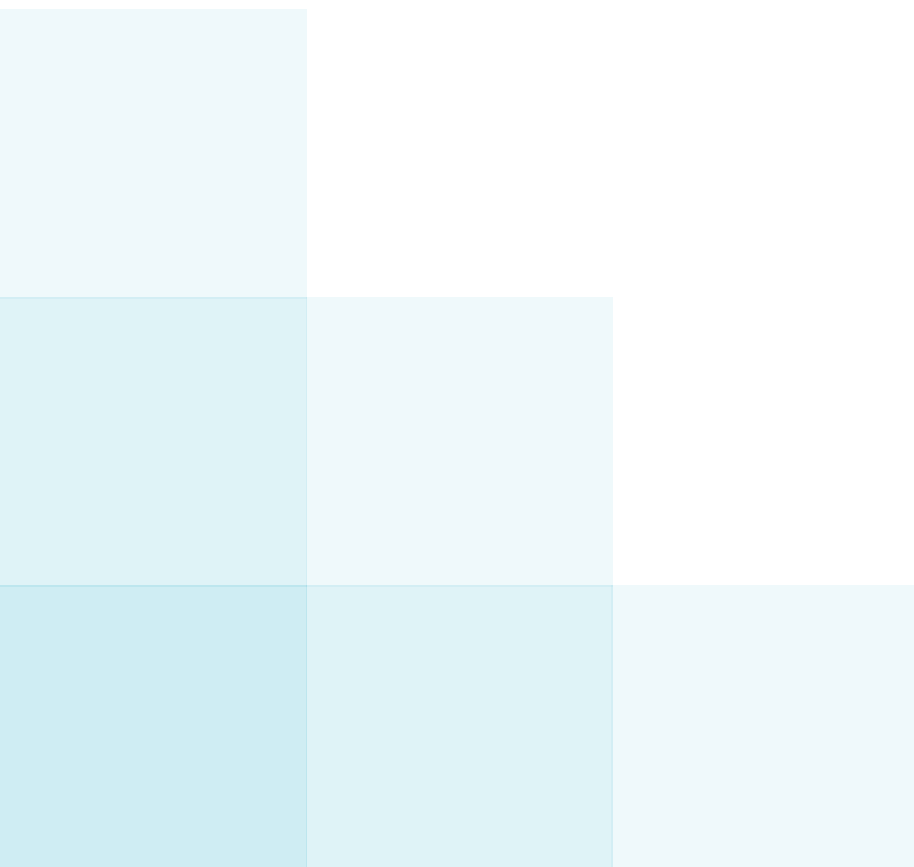


# Learning System 3.0

Educator Implementation Guide



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## Description

*Learning System 3.0* offers curriculum support to faculty by providing learning-enhanced quizzes to guide students' mastery of nursing and nursing-related content. Alignment of quizzes to the curriculum allows instructors to assign quizzes that correspond with the content covered in the course. The use of learning-enhanced quizzes in *Learning System 3.0* promotes student success throughout the nursing program and on the NCLEX® exam.

*Learning System 3.0* provides practice in content-specific areas, which allows students to identify their strengths and focus efforts on their areas of need. Faculty can identify which areas to direct students' attention to for remediation using ATI practice assessments and tutorials.

ATI is committed to increasing student confidence by providing students with experience answering NCLEX-style questions in a variety of quizzing formats. With *Learning System 3.0*, students can assess their knowledge through pre-set quizzes, build a customized quiz that focuses on specific categories, or test their category specific comprehension in an adaptive quizzing environment.

## Recommended Use

- The *Learning System 3.0* quizzes are a tutorial product that may be used in any course throughout the nursing curriculum.
- Course-related quizzes
- Independent self-directed learning
- Clinical post-conference activities
- Preparation for *Content Mastery Series* assessments
- Remediation following a practice and proctored assessment(s)
- Preparation for NCLEX

## Implementation Strategies

Students and faculty have two options for quizzing: they can choose an adaptive quiz, or build a customizable quiz by topic (not adaptive). ATI recommends students begin by taking an adaptive quiz to identify knowledge strengths and weaknesses. The adaptive quizzes will provide the student with analytics that will focus study on the areas that need the most attention.

1. Review the [How to Create Classes](#) step-by-step instruction guide.
2. Review the Dynamic Quizzing features and step-by-step instruction guide on [Exam and Assignment Management](#), including:
  - How to Create and Send an Exam to Students
  - How to Manage the Assignment
  - How to View Results for the Assignment

**GENERAL INSTRUCTIONAL STRATEGIES FOR EDUCATORS**

- Assign *Learning System 3.0* as practice prior to taking a *Content Mastery Series*® assessment. (This includes the practice and proctored assessments.)
- Use *Learning System 3.0* to determine mastery of knowledge in content areas, and determine areas of future focus for the student to review.
- Use *Learning System 3.0* practice questions during class/clinical post-conference/lab to identify if students are critically reading the question.
- Use *Learning System 3.0* as a tutorial for students who are scoring poorly on practice and proctored *Content Mastery Series* assessments, in addition to the focused review.
- Assign *Learning System 3.0* to familiarize the student to an adaptive test, in addition to identifying knowledge areas of strength and weakness.

**ACTIVE INSTRUCTIONAL STRATEGIES FOR EDUCATORS**

- Assign *Learning System 3.0* as a course in class assignment; in small groups or individually.
- Assign *Learning System 3.0* as a weekly assignment. Students will create their own assessments based on content area. Instruct the student to use “unanswered questions.” Instruct on which difficulty level, which exam mode (test or study mode), and how many questions.
  - Example: Week 1 for a medical-surgical course. Ask students to choose 10 questions for oncology with the “all difficulty” option, unanswered question and study review mode. (The Test Timed Mode can be used for students who struggle with completing assessments in a timely manner [i.e., greater than 1.5 minutes per question].)
- Prior to assigning a *Learning System 3.0* quiz, review how to critically read assessment items using *NurseLogic 2.0* and apply that information before using an adaptive quiz.
- Use *Learning System 3.0* practice questions during class/clinical and/or post-conference/lab to evaluate student’s ability to critically read questions.
- Assign a *Learning System 3.0* prior to class. Request students develop a plan of study for remediation as a ticket into class using the Basic Concept Active Learning Template.
- Assign a *Learning System 3.0* quiz prior to simulation lab experience. Request students complete an Active Learning Template in preparation for simulation experience using the System Disorder, Medication or Nursing Skill Active learning template.
- Complete a *Learning System 3.0* quiz in class using an interactive class response system (clicker system, etc.) to engage learners and review content.
- After completion of the assigned *Learning System 3.0*, review and analyze the class composite score to identify areas for remediation with the students. Divide the class into small groups, and give each group a different topic for review. Assign the groups to share their remediation materials (including three critical points from topics reviewed) with the rest of the class via one of the following methods.
  - Using an active learning template (ALT) (basic concept or others as assigned), create a comprehensive review of areas needing improvement. Assign the student to create a 3-5 minute video that can be posted in the course learning system management system, identifying the weaknesses identified and rationale to support areas of knowledge to apply concepts missed.
  - Assign small groups of students to present review findings with students in class or via the academic site. Assigning roles for each student to participate within the work group. (Leader, writer, researcher, time keeper, etc.).
  - Create a discussion board or blog/forum opportunity through the academic site or learning system management system, requiring each student to post three areas for improvement based on results from quiz; with strategies for success to share.

**ACTIVE INSTRUCTIONAL STRATEGIES FOR STUDENTS**

- Review the [How to Create and Take a Customized Quiz](#) step-by-step instruction guide.
- Create a practice quiz log that includes your preparation for the quiz, study strategies, and any interference you encountered. Then, evaluate your preparation in conjunction with your quiz score.
- Create a plan of study for material that you identified as an area of improvement.
- Use active learning templates for remediating areas for improvement after taking an adaptive quiz.
- Review three critical points on content areas missed and handwrite these in a quiz log.
- If an area of improvement identifies a knowledge deficit of a skill, review the related *Skill Modules*, if available, and practice the skill.

*Components*

**STANDARD QUIZZES**

Fixed-form assessments that test students’ knowledge in each of the content areas below.

- Provides additional insight to students regarding gaps in mastery of nursing and nursing-related content.
- Ideal for nursing students throughout the curriculum in a specific content area.

**34 RN QUIZZES TOTAL**

- 23 practice quizzes
- 11 finals

**24 PN QUIZZES TOTAL**

- 15 practice quizzes
- 9 finals

**Practice Quizzes**

**RN**

**PN**

*Provide data regarding a student’s mastery of concepts within specific nursing content areas.*

Medical-Surgical: Dermatological	<b>1</b>	20 items	<b>1</b>	20 items
Medical-Surgical: Oncology	<b>1</b>	20 items	<b>1</b>	20 items
Medical-Surgical: Endocrine	<b>1</b>	20 items	<b>1</b>	20 items
Medical-Surgical: Gastrointestinal	<b>1</b>	20 items	<b>1</b>	20 items
Medical-Surgical: Renal and Urinary	<b>1</b>	20 items	<b>1</b>	20 items
Medical-Surgical: Musculoskeletal	<b>1</b>	20 items	<b>1</b>	20 items
Medical-Surgical: Respiratory	<b>1</b>	20 items	<b>1</b>	20 items

<b>Practice Quizzes</b> <i>(continued)</i>	<b>RN</b>	<b>PN</b>
Medical-Surgical: Cardiovascular and Hematology	<b>1</b> 30 items	<b>1</b> 30 items
Medical-Surgical: Neurosensory	<b>1</b> 30 items	<b>1</b> 30 items
Medical-Surgical: Immune and Infectious	<b>1</b> 30 items	<b>1</b> 30 items
Communication	<b>1</b> 20 items	<b>1</b> 20 items
Pharmacology	<b>1</b> 40 items	<b>1</b> 25 items
Gerontology	<b>1</b> 30 items	<b>1</b> 30 items
Fundamentals	<b>2</b> 40 items	<b>2</b> 40 items
Maternal Newborn	<b>2</b> 30 items	
Nursing Care of Children	<b>2</b> 40 items	
Mental Health	<b>2</b> 40 items	
Leadership	<b>1</b> 40 items	
Community Health	<b>1</b> 20 items	

<b>Finals</b>	<b>RN</b>	<b>PN</b>
Fixed form assessments providing comprehensive data, while demonstrating mastery of specific content areas. These can be used to prepare students for the CMS Practice Assessments.		
Medical-Surgical	<b>1</b> 50 items	<b>1</b> 50 items
Communication	<b>1</b> 20 items	<b>1</b> 20 items
Pharmacology	<b>1</b> 50 items	<b>1</b> 25 items
Gerontology	<b>1</b> 40 items	<b>1</b> 40 items
Fundamentals	<b>1</b> 50 items	
Maternal Newborn	<b>1</b> 40 items	<b>1</b> 40 items
Nursing Care of Children	<b>1</b> 50 items	<b>1</b> 40 items

<b>Finals</b> ( <i>continued</i> )	<b>RN</b>		<b>PN</b>	
Mental Health	<b>1</b>	50 items	<b>1</b>	50 items
Leadership	<b>1</b>	50 items		
Management			<b>1</b>	40 items
Community Health	<b>1</b>	20 items		
Comprehensive Final	<b>1</b>	150 items	<b>1</b>	125 items

### STUDENT FEATURES

- Features for practice quizzes and finals
  - **GLOSSARY**: includes general and pharmacology terms
  - **CRITICAL THINKING GUIDE**: supports the information in *NurseLogic*® 2.0 relating to the *ATI Helix of Success*, knowledge/clinical judgment, priority-setting frameworks, and how to read quiz items critically
  - **PRODUCT HELP**: walks users through navigating the student portal in a manner that brings clarity and ease of use
  - **HINT**: instantly highlights key words in the stem of the item
  - **FLAG FOR REVIEW**: allows students to return to quiz items they did not previously complete and answer them prior to completing the quiz
  - Current item number in relation to total number of items
  - Timer counts time in quiz

## DYNAMIC QUIZZES

Instructors can use the “Assignments ” feature to build customized quizzes by content area and email the assignment to their class. Instructors can also send a comprehensive, adaptive quiz that includes items from all content areas. Students will receive notification on their dashboard and an email notifying them that an assignment has been created. The email will contain a hyperlink that will take students directly to the assignment.

### INSTRUCTOR FEATURES & BENEFITS

- Instructors can build and manage classes to create groups of students that they will frequently create assignments for. Classes also help expedite the exam building and sending process.
- Assign delegates to classes. Delegates are other instructors who, when added to a class, can view and update any class members and assignments associated to the class they’ve been assigned a delegate to.
- Assign customizable quizzes by content area or assign an comprehensive adaptive quiz.
- Assignments can be sent to an entire class, or to selected individuals.
- Send reminder emails with a customized message to all students, or just those who have not completed the assignment.
- Instructors can view individual performance reports for each assignment they build and send to students. Reports provide information on student performance and completion. Reports also track time students are using the platform so engagement can be promoted to inactive users.

### STUDENT FEATURES & BENEFITS

- In addition to completing assigned quizzes, students can also utilize the Dynamic Quizzes features for personalized remediation by building their own customizable quizzes by content area with the option to create it in CAT (computer adaptive testing) mode.
- Students can utilize the mark question feature while taking an exam to review later. Marked questions can also be used as a filter when creating a new dynamic quiz.
- Students can view performance reports for each assignment or dynamic quiz. View advanced statistics showing strengths and weaknesses with suggested questions based on performance. Monitor subject performance and progress by navigating to the Performance by Subject page, found under the Performance tab.
- Utilize the performance timeline to see a visual representation of your performance over time. Access to the timeline can be found under the Performance tab.



## ADAPTIVE QUIZZES

The adaptive quizzes adjust to a student's performance and presents them with either easier or more challenging questions based on how they answered the previous question.

RN students' knowledge can be assessed in as few as 75 questions or as many as 265. PN students' knowledge can be assessed in as few as 85 questions or as many as 205. When students reach their last question, the quiz will shut off and prompt the student to submit their quiz for grading. Answers and explanations will be available after the quiz.

	RN	PN	Access
Comprehensive, across all content areas	✓	✓	Students & Faculty

When building an adaptive quiz, **Instructors** can:

- Assign an entire class or selected individuals.
- Only assign the comprehensive spanning across all content areas.

When building an adaptive quiz, **Students** can:

- Choose from all questions in the bank, unanswered, incorrect, correct, unseen or marked.
- Select subjects to include; must meet minimum of 205 items for PN and 265 for RN.

## CUSTOMIZABLE QUIZZES

This feature allows students and faculty the ability to customize a quiz by selecting from a list of topics. Selecting the number of items, study review or test mode, and the order in which items will display, are a few unique advantages to this feature.

Topic Areas	RN	PN
Communication	✓	✓
Critical Care	✓	
Community Health	✓	
Fundamentals	✓	✓
Gerontology	✓	✓
Leadership & Management	✓	✓
Leadership	✓	
Maternal Newborn	✓	✓

Adult-Medical Surgical	✓	✓
• Medical-Surgical: Cardiovascular and Hematology	✓	✓
• Medical-Surgical: Dermatological	✓	✓
• Medical-Surgical: Endocrine	✓	✓
• Medical-Surgical: Gastrointestinal	✓	✓
• Medical-Surgical: Immune and Infectious	✓	✓
• Medical-Surgical: Musculoskeletal	✓	✓
• Medical-Surgical: Neurosensory	✓	✓
• Medical-Surgical: Oncology	✓	✓
• Medical-Surgical: Renal and Urinary	✓	✓
• Medical-Surgical: Respiratory	✓	✓
Mental Health	✓	✓
Nursing Care of Children	✓	✓
Nutrition	✓	
Pharmacology	✓	✓

### INSTRUCTOR FEATURES

When building a customized quiz, **Instructors** can:

- Create customized exam templates to share to students or other instructors or utilize those questions in the classroom.
- Determine the total number of items in the quiz.
- Choose the order the questions are presented (either randomly, or by rating to have higher rated questions appear first).
- Select whether items pull from all questions within the quiz bank, from unanswered questions only (previously sent questions will be excluded).
- Include items from specific content areas.

- Build the quiz in Test Mode or Study Review Mode.
  - Study Review Mode: students can review answers and explanations while they are taking the quiz.
  - Test Mode: Faculty can set a time limit for students to complete the quiz. Answers and rationales are revealed after students complete the quiz. Faculty can disable pausing and the timer will continue even if the student leaves the assignment.
- Include a message about the assignment that will appear in the assignment notification email received by students.
- Schedule assignments to be delivered to students immediately, or on a specific date and time. The system will default to send immediately.
- Choose to set a date and time that assignments are no longer accessible to the student(s). If an end date and time are not selected, the system will default to no end date.

### STUDENT FEATURES

When building a customized quiz, **Students** can:

- Provide a customized name for the quiz.
- Build the quiz in study mode, where students can view rationales during the quiz (open book); or test mode, where answers and explanations are available after the quiz (closed book). In test mode, students can choose to set a time limit to complete the quiz or leave untimed.
- Select whether items pull from all questions within the quiz bank, from unanswered questions, from items they have previously answered incorrectly, from items they have never seen before, or from questions they've previously marked.
- Select the difficulty level of items included. Items are assigned one of three difficulty levels (Easy, Moderate, Hard). Students can choose to include one, two, or all levels.
- Include items from specific content areas.
- Determine the total number of items in the quiz.

## Reports

### STANDARD QUIZZES

- Data is available online anytime.
- Reports include:
  - Student's name
  - Institution name
  - Program type
  - Quiz date
  - Number of items
  - Score in percentage
  - Time in quiz
  - Topics to Review
  - Outcomes

## DYNAMIC QUIZZES

### ADAPTIVE & CUSTOMIZED QUIZZES

- Data is available online anytime.

### ASSIGNMENT & INDIVIDUAL PERFORMANCE REPORT

- The Assignments tab allows instructors to view student performance by assignment. Within each scheduled assignment, instructors can click on the assignment name to review:
  - Each question within the quiz
  - The overall percent that have been answered
  - The overall percent that have been answered correctly
  - The date and time the quiz was sent; and if an end date and time were set
- Within each assignment, instructors can also send reminder emails with a customized message to all students, or just those who have not completed the assignment.
- Instructors can click **INDIVIDUAL PERFORMANCE** for additional insight into how each student is performing on the assignment.
  - **SUBMITTED** – Indicates if a student has submitted the assignment, and if so, the date and time it was submitted for grading.
  - **STATUS** – Indicates whether an assignment is complete or incomplete and the number of questions the student answered.
  - **CORRECT ANSWERS** – Indicates how many questions have been answered correctly.
  - **STUDENT SCORE** – Indicates the percent of questions the student answered correctly.
  - **TIME SPENT** – Indicates the amount of time the student spent in the assignment.
  - **DOWNLOAD CSV** – Provides a CSV export of information shown in the screen for each student.
- Instructors can click **SEE MORE**, which provides a more in-depth look into how the student did on the specific assignment, and provides the Exam Report once the assignment has been submitted for grading.
- Exam Reports include:
  - Student's name
  - Email address
  - Exam name
  - Quiz date
  - Number of total questions
  - Student Rank (adaptive quizzes only): Provides insight into the student's performance based on the student's percentile rank compared to all test takers who took items of the same level of difficulty.
    - Questions are divided into three difficulty levels – Easy, Moderate, and Hard – based on how many test takers answered them correctly.
    - Normative data comparisons are based upon item difficulty (p-value) using available data from the system. As items are administered, additional data will be collected refining the estimated difficulty of the items, which may lead to fluctuation of the comparison categories.
  - Student score – Total percent correct (includes unanswered questions)
  - Student's performance by subject area

- Response overview by subject area – Red, green or gray boxes for each item display within each subject area. Red boxes indicate the student answered incorrectly. Green boxes indicate a correct answer and gray indicate an unanswered question. Students and faculty can click on each box to review the specific question, see the student’s response and review the correct answer with an explanation. In addition, questions will display a statistic on the percent of students within the bank who answered the question correctly.
  - Total Questions by subject area
  - Student Score by subject area – displays the percent correct of answered responses within the subject area (excludes unanswered questions)
  - Median Score by subject area
  - Percentile Rank by subject area
- Instructors can click **REVIEW RESPONSES**, which provides students and faculty the ability to review all items and student responses within the quiz.

For step-by-step instructions on assignments and individual performance, see the Assignment Management guide.

### USAGE REPORTS

- The Usage Reports tab, provides insight into an institution’s overall usage and performance. Instructors can run Usage Reports and click View Report, which provide the following details:
  - Registered Users – The number of users with active accounts during the selected timeframe. These users may or may not have answered questions yet.
  - Active Users – The number of users who have answered at least one question during the selected timeframe.
  - Total Questions Answered - The total number of questions answered by users during the time period.
  - Total Usage – The number of minutes spent answering questions by all users within your institution
- Usage report features include:
  - **VIEW SENT EXAMS**: Shows instructors all of the exams they’ve sent out to their students
  - **VIEW ALL STUDENTS**: Displays a roster of all users enrolled within an institution
  - **VIEW STUDENTS**: Provides student performance on a specific exam; with the ability to filter student name, percent correct, number of questions answered, or number of minutes spent within Learning System 3.0. Reports can be downloaded via CSV.
  - **VIEW STATS**: Provides instructors with a breakdown of user performance across different subjects within the RN or PN question bank

## Topics Covered

### RN Medical-Surgical

- Dermatological
- Oncology
- Endocrine
- Gastrointestinal
- Renal and Urinary
- Musculoskeletal
- Respiratory
- Cardiovascular and Hematology
- Neurosensory
- Immune and Infectious
- Comprehensive Final

### RN Communication

- Communication
  - Therapeutic Techniques
- Communication Final

### RN Pharmacology

- Pharmacology
  - Medications Affecting the Nervous System
  - Medications Affecting the Respiratory System
  - Medications Affecting the Cardiovascular and Hematological Systems
  - Medications Affecting the Gastrointestinal System and Nutrition
  - Medications Affecting the Reproductive System
  - Medications for Joint and Bone Disorders
  - Medications for Pain and Inflammation
  - Medications Affecting the Endocrine System
  - Medications for Immune and Infectious Disorders
  - Pharmacologic Principles
- Pharmacology Final

### PN Medical-Surgical

- Dermatological
- Oncology
- Endocrine
- Gastrointestinal
- Renal and Urinary
- Musculoskeletal
- Respiratory
- Cardiovascular and Hematology
- Neurosensory
- Immune and Infectious
- Comprehensive Final

### PN Communication

- Communication
  - Therapeutic Techniques
- Communication Final

### PN Pharmacology

- Pharmacology
  - Medications Affecting the Nervous System
  - Medications Affecting the Respiratory System
  - Medications Affecting the Cardiovascular and Hematological Systems
  - Medications Affecting the Gastrointestinal System and Nutrition
  - Medications Affecting the Reproductive System
  - Medications for Joint and Bone Disorders
  - Medications for Pain and Inflammation
  - Medications Affecting the Endocrine System
  - Medications for Immune and Infectious Disorders
  - Pharmacologic Principles
- Pharmacology Final

**RN Gerontology**

- Gerontology
  - Healthy Aging
  - Expected Changes
  - Common Health Problems
  - Special Issues
- Gerontology Final

**RN Fundamentals**

- Fundamentals 1
  - Safe and Effective Care Environment
  - Special Considerations
  - Growth and Development
  - Client Assessment
- Fundamentals 2
  - Basic Care and Comfort
  - Pharmacological and Parenteral Therapies
  - Reduction of Risk Potential
  - Physiological Adaptation
- Fundamentals Final

**RN Maternal Newborn**

- Maternal Newborn 1
  - Antepartum Nursing Care
  - Intrapartum Nursing Care
- Maternal Newborn 2
  - Postpartum Nursing Care
  - Newborn Nursing Care
- Maternal Newborn Final

**PN Gerontology**

- Gerontology
  - Healthy Aging
  - Expected Changes
  - Common Health Problems
  - Special Issues
- Gerontology Final

**PN Fundamentals**

- Fundamentals 1
  - Safe and Effective Care Environment
  - Special Considerations
  - Growth and Development
  - Client Assessment
- Fundamentals 2
  - Basic Care and Comfort
  - Pharmacological and Parenteral Therapies
  - Reduction of Risk Potential
  - Physiological Adaptation

**PN Maternal Newborn**

- Maternal Newborn Final
  - Antepartum Nursing Care
  - Postpartum Nursing Care
  - Newborn Nursing Care

**RN Nursing Care of Children**

- Nursing Care of Children 1
  - Perspectives of Nursing Care of Children
  - Special Considerations of Nursing Care of Children
  - Nursing Care of Children With Special Needs
- Nursing Care of Children 2
  - Nursing Care of Children With Acute Illness
  - Nursing Care of Children With Chronic Disorders
- Nursing Care of Children Final

**RN Mental Health**

- Mental Health 1
  - Foundations of Mental Health Nursing
  - Special Populations
  - Psychiatric Emergencies
  - Traditional Nonpharmacological Therapies
- Mental Health 2
  - Psychobiological Disorders
  - Psychopharmacological Therapies
- Mental Health Final

**RN Leadership**

- Leadership
  - Managing Client Care
  - Coordinating Client Care
  - Professional Responsibilities
  - Maintaining a Safe Environment
  - Facility Protocols
- Leadership Final

**RN Community Health**

- Community Health
  - Basic Concepts
  - Community Health Care
- Community Health Final

**RN NCLEX**

- Comprehensive Final

**PN Nursing Care of Children**

- Nursing Care of Children Final
  - Perspectives of Nursing Care of Children
  - Special Considerations of Nursing Care of Children
  - Nursing Care of Children With Special Needs
  - Nursing Care of Children With Acute Illness
  - Nursing Care of Children With Chronic Disorders

**PN Mental Health**

- Mental Health Final
  - Foundations of Mental Health Nursing
  - Special Populations
  - Psychiatric Emergencies
  - Traditional Nonpharmacological Therapies
  - Psychobiological Disorders
  - Psychopharmacological Therapies

**PN Management**

- Management Final
  - Managing Client Care
  - Coordinating Client Care
  - Professional Responsibilities
  - Maintaining a Safe Environment
  - Facility Protocols

**PN NCLEX**

- Comprehensive Final



## Resources

### FACULTY RESOURCES

Faculty Portal > Resources > Products & Integration > Learning System

- [How to Create Classes](#)
- [Exam and Assignment Management](#)
  - [How to Create and Send an Exam to Students](#)
  - How to Manage the Assignment
  - How to View Results for the Assignment

### STUDENT RESOURCES

Student Portal>Help > FAQs > General How Tos>Test

- [How to Create and Take a Customized Quiz](#)
- How to Analyze Performance Metrics

## Product Support

At ATI Nursing, we pride ourselves on timely, effective support to meet your needs. Please visit <https://atitesting.com/About/CanWeHelpYou.aspx> if you need assistance with this product.



## Technical Requirements

Learning System 3.0 is compatible with iPads and Android tablets. Students and Faculty can access Learning System 3.0 from an internet connected computer or mobile device, from most browsers. For an optimal experience, browsers such as Google Chrome, Safari, or Mozilla Firefox are recommended. Full system requirements are available at <http://www.atitesting.com/TechnicalRequirements.aspx>.

## Frequently Asked Questions

### *How many times can students take an adaptive quiz?*

Students can take an adaptive quiz an unlimited number of times. On average, students will likely see repeat items after their sixth attempt; however, this will vary depending on student usage.

### *Are the adaptive quizzes predictive of NCLEX success?*

No, the adaptive quizzes are not predictive of NCLEX success.

### *How do I interpret a score?*

Our computer adaptive test (CAT) allows students to experience taking an adaptive NCLEX exam with board-quality questions. The exam results are purposed to help students understand which content areas they are weak or strong, rather than predict their NCLEX success. For our CAT option, questions are sorted into difficulty levels based on each question's average correct percentage. Then, you are given questions until you have answered enough questions within a given difficulty level for the exam to determine your performance level. For RN students, your exam may end as soon as after a minimum of 75 questions. If the exam is unable to gauge your performance (for example, if a user keeps alternating between correct and incorrect questions equally), you must keep answering questions until you reach a maximum of 265 questions. For PN students, you may see as few as 85 items or as many as 205 items. At exam completion, you will receive a performance evaluation that includes an indicator of the average question difficulty: easy, moderate, or hard. In addition, a peer rank within that difficulty band indicates how you have performed compared to all test takers who took items of the same level of difficulty. An example score interpretation is provided below.

#### *Example:*

On your score report, you will see the following information:

- Total Questions: 75
- Your Rank: 75th Percentile of Moderate Difficulty
- Student Score: 50% Correct
- Subject Performance

*What does it mean?*

- Total Questions: 75
  - The length of each test is affected by the student's response patterns. The computer algorithm selects items that students have a 50% chance of answering correctly based on their previous responses. If an assessment terminates after a student has completed a minimum of 75 items, it indicates that the adaptive algorithm has sufficient information to accurately estimate the student's ability level, without the need to administer more items.
- Your Rank: 75th Percentile of Moderate Difficulty
  - This indicates your overall performance in relation to your peers in a given difficulty category. It means that you did better than or equal to 75% of all test takers who received moderate difficulty level questions.
- Student Score: 50% Correct
  - The adaptive exam is designed to administer items that match a student's ability level, which results in about 50% probability of getting the items correct. Given that, it is typical for a student's overall percentage correct score to vary from 50% to 60%, regardless of the difficulty category. It is important to note that a 50% overall percent correct score does not indicate that a student is performing poorly. Rather, it indicates that the scoring algorithm has effectively minimized the error in estimating the student's ability level and has been selecting items with the most appropriate difficulty level for the student.
- Subject Performance
  - This section on your report provides, by subject area, the total questions you have responded, your percentage correct scores and percentile ranks. These results can be helpful in determining what subjects you are weaker or stronger.

*What should you aim for?*

- Higher percentile rank on difficult items;
- Remediate on areas (subjects) of weakness especially areas with a low percentage of correct scores.