

RN Content Mastery Series®

Educator Implementation Guide

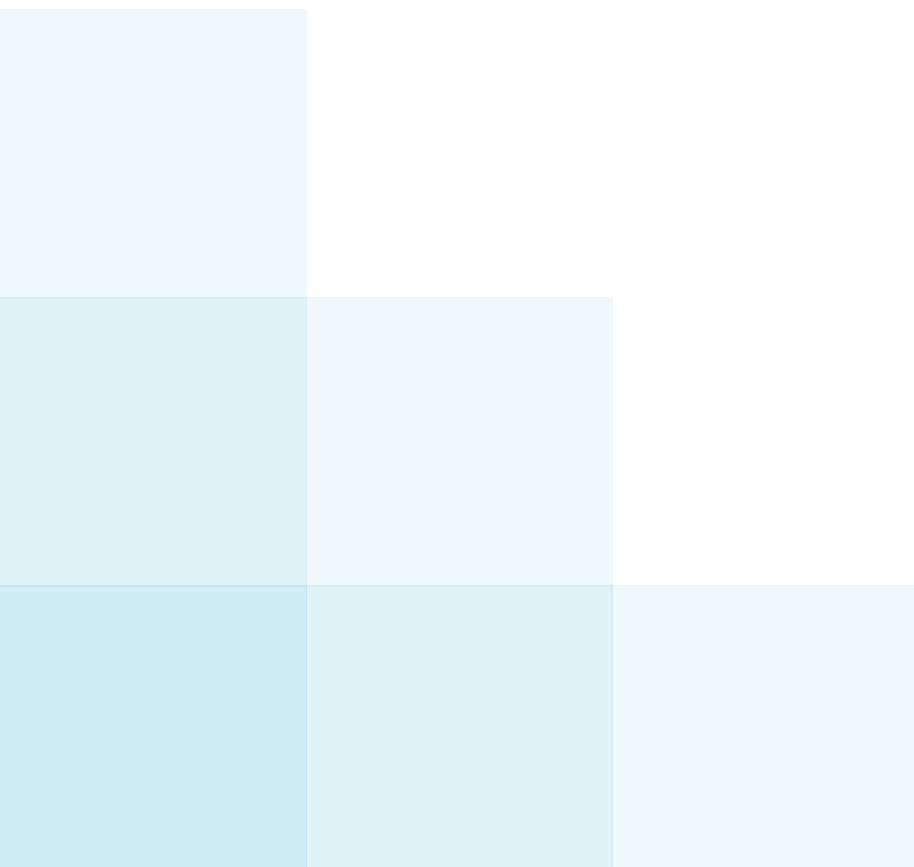


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Description

The *Content Mastery Series (CMS)* is a group of proctored and online practice assessments and review guidance.

The *Content Mastery Series Assessments* provide essential data regarding a student's mastery of concepts in relation to specific nursing content areas, including a series of *Targeted Medical Surgical* tests that address individual body systems to provide formative evaluation of content prior to the final medical surgical course.

Content-specific assessments provide proficiency levels that measure a student's level of knowledge acquisition. NCLEX® readiness is measured with the *RN Comprehensive Predictor*®. A practice version called the *Comprehensive Assessment* helps students prepare for the *Comprehensive Predictor*. Proctored and practice assessments are currently available, so faculty may use them in whatever combination or sequence works best for them and their students.

Both students and faculty can generate a score report after each assessment. Students can also create a *Focused Review*® to guide remediation along with each score report. *Focused Review* refers students to the *Content Mastery Series Review Modules* and *Active Learning Templates* to remediate content deficiencies.

Comprehensive, evidence-based online *Review Modules* present essential core content related to nine content areas. Active links in the text take the student directly to images, illustrations, and videos that relate to the content, and all media elements are additionally available in an **ENRICHMENTS** tab within the eBook. A Media Index of these resources is available for faculty on the website under **RESOURCES/ EBOOKS & ACTIVE LEARNING**. NCLEX-style items are presented at the end of each chapter with an *Active Learning Template* integrated into one item per chapter. Links to websites provide students additional sources of information to add to their collective knowledge.

Components

- *Proctored Assessments*
- *Online Practice Assessments*
- *Comprehensive Predictor*
- *Comprehensive Assessment*
- *Targeted Medical Surgical Assessments*
- *Review Modules*
- *Focused Review*

Proctored Assessments

CONTENT AREA	Items		Total
	Scored	Pretest*	
Adult Medical Surgical	90	10	100
Fundamentals	60	10	70
Pharmacology	60	10	70
Maternal Newborn	60	10	70
Nursing Care of Children	60	10	70
Mental Health	60	10	70
Leadership	60	10	70
Community Health	50	10	60
Nutrition	60	10	70

**Pretest items do not contribute to student scores*

FEATURES

- Assessment data regarding a student's mastery of concepts within specific nursing content areas.
- Formative indication of developing NCLEX readiness in content areas.
- Statistically developed proficiency levels reflective of the student's score on the assessment.
- National and program normative data for peer comparisons on the assessment.
- Generation of individualized *Focused Review* for remediation after completing an assessment.
- Supports remediation of knowledge gaps prior to taking *Comprehensive Predictor*.
- One minute per item allotted to complete assessment.
- **PAUSE** feature allows students to pause the assessment and return to it later. Students are allotted 5 minutes of pause time.
- Paper-pencil version available.
- Online versions contain alternate items.
- Equated total individual scores for all proctored assessment versions.
- All proctored assessments will be designated by their name and retake number as shown in the example below.
 - RN Fundamentals 2019
 - RN Fundamentals 2019 Retake 1

Note: Nursing education institutions should recognize that the cut scores ATI sets are recommended rather than required for those institutions using the ATI RN Content Mastery Series Assessments. For more on cut scores, see page 14.

Online Practice Assessments

RN PRACTICE	TOTAL ITEMS
Adult Medical Surgical	90
Fundamentals	60
Pharmacology	60
Maternal Newborn	60
Nursing Care of Children	60
Mental Health	60
Leadership	60
Community Health	50
Nutrition	60

FEATURES

- Assessment data regarding a student's readiness to take the corresponding proctored assessment in a specific content area.
- Computer-based assessments made up of NCLEX-style items.
- 500 minutes of testing time for each practice assessment.
- **PAUSE** feature allows students to pause the assessment and return to it later.
- Rationales provided for each item.
 - Faculty can turn rationales on or off.
- **FLAG FOR REVIEW** feature allows students to return to test items they did not previously complete and answer them prior to finishing the test.

The purpose of ATI practice assessments is twofold. First, practice assessments are meant to help students become familiar with the format, functionality, and item types that will be seen on the proctored assessment. Second, practice assessments can be used as a learning tool to help students identify areas of strength and weakness as they prepare to take the proctored assessment. Practice assessments are not designed to predict performance on the proctored assessment.

Comprehensive Predictor

	SCORED ITEMS	PRETEST ITEMS*	TOTAL ITEMS
RN Comprehensive Predictor	150 items	30 items	180 items

**Pretest items do not contribute to student scores.*

FEATURES

- 180 minutes to complete the assessment.
- **PAUSE** feature allows students to pause the assessment and return to it later. Students are allotted 5 minutes of pause time.
- Paper-pencil version available.
- Online versions contain alternate items.
- Equated total individual scores for all proctored assessment versions.
- Proctored assessments will be designated by their name and retake number as shown below.
 - RN Comprehensive Predictor 2019
 - RN Comprehensive Predictor 2019 Retake 1
- The percentage of items from all major NCLEX Client Need categories is similar to the percentage of items on the NCLEX-RN®.
 - RN Comprehensive Predictor
 - Management of Care
 - Safety and Infection Control
 - Health Promotion and Maintenance
 - Psychosocial Integrity
 - Basic Care and Comfort
 - Pharmacological and Parenteral Therapies
 - Reduction of Risk Potential
 - Physiological Adaptation

Comprehensive Predictor *(continued)*

FEATURES

- Offers an assessment of the student's mastery of nursing content and readiness to sit for the NCLEX-RN®.
- Ideal for nursing students who are in their final semester before graduating nursing school.
- Includes Fundamentals of Nursing, Pharmacology, Adult Medical Surgical Nursing, Maternal Newborn Care, Mental Health Nursing, Nursing Care of Children, Nutrition, Leadership, and Community Health Nursing.
- Generates an **Individual Performance Profile** that includes the Major Content Areas and the following data.
 - Adjusted Individual Total Score (% correct)
 - Predicted Probability of Passing NCLEX on the First Attempt
 - National and Program Means and Percentile Ranks
 - Topics to Review per NCLEX Client Need Categories
 - Individual Scores (% correct) within an outcome
 - Thinking Skills: Foundational Thinking and Clinical Judgment/Critical Thinking
 - Clinical Areas
 - Nursing Process
 - Priority Setting
 - QSEN Competencies
 - BSN Essentials
 - NLN Competencies
- Generates a **Group Performance Profile** that includes the similar data at the group level.

Comprehensive Assessment

TOTAL ITEMS

RN Comprehensive Online Practice Assessment

150

- Online versions contain alternate items.
- The percentage of items from all major NCLEX Client Need categories is similar to the percentage of items on the NCLEX-RN®.
 - RN Comprehensive Assessment
 - Management of Care
 - Safety and Infection Control
 - Health Promotion and Maintenance
 - Psychosocial Integrity
 - Basic Care and Comfort
 - Pharmacological and Parenteral Therapies
 - Reduction of Risk Potential
 - Physiological Adaptation

FEATURES

- Provides an assessment of the student's comprehension and mastery of nursing content.
- Ideal for nursing students who are in their final semester prior to graduation.
- 500 minutes of testing time for each practice assessment.
- **PAUSE** feature allows students to pause the assessment and return to it later.
- **FLAG FOR REVIEW** feature allows students to return to test items they did not previously complete and answer them prior to finishing the test.
- Offers students flexibility to test anytime.
- Includes Fundamentals of Nursing, Pharmacology, Adult Medical Surgical Nursing, Maternal Newborn Care, Mental Health Nursing, Nursing Care of Children, Nutrition, Leadership, and Community Health Nursing.
- Generates the following data:
 - Individual/Group Score (% correct)
 - Topics to Review per NCLEX Client Need Categories
 - Individual/Group Scores (% correct) within an outcome
 - Thinking Skills: Foundational Thinking and Clinical Judgment/Critical Thinking
 - Clinical Areas
 - Nursing Process
 - Priority Setting
 - QSEN Competencies
 - BSN Essentials
 - NLN Competencies

Targeted Medical Surgical Assessments

RN TARGETED MEDICAL SURGICAL ASSESSMENTS	TOTAL ITEMS
Cardiovascular	30
Fluid, Electrolyte, and Acid-Base	30
Gastrointestinal	30
Immune	30
Endocrine	30
Neurosensory and Musculoskeletal	30
Perioperative	30
Renal and Urinary	30
Respiratory	30

FEATURES

- Contain NCLEX-style items, such as multiple choice and multiple select.
- Ideal for nursing students to practice for ATI and faculty-generated assessments.
- **PAUSE** feature allows students to pause the assessment and return to it later.
- **FLAG FOR REVIEW** feature allows students to return to test items they did not previously complete and answer them prior to finishing the test.
- Provide immediate feedback after the student answers.
 - Shows the student the correct and incorrect answers.
 - Rationales appear instantly beneath the answered question.

Review Modules

- Expansive review books that present essential, core content related to the following nine content areas:

1. Adult Medical Surgical
2. Community Health
3. Fundamentals
4. Leadership and Management
5. Maternal Newborn
6. Mental Health
7. Nursing Care of Children
8. Nutrition
9. Pharmacology

- Available online 24 hr a day on www.atitesting.com and in a hard copy format.
- User-friendly collections of nursing knowledge are provided.
 - Help students locate important information quickly through the Adobe Acrobat search feature.
 - Support students' remediation efforts.
 - Facilitate entry into the nursing profession as a newly licensed nurse by providing online access for 1 year after graduation.
- Chapters conform to one of six organizing principles for presenting the content.
- Icons draw attention to significant concepts.
 - Nursing concepts
 - Procedures (diagnostic and therapeutic)
 - Systems disorders
 - Growth and development
 - Medications
 - Complications of pregnancy
- Expansive nursing content covering 337 chapters.
- Application Exercises at the end of each chapter include NCLEX-style items.
 - Answer Key is provided after each set of Application Exercises with rationales to provide additional learning.
 - Completion of an Active Learning Template (See [ACTIVE LEARNING TEMPLATES](#) under [RESOURCES>EBOOKS & ACTIVE LEARNING](#)) is required for one application exercise in each chapter.
 - NCLEX Connections with each unit and in the Application Exercise Answer Keys.
 - Indicates areas of the detailed NCLEX test plan that relate to the content within that unit.



Review Modules *(continued)*

- Icons draw attention to significant content.



This icon is used for **NCLEX** connections.



This icon is used for content related to **SAFETY** and is a QSEN competency. When you see this icon, take note of safety concerns or steps that nurses can take to ensure client safety and a safe environment.



This icon is a QSEN competency that indicates the importance of a holistic approach to providing **PATIENT-CENTERED CARE**.



This icon, a QSEN competency, points out the integration of research into clinical **EVIDENCE-BASED PRACTICE**.



This icon is a QSEN competency and highlights the use of information technology, or **INFORMATICS**, to support nursing practice.



This icon is used to focus on the QSEN competency of integrating planning processes and **QUALITY IMPROVEMENT** to meet clients' needs.



This icon highlights the QSEN competency of care delivery using an interprofessional approach that includes **TEAMWORK AND COLLABORATION**.



This icon indicates that a **MEDIA** supplement, such as a graphic, animation, or video, is active in the online version. Students with the hardcopy version of the review module can visit www.atitesting.com for details on how to access these features.

- Media supplements
 - Media clips embedded within the eBook pop up instantly to supplement student review of content.



Focused Review

- ATI Focused Review drives the post Content Mastery Series (CMS) assessment remediation experience for students. This personalized learning experience uses student performance on the Content Mastery Series practice and proctored assessments to drive focused student learning.
- If the student has completed a CMS assessment, ATI Focused Review automatically assesses student learning gaps and generates a personalized learning experience. ATI Focused Review provides ATI Review Module content in an eBook experience. The forms of content include text, image, sound and video.

FEATURES

- All Review Module eBook features, including annotations, highlighting, and bookmarking features, which allow students to uniquely focus their studies.
- ATI Reader eBook mobile app.
- If a student has used Focused Review, eBooks, and/or ATI Reader mobile app, their activities will be saved within the platform. This means students can see their activities from multiple interaction points without having to duplicate their efforts.
- Content organized by student knowledge gaps that is atomized and highlighted within the eBook chapters.
- Post-study quiz questions may be provided to a student based on specific student knowledge gaps. (Major Content Areas 75% or less. 0 to 50 items possible for additional remediation).
- Post-quiz content organized by student knowledge gaps that is atomized and highlighted within the eBook chapters.
- Content organized at a chapter level in the eBooks, but not atomized or highlighted.
- Student level reporting that provides analytics on time spent and quiz performance.
- Faculty level reporting that provides analytics on time spent and quiz performance..

Reports

OVERVIEW

- Provide faculty with the ability to set student benchmarks and generate a report that indicates student performance in relation to established benchmarks.
- Provide aggregate and longitudinal data for faculty and accrediting bodies to review.
- Data are available online anytime.
- All reports include the following.
 - Institution name
 - Program type
 - Time spent (online practice)
 - Test date
 - Percentage score
 - Student's name
 - Number of questions



TYPES OF REPORTS

- Group Reports
 - Standard report based on the group of students that have taken a specific assessment.
- Individual Reports
 - Present a detailed individual report for any or all students testing under an assessment ID.
- Combined Group/Individual Reports
 - Provide individual reports followed by a group report for an assessment.
- Longitudinal Reports
 - Compare assessment results of two or more groups of students across time.
- Individual Transcripts
 - Combined report of all the assessments (proctored and online practice) for one or more students.
- Outcomes
 - Students' results are categorized according to each of the following types of outcomes.
 - **Thinking Skills**
 - Foundational Thinking
 - Clinical Judgment/Critical Thinking
 - **Priority Setting**
 - **Nursing Process**
 - Assessment
 - Analysis/Diagnosis
 - Planning
 - Implementation/Therapeutic Nursing Intervention
 - Evaluation

Reports *(continued)*

- **NCLEX Client Need Categories**
- **Clinical Areas** (*Comprehensive Predictor* only)
 - Adult Medical Surgical
 - Maternal Newborn
 - Nursing Care of Children
 - Mental Health
 - Fundamentals
 - Pharmacology
 - Community Health
 - Leadership
 - Nutrition
- **QSEN Competencies**
- **BSN Essentials**
- **NLN Competencies**

Note: Proctored exams include pretest items. The score reports, however, do not include any information pertaining to these items. Practice assessments do not have pretest items.

Assessment-Related Statistics

- ATI's National Standard Setting Study establishes cut scores, or benchmarks related to student performance.
- Accessing statistics: Information on cut scores and other assessment-related statistics can be found by going to the **RESOURCES** section from the Faculty home page of atitesting.com. Under the Assessments & Focused Review section, select the desired RN Assessment Information for details.

ASSESSMENT STATISTICS	RN CMS
Proficiency Levels Table	✓
Proficiency Levels Summary	✓
Technical Manual	✓
Mean/Percentile Ranks	✓

Note: Institutions using the CMS assessments for high-stakes purposes, such as a portion of a course grade or progression, should be extremely cautious, regardless of whether they adopt the ATI recommended cut scores. If an institution uses these assessments for a portion of a course grade beyond extra credit, they should ensure the content of the assessments is fully aligned with their program curriculum. ATI strongly discourages the use of the CMS assessments as a sole criterion for students' progression or graduation.

Proficiency Level Expectations

Expectations for students meeting the following Proficiency Levels at the recommended cut scores.

	LEVEL 3	LEVEL 2	LEVEL 1	BELOW LEVEL 1
NCLEX-RN standards in this content area	Exceeds	Readily meets	Just meets	Does not meet
Knowledge demonstrated in this content area	High level	Adequate level	Minimum level	Does not demonstrate the minimum level
Performance in this content area	Exceeds most expectations	Exceeds minimum expectations	Meets the absolute minimum expectations	Does not meet the absolute minimum expectations
ATI recommendations for students based on Proficiency Levels	Engage in continuous <i>Focused Review</i> to maintain and improve knowledge of this content.	Engage in continuous <i>Focused Review</i> to improve their knowledge of this content.	Develop and complete a rigorous plan of <i>Focused Review</i> to achieve a firmer grasp of this content.	Develop and complete an intensive plan of <i>Focused Review</i> and remediation.

Recommended Use

- Course-related assessments
- Content-specific assessments
- Independent learning
- Preparation for the NCLEX
- Formative and summative assessments throughout entire curriculum

Implementation Strategies

GENERAL INSTRUCTIONAL STRATEGIES FOR EDUCATORS

- Emphasize the importance, value, and use of ATI tutorials and Content Mastery Series (CMS) assessments to the students, over the course/curriculum, regarding student accountability for best outcomes.
- Reinforce the concepts of active learning in the ATI tutorials of Nurse Logic/Learning System. These tutorials introduce nursing students to core concepts relevant to nursing practice, arm students with study and test taking skills, and introduce them to NCLEX-style questions. (ATI Guide for the Development of Best Practice Policy, 2019)
- Strategically incorporate tutorials into the course/curriculum to engage students in preparation for CMS practice and proctored assessments.
- Evaluate the time students engage with the tutorials assigned in the course.
- Strategically schedule CMS Practice Assessments throughout content areas within designated course/curriculum.
- Strategically schedule CMS Proctored Assessments (at least 90% of course content covered) within the course/curriculum.
- Discuss ATI Research, which suggests that students performing at a level 2 or higher on multiple Content Mastery Series Proctored Assessments, on the first attempt, are more likely to be successful on the NCLEX.
- Evaluate if adequate time was allotted for successful remediation and use of the focused review.
 - Review the number of attempts and time intervals between the student's Practice/Proctored Assessments.
 - Identify whether remediation was required and/or completed following each attempt.
- Evaluate the amount of time invested by the student taking the Practice/Proctored Assessment relative to the total number of items.
 - Did the student spend the recommended time (approximately one minute per question item) or use more/less time?
 - Note the correlation between time spent in completing the Assessment and the benchmark achieved.
 - Identify whether the student's performance outcome goal was achieved. If not, explore potential reasons with the student.
- Design and implement a Remediation Plan related to the student's performance for CMS Assessments.
 - Create a program policy related to ATI Remediation best practices.
 - Focused Review
 - Encourage students to do their best work while taking practice and proctored assessments, so their results truly reflect content the student has mastered and content for which they need to study.
 - Implement practice assessments with rationales turned off, so students can create their own Focused Review as a study guide. Once the review is completed (if time allows), encourage students to retake another version of the practice assessment with rationales turned on.

- Allow ample time between retakes, so students can focus on creating a robust Focused Review to be used as a study guide within the course, preparing for the ATI Comprehensive Predictor, and as an NCLEX study guide.
- Administer proctored assessments to students 1 to 2 weeks before a course final to allow ample time to create the personalized Focused Review. This applies to preparation for the course final, ATI Comprehensive Predictor, and as an NCLEX study guide.
- Implement a student success binder, which helps students understand their content knowledge gaps for easy review. The binder can include a student signed school policy, a current transcript, the Focused Review, and supplemental materials (ATI Active Learning Templates, ATI Three Critical Points, journal entries).
- To earn points identified in the ATI Student Assessment and Review policy for each practice assessment, students should complete the remediation provided following the first attempt at each practice assessment. Once completed, students should take the post-remediation quiz (if identified; not all students will receive a quiz) and complete the follow-up remediation. Students may only take this quiz one time.
- Student Engagement
 - Verify engagement of time completed by the student according to ATI policy.
- Student Documentation
 - Did student submit required documentation?
- Faculty Verification
 - Was the completion of all required components for remediation verified by faculty?
- Post-Assignment Debriefing
 - Implement post-assessment debriefing strategies.
 - ▲ Engage students in post-assessment dialogue related to CMS assessments.
 - ▲ Identify application to practice opportunities for reinforcement in class/clinical. Implement post-assessment debriefing strategies.
- Evaluate areas of remediation based on specific CMS group performance profile for content areas per designated benchmark (faculty determined benchmark based on general performance of the group) on practice/proctored assessments.
- Identify the NCLEX test plan categories associated with the percentage (benchmark) earned on group performance profile. Review content areas that need improvement to discuss before the proctored exam in courses/curriculum.
 - Consider discussion in faculty meetings to share collective gaps in NCLEX categories.

ACTIVE INSTRUCTIONAL STRATEGIES FOR EDUCATORS

- Utilizing the assigned tutorials in the course, engage the students periodically to identify questions requiring clarification or a take away to share with peers. (This activity can be scheduled in advance to provide time for the student to engage and prepare for the activity). The faculty member can ask for volunteers or select students randomly to share.
- Create a didactic review discussion exercise for students prior to proctored assessment based on practice assessment group performance profile.
- Identify topics for content gaps for both practice and proctored assessments for future teaching and active learning opportunities in the course/curriculum based on group performance profile.
- Create a 5- to 10-question activity from Custom Assessment Builder (CAB) or Learning System 3.0 to utilize in small group or large group discussion based on the group performance profile from the practice assessments. Complete the active learning exercise prior to the proctored assessment. (Consider on-line if applicable for distance education.)

- Create a 10- to 20-question “What’s the evidence-based rationale?” practice quiz on remediation topics from group performance profile from practice assessment(s). Gather small groups of students in class to take the practice quiz and present answers to class with discussions of rationale for feedback to present in class.
- Generate “clinical post conference” topics assignment based on the group performance profile for faculty to assign to all clinical groups to review remediation areas from practice/proctored assessments in future courses. The students in the clinical groups will select one topic from the designated list to present to peers for a 10-minute review during post conferences each week. (approximately 8-10 topics should be selected, or one topic per student in clinical). The topics should be presented weekly in a fun, active learning environment by the weekly student leader.
- Encourage and assign students to prepare three critical points identified from current course focused review (individualized performance profile) to clinical in the next semester. During the first week of clinical in the following semester, encourage the student to share a plan for success for areas of remediation with clinical faculty. (This includes skills, medications, system disorders, etc.). The clinical faculty will discuss student needs for improvement based on prior semester results to identify a plan of success for clinical focus topics/needs to bridge the gap with each student in clinical.
- Create the “pull from the hat” game. The students anonymously place their lowest topic score from the practice assessment (based on the individual performance profile) in the hat on a folded index card or paper in class post assessment. The students take turns drawing from the “hat” and debriefing out loud about the subjects randomly selected in the hat.
- Encourage students to bring practice/proctored individualized performance profile reports listing 3 clinical points with designed goals for clinical experiences prepared to discuss with clinical faculty member on the first day.

USING ACTIVE LEARNING TEMPLATES

- Assign Active Learning Templates (ALTs) after practice assessments for class discussion/exercises prior to proctored assessment administration based on group performance profile results.
- Utilize the ALTs in small groups post practice assessments to engage students with documenting 3 critical points from topics in need of further remediation based in individual performance profile. Compare and contrast group results discussing the priority of 3 critical points identified in the class.
- Create a “debrief speed dating” classroom activity. Each student has one minute to share one ALT with 3 critical points identified from their Focused Review with a peer. The students rotate with 10-20 peers and exchange a debrief session with each peer. Encourage the student to be creative, artistic, and unique for their debut to their peers. After the exercise have the students identify the top ALTs that reinforced their learning.
- Create an “art museum of ALTs” in-class activity. Utilize giant post-it pads with ALTs (consider enlarging and laminating ALTs if possible). Assign students in small groups a designated remediation topics based on CMS practice group performance profile results. Provide the students 20 minutes (in designated groups) to creatively design the post-it pads or enlarged laminated ALT with magic markers. Upon completion, the students will review all groups’ handwritten, artistically crafted ALTs collaborating on the three critical points based off each ALT presented. The students will spend approximately 3-5 minutes at each ALT in the room. Create a debrief/discussion after the students view the museum with the take-away points from the activity.
- Share remediation topics from practice/proctor group performance profile reports with simulation faculty to consider for future rotations for knowledge gaps. The use of ALTs in simulation for these topics is encouraged for debriefing and critical application of knowledge.
 - Encourage the use of various ALTs for simulation activities with designated faculty.

- Assign the students to create a teaching plan on an ALT using 3 critical points to present to a peer or with small group design post CMS practice assessment using their individual performance profile results from the focused review. (This exercise can be done in class or clinical.)

ACTIVE INSTRUCTIONAL STRATEGIES FOR STUDENTS

- Generate, download and print Focused Review individualized performance profile (as soon as possible) from CMS practice assessment(s). Highlight areas in need of remediation (as designated per faculty) including categories of NCLEX test plan in need of improvement.
- Create ALTs as outlined in remediation plan with 3 critical points documented on all areas identified from Focused Review as designated per faculty.
- Create a teaching plan on the ALTs to present to a classmate/peer or small group as designated by faculty.
- Utilize all references, modules, videos, and resources designated in the Focused Review to remediate as designated by course faculty prior to taking CMS proctored assessment.
- Prioritize and prepare your plan for success using current results from Focused Review post CMS practice/proctored assessments. Identify specific systems disorders, medications, skills requiring remediation. Prepare to discuss with clinical faculty in current and future semesters and place in ATI Student Binder. (Student Portfolio or e-journal)
- Create flash cards from Focused Review with key concepts on one side of card (i.e. system disorders, medications, skills) with 3 critical points identified on back of the card.

CMS ASSESSMENT ADMINISTRATIVE TESTING GUIDELINES

As our ATI partner schools use the Content Mastery Series (CMS) practice and proctored assessments and the Comprehensive Predictor, it is important to note that differences in administration may occur. CMS practice exams are not generally regulated or given in a secured environment provided by all programs during the intended use. The purpose of CMS practice assessments as a tool is to help students and faculty identify content that has not yet been mastered as they prepare the student for the proctored assessments. It is meant to be an independent assignment so that the focused review to follow can help students focus individually. Knowing differences exist with assigning and administering the practice assessments, ATI recognizes practice questions are at potential risk for unauthorized use outside the ATI website. The importance of partnering schools to reinforce the message to ATI student users is to maintain the highest academic integrity practices as a steward and future professional is expected. The ATI student user has the professional responsibility to be conscientious of academic integrity violations to protect the content/intellectual property of these CMS practice assessments. Students should not place any ATI content, questions, images, etc. on the Internet, in whole or in part, which includes study sites, social media, or other public forums. Any violation of this is a breach of ATI's intellectual property.

It is also important to note CMS proctored assessments and the Comprehensive Predictor assessment are to be given in a secured academic proctored environment to protect the integrity of the ATI assessments. Again, the ATI student user has the professional responsibility to be conscientious of academic integrity violations to protect the content/intellectual property of these CMS practice assessments. Any violations or acts of suspicious unauthorized use of the CMS assessments should be reported to the partner school proctor and ATI test security immediately. ATI recommends the partner schools utilize or create their own academic dishonesty/integrity policy to use in conjunction with ATI all CMS assessments.

Test Security

ATI relies heavily on our nursing education partners to help us maintain the security of our CMS assessments and to ensure that all examinees have the same testing experience. We ask that any faculty members who may be proctoring an ATI CMS assessment familiarize themselves with the procedures described in the Proctor Process Guide and the Proctor Certification Course to ensure a standardized testing experience for all students.

ATI Proctors must actively monitor the students taking ATI CMS assessments at all times. ATI considers active monitoring to be live on-site testing, in the same room as the testers. Examinees should not engage in other activities, such as browsing the web or using an electronic device, during the testing process. Proper monitoring will help decrease the amount of test misconduct. ATI screens data from assessments for anomalous student responses. You may inform your students that their responses will be statistically analyzed for possible test misconduct.

The responsibility of a proctor is to ensure the security of the assessment and the testing environment. All assessment questions are the copyrighted property of Assessment Technologies Institute®, LLC. The removal or attempt to remove questions or other assessment material from the test site is prohibited. It is forbidden under federal copyright law to copy, reproduce, record, distribute, or disclose these assessment questions by any means, in whole or in part. A violation of this type can result in civil and criminal penalties.

ATI sincerely appreciates your help with maintaining the security of our assessments.

Proctor Certification

The ATI Proctor Certification Course, located within the ATI Academy, has been created to provide those who administer ATI CMS Assessments step-by-step training on the proctoring process. We advise all faculty that may be proctoring an ATI CMS assessment to complete the Proctor Certification Course before their first administration of an ATI exam. The Proctor Certification Course is constantly being updated with new and pertinent information, and ATI recommends retaking the course at least every year to stay up to date with any new processes. Once the Proctor Certification Course has been completed, faculty will be equipped with the most current tools and techniques to ensure a secure assessment administration.

Resources

Resources available on atitesting.com from the **RESOURCES** tab.

- Resources found under the **PROCTORING** tab.
 - Proctor Training Videos:
 - Proctor Expectations and Responsibilities
 - Proctoring with a Proctor Role
 - Proctoring with an Instructor or Director Role
 - Test Security Training
 - Proctor Process Guides:
 - How to Proctor Process Guide
 - Proctor Eligibility Requirements
 - Proctor Oath
 - ATI Proctored Exam Timing FAQ
- Information regarding the *Content Mastery Series* Assessments can be found under the **ASSESSMENTS & FOCUSED REVIEW** ⇒ **RN ASSESSMENT INFORMATION** tab.
 - **CMS** topic descriptors
 - **CMS** assessment descriptions

Product Support

At ATI Nursing, we pride ourselves on timely, effective support to meet your needs. Please contact us at 800-667-7531 if you need assistance with this product.

Please be sure to verify the technical requirements on the ATI website to ensure you have the optimal product experience.

Technical Requirements

For optimal testing experience, we recommended a wired network connection. Full system requirements are available at <http://www.atitesting.com/TechnicalRequirements.aspx>.

