



Exploring the True Value of Mapping

Using Data for Decision Making

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About Us



Dr. Amanda
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She/Her(s)



Dr. Divya Bheda
She/Her(s)



Alison Fanizzi (Moderator)
She/Her(s)



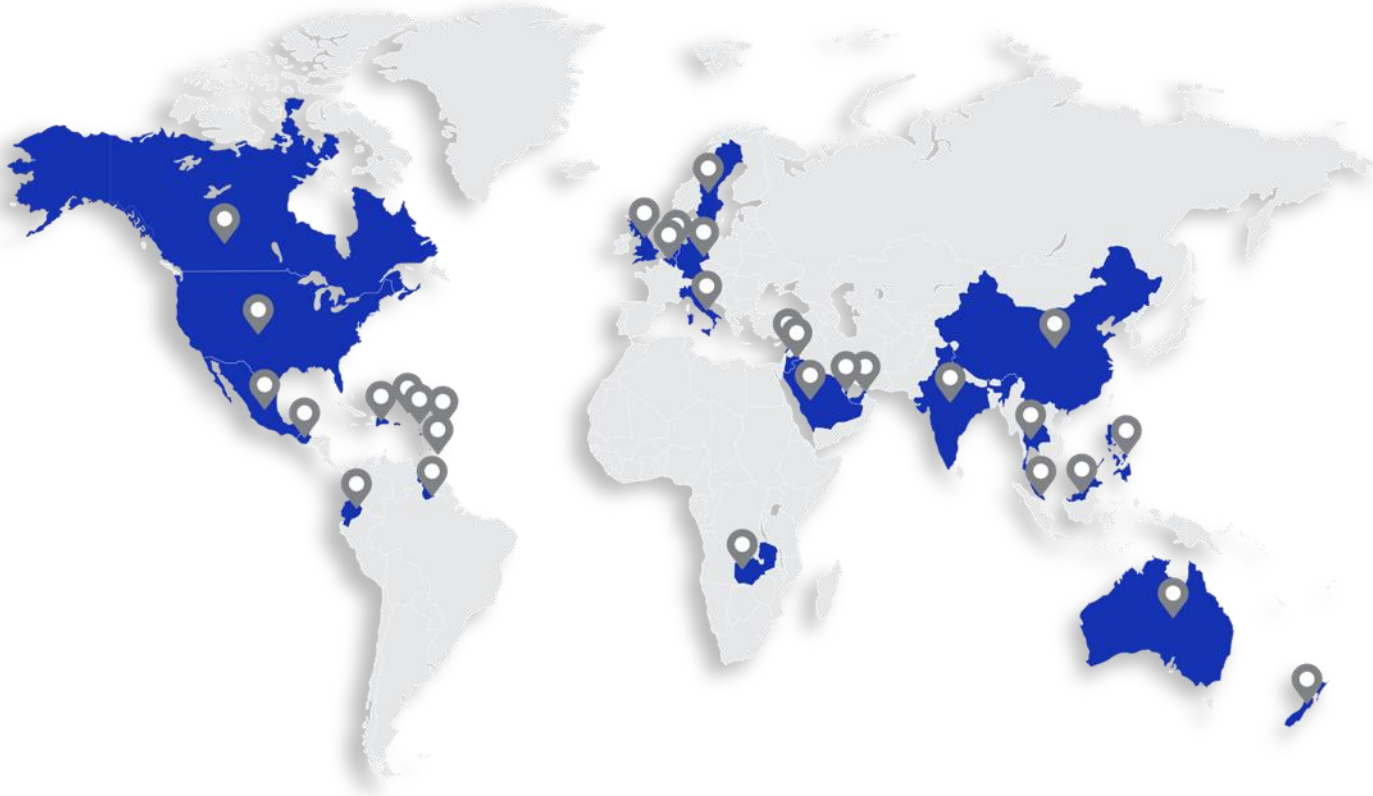
Ashley Membreno
(Moderator)
She/Her(s)

Agenda & Objectives

1. Explain effective map creation
2. Explain the need for continuous map maintenance
3. Examine categories as the keystone of continuous improvement
4. Explore the student success opportunities provided through Examsoft data and reporting tools
5. Explain impacts of mapping on other data elements



About ExamSoft



Global Leaders in Secure Assessment

- 2,100+ Programs Worldwide
- 1.1 Million Unique Exam-Takers in 2020
- 14+ Million Exams Delivered in 2020
- All Ivy League Medical Schools
- Majority of State Bar Exams
- Across various disciplines in Higher Ed
- K-12 Presence

Unique Security Model

- Installed Win/Mac/iPad Application
- Secure offline assessment

Services Offered

- Remote proctoring & integrity solutions
- Back-end psychometrics for data-based decision-making
- Various assessment solutions including EAS+Y consulting



Mission Statement

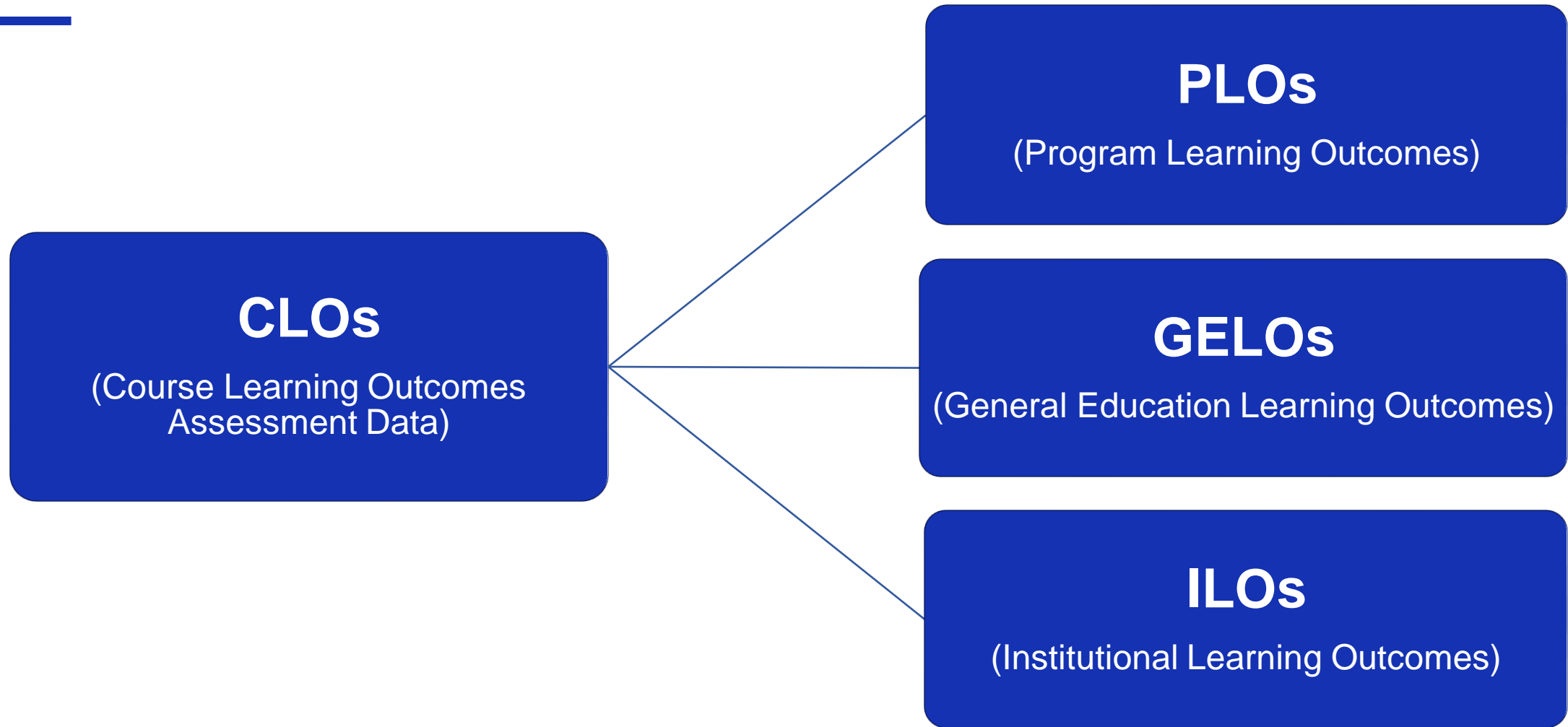
Deliver superior assessment solutions to increase learning performance for every student, teacher, and institution



Vision Statement

Harnessing the power of data to transform learning for everyone, everywhere

Context Setting



Curriculum Maps

Program Curriculum Map With Performance Targets

		Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Required	Course 100	1		1		
Required	Course 120		1		1	1
Required	Course 201		2	2		
Elective	Course 215				2	2
Required	Course 300	2		3		
Required	Course 330		3		2	3
Capstone	Course 410	3	3	3	3	3

Performance Goal

1	2	3
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emerging developing proficient

Assessment Maps

Program		Program Learning Outcomes (PLO)								
Blooms Level		5	5	4	5	6				
CLO_1	KEY: Assignments: W=Week; A=Assignment; CSA=Course Signature Assignment; PCA= Program Capstone Assignment; D=Discussion	PLO1: Evaluate an organization's potential for improvement through computers and software	PLO2: Explain concepts and arguments associated with computer science	PLO 3: Manage legal, ethical, and security risks in computer-based systems	PLO4: Evaluate the scope and impact of emerging computer science concepts on a local and global scale	PLO5: Formulate computer-based solutions to practical problems			X	
CLO_2									X	
CLO_3									X	X
CLO_4									X	X
CLO_5									X	X
	Course #	Course Title								
	W1A		X		X		Week 6 Assignment	Week 7 Assignment	Week 8 Signature Assignment	
	W2A		X							
	W3A	X			X	X				
	W4A	X	X		X	X				
	W5A	X		X	X	X				
	W6A: Part A	X	X		X					
	W6A: Part B		X		X	X				
	W7A: Part A		X		X	X				
	W7A: Part B: Option A					X				
	W7A: Part B: Option B					X				
	W8CSA	X	X		X	X				

Understanding by Design AKA Backward Design

Common Curriculum Dev Mode

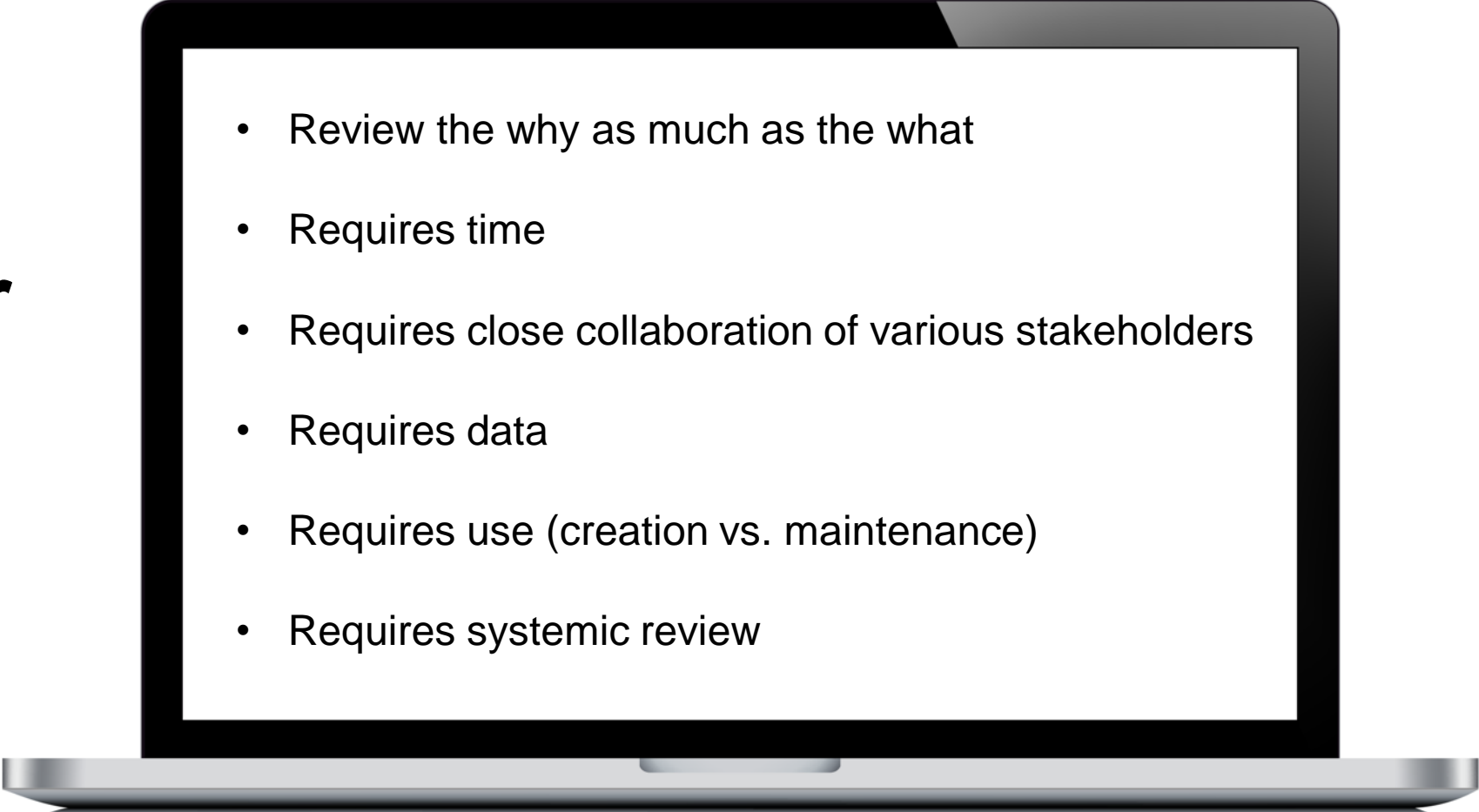
1. Defining Outcomes
2. Content and Teaching Strategies
3. Assessment

Backward Design Mode

1. Defining Outcomes & **Operationalizing Them**
2. Assessment **for Demonstration**
3. **Aligned** Content and Teaching Strategies



Elements Needed for Effective Mapping

- 
- Review the why as much as the what
 - Requires time
 - Requires close collaboration of various stakeholders
 - Requires data
 - Requires use (creation vs. maintenance)
 - Requires systemic review

A blue-tinted photograph of a person with long hair, wearing a light-colored sweater, typing on a laptop. The person is in the foreground, and their hands are on the keyboard. In the background, another person is visible, also working on a laptop. The scene appears to be a classroom or a study area. The text "ExamSoft as a Solution" is overlaid in white, bold, sans-serif font in the center of the image. Below the text is a short white horizontal line.

ExamSoft as a Solution



Question Types

MCQ's

- SATA
- Partial Credit

FITB

- Range
- Drop Down
- Text

Drag and Drop

Hotspot

Essay

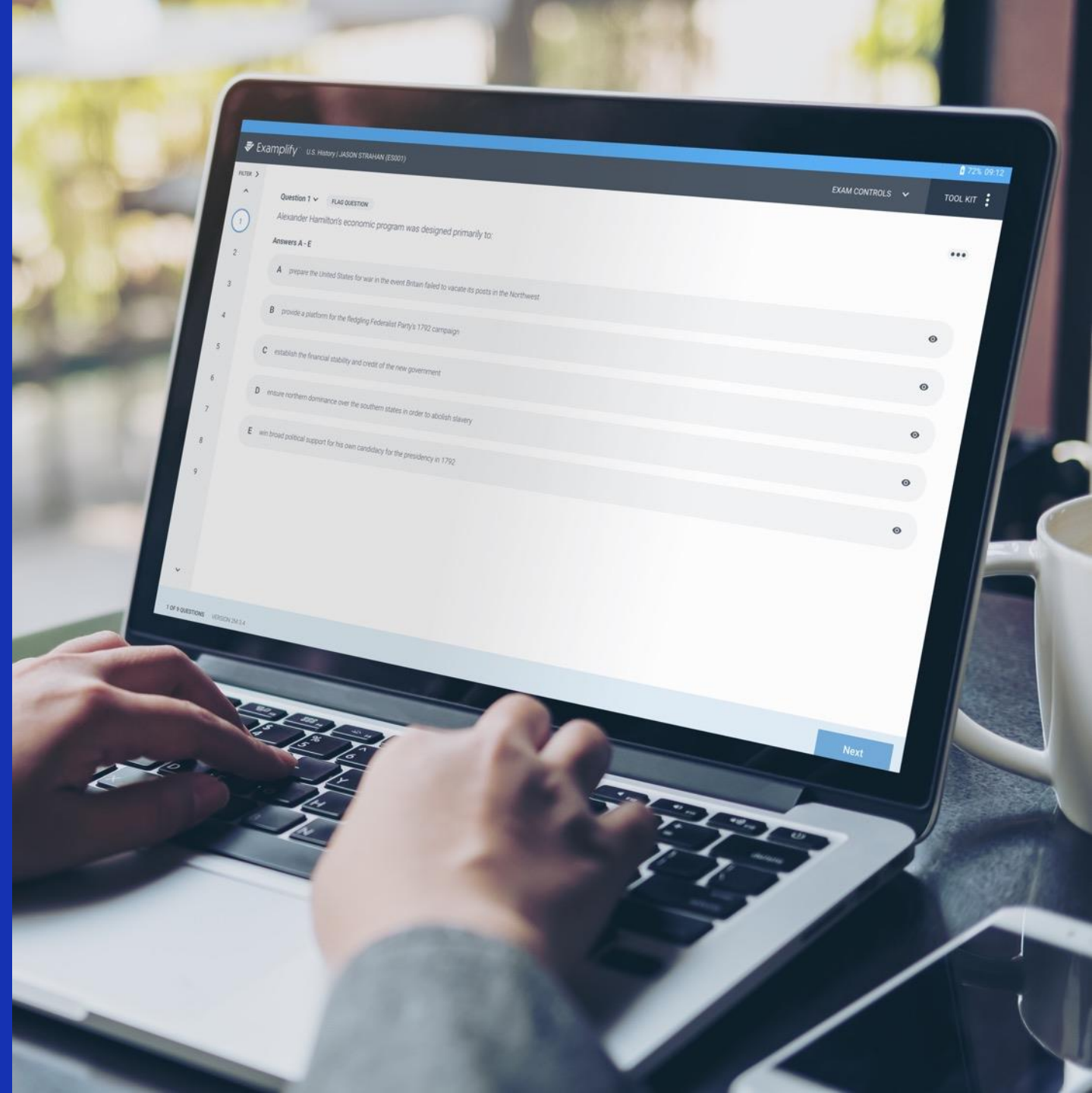
- Short Answer

T/F

- * Rubrics and Performance Assessments
- * Turnitin
- * ExamNow (formative)

Question Types

What question types do you use to ensure mapping standards are being met?



Categories are the Key

Category Management





IMPORT

CREATE CATEGORY

Items per page: 50 ▼

Total Categories: 4

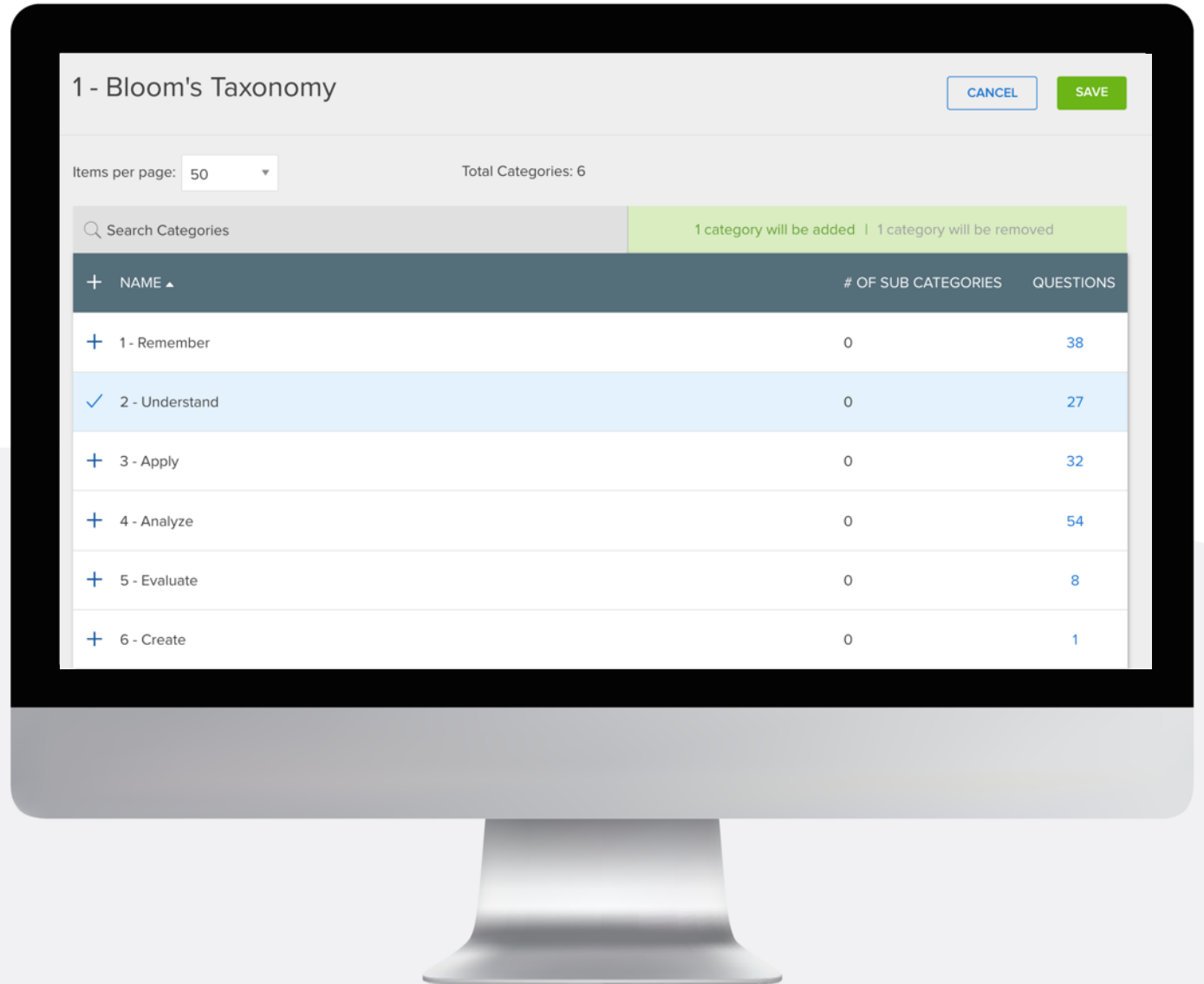
Find a Category

CATEGORY NAME	# OF CATEGORIES	QUESTIONS	
Bloom's Taxonomy	7	39	
ExamSoft 101 LO	28	47	
Formative Assessments	2	40	
Question Author	5	84	

Categories

What are you currently tracking?

What concepts do you want to report on for your mapping?



Question Categorization

Which of the following are question types ExamSoft provides?

A Multiple Choice

B Essay

C Short Answer

D Fill in the Blank

Add Question Tools

Spreadsheet Graphing Calculator Scientific Calculator

PERFORMANCE STATS

Correct	Point Biserial	Upper 27%	Lower 27%	Disc. Index	Difficulty	# Not Attempted	Avg. Answer Time
42%	.35	71%	2%	0.69	0.54	23	00:21

CATEGORIES (3)

Bloom's Taxonomy (1)

In 2 Understand

2 Understand

ExamSoft 101 LO (1)

In Item Banking

Item Banking

Question Author (1)

In Kelly Rady

Kelly Rady

RATIONALE

While essays can be used as a short answer space, ExamSoft does not provide a designated short answer question type

Tag questions with more than just outcomes

Instructional Methods

- Lecture
- Team-based learning
- Self-paced modules
- Lab

Technology

- Audience response
- Discussion boards
- Virtual simulation

Additional possibilities

- Question intention (discriminating or mastery)
- Question author
- Question types (SATA, matching...)
- Field testing items

Types of Data

Category Performance

- Assessment, student, course, and department level

Student Performance

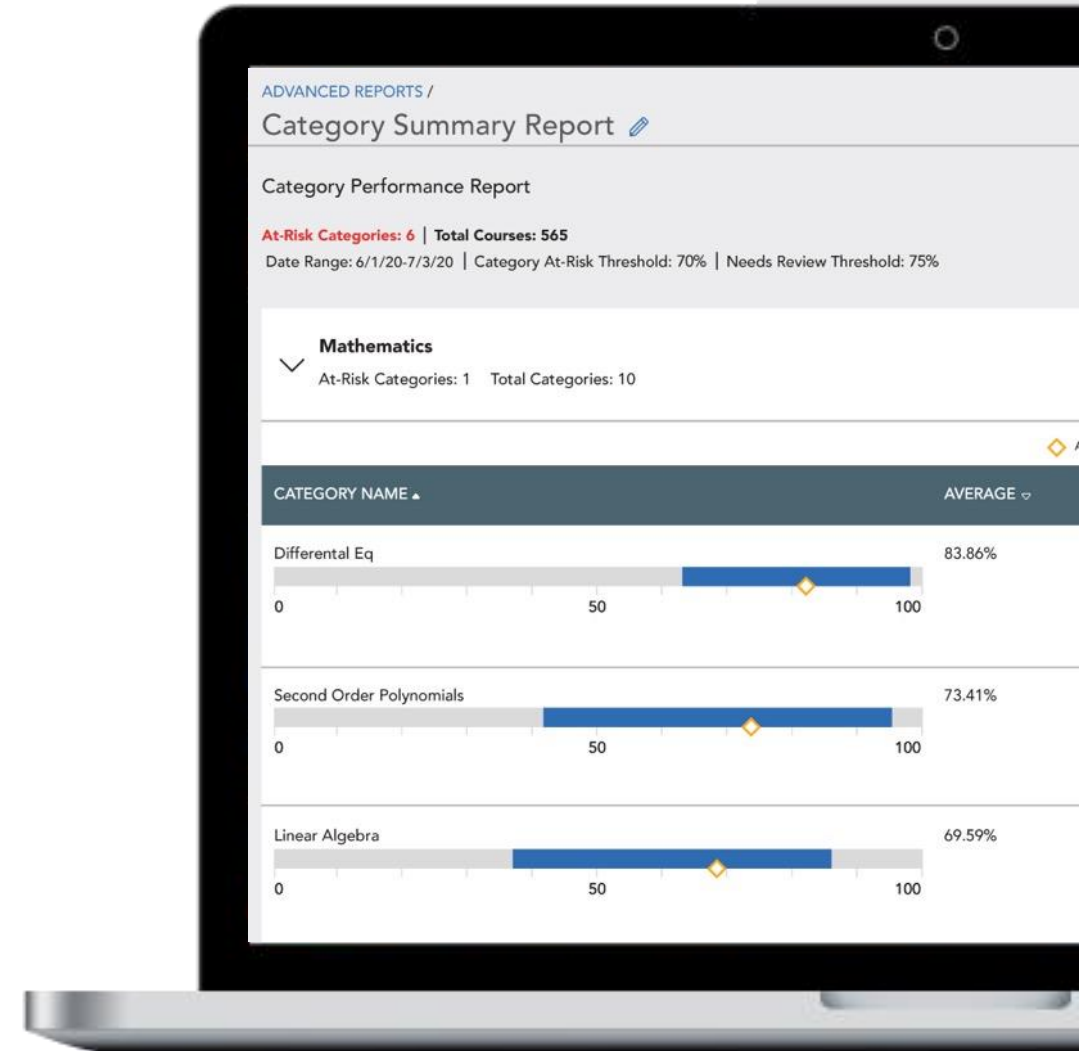
- Assessment and course level

Longitudinal

- Course and department levels

Item Analysis

- Assessment performance and longitudinal performance



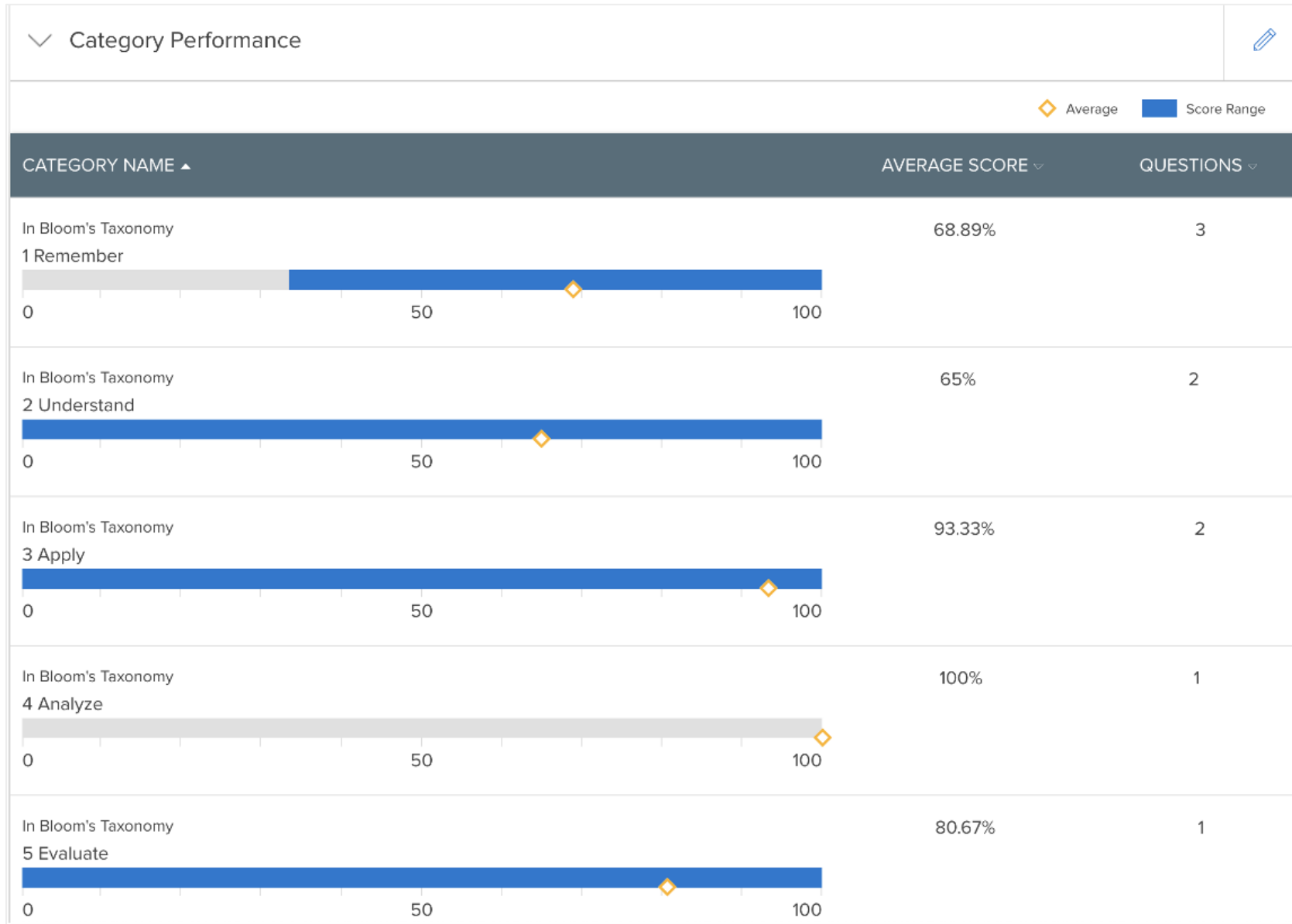
Reporting

What reports are you currently using to evaluate your map?

What reports do you want for your mapping review?



Assessment Category Performance



A photograph of students in a classroom, viewed from the side, working on their laptops. The image is partially obscured by a white diagonal shape on the right side of the slide.

Student Strength & Opportunities

- Student Overview
- Category Performance
- Questions

Student Category Performance

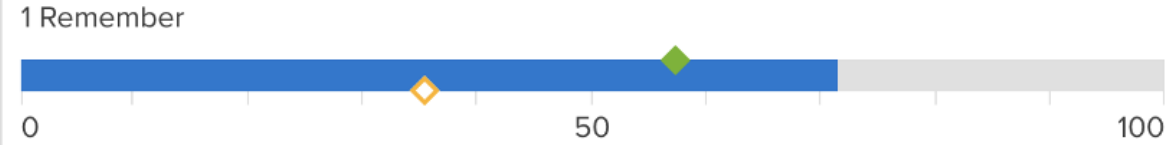
Mock100, Student

CLOSE

At-Risk **Bloom's Taxonomy**
 At-Risk Categories: 4 | Total Categories: 5

◆ Student Score
◇ Average
■ Score Range
▼ At-Risk
● Needs Review
▲ Doing Well

CATEGORY NAME ▲	STUDENTSCC	AVERAGESCO	ASSESSMENTS ▼	STATUS ▼
-----------------	------------	------------	---------------	----------



57.14% 35.37% 3 ▼

ASSESSMENT NAME	STUDENT SCORE WITH THIS CATEGORY	AVERAGE SCORE WITH THIS CATEGORY	QUESTION / CRITERIA WITH THIS CATEGORY
Adjust Scoring_All Qs	33%	29%	3 questions
Exemplify Mock Exam MC only	0%	13%	1 question
Adjust Scoring_All Qs_MakeUp	100%	72%	3 questions

Course(s) Category Performance

At-Risk Bloom's Taxonomy
At-Risk Categories: 3 | Total Categories: 5

◇ Average
■ Score Range
▼ At-Risk
● Needs Review
▲ Doing Well

CATEGORY NAME ▲ AVERAGE ▼ ASSESSMENTS ▼ STATUS ▼

1 Remember



ASSESSMENT NAME	AVERAGE SCORE WITH THIS CATEGORY	QUESTION / CRITERIA WITH THIS CATEGORY
Adjust Scoring_All Qs	87%	3 questions
Exemplify Mock Exam MC only	13%	1 question
Adjust Scoring_All Qs_MakeUp	72%	3 questions
Exam Integrity Sample	75%	2 questions
All Qs + ID_Monitor	33%	3 questions
All Qs + ID_Monitor	44%	3 questions
Exemplify Mock Exam	100%	1 question

2 Understand



3 Apply



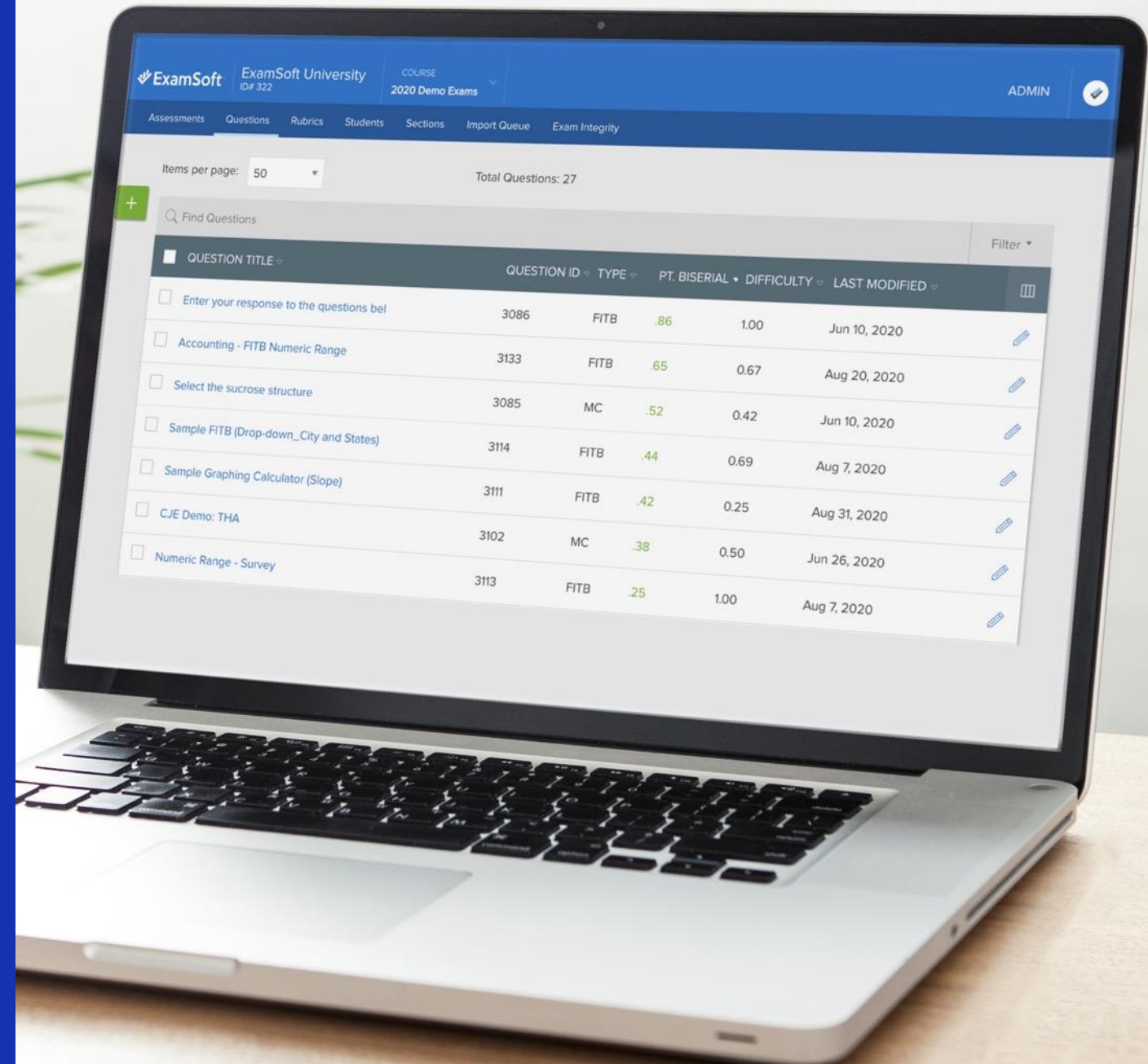
Item Analysis

- Point Biserial
- Discrimination Index
- Upper 27%
- Lower 27%
- Difficulty
- Average time
- Not attempted

Item Analysis

How often do you review your items?

What metrics do you look for when evaluating your items?



ExamSoft University
ID# 322
COURSE
2020 Demo Exams
ADMIN

Assessments Questions Rubrics Students Sections Import Queue Exam Integrity

Items per page: 50 Total Questions: 27

Find Questions Filter

QUESTION TITLE	QUESTION ID	TYPE	PT. BISERIAL	DIFFICULTY	LAST MODIFIED
<input type="checkbox"/> Enter your response to the questions bel	3086	FITB	.86	1.00	Jun 10, 2020
<input type="checkbox"/> Accounting - FITB Numeric Range	3133	FITB	.65	0.67	Aug 20, 2020
<input type="checkbox"/> Select the sucrose structure	3085	MC	.52	0.42	Jun 10, 2020
<input type="checkbox"/> Sample FITB (Drop-down_City and States)	3114	FITB	.44	0.69	Aug 7, 2020
<input type="checkbox"/> Sample Graphing Calculator (Slope)	3111	FITB	.42	0.25	Aug 31, 2020
<input type="checkbox"/> CJE Demo: THA	3102	MC	.38	0.50	Jun 26, 2020
<input type="checkbox"/> Numeric Range - Survey	3113	FITB	.25	1.00	Aug 7, 2020

Rubric Categorization

CANCEL SAVE

Title Characters Remaining 60

Rubric Creation

Performance Levels (Columns)

Criteria (Rows)

<p>Need improvement - No</p> <p>Points 0</p>	<p>Satisfactory - Yes</p> <p>Points 1</p>
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Section 1

<p>Required Criteria</p> <p>2 Categories</p> <p>EDIT CATEGORIES</p>	<p>Click to edit</p>	<p>Click to edit</p>	<p>1 Points</p>
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Total Score: 1 Points



Thank You!

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