



Performance Assessment System

Student Manual



A Software Design Company

Welcome to Acadaware's Performance Assessment System (PAS) Student Manual.

This manual will walk you through the PAS step by step.

To access the PAS log into Acadaware.com

**If you have any questions please email
support@acadaware.com**



Performance Assessment System

Table of Contents

[Resetting Your Password](#)

[Accessing the PAS](#)

[Manage PAS Self Assessment Menu](#)

[Navigating the Evaluation](#)

[Performance Level Descriptors](#)

[Assessing Monitoring and Correction](#)

[Comments Sections](#)

[Global Ratings](#)

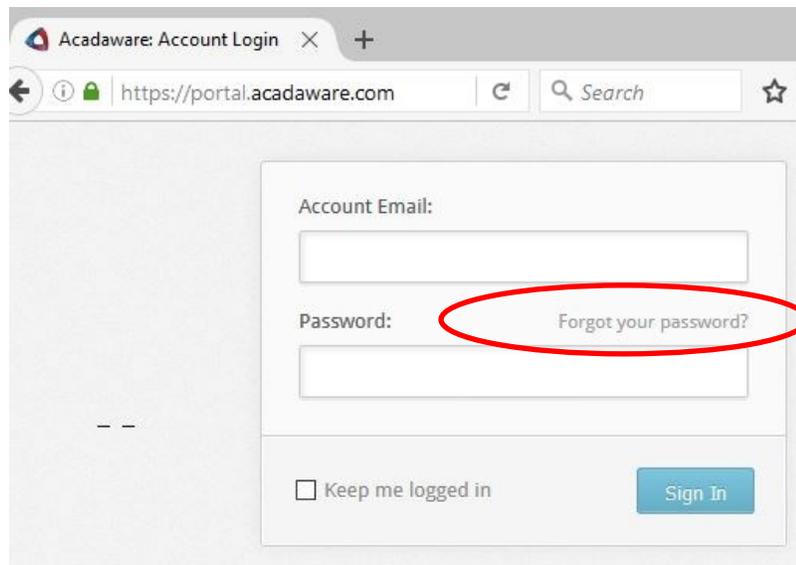
[Saving and Editing the Evaluation](#)

[Comparing CI and Student Evaluations](#)



Performance Assessment System

Resetting Your Password



Acadaware: Account Login

https://portal.acadaware.com

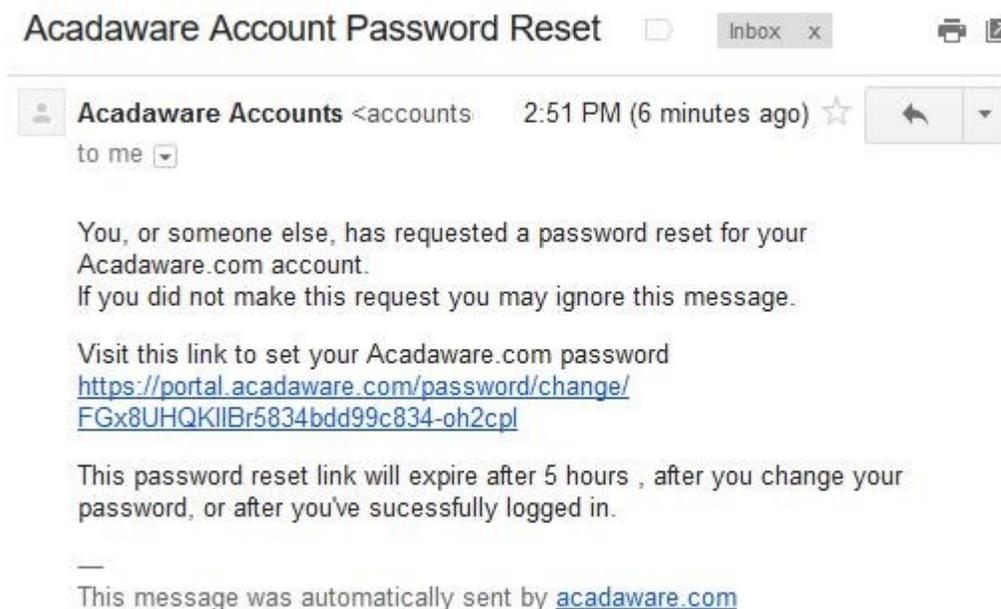
Account Email:

Password: **Forgot your password?**

Keep me logged in

If this is your first time logging into Acadaware.com or if you've forgotten your password click on **Forgot Your Password.**

You will receive an email with the link to set up your new password.



Once you receive the email, click on the link and reset your password. Passwords must be at least 8 characters long.



Performance Assessment System

Accessing the PAS

In Progress Experience

Once an experience has reached the start date, the experience will be listed under this section. You may view any pertinent details of your current "In Progress" experience here. After the experience has reached its completion date, the experience details will be moved into the "Completed" experience section, where you can access your final evaluations.

Placed **In Progress** Completed Future

October Internship

You have completed 69.8% of the experience

[View All Experience Details](#) 

17

Oct
2016

5 weeks and 2 days completed

2 weeks and 1 day remaining

09

Dec
2016

Experience Details

[View All Details](#)

 Clinic **Totally Awesome Physical Therapy ...**

 Location **Mesa, Arizona**

 Dates **10/17/16 - 12/09/16 (8 weeks)**

 Type **Orthopedics**

Related Experience Evaluations

 Pre-clinical self-assessment **Available** 

 Midterm – student assessme... **Available** 

 Final - student assessment of... **Unavailable** 

 Student evaluation of instruc... **Unavailable** 

 **PAS: Student Self-Assessment** **Unavailable** 

 CI Assessment of Student **Available** 

From the In Progress Experience tab you will click on the PAS: Student Self-Assessment.

If the assessment states it is "unavailable" like in the example above, you can still access the evaluation menu by clicking on it.



Performance Assessment System

Manage PAS Self Assessment Menu

Manage PAS Self Assessment

Here you can find all yourself SAF evaluations. Can be made unlimited number of evaluations.
The comparison will be made between current student evaluation with selected ID and instructor PAS evaluation most recently.

[User's Guide for the Performance Assessment System.](#)

[Add New Self Assessment](#)

Experience Name	Evaluation Date	Actions
No Self PAS evaluations was found.		

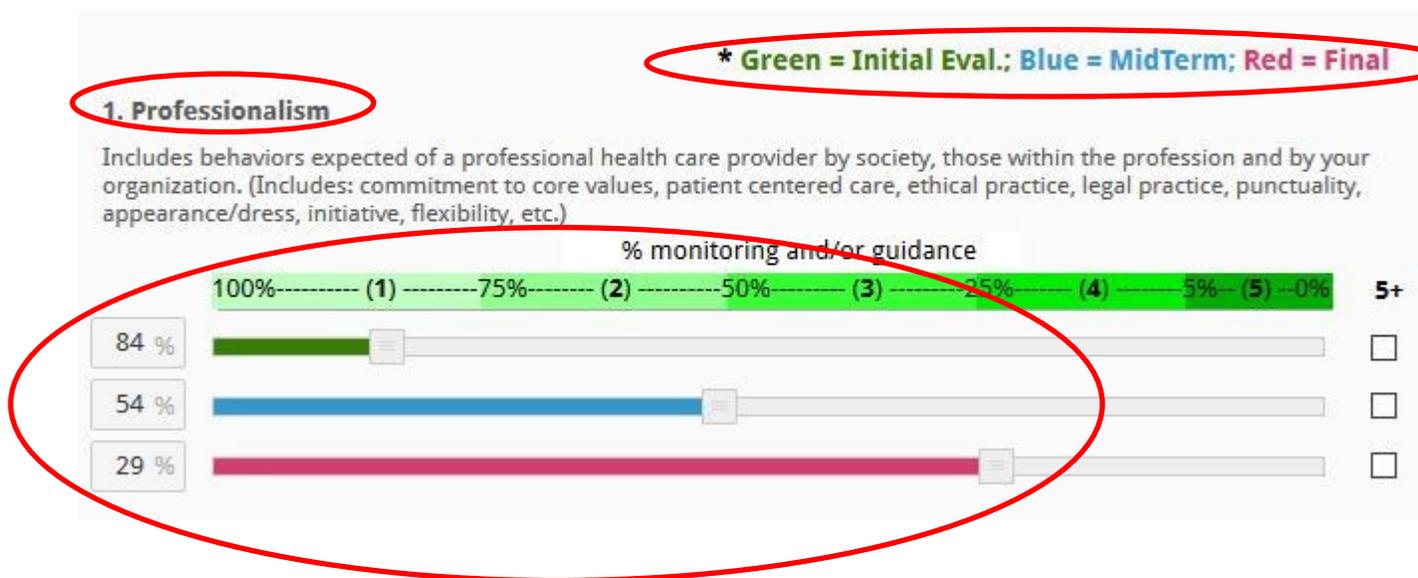
From here you'll be able to create new self assessments, edit previously saved self assessments, and submit completed self assessments.

To create a new self assessment for this particular internship click on "Add New Self Assessment".



Performance Assessment System

Navigating the Evaluation



There are 10 competency categories that any task a student engages in can be associated with.

Each competency category has a description. These descriptions are not definitive. It is up to the CI and student and in consultation with the academic program DCE/ACCE if necessary, to associate the particular task(s) with the most appropriate competency category.

There are 3 grading scales for each competency category: initial evaluation (top green scale), mid-term (middle blue scale) and final (bottom red scale) for both student and CI to use.

The initial evaluation scale was designed to provide a base-line for the student to use to communicate to the CI the amount of correction and/or guidance they expect to need at the start of the clinical experience. You will be instructed by your Academic program DCE/ACCE on when to complete this and when and how to share it with your Clinical Instructor. This information would typically be reviewed during initial orientation at the clinical site with your CI.

You have the option of sliding the scale, clicking on the scale, and entering a numeric number in the percentage field.

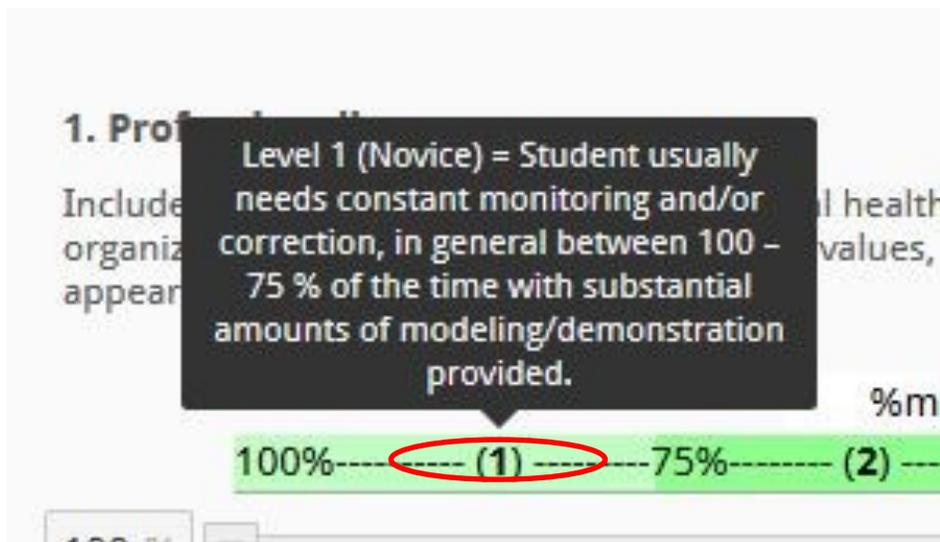
By clicking the check box under 5+ it gives the student the highest rating for that competency.

We recommend you narrow the scale down to which level (1,2,3, etc) and then pinpoint the appropriate percentage.



Performance Assessment System

Performance Level Descriptors



If you hover your mouse over each level it will give you the descriptor for that level.

Level Descriptors:

Level 1 (Novice) = Student usually needs constant monitoring and/or correction, in general between 100 - 75 % of the time with substantial amounts of modeling/demonstration provided.

Level 2 (Developing) = Student needs frequent monitoring and/or correction, in general between 75 - 50% of the time with moderate amounts of modeling/demonstration provided.

Level 3 (Intermediate) = Student needs intermittent monitoring and/or correction, in general between 50 - 25% of the time with occasional modeling/demonstration provided.

Level 4 (Advanced) = Student needs occasional monitoring and/or correction, in general between 25 - 5% of the time, infrequently needs modeling/demonstration. Student frequently practices at a competent level.

Level 5 (Entry-level Competent) = Student rarely if ever needs correction and monitoring (Between 5 - 0%). Mentoring and/or demonstration is typically associated with the unusual, complex patient and/or situation; student appropriately consults for guidance. Performance is competent overall and is consistent with entry-level practice expectations of your facility. Student would be appropriate to practice as a new clinician colleague.

Level 5+ (Mature) = Student is competent and consistently performs beyond entry-level practice expectations. Student is capable of advising and providing consultation to others for some patients and situations. Student would be an asset as a colleague.



Performance Assessment System

Performance Level Descriptors

You should refer to the descriptions of the different Levels (1 through 5+) to generally gauge where you fall on the scale. Then using either the slide bar, or by entering a number in the box at the left of the scale, decide on the specific percentage of monitoring and/or correction needed for that particular category.

The level of monitoring should be based with consideration of your readiness to perform the tasks assigned and with consideration of the risks and benefits to all those involved.

This should be based on student factors, including:

Your preparedness to handle the relative challenge of the task

Safety concerns for patient and others

Your level of confidence

Your previous experience with the task, patient population and/or setting

Year of student (1st, 2nd, or 3rd)

Whether early, middle or final clinical experience for the student

External factors, such as supervision requirements dictated by state and federal laws, and organizational policies, willingness and comfort level of a patient (or parent/guardian), should not be a factor for rating the PAS with regards to amount of monitoring provided.



Performance Assessment System

Assessing Monitoring and Correction

When using the PAS, the key considerations are how much monitoring and/or correction a student needs to perform a task to the level expected of a recently graduated, competent, newly licensed clinician.

Correction implies that the student is not on the right track and a change is needed in the student's thinking and/or actions so as to rectify an error; or feedback is needed to improve effectiveness and/or efficiency to the level expected of a newly graduated, competent clinician.

The CI needs to provide corrective feedback on technique, reasoning, strategy, etc. to improve outcome relative to quality and/or efficiency expected of a competent, entry-level clinician.

When assessing the % monitoring and correction a student needs, a CI should not factor in when the CI provides some guidance towards a more effective and/or efficient way to accomplish a task that is beyond entry-level expectations; or, when the feedback provided does not significantly impact effectiveness or efficiency but just provides an alternative way to accomplish a task.



Performance Assessment System

Comments Section

Midterm Comments		Final Comments	
<input type="text" value="Strengths and/or areas in need of improvement."/>		<input type="text" value="Strengths and/or areas in need of improvement."/>	

Comment sections are available for each competency category at midterm and final. These are not required fields, but are there for the CI and/or student to provide clarifying remarks regarding the reason for and the type of monitoring and/or correction.

If your computer has a microphone you can dictate your comments by clicking on the microphone icon above each comment section.

Be sure to check for dictation errors prior to submitting.



Performance Assessment System

Global Ratings

Global Ratings

1. Please assess the % of time the student needs monitoring and/or correction in general.

Global rating #1 will automatically average competencies 1-10. Check box if you want to manually determine the % monitoring and correction in general.

%monitoring and/or correction

100%----- (1) -----75%----- (2) -----50%----- (3) -----25%----- (4) -----5%-- (5) --0%

96.4 %

93 %

2. Please rate the level of agreement with the following statement: In general, the student's performance is appropriate for his/her level of education.

Midterm **Final**

Strongly disagree Disagree Agree Strongly Agree Strongly disagree Disagree Agree Strongly Agree

Midterm Comments Final Comments

Strengths and/or areas in need of improvement. Strengths and/or areas in need of improvement.

There are two global assessment items. Global assessment #1 uses the same scale - assessing the % of time the student needs monitoring and/or correction, but asks to consider the overall, collective performance, or, in general.

The scale will automatically take the average of all 10 competency categories. If the user would like to weight the analysis differently, there is a manual override box that can be checked.

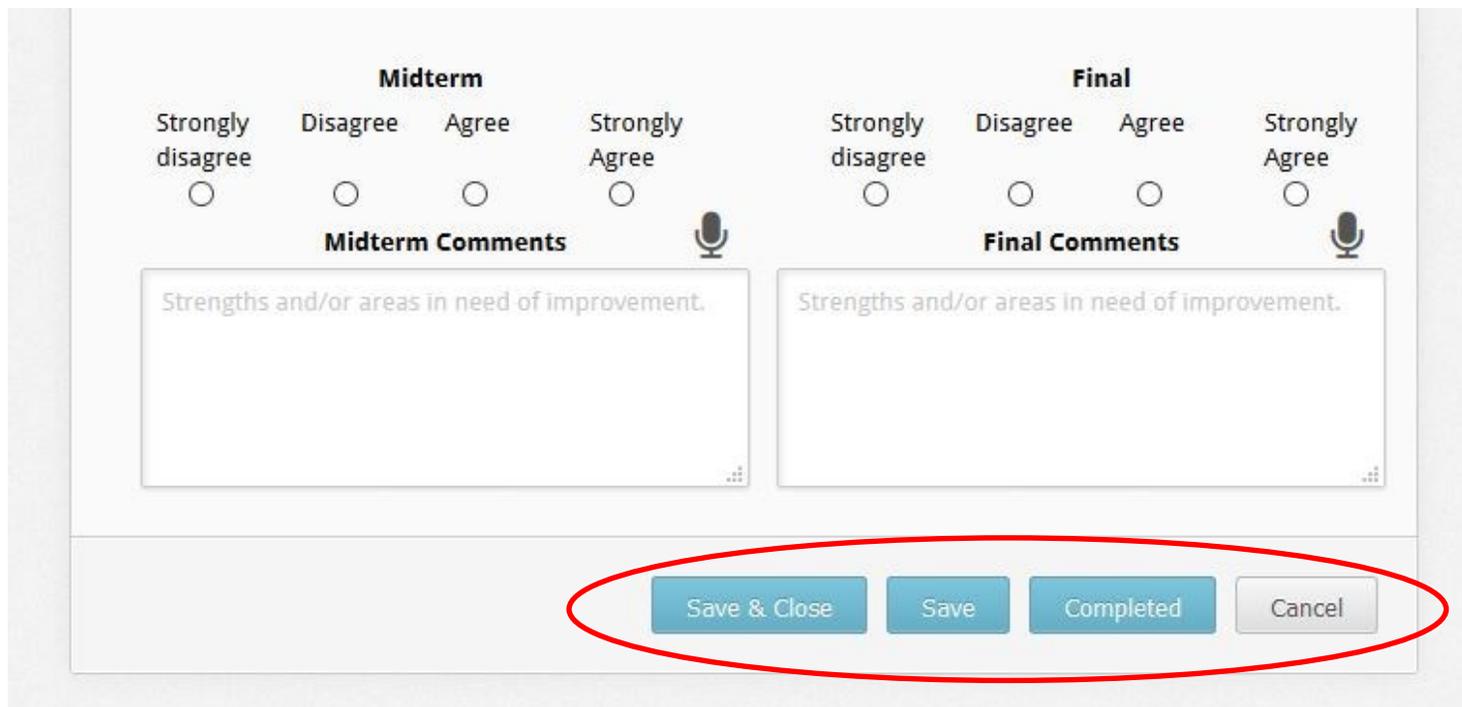
Global assessment #2 asks to assess the student's performance in general also, but the reference point is to what would be expected for where they are in the educational process, instead of a competent entry-level practice reference point.

Comment sections exist at the end of the PAS to provide summative remarks at midterm and final. These are required fields. Comments should include your strengths and aspects of performance needing improvements. Midterm comments should also include priority goals for the second half of the experience.



Performance Assessment System

Saving and Editing the Evaluation



Midterm

Strongly disagree Disagree Agree Strongly Agree

Midterm Comments 

Strengths and/or areas in need of improvement.

Final

Strongly disagree Disagree Agree Strongly Agree

Final Comments 

Strengths and/or areas in need of improvement.

Save & Close **Save** **Completed** **Cancel**

At the bottom of the evaluation you'll see several options for closing out of the evaluation.

Save & Close—Use this option if you will be going back into the evaluation to edit.

Save— Use this option to save the updated information without closing the evaluation.

Complete—Use this option after you have reviewed the final evaluation with your Clinical Instructor.*

Cancel— Use this option to close out of the evaluation without saving any updated information.

***Please note: Once you click Complete the evaluation cannot be edited. If you did need to go back and edit after clicking Complete you'll need to contact the ACCE/DCE and request that they reopen the evaluation.**



Performance Assessment System

Comparing CI and Student Evaluations



Your CI has access to a side by side view of both the CI and the Student evaluations.

When you meet with your CI for your midterm and final evaluation reviews you can ask the CI to pull up the side by side comparison.

Students are not able to pull up the side by side comparison. Only the CI has access to this feature.