

ALS Redesign Expert Panel meeting  
August 23, 2021 2 p.m. ET



## **Summing it all up**

The month's topic: Domain Level Scoring

### **How it Works**

- The National Registry provides domain level scoring information to failed candidates and to educational programs for all their candidates.
- The current implementation of domain level scoring is not working.
- We need to implement domain scoring properly or stop reporting it and move to a scaled score report.

### **Perceived Benefits**

- Candidates-use domain performance results to adjust their study.
- Some Program Directors/Educators-use program-level domain performance results to gauge the success of their programs.
- Some State EMS Agencies- use program-level domain performance results to hold EMS Education Programs to state standards. State-level domain performance results may be used to inform policy changes. State standards for program performance, if set, are often tied to national averages for domain performance.

### **Challenges**

- NCCA Standard 19 – “The certification program must employ and document sound psychometric procedures for scoring, interpreting, and reporting examination results.”
- Domain level scoring does not work well with CAT (e.g., sample size, passing standard, etc.)
- Testing domains may not match educational domains in the future (compensatory scoring)
- It is not a good tool to prepare for a retest examination attempt.
- With the Practice Analysis updating every four years, may possibly see a change in domains.

### **Posed question**

*What will be the impact on the EMS community if the National Registry stops reporting domain level scores?*

### **The key points made**

- As the report lives currently, Some states run the numbers annual and use for comparison data.
- As the report lives currently, Some programs run the report after each cohort to compare and contrast against previous cohorts

- Many panel members shared there would be little to no impact as the domain level feedback is not helpful for programs or students. The focus should be lined on the pass/fail numbers.
- Many programs use a 70-75% pass rate as a standard metric and use that to gauge program success. (These numbers can be difficult though as not every student becomes certified for a few different reasons)
- Although domain level feedback was never meant to be used for a curriculum adjustment, some programs do not have the education or understanding that it is a bad measure of performance.
- We agree that Programs and students have many different tools in their toolbox to use, but the education around those tools and around removing the domain level feedback will be vital.
- Scaled scoring is a current alternative option the National registry is researching.
- Scaled scoring will be more helpful for candidates as it leads them to study all material for a retests and not hone in on specific areas, as that is proven not to be effective.
- Upon sharing an example of what a scaled score report could potentially look like, there were concerns about the number based scored with some recommendations from the panel to just use a line graph with the colors to indicate performance instead of assigning a number value.
- Recommendations were made to include a more dynamic message to failed candidates to explain what the score means and what to do from here. The idea of videos embedded in score reports was brought up by a few panelist.
- Panelist expressed interest in a separate score report for programs and candidates. Giving the candidates something like the scaled score and programs some additional metrics to help them vise curricula.

### **The consensus**

*We need to improve our score reports to failed candidates by offering something that is accurate to the candidates and helpful for education programs. If we do away with Domain Level Scoring due to its inability to be a reliable measure of accuracy, we need to educate program directors on why domain level scoring does not work and offer resources to help them gauge the performance of their program. We also need to focus on delivering a score report with minimal impact, greater consistency and surround by education for all using it.*