.77	42	153	36.73	B	A	D	D	E	D	B	C	C	A	B	B	a

Student Feedback: Release Exam Results

ID: U00753933

Exam Score: 49.00/60.00 % Score: 81.67% Raw Score: 49.00

Item#	Seq#	Type	Points	Correct Answer	Exam Taker Response
1	53	M/C	1/1	C	C
2	57	M/C	0/1	C	a
3	45	M/C	1/1	C	C
4	12	M/C	1/1	C	C
5	20	M/C	1/1	D	D
6	22	M/C	1/1	C	C
54	27	M/C	1/1	C	C
55	60	M/C	0/1	C	a
56	54	M/C	1/1	C	C
57	30	M/C	1/1	C	C
58	52	M/C	1/1	D	D
59	55	M/C	1/1	C	C

You decide what & when to release to students

Custom Report Settings

Scores

- ☒ Exam Score (Pts)
- ☐ Letter Grade
- ☒ Percentage
- ☒ Raw Score (# Correct)

Exam Options

- ☐ Statistics (Mean, Median, Std Dev)
- ☐ Rank
- ☐ Percentage Rank
- ☐ Item Text

- ☐ Item Description
- ☐ Answer Choice Text
- ☒ Answer Key
- ☐ Wrong Answer Only

- ☐ Rationale
- ☒ Actual Item Sequence
- ☐ Essay Responses
- ☐ Essay Grader Comments

Categories

- ☒ Performance in Each Category
- Select Category
- ☒ Category Full Path
- ☒ Group by Parent
- ☒ Category Mean
- ☒ Category Std Dev





02-Abnormal processes	50	35.00	70.00	15.00	30.00	49.00	35.00	71.43
03-Therapeutics	2	1.00	50.00	1.00	50.00	2.00	1.00	50.00
04-Gender, Ethnic & Behavioral Considerations	2	2.00	100.00	0.00	0.00	2.00	2.00	100.00

Question Type	# of Items	Correct		Incorrect		Points Avail.	Points Earned	% Points Earned
		#	%	#	%			
01-Recall of factual knowledge	58	42.00	72.41	16.00	27.59	56.00	42.00	75.00
02-Interpretation or analysis of information	21	17.00	80.95	4.00	19.05	21.00	17.00	80.95

Longitudinal Category Analysis Report

Longitudinal Performance Summary Med 1

1 Date Range

Between: 9/30/08  
and 10/23/13  

2 Courses

All Available Courses 

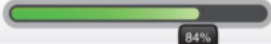
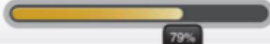
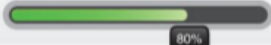

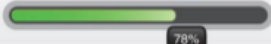
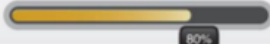
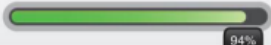
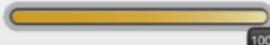
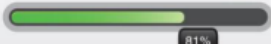
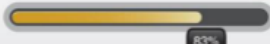
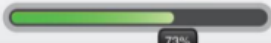


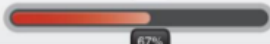
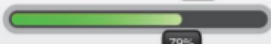
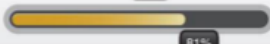
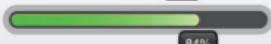
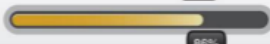
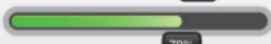
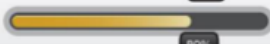

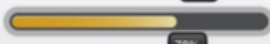

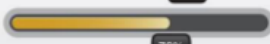

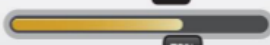


3 Assessments

All Assessments 

Reset

Reset Report

Previous 1 Next

Category/Learning Outcomes*	Questions	Class Average	Your Performance
Behavioral Science	33	 84%	 79%
Biochemistry	61	 80%	 76%
Biostatistics & Epidemiology	19	 78%	 80%
Cardiovascular System	3	 94%	 100%
Gastrointestinal System	6	 81%	 83%
General Principles of Health/Disease	15	 73%	 67%
Genetics	22	 81%	 67%
Gross Anatomy & Embryology	100	 79%	 81%
Hematopoietic & Lymphoreticular Systems	26	 84%	 86%
Histology & Cell Biology	75	 79%	 80%
Microbiology & Cell Biology	52	 79%	 78%
Musculoskeletal Skin & Connective Tissue	140	 85%	 76%
Nervous System / Special Senses	242	 79%	 79%
Nutrition	33	 79%	 79%

And now
introducing the
student-driven
longitudinal
category analysis
report...

17%
7%
0%
3%

Improving Performance

Identify...

- Around 10 students would fail USMLE Step 1 every year
- Those students were spread over the bottom 40-50 ranks of the class (using total med 1-2 performance)
- Using total performance the “at risk” group was too large for effective intervention with limited resources
- Outliers (students who using all traditional at risk identification methods were not identified at risk) were becoming a constant problem

Improving Performance

Identify... Intervene

- A longitudinal analysis was conducted of performance on different categories across exams
- Student performance in categories was analyzed & for three consecutive years the 10 failing students were spread over the bottom 12 ranks of the clinical science vignette category
- The same analysis was performed on a class 8 weeks out from taking USMLE Step 1
- Students in the bottom 12 of vignette performance were brought in and offered intervention


Improving Performance

Question Types:	% Correct	# of Questions Taken in Category
Recall of factual knowledge:	81.56%	1146
Interpretation or Analysis of Information:	73.21%	265
Application: Basic Science Vignette:	68.55%	126
Application: Clinical Science Vignette:	61.02%	437
USMLE Subject Areas	% Correct	# of Questions Taken in Category
Behavioral Science:	87.50%	17
Biochemistry:	82.80%	115
Biostatistics & Epidemiology:	79.41%	75
Cardiovascular System:	68.31%	178
Gastrointestinal System:	70.41%	115
General Principles of Health and Disease:	91.30%	46
Genetics:	74.50%	50
Gross Anatomy & Embryology:	83.50%	134
Hematopoietic & Lymphoreticular Systems:	77.63%	76
Histology & Cell Biology:	80.00%	110
Microbiology & Cell Biology:	77.60%	183
Musculoskeletal Skin & Connective Tissue:	80.98%	163
Nervous System / Special Senses:	74.09%	328
Nutrition:	88.57%	35
Pathology:	67.42%	187
Pharmacology:	71.74%	173
Physiology:	75.23%	109
Renal/Urinary System:	65.00%	100
Reproductive & Endocrine System:	64.44%	135
Respiratory System:	66.67%	72

Improving Performance

Identify... Intervene... Improve Outcomes

- Intervention consisted of, peer tutoring, faculty tutoring, recommendations for board prep resources, planning of study schedule with academic tutor using student performance data as guide
- This was done in back to back years, in both years 10 of the 12 accepted the intervention offers and 2 declined.
- In both years all 10 students who accepted **passed**
- In both years both of the 2 who declined **failed**



The Final Piece: Rubrics

Rubric Creation

ExamSoft Questions Rubrics Assessments Categories Reports

Home > Rubrics > Medical Clinical Room 1

Medical Clinical Room 1

ID: 7283 Rev 2; Creator: DCassidy@examsoft.com

Title: Medical Clinical Room 1

Description: This is for the diagnosis series of specialized infections.

Available for...

- Evaluations
- Assignments
- Observations
- Clinical / OSCE
- Essays
- Papers
- Oral Presentations
- Projects

Grading consistency...

ROWS (Dimensions)		COLUMNS (Performance Levels)				Weight	
		Excellent - above level of expe	Good - Level of expected perf	Satisfactory - meets performar	Poor	%	
1	Infection Control Standard precautions in patient care	Check all common surfaces upon arrival, perform 2 minute hand wash before seeing 1st patient-, use of proper PPE in	Perform 2 minute hand wash before 1st patient, patients, use of gloves in potential biohazards, clean all surfaces	Wash hands <2 minutes prior to 1st patient, clear all surfaces of contaminated materials, place contaminated	Fails to wash hands <2 minutes prior to 1st patient, clear all surfaces of contaminated materials, place	1	25 %
2	Injections Demonstrate each of the steps required in administering injections	Calculated prescribed dosage accurately. Able to site the six rights for drug administration. Followed all safety procedures	Calculated prescribed dosage accurately. Able to site the six rights for drug administration. Followed all safety procedures	Calculated prescribed dosage accurately. Able to site the six rights for drug administration. Followed all safety procedures	Failed to accurately calculate prescribed dosage. unable to site the six rights for drug administration. Did not follow	1	25 %
3	CPR Skills All procedure do with accordance with the guidelines of the American Heart Association	Performed all the required skills to do Adult, Child and Infant CPR with 100% Accuracy. Passed CPR written test with 100%.	Performed all the required skills to do Adult, Child and Infant CPR with 85% Accuracy. Passed CPR written test with 85% or higher.	Adequately performed all the required skills to do Adult, child and Infant CPR. Passed CPR written test with 85% or higher.	Failed to perform all the Skills required to do Adult, child and infant CPR. failed the Written CPR Test.	1	25 %
4	Electrocardiogram Demonstrate each step required in obtaining a standard 12 lead ECG	Checked provider's orders, prepared patient, demonstrated the steps to obtain a standard 12	Checked provider's orders, prepared patient, demonstrated the steps to obtain a standard 12	Adequately performed :Checked provider's orders, prepared patient, demonstrated the	Unable to demonstrate the steps to obtain a standard 12 lead ECG. Could not distinguish any artifacts or how to correct them.	1	25 %
<p>Order Add Another Dimension Add Another Level</p>						3	100%

Tie back to Categories

Cancel Print Save As Template Save As A New Revision

Rubric Grading: Observational Assessments

ExamSoft

Diagnosis Medical Clinical Mid-Term

Condense Grading Sheet

Exam Takers

Exam Taker Name, ID or Email

Grade

Overall Grading Progress: 25% Complete

Cassidy, Deanne

Score: 10/25

COLUMNS (Performance Levels)

ROWS (Dimensions)

Additional capabilities:

- Release rubrics to students before exam
- Release rubrics & comments after exam
- Category mapping
- Track didactic through clinical years

Coming Soon:

- Long Analysis Integration
- Peer & Self Grading
- Multiple Faculty Grading
- Grading Assignments
- Group Grading
- Pre-Defined Comments
- Auto-Fail Dimension on a Rubric
- Blueprinting

COLUMNS (Performance Levels)			
Excellent - above level of expected performance 4	Good - Level of expected performance 3	Satisfactory - meets performance requirements 2	Unsatisfactory - Does not meet performance 1
<p>Washed all common surfaces upon arrival, performed 2 minute hand wash before seeing 1st patient, use of proper PPE in potential biohazards, disinfected all surfaces, proper disposal of all contaminated materials and wash hands 1 minute after patient exam</p> <p>Calculated prescribed dosage accurately. Able to site the six rights for drug administration. Followed all safety procedures when handling equipment. Inserted needle at the correct angle for each of the injections demonstrated. Documents medication administration.</p> <p>Performed all the required skills to do Adult, Child and Infant CPR with 100% Accuracy. Passed CPR written test with 100%.</p> <p>Checked provider's orders, prepared patient, demonstrated the steps to obtain a standard 12 lead ECG, corrected any artifacts, alerted provider if any abnormalities were shown. Performed task within 20 minutes with 100% accuracy.</p>	<p>Performed 2 minute hand wash before 1st patient, patients, use of gloves in potential biohazards, clean all surfaces and dispose of contaminated materials, wash hands 1 minute after patient exam</p> <p>Calculated prescribed dosage accurately. Able to site the six rights for drug administration. Followed all safety procedures when handling equipment. Inserted needle at the correct angle for each of the injections demonstrated.</p> <p>Performed all the required skills to do Adult, Child and Infant CPR with 85% Accuracy. Passed CPR written test with 85% or higher.</p> <p>Checked provider's orders, prepared patient, demonstrated the steps to obtain a standard 12 lead ECG, corrected any artifacts, alerted provider if any abnormalities were shown. Performed task within 20 minutes with 85% accuracy.</p>	<p>Washed all common surfaces upon arrival, performed 2 minute hand wash before seeing 1st patient, use of proper PPE in potential biohazards, disinfected all surfaces, proper disposal of all contaminated materials and wash hands 1 minute after patient exam</p> <p>Calculated prescribed dosage accurately. Able to site the six rights for drug administration. Followed all safety procedures when handling equipment. Inserted needle at the correct angle for each of the injections demonstrated.</p> <p>Adequately performed all the required skills to do Adult, child and Infant CPR. Passed CPR written test with 85% or higher.</p> <p>Adequately performed - Checked provider's orders, prepared patient, demonstrated the steps to obtain a standard 12 lead ECG, corrected any artifacts, alerted provider if any abnormalities were shown.</p>	<p>Failed to perform all the Skills required to do Adult, child and infant CPR. Failed the Written CPR Test.</p> <p>Unable to demonstrate the steps to obtain a standard 12 lead ECG. Could not distinguish any artifacts or how to correct them.</p>

Comments / Feedback

Dimension: Demonstrate each step required in obtaining a standard 12 lead ECG

Add Comments or Feedback to students here...

Cancel

Save

Exam Taker

Done

Next Exam Taker

Community

Essay & Assignment Grading

Download Answer File

Condensed grading sheet, stays with you as you scroll down the page

Part 1) Whether T Town can be held liable for its agent's failure to provide correct information to emergency responders, which lead to injuries to a citizen caused by third party.

Emergency responders have the duty to act and provide help. In this case the operator as an emergency responder received the call and proceeded to dispatch a police officer to the area. She erred while providing assistance by giving the wrong address to the police officer.

However, there is an exception that while in the line of duty, emergency responders are held to a different standards. In this case the city will be responsible for not dispatching the police officer to the correct location, and the injuries caused by the assault from Hank. When Wendy fled to Ned's yard that is a continuing event from the assault, Wendy was attempting to reach a place of safety, and therefore the city will be also held responsible for the injuries caused by the hole, alongside Wendy's husband Hank.

Part 2) Whether an Ned is liable and responsible for Wendy's injuries while she was trespassing in his property, when it was unexpected to have any individuals in that area due to the difficulty in getting access.

Ned is responsible for man made nuisances and dangerous conditions

Artifact for the assessment, could be essay, assignment, image, video, etc.

ermie, eric Score: 62 /100

CIVIL LITIGATION & DISPUTE RESOLUTION

	5	3	1	COMMENTS
WRITING SKILLS				Good points!
SUITABLE MAIN HEADING				
INTRODUCTION				
THE (BACKGROUND) FACTS				
LEGAL BASIS OF CLAIM				Failed to explicitly state the legal basis of your...
FACTUAL BASIS OF CLAIM				
RESPONSIBILITY				
DAMAGES/COMPENSATION				
DOCUMENTS ENCLOSED				
ADR				
ACKNOWLEDGEMENT & RESPONSE DEADLINES				Failed to include the acknowledgements and respons...
COURT PROCEEDINGS				
COPY OF THIS LETTER				

Overall Comments

Print

Save

Click a box to assign Marks

Rubric Report: Students

ExamSoft

000

My Test

Courses

John Doe Student P

0

Rubric 1

Exam 1

Presentation

Rubric 2

Exam

Presentation

Essay

ExamSoft

000

My Test

Courses

Strengths and Improvement Opportunities

Diagnosis Medical Clinical Mid-Term

Course: Diagnosis • Instructor: Cassidy, Deanne • 6/24/2012 • Questions: 25

84%

My Score (21/25)*

84%

Average Score (21/25)*

Overall, you scored below the class average. Please take note of the areas, noted in yellow or red, where you have the most opportunity for improvement. If you'd like to discuss any of this, please come visit during office hours.

Medical Clinical Room 1

	Excellent - above level of expected performance (4)	Good - Level of expected performance (3)	Satisfactory - meets performance requirements (2)	Unsatisfactory - needs more attention (1)
Infection Control Standard precautions in patient care	Check all common surfaces upon arrival, perform 2 minute hand wash before seeing 1st patient, use of proper PPE in potential biohazards, disinfect all surfaces and proper disposal of all contaminated materials and wash hands 1 minute after patient exam	Perform 2 minute hand wash before 1st patient, patients, use of gloves in potential biohazards, clean all surfaces and dispose of contaminated materials, wash hands 1 minute after patient exam	Wash hands <2 minutes prior to 1st patient, clear all surfaces of contaminated materials, place contaminated material in waste can	Fails to wash hands <2 minutes prior to 1st patient, clear all surfaces of contaminated materials, place contaminated material in waste can
Comments: Watch your timing.				
Injections Demonstrate each of the steps required in administering injections	Calculated prescribed dosage accurately. Able to site the six rights for drug administration. Followed all safety procedures when handling equipment. Inserted needle at the correct angle for each of the injections demonstrated. Documents injection administration.	Calculated prescribed dosage accurately. Able to site the six rights for drug administration. Followed all safety procedures when handling equipment. Inserted needle at the correct angle for each of the injections demonstrated.	Calculated prescribed dosage accurately. Able to site the six rights for drug administration. Followed all safety procedures when handling equipment.	Failed to accurately calculate prescribed dosage. unable to site the six rights for drug administration. Did not follow safety procedures when handling equipment.
Comments: Great job.				
CPR Skills All procedure do with accordance with the guidelines of the American Heart Association	Performed all the required skills to do Adult, Child and Infant CPR with 100% Accuracy. Passed CPR written test with 100%.	Performed all the required skills to do Adult, Child and Infant CPR with 85% Accuracy. Passed CPR written test with 85% or higher.	Adequately performed all the required skills to do Adult, child and Infant CPR. Passed CPR written test with 85% or higher.	Failed to perform all the Skills required to do Adult, child and infant CPR, failed the Written CPR Test.
Comments: Let's practice CPR, you did well on your exam, but your accuracy on a patient was lacking.				
Electrocardiogram Demonstrate each step required in obtaining a standard 12 lead ECG	Checked provider's orders, prepared patient, demonstrated the steps to obtain a standard 12 lead ECG, corrected any artifacts, alerted provider if any abnormalities were shown. performed task within 20 minutes 100% accuracy.	Checked provider's orders, prepared patient, demonstrated the steps to obtain a standard 12 lead ECG, corrected any artifacts, alerted provider if any abnormalities were shown. performed task within 20 minutes with 85% accuracy.	Adequately performed -Checked provider's orders, prepared patient, demonstrated the steps to obtain a standard 12 lead ECG, corrected any artifacts, alerted provider if any abnormalities were shown.	Failed to accurately calculate prescribed dosage. unable to site the six rights for drug administration. Did not follow safety procedures when handling equipment.
Comments: Come in for additional training on the Electrocardiogram this Thursday at 9am.				

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