SAMS: The Student Assessment Management System

For Graduate Communication Disorders Programs

Faculty Manual

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Prior to using SAMS it is recommended that you review the Concepts and General Information manual available from the Documentation page of the SAMS site. This manual provides a discussion of the basic operation of SAMS along with discussions of concepts and operations that are used to define and track student learning outcomes. Most of the function available in SAMS have some degree of controlled access for faculty accounts. In order to perform many of the function listed in this manual your account will need to have permissions set in your account. These permission settings can be managed via your program’s SAMS administrator or staff accounts.

STEP-BY-STEP INSTRUCTIONS

Logging-in

The home page address for the SAMS program is:

http://sams.slfasoft.com

First select your institution from the drop down menu, select the Faculty user level, enter your username and password, and then click on the ‘Sign In’ button. If you have previously logged into the site from the computer you are using, your institution should already be selected and your username should be entered for you. You will, however, need to enter your password each time you access the site.

Once logged in, the faculty SAMS Home page is displayed. Access to all user functions is accessed from this page.

Note that throughout the SAMS program you will encounter buttons labeled “SAMS Home”. This button will take you back to the SAMS home page which is the page you are directed to after logging in. This is the page from which you can access all SAMS operations.

Note: Users can click anywhere on the “Student Assessment Management System” title banner at the top any SAMS page (see below) in order to re-log into the program.
Logging-Out

The SAMS program has a built in time-out function that varies from 15 to 30 minutes depending on the task being performed. If there is no input activity on the part of the user after this time-out interval the user will be logged off and will have to log back into the program. A specific log-out function is also available. Users should use this log-out function instead of relying in the time-out function in order to better protect the security of their program’s information.

The log out function is accessed by clicking on the “Log Out” link in the “Student Assessment Management System” title banner at the top any SAMS page.

Changing Username and Password

The first time you log into the site, you should change your username and password. Click on the “Change Administrator Username or Password” button. The following dialog box is displayed. You can change the username and/or the password. Note that the password must be typed twice before being saved. Click the ‘Save’ button to save the changes.

Editing Your Account Profile

Your account profile is the various pieces of data stored in the SAMS database and includes your name, username, password, supervisor status, professional credentials, and your clinical affiliations, if any.

1. To edit this information, click on the ‘Edit My Account Profile’ button from the SAMS home page.
2. Enter any necessary changes to your name, username or password fields.
3. If you serve as a supervisor for your program, check the ‘Is Supervisor?’ box. This control will determine whether your name if listed in the supervisor listings for your program.
4. Professional credentials and clinical affiliations can also be entered for your account. This information will be used when entering clinical skills and hours if your program is tracking supervisors and practicum sites.
   a. To add a new credential for your account click the ‘Add New Credential’ button. Select the credential type from the menu. Note that CCC’s, ABA, and state licensure, hearing aid or educational certifications are the only credential types listed. (If your program needs a different credential type please contact the support desk with your request.) Select the credential type. If a state credential type is selected you will need to select the target state from the ‘State’ menu. Next, enter the credential number and click the ‘Save Credential’ button. The credential is listed for the account. You can add as many credentials as necessary for a given account. You can click the ‘Delete’ link next to the credential to remove it from the account.
   b. To add clinical affiliations for your account, select the clinical facility from the Sites menu and click the ‘Add Affiliation to Selected Site’ button. If the clinical site is not listed in the Sites menu, you can select the ‘Add New Site’ option from the Sites menu. You will be prompted for the name of the clinical site. Once the name is entered, click OK and the site will be added to the Sites menu. Select the new site from the menu and click the ‘Add Affiliation to Selected Site’. As with the credentials information, the individual’s clinical affiliation will be listed. Again, you can click the Delete link to remove a clinical affiliation from the individual’s account. (Note that adding, editing and deleting information about your program’s clinical sites can be managed for your program from either Administrator or Staff accounts by clicking on the Manage Clinical Facilities button located under the Manage Your Institution Accounts and Operating Information section of the Administrator’s or Staff’s SAMS home page.)
5. When all changes have been made, click the ‘Save Changes’ button.

Reviewing Standard Competencies

A summary of the knowledge and skill competencies from both Speech-Language Pathology and Audiology certification standards are available for on-line review. From the SAMS Home page, click on the “Review SLP Standards” or “Review AUD Standards” buttons. Select a competency standard from the drop-down menu to view specifics of the standard.

Adding Learning Markers

1. After logging into the site, click on either the “Add SLP Marker” or “Add AUD Marker” button from the SAMS Home Page. Note that for every marker you create you will be listed as the ‘owner’ of the marker. This may be important when it comes time to enter assessments for your class (See the Entering/Editing Student Assessment section below for more details.) Your account will need to have marker editing permissions set for these options to be available.
2. On the Learning Marker Editor page enter the following pieces of information:

   Courses or Activities Using This Marker – The course or activity using this marker needs to be selected. While a marker can be used with more than one course or activity, in most situations a
marker will be created for use with a single course or activity. To add a course or activity for the marker:

1. click the Add Course Or Activity For This Marker button

2. Two menus will appear. The first one will list all of your courses (i.e. courses for which you are listed as the course ‘owner’). (Course ‘ownership’ is set by the SAMS administrator when courses are added to the database. The course ‘owner’ is the faculty member who 1.) can create and edit markers for the class and 2.) is the primary instructor for the course.) If your account has been granted editing permission for ‘Other Activity’ markers, the first menu will also contain a listing of any ‘Other Activities’ for which markers can be used. To add a course for the marker, click the Courses menu and select the course to use. To use the marker with a non-course activity, you can select one of the activities listed in the Other Activities or you can add a new activity. If you select ‘Other...’ from the menu you will be prompted for a name for the new activity.

3. After selecting the course or activity, click the Add Selected Course/Activity To This Marker button. Note that the course or activity you selected is now listed as a Course/Activity using this marker. If you change your mind you can remove this course or activity from the marker by clicking on the "Remove From Marker" link. Note that you will, however, need to have at least one course or activity using this marker before the marker can be saved.

4. For programs with both Speech-Language Pathology and Audiology majors -- If the course you have selected is listed as required for both Speech-Language Pathology and Audiology students a dialog box will appear after clicking the Add Selected Course/Activity To This Marker button. At this point you will be given the opportunity to ‘clone’ a previously created marker from the cognate area. For instance, assume that you have a Research Methods course that both SLP and AuD students take and you have completed a set of markers for your SLP students for use in this class. As the SLP and AuD standards are so different there is no way to map a single marker to required competencies for both SLP and AuD students. Therefore, you will need to create a separate set of markers for your AuD students for use with this class. If you are creating a marker for your AuD students and you choose to use the marker with your Research Methods course, upon selecting this course from the menu a dialog will appear stating "This class is listed for both SLP and AuD students. Click 'OK' if would you like to clone an existing SLP marker for this AuD marker.” If you click the OK button, a list of markers created for your SLP student with this class will be displayed. You can select the marker to clone and then click the “Clone Selected Marker” button. The learning objective, evidence and validator sources and the performance rubric will be automatically copied into the marker you are creating. Before saving the new marker you will simply need to link the marker to appropriate competency (or competencies) and then select the desired students for using the marker (see below). Repeat this process for each marker you would like to ‘clone’.

Is This a Pre-requisite Marker? - A prerequisite marker is used to document a knowledge area that the student should have mastered during their undergraduate or leveling experience. If the marker is a co-called prerequisite marker click the “Is This A Prerequisite Marker” box. Note that SAMS comes with four built-in prerequisite markers to cover the Math, Social Science, Biology and Psychology foundation area requirements so you won’t need to create these for your program. Your program is free to add as many additional prerequisite markers as desired.

Competencies Linked to this Marker – All markers will need to be linked to at least one competency. SAMS uses this link to determine if a student has met the performance criteria for each of the competencies listed in the standards. To link competencies to this marker:
1. Select a specific competency statement from the Competencies menu. Many of the specific competencies have sub-categories. If the competency you've selected has sub-categories you'll need to select one before continuing. Note that if you want to link more than one of the sub-categories to the marker you can do this by linking the competency to the marker multiple times and select a different sub-category for each link.

2. After selecting the competency and sub-category, click the **Link Selected Competency To This Marker** button.

3. Notice that the competency is now listed. If you change your mind you can remove a competency link from the marker by clicking on **Remove From This Marker**.

**Learning Objective** - The next step is to enter the learning objective for the marker. This can be typed directly into the text area or you can choose to use a generic learning objective based on one of the competencies you've linked to. The generic objectives are derived directly from the standard language and can serve as a starting point for developing markers to address specific competencies. To enter a generic learning objective click the **Use Generic Objective For Competency** link next to the desired competency. The generic objective will replace anything currently entered in the learning objective field. If there is text in the field you will be asked if you want to overwrite it. If so, click OK.

**Performance Rubric** - The next step is to define the rubric for the marker. This will be used to determine if the student has met the learning objective and, therefore, demonstrated mastery of the linked competencies. If your program has defined a default rubric for new markers it will be displayed on this page automatically. If you do not want to use the default performance language set or performance criteria you can change one or both. To change the basic performance language set:

1. Click the Select New Performance Language Set button

2. Two menus will appear. You can either
   a. select a new language set and then create your own performance criteria for each level of the new set
   b. select a standard rubric (if your program has defined any standard rubrics to use). See the manual for more information on defining and using standard rubrics.

3. Note that when you change the performance language set or standard rubric, the performance target for a given class (which will be described below) might need to be changed. A simple warning will appear to remind you to recheck your targets. Click the OK button to dismiss this warning.

Next you will need to define the performance criteria for each performance level. If you have selected a standard rubric, the performance criteria should be automatically entered into the appropriate performance level field. You can edit these default performance criteria if you desire. If you have selected to use a simple performance language set you will need to enter the performance criteria for each performance level.

**Performance Level Target for this Marker** - Next you will need to define the performance target for each class or activity using this marker. The target defines the performance level the student must be assessed at in order to demonstrate mastery on the competencies linked to the marker. The target will default to the highest performance level defined in the rubric. You can use this level or select another level if you choose.

**Evidence Source for this Marker** and **Validators for this Marker** - The next step involves defining the evidence source and validators for the marker. These indicate the actual task the student will
complete for assessment with this marker (evidence source) and a statement as to the validation source for this marker (validators). In both instances you can select one or more listed items in the menus or type in your own information.

**Comment** - You can enter a comment for the marker if you desire. This comment can be used to store information about this specific marker. Storing a comment is optional and is only available for review when editing the marker.

**What Students Should use this Marker** - The final step is to decide what students will use this marker. Clicking the box titled “Use this marker for all new SLP students added to SAMS database” will, as the name implies, cause this marker to be used with all new students added to the SAMS database. This is the choice that will be made in most situations so this option is selected by default. These next three buttons determine what to do with this marker for students currently in the SAMS database.

1. If you select the first option titled “Do not use this marker for any of our SLP students currently in the SAMS database” (which is the default), this new marker will not be used with any current students. It will only be used with new students that are added to the database. This would be the correct choice if you were adding a new course or activity or you were going to use new markers for a course but did not want to go back and reassess students who have already completed the course.

2. If you select the second option titled “Use this marker for all of our SLP students currently in the SAMS database”, this new marker will be added to the inventory of all students currently in the database. This would be the correct choice if you were adding a new course or activity or you were going to use new markers for a course and you were planning to go back and reassess students who have already completed the course or activity.

3. If you select the third option titled “Select the specific SLP students who should use this marker...”, this new marker will only be added to the inventory of current students you specifically select. This would be the correct choice if you wanted to add a marker to be used with only a select group or cohort of your current students. When you select this option you will be presented with a listing of your students organized into either 'admit year' cohorts or assigned groups. To select individual students click on the flipper button to show the lists of students in the desired group or cohort. With the student list shown you can choose to Select All students in the cohort, Deselect All students cohort, or select individual students from the list. You can choose all or some students from all of the cohorts listed.

**Save Marker** - When you have completed entering all the information click the Save Marker button to save the marker to the database. If there are problems with your information as typed you will be presented an error dialog and told what needs to be fixed.

After a marker is created it will be added to the inventory of the selected students. You can go back and edit a marker by selecting the **Edit SLP Marker** or **Edit AuD Marker** button from the SAMS Home Page.

**Creating a New Standard Rubric**

Standard rubrics are used to simplify creation and editing of learning markers. If you have a rubric that you are planning to use for a number of markers you can create a standard rubric and simply select it from the Rubric menu when creating or editing markers. Note that creation of rubric sets is available to all faculty members with editing permissions. Rubrics created by any faculty member will be available
to all faculty members within the program. While faculty can create standard rubrics from their account, deleting rubric sets is only available through the administrator account.

1. After logging into SAMS, click on the “Add Rubric Set” button on the home page.

2. Provide a unique name for the set and select the performance language set to use as the basis for the rubric and the specific performance criteria that will define the rubric. Click the ‘Next>>’ button. Note that if the name you entered is not unique name (i.e., there is another standard rubric with this name in the database) you will be prompted to enter a new name.

3. Enter the performance criteria for each level of the chosen language set.

4. Click ‘Save Rubric’ to save the information to the database. When creating or editing markers, the newly created rubric should be listed in the ‘Standard Rubric’ menu.

**Editing and Deleting Learning Markers**

1. After logging into the site, click on either the “Edit/Delete SLP Marker” or “Edit/Delete AUD Marker” button from the SAMS Home Page.

2. To make it a bit easier to find the specific marker to edit, you can choose the marker to edit by reviewing a simple listing off all of your markers or you can choose to see a listing of marker organized by course or activity. Either select the course or activity from the ‘My Courses and Activities’ menu or select the ‘All My Markers’ button to see a listing of all of your markers. Click the “Next >>” button to continue.

3. Basic information for each individual markers can be edited in place on this page. Clicking the arrow button (↑) will provide access to the learning objective and performance rubric for the marker. Click the ‘Edit..’ link to open an editable text field for the area being changed. Click the ‘Keep…’ link to retain any changes you’ve made or the ‘Cancel’ link to discard changes. Click the ‘Change Language Set..’ button to select a new language set for the marker. Click the ‘Save All Changes’ button to permanently save all changes to the database.

4. To edit all of a marker’s information click on the ‘Edit Details’ link. To edit the details, follow the same process used when the marker was created (see Adding Learning Markers above). When finished editing, click the ‘Save Changes’ button.

5. To delete a marker from the inventory click on the “Delete Marker” button. If students have already been assessed against the marker you will need to decide whether to remove only the marker from the database or the marker and all assessment entered against it. Selecting the first option will completely delete this marker and all assessment. If you choose this options the assessments for the listed students will also be completely deleted. Selecting the second options will delete the marker only for new students added to the database. If you choose this option, the assessments for the students listed will be retained. Select the desired “Delete Option” button and again click on the “Delete Marker” button.

**Reviewing Learning Marker Inventory**

1. After logging into the site, click on either the “Review SLP Markers” or “Review AuD Markers” button from the SAMS Home Page.
2. Faculty are able to review all of their program’s markers regardless of the editor for the marker. To make it easier to find the markers to review, the program’s markers are categorized by instructor/editor, course bindings, activity bindings, or linked standards. To review a marker, click on the Instructor, Course, Activity, or Standards button and then select the specific course, activity or standard category from the menu. Click the “Next >>” button to continue.

3. Click on the “Marker Details” button to review specifics of the marker.

4. In order to facilitate inclusion of marker information in course documents (e.g., syllabus), the review Course markers page provides a “Print Detail Summary” button. Clicking this button will open a new window with a version of the course marker detail that can be copied and pasted into a word processing document. (Note that if your browser currently has a ‘pop-up’ blocker routine set, this function may not work properly.)

Adding/Editing Class Lists

Class lists provide one means for entry of class-based assessment information for the SAMS program. When you enter assessment information into the program, you can do so via active class lists for your classes. In order to manage your own class lists, this permission will need to be granted for your account.

1. Log into SAMS.

2. Click on the "Manage SLP Class Lists" or “Manage AuD Class Lists” button.

3. To create a new class list:
   - Click on the “New Class List” button.
   - From the respective menus, select the term and academic year for the list. If the list is for a non-course activity (e.g., Thesis or Case Study) that will occur across more than one term, select the “Indefinite Term” option.
   - Select the Course or Activity for the list. As with the marker creation and editing process, the classes listed will be those you ‘own’. Other activities will be listed if you have been granted assessment permission for ‘Other Activity’ markers.
   - Select (or deselect) the “Make Class List Active” button as appropriate.
   - To add students to the list, select one or more students from the “Other Active Students” list on the right column and then click on the “Add To List” button. To remove students from the list, select students from the “Students in List” box and click on the “Remove From List>>” button.
   - Click the “Save” button to save the list to the database.

4. When the term for the class list is completed, you can either delete it and make it inactive. Making a list inactive can be useful if the list is to be recycled for use in a future term. To make a list inactive, select the list from the “Active Lists” box and click on the “Make Selected List Inactive” button. To activate the list for future use select it in the “Inactive Lists” box and click on the “Make Selected List Active” button.

5. To edit a saved list, select the list from either the “Active Class Lists” or “Inactive Class Lists” box and click on the “Edit Selected List” button.

6. Once a class list has been created for a given cohort of students, it can easily be recycled for use with other classes and terms. To recycle a list, select the list for editing as described above. In the list editor, select the new class and term for the list and click on the “Save As New List” button. This will
create a new class list while preserving the original list it was based on. By using the recycling process, management of class list can be a very simple and quick task.

Note: The Archiving function for class lists is not yet implemented.

**Entering/Editing Student Assessments**

1. After logging into the site, click on either the “Enter/Edit SLP Student Assessments” or “Enter/Edit AuD Student Assessments” button from the SAMS Home Page page. This function is available to Faculty accounts if assessment permissions have been enabled.

2. The base assessment entry page is displayed. The functions displayed on this page can all be used for entering new or editing previously entered assessment information. The availability of each of these assessment entry/editing options is again controlled by permission settings for your account and you may not have access to entering the assessment options described below. Note that if you have previously entered assessments for a given student, these saved assessments will be shown on the screens when you enter the assessment entry screens at a later time.

3. For each of the various assessment entry options available from this page a listing of students will be presented. The students listed will depend on the group shown in the ‘Show Group’ menu (unless your program is not using student groups in which case all students will be listed in each menu). Select a different group from the ‘Show Group’ menu to change the students being listed. The specific students you will see listed will also be affected by the permissions setting for your account.

4. Depending on the assessment input permissions that have been set for the account, up to four assessment input options are available.

   - **To Enter of Edit Assessment for Classes or Activities**

   Click on the ‘Classes or Activities’ button to display the assessment entry options. For entering assessment for classes or activities, three different options are available.

   **To Enter By Class List**

   i. Select the class list from the By Class List menu. Only class lists for which you are the listed instructor and that are currently active will be displayed. (See the Adding/Editing Class Lists section above for more information on using class lists.) After selecting a list, click the “Next >>” button.

   ii. A listing of students included in the class list is presented along with each marker used with the class. This format is useful if you are entering assessments for a single student or if you will be using the ‘One-Click’ option to enter assessment for all students and all markers. If you are wanting to enter assessments for a single marker, click on the ‘Marker’ option in the ‘Group By’ section of the page. This option will present a listing of each marker used in the class, with each student listed under each marker.

   iii. Select the student or the marker for which assessments are being entered. You can enter assessment for individual students for individual markers or you can use the ‘One-Click’ options to enter assessments in batches. It is recommended that the ‘One-Click’ options be used to enter initial assessments. You can then go through and adjust the assessments for the students who did not meet the targets for specific markers. Note that in using the ‘One-Click’ options, previously entered assessment for a given student will not be overwritten unless you click ‘Yes’ for the ‘Overwrite Previously Entered Values’ option.
iv. You can enter a comment with any student by clicking on the comment icon ( ). A text field will open and you can enter any desired comment. This can be used to enter remedial plans for a student that failed to achieve the target for a given marker.

v. When the assessments have all been entered click on the “Save Assessment Information” button to save the assessments to the database.

vi. Note that as long as the class list is active (controlled from the Administrator or Staff accounts) the faculty member can re-enter the list to edit student assessments. Once the list is made inactive, assessments for class makers will need to be made via the Enter By Course or Enter By Student processes described below.

To Enter By Course:

i. Select the specific class or activity from the By Course or Activity menu. The classes that are listed are those for which you are the listed ‘owner’. Additionally, all activities with markers will be displayed if your account has been granted permission for assessing ‘Other Activity’ markers. Once a course is selected, click ‘Next>>’ to continue.

ii. A listing of all students is presented along with each marker used with the class. The student listing will be determined by your program’s student listing option preference. Select the students for whom assessments are being entered by clicking in the checkbox next to their name. Note that availability of the ‘Select All’ buttons to facilitate selection of entire cohorts of student. Once the students to be assessed are selected, click the ‘Next >>’ button.

iii. As with the Enter By Class List method, you will be presented with a listing of the selected students along with each marker used with the selected class. This format is useful if you will be using the ‘One-Click’ option to enter assessment for all students and all markers. If you are wanting to enter assessments for a single marker, click on the ‘Marker’ option in the ‘Group By’ section of the page. This option will present a listing of each marker used in the class, with each student listed under each marker.

iv. Select the student or the marker for which assessments are being entered. You can enter assessment for individual students for individual markers or you can use the ‘One-Click’ options to enter assessments in batches. It is recommended that the ‘One-Click’ options be used to enter initial assessments. You can then go through and adjust the assessments for the students who did not meet the targets for specific markers. Note that in using the ‘One-Click’ options, previously entered assessment for a given student will not be overwritten unless you click ‘Yes’ for the ‘Overwrite Previously Entered Values’ option.

v. You can enter a comment with any student by clicking on the comment icon ( ). A text field will open and you can enter any desired comment. This can be used to enter remedial plans for a student that failed to achieve the target for a given marker.

vi. When the assessments have all been entered click on the “Save Assessment Information” button to save the assessments to the database.

vii. Note that, in contrast to the class list method in which only active class lists can be used, assessments for any active student for any active class can be entered via this option at any time.

To Enter By Student:

i. This option is useful for entering or editing class or activity assessments for individual students. This can be useful for entering remedial assessments for individual student who failed to achieve a marker target on the first try. Select the specific student from the By Student menu. This option
will only be available if the **Assess by Student** permission has been granted for your account. If permission has been granted, the students displayed will be determined by the specific permission that has been granted (i.e. **All Students** or **Advisees Only**). Once a student is selected, click ‘**Next>>**’ button to continue.

ii. A listing of all students is presented along with each marker used with the class. The student listing will be determined by your program’s student listing option preference. Select the students for whom assessments are being entered by clicking in the checkbox next to their name. Note that availability of the ‘Select All’ buttons to facilitate selection of entire cohorts of student. Once the students to be assessed are selected, click the ‘**Next >>**’ button.

iii. The next screen will present a listing of all courses or other activities for which knowledge or skill markers have been created. The “Met?” column indicates the status of the markers for each of the courses or other activities.

- If the Met? column shows a green icon (●) then all markers for the course or activity have been assessed and the marker target performance level was met.
- If the column shows a red icon (▲) then the markers for the course have either not been assessed or, if assessed, none have been performed to the target level.
- If the column shows a yellow icon (□) then some of the markers for the course or activity have been assessed and have been performed to the target level. Other markers have either not been assessed or not yet performed to the target level.

iv. To see marker details for the individual courses or activities, click the open arrow icon (▲). Click the “Show All Details” button to see details for all courses. In the detail mode, the Met? column will display results (green meaning met; red meaning not met) for the individual markers. Click the “Hide All Details” button or the close arrow icon (▼) to hide all detail information.

For each marker, a menu with the defined performance levels for the marker will be presented with the currently saved assessment result selected. To edit the assessment, select the desired performance level. As with the previous options, ‘One-Click’ buttons are available to set all markers for either a specific class/activities or all classes to the defined performance targets. Select the ‘Yes’ option for ‘Overwrite Existing Assessment Values’ to overwrite any previously entered assessments.

v. Once all assessment have been entered, click the “Save Changes” button.

- **To Enter or Edit Clinical Skills Assessments**
  a. Click the **Clinical Practicum** option. The options available will enable you to enter new clinical assessments or edit a previously entered clinical skills assessment.
  b. Select the student to be assessed from the ‘**Students**’ menu. Upon selecting the student from the ‘Student’ menu, a listing of all previously saved clinical skill assessment sets will be loaded in the ‘**Saved Skills Assessments for this student**’ menu.
  c. If the student is a Speech-Language Pathology student, select the desired input format (Format By Skills or Disorder).
  d. **To Enter A New Assessment Set** for the student be sure that the ‘**Enter a New Skills Assessment Set for This Student**’ button is selected and then click the “Next >>” button.
    i. As the first step in entering a new assessment set either select the individual who completed the assessments from the “Assessed By:” menu or enter their name in the “Other:” input field if they are not listed. Next, enter the name of the facility in which the practicum took place in the “at”
input field. Next, select the term and year of the practicum experience. Finally, indicate whether the experience involved “Child”, “Adult” or both (click both buttons) ages.

ii. Enter the assessed performance level for each of the skills in which the student was assessed. It is not necessary to enter an assessment for every skill listed on the page. You can click on the ‘Show Rubric’ arrow to see the performance rubric your program has chosen for clinical assessments.

iii. Enter comments as desired in the provided comment fields.

iv. If your program is tracking clinical hours with SAMS enter the hours for any category in which hours where earned. As with the skills assessments, you do not need to enter hours for all categories.

v. Continue with the steps outlined above until all assessment have been entered. When the assessments have all been entered click on the “Save Assessments” button to save the assessments to the database.

d. To Edit A Previously Entered Skills Assessment Set, be sure that the ‘Edit selected skills set for this student.’ button is selected and then click the “Next >>” button.

i. Edit the skill set as described above under skills assessment entry.

ii. When all changes have been entered click the ‘Save Changes To This Assessment Set’ button.

iii. To delete the assessment set, click the ‘Delete This Assessment Set’ button. Use caution with this function as all assessments and clinical hours for this set will be permanently deleted.

• To Enter or Edit Trackables Assessment/Checklist Items


b. Trackable assessments can be entered either by a single Trackable items for all students or for all Trackable items for a single student. Select either the Trackable item from the “By Trackable Item” menu or select a student from the “By Student” menu. Click the “Next >>” button.

c. If entering by Trackable item, you will be presented a list of the students organized by group and/or admit year cohort. Click the arrow for the student group to be assessed. Click the ‘Met’ button for individual students or click the ‘Set All As Met’ button to enter assessments for all students in the selected cohort. You will also see the data fields defined for use with the specific Trackable item. You can type the desired information into the data fields as necessary. Alternatively, if the information to be entered into the data fields is similar or identical for all students enter the information into “Fill With…” input field. Clicking the “Fill With…” button will place the information into each students data fields.

d. If entering Trackables for a single student you will be presented a list of all the Trackable items for the selected student. Enter the appropriate information for all assessed Trackables.

e. When the Trackable assessments have all been entered click on the “Save Assessments” button to save the assessments to the database.

• To Enter or Edit Prerequisite/Leveling Marker Assessments

a. Select the ‘Prerequisites’ option.

b. Select the student from the “By Student” menus and click the “Next >>” button. For faculty members, the students listed in the menu will depend on their permission settings. For Staff accounts, all active students will be presented.
c. You will be presented a list of all markers that have been saved as Prerequisite markers. By default, these markers are all assessed as met or not met by transcript review. Following transcript review for the student, select the “Met By Transcript” performance level for the prerequisite markers that have been met. To set all markers to their target level click on the “Set All To Target” button.

iii. When the Prerequisite/Leveling assessments have all been entered click on the “Save Assessments” button to save the assessments to the database.

Reviewing Student Assessments

The assessment review reports that are currently available represent the first generation of review capabilities for the SAMS program. They allow for review of a single student’s assessments at one time. Many of the assessment categories can be edited from the Administrator’s account.

1. After logging into the site, click on either the “Review SLP Student Assessments” or “Review AuD Student Assessments” button from the SAMS Home Page page. This function is available if you have been granted ‘Assessment Review for All Students’ permissions.

2. The first step is to select the student to review from the “Student” menu. If your program is using student group assignments, you can use the ‘Show Group’ menu to limit the student listed in the ‘Students’ menu.

3. Select the assessment category to review. The current review options include Formative/Class Assessments, Clinical Skills/Hours Assessments, Prerequisite/Leveling Markers, Trackable/Checklist, Clinical Hours Review, and the student’s KASA. Select the assessment set to review and click the “Next >>” button.

• Reviewing Formative/Class Assessments –

  The review report screens present a listing of all courses or other activities for which knowledge or skill markers have been created. The “Met?” column indicates the status of the markers for each of the courses or other activities.

  • If the Met? column shows a green icon (●) then all markers for the course or activity have been assessed and the marker target performance level was met.

  • If the column shows a red icon (○) then the markers for the course have either not been assessed or, if assessed, none have been performed to the target level.

  • If the column shows a yellow icon (▼) then some of the markers for the course or activity have been assessed and have been performed to the target level. Other markers have either not been assessed or not yet performed to the target level.

  To see marker details for the individual courses or activities, click the open arrow icon (▶). Click the “Show All Details” button to see details for all courses. In the detail mode, the Met? column will display results (green meaning met; red meaning not met) for the individual markers and the students actual performance level for each marker will be displayed. Click the “Hide All Details” button or the close arrow icon (▼) to hide all detail information.

• Reviewing Clinical Skills Assessments

  To review clinical skills assessment for a specific clinical experience, select the date and facility option from the menu. The assessment sets are editable by the program administrator. Select the
review format (Skills or Disorders) if reviewing for an SLP student. After selecting as set to review, click the “Next >>” button.

Alternately, click the “View Cumulative Assessment Summary” button to see a display of the students current performance level across all clinical skills. For each specific clinical skill competency, an icon will be presented summarizing the students performance level.

- A green icon (●) indicates that the skill has been assessed at least once at the skills target level.
- A yellow icon (●) indicates that the skill has been assessed but not yet at the skills target level.
- A red icon (●) indicates that the skill has not yet been assessed.

Clicking on the detail icon ([…]) opens a window displaying the details of all assessment for the specific skill competency.

If clinical hours were saved with the assessment set, they will be displayed at the bottom of the form.

In reviewing specific assessment set results, the “Output to:” gives you the option of downloading the assessment results as a Microsoft Word document. If you select the “Word” option, the assessment document will download to your computer. You can set your browser preferences to automatically open Word with the assessment document to enable editing and printing of the assessment results. See your browser’s “Helper Applications” help topic for instructions.

• Reviewing Prerequisite/Leveling Markers

The review report screens present a listing of all courses or other activities for which prerequisite markers have been created. As with the Formative/Class Assessments above, the “Met?” column indicates the status of the markers for each of the courses or other activities.

- If the Met? column shows a green icon (●) then all markers for the course or activity have been assessed and the marker target performance level was met.
- If the column shows a red icon (●) then the markers for the course have either not been assessed or, if assessed, none have been performed to the target level.
- If the column shows a yellow icon (●) then some of the markers for the course or activity have been assessed and have been performed to the target level. Other markers have either not been assessed or not yet performed to the target level.

To see marker details for the individual courses or activities, click the open arrow icon (►). Click the “Show All Details” button to see details for all courses. In the detail mode, the Met? column will display results (green meaning met; red meaning not met) for the individual markers. Click the “Hide All Details” button or the close arrow icon (▼) to hide all detail information.

• Reviewing Trackables/Checklist

The review report screen presents a simple listing of the checklist (if enabled for the program) and other trackable items for the selected student. For each trackable item, an icon is presented as green (●) if the trackable item has been met and red (●) if not. If met, the date the item was met is presented along with whatever data the trackable item contains.

• Reviewing Clinical Hours

The review report shows the cumulative hours for the specific clinical activities. To see details for the individual activity categories, click the hours value link. A listing of the individual entries for the hours category will be displayed in the ‘Hours Detail’ section of the page.
• **Reviewing the KASA Form**

The review report presents the students completed Knowledge and Skills Assessment (KASA) form. As with the previous reports, a color icon system is used to identify status of the various competencies.

- A green icon (●) indicates that all markers for the competency have been met
- A yellow icon (○) indicates that some but not all markers for the competency have been met
- A red icon (■) indicates that no markers for the competency have either been met or yet assessed.

Clicking on the detail icon ([...]) opens a window displaying the details of all assessment for the specific competency.

In order to facilitate generation of a hard copy version of the KASA, click the “Printer Friendly Version” button. This will open a new window with a printable version of the student’s KASA form. Use your browsers print function to create the print out. (Note that if your browser currently has a ‘pop-up’ blocker routine set, this function may not work properly.)