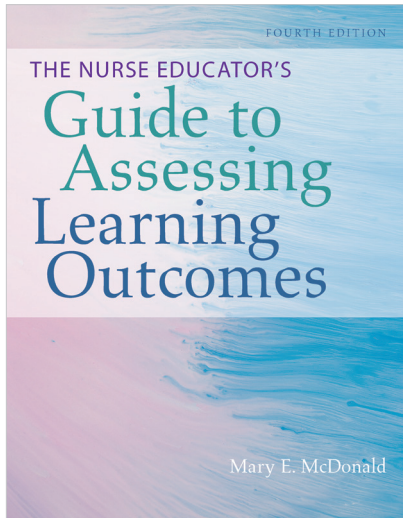


TRANSITION GUIDE



Mary E. McDonald, RN, MA

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This transition guide serves to outline the updates and new content found in **The Nurse Educator's Guide to Assessing Learning Outcomes, Fourth Edition**

REVISION UPDATES

Every chapter includes updated learning activities, online resources, and references. Specific chapter updates include:

Chapter One

- Updated text to reflect the new edition (2014) of the Standards for Educational and Psychological Testing

Chapter Three

- Added discussion and table comparing Bloom's original to Anderson and Krathwohl's revised taxonomy
- Included competencies and goals in criteria for effective objectives
- Added websites for Bloom's revised taxonomy

Chapter Four

- Clarified terms - health concepts vs health alterations related to course domain. Discussed importance of measuring what was taught in the course, whether concepts or health alterations

Chapter Five

- Rearranged order of discussion
- Revised and added multiple-choice examples (60 examples in total)
- Includes additional references to locate items
- Revised text throughout – added new suggestions
- Included many examples of NCLEX type items and items with rationales

Chapter Six

- Discussion of when to introduce critical thinking items
- Revised steps for using sequential reasoning to develop multiple-choice items
- Identified and discussed flaws in items and how to revise them
- 40 examples and a reference list to locate items

Chapter Eleven

- Expanded discussion of item analysis
- Added new examples of items with detailed data analysis followed by in-depth discussion of how to interpret data
- Item analysis table with 5 items for reader to interpret and 5 items with data for students to rewrite

Chapter Fourteen

- Moved item analysis discussion to chapter 11

Chapter Fifteen

- Revised and updated all information related to new NCLEX
- New tables describe the revised NCLEX RN and PN blueprints
- Reviewed characteristics of NCLEX alternative items

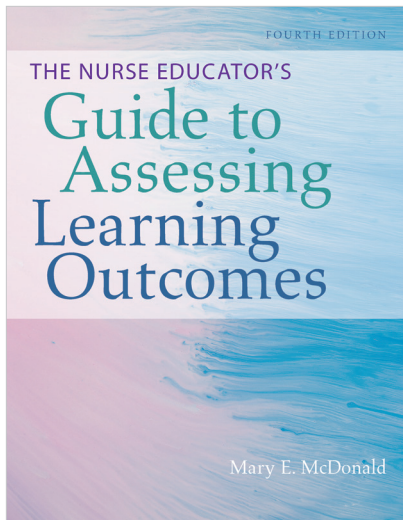


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Appendix C

- Clarified the discrepancies noted in the faculty summary

Appendix E

- Revised stems to reflect NCLEX alternative items

Appendix F – NEW

- More than two hundred stems that link the nursing process to the NCLEX client needs

LIST OF OUTSTANDING FEATURES:

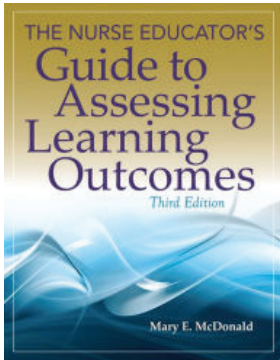
- Handbook for nurse educators
- Presents a practical systemic approach for classroom test development
- Illustrates the development of outcomes that demonstrate progression toward program outcomes
- Provides practical examples for linking concepts – outcomes – instruction – learning activities – and assessment procedures
- Includes useful reproducible worksheets for all the steps in test development
- Explains how to apply sequential reasoning to develop multiple-choice items that assess critical thinking
- More than 100 actual item examples that
 - Illustrate techniques for revising items to increase cognitive level
 - Explain how to develop NCLEX alternative items
- Demonstrates how to interpret and use item and test analysis data to improve classroom tests
- Provides relevant web links for further investigation at the end of each chapter
- Includes updated Learning Activities to assess the reader's understanding at the end of each chapter

APPLICABLE COURSES:

- MSN in Nursing Education
- Certificate program for nurse educators
- Preparation for CNE exam (NLN)

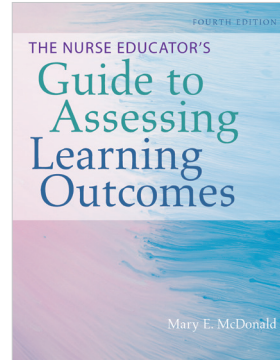
CHAPTER OUTLINE

This chapter outline comparison has been created to help you easily transition to the *Fourth Edition*. Note that chapter content from the *Third Edition* may now be found in a different chapter in the *Fourth Edition*. Also note that chapter numbers and titles may have been updated.



The Nurse Educator's Guide to Assessing Learning Outcomes, Third Edition

by Mary E. McDonald



The Nurse Educator's Guide to Assessing Learning Outcomes, Fourth Edition

by Mary E. McDonald

Chapter 1: The Role of Assessment in Instruction		Chapter 1: The Role of Assessment in Instruction
Chapter 2: The Language of Assessment		Chapter 2: The Language of Assessment
Chapter 3: Developing Instructional Objectives		Chapter 3: Developing Instructional Objectives
Chapter 4: Implementing Systematic Test Development		Chapter 4: Implementing Systematic Test Development
Chapter 5: Selected-Response Format: Developing Multiple Choice Items		Chapter 5: Selected-Response Format: Developing Multiple Choice Items
Chapter 6: Writing Critical Thinking Multiple-Choice Items		Chapter 6: Writing Critical Thinking Multiple-Choice Items
Chapter 7: Selected-Response Format: Developing True-False and Matching Items		Chapter 7: Selected-Response Format: Developing True-False and Matching Items
Chapter 8: Constructed-Response Format: Developing Short-Answer and Essay Items		Chapter 8: Constructed-Response Format: Developing Short-Answer and Essay Items
Chapter 9: Assembling, Administering, and Scoring a Test		Chapter 9: Assembling, Administering, and Scoring a Test
Chapter 10: Preparing Students for the Licensure Exam: The Importance of NCLEX		Chapter 10: Establishing Evidence of Reliability and Validity
Chapter 11: Establishing Evidence of Reliability and Validity		Chapter 11: Interpreting Test Results
Chapter 12: Interpreting Test Results		Chapter 12: Laboratory and Clinical Evaluation
Chapter 13: Laboratory and Clinical Evaluation		Chapter 13: Assigning Grades
Chapter 14: Assigning Grades		Chapter 14: Instituting Item Banking and Test Development Software
Chapter 15: Instituting Item Banking and Test Development Software		Chapter 15: Preparing Students for the Licensure Exam: The Importance of NCLEX
Appendix A: Steps for Implementing a Systematic Assessment Plan		Appendix A: Steps for Implementing a Systematic Assessment Plan
Appendix B: Basic Test Statistics		Appendix B: Basic Test Statistics
Appendix C: Basic Style Guide		Appendix C: Basic Style Guide
Appendix D: Targeting Cognitive Levels for Multiple-Choice Item Writing		Appendix D: Targeting Cognitive Levels for Multiple-Choice Item Writing
Appendix E: Sample Item Stems for Phases of the Nursing Process		Appendix E: Sample Item Stems for Phases of the Nursing Process
		Appendix F: Sample Item Stems for Client Needs Using the Nursing Process Format