



Overview

What is TalEval?

- A web based computerized grading and outcome assessment tracking software system that is paperless for infection control
 - It does not need support by your IT department
 - It takes no space or memory on your school's computer mainframe.
 - It is encrypted for security purposes and backed up daily to protect data
 - You can access it with any technology that has online access
 - Laptops, tablets, even a cell phone

TalEval Goals

To provide an objective clinical evaluation system that enables faculty to :

- maximize the opportunity for student learning
- provide evidenced based, patient centered care
- grade students by each skill performed over all patient types

To gather data from entries into TalEval to:

- generate reports for outcomes assessments
- enable faculty to assess the need for changes to the clinical education
- provide reports as exhibits in CODA self-study reports
- conduct clinical calibration exercises

To utilize a paperless grading system for infection control in clinics

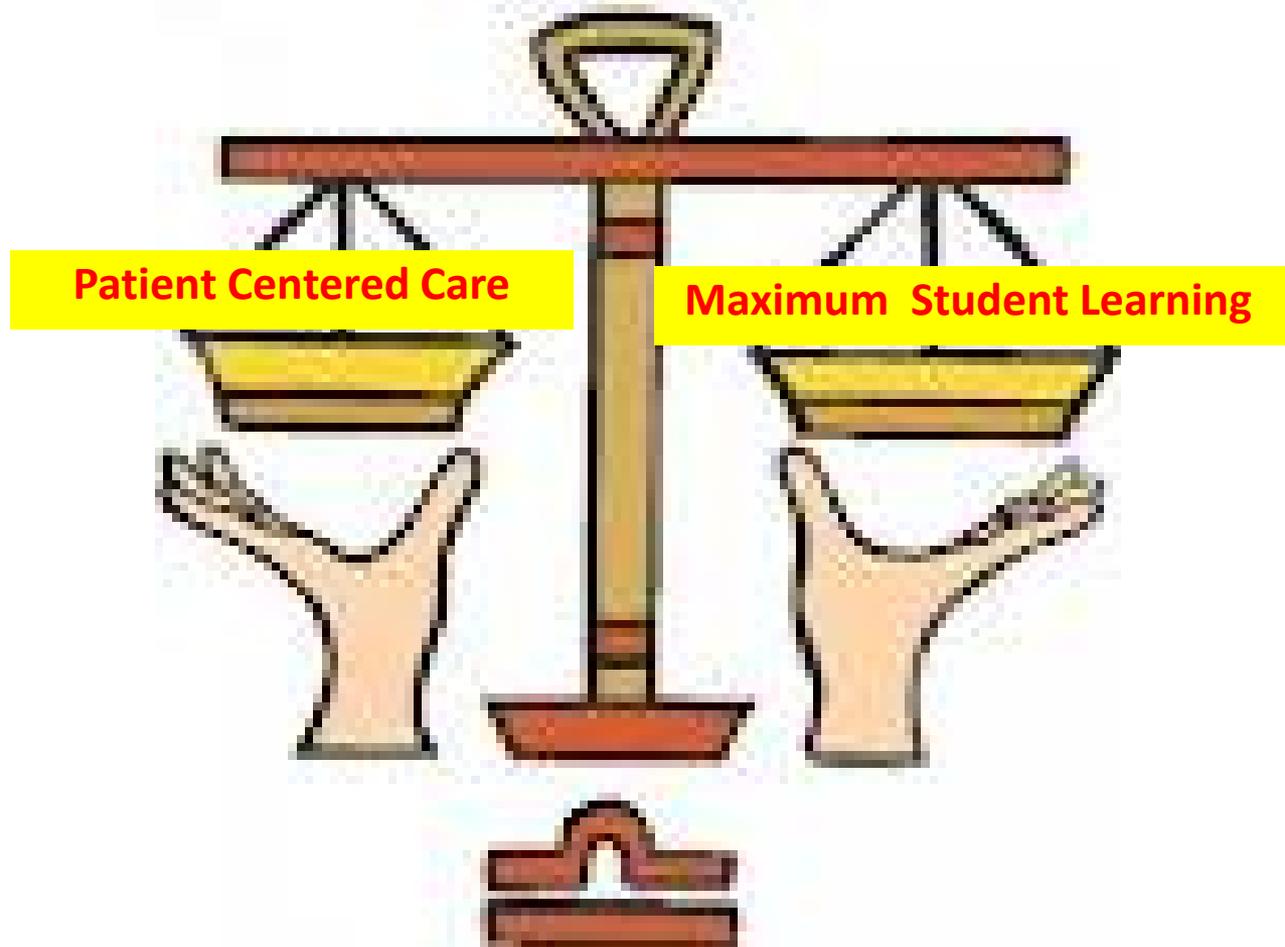
The Clinical Grading Educational Philosophy &

Foundation on Which TalEval was Built

TalEval arose from a philosophy
of clinical education that
maintained the delicate balance
between

Maximizing the Opportunity of Learning
&
Patient Centered Care

The Delicate Balance



Clinical Experience

- Must be well planned and structured to ascertain that all students have an equal opportunity to learn and to treat equal numbers of a variety of patient types.
- A Screening system is necessary
- **Each program must Plan the Learning Phases**
 - Start with easy care patients and build upon that experience and knowledge gradually leading to patients whose care needs are most difficult.

How are students graded in TalEval?

1. Points gained by arriving to clinic and patient treatment
2. Offset by points lost from errors made during clinic and while provide the DH process of care

See TalEval Grade Form

How do students gain points in TalEval?

The students get the Median Performance Level (MPL) of points just for showing up for clinic.

80 Points (Beta test of three years of DH Students)

How do you define a median?

The median is **the middle number in a sorted, ascending or descending, list of numbers and can be more descriptive of that data set than the average.** The median is sometimes used as opposed to the mean when there are outliers in the sequence that might skew the average of the values.

80 Points for Arriving to Clinic

Now we have a 20 point range to 100

Points are gained by patient treatment

Points are lost by making errors:

Critical Competency Errors takes points off the top of the TalEval grade but only to the student who makes them

Statistical Competency Errors apply to the weights of items by the frequency of occurrence over the grading period

Developing Skills: When the entire class makes errors in a category. These errors weigh less

Mastered Skills: When no student makes errors in a category except one or two who may need remediation.

Clinic:

Master Grid

Start Date: End Date:

Student	Risk	Eoio	Occl	Perio	Rad	Hrd tis	Dep	TP	Prev	Pain C	Inst	Calc	QA	Ethics/P
Edgar	0/0	1/0	1/0	3/0	0/0	1/0	2/1	0/0	0/0	0/0	4/0	1/1	0/0	1/1
ian, Chelsea	0/0	0/0	0/0	2/0	1/0	1/0	0/0	0/0	0/0	0/0	2/0	0/0	1/0	0/0
l, Alex	0/0	0/0	2/0	0/0	0/0	1/0	0/0	0/0	0/0	0/0	2/0	1/1	0/0	1/1
n, Megan	0/0	0/0	2/0	5/0	3/0	2/0	1/0	0/0	1/0	0/0	0/2	3/2	0/0	0/0
ngfield, Krysta	0/0	0/0	0/0	1/0	1/0	1/0	0/0	0/0	1/0	0/0	1/0	1/0	0/0	1/0
ski, Veronica	0/0	0/0	3/0	2/1	2/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	1/0	0/0
es, Amber	0/0	1/0	0/0	1/0	0/0	2/0	0/0	0/0	0/0	0/0	2/0	1/0	1/0	1/0
Elizabeth	0/0	0/0	0/0	1/1	1/0	1/0	0/0	0/0	0/0	0/0	6/1	3/0	0/0	0/0
s, Tania	0/0	0/0	0/0	2/0	2/0	0/0	2/0	0/0	0/0	0/0	3/0	2/0	1/0	1/0
, Finola	0/0	3/0	0/0	0/0	1/0	3/0	3/0	0/0	0/0	0/0	3/0	2/1	0/0	0/0
, Jerisha	0/0	0/0	0/0	0/0	0/0	1/0	0/0	0/1	0/0	0/0	1/0	1/0	1/0	1/1
le, Kirstin	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	1/0	0/0	2/0	1/0	0/0	1/0
, Rubi	0/0	0/0	0/0	1/0	1/0	1/0	1/0	0/0	1/0	0/0	3/0	2/1	0/0	0/1
Ashley	0/0	0/0	0/0	2/0	0/0	0/0	0/0	0/0	1/0	0/0	0/0	1/0	0/0	0/0
, Tiffany	0/0	1/0	1/0	1/0	0/0	2/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
ez, Gabriela	0/0	0/0	0/0	1/0	0/0	0/0	1/0	0/0	0/0	3/0	2/0	3/0	0/0	0/0
Vanessa	0/0	0/0	0/0	3/0	0/0	0/0	1/0	0/0	3/0	0/0	5/0	3/0	0/0	0/0
k, Lauren	0/0	0/0	1/0	2/0	1/0	0/0	0/0	0/0	0/0	0/0	3/0	0/0	0/0	1/1
:	0/0	6/0	10/0	27/2	13/0	16/0	11/1	0/1	8/0	3/0	39/3	25/6	5/0	8/5
t:	-	1.19	0.71	0.23	0.55	0.45	0.55	3.57	0.89	2.38	0.16	0.19	1.43	0.40

Debridement Skill Levels in TalEval

(Not AAP Classification)

Skill Levels of Debridement is

How Difficult it is to Debride this area (teeth #s, Sextants or Quads)

The following Skill Levels were created by
Jill S. Nield-Gehrig

You can use your own existing classifications

Calculus Deposit Debridement Skill Levels

- **Class 0** No Calculus>Slight Calculus –little or no scaling
- **Class I** Simple
Supra extending only slightly below the free gingival margin
- **Class II** Light/Moderate
Moderate amount of supra + sub calculus, or sub only
- **Class III** Moderate
Abundance of supra + sub calculus, or sub calculus only
- **Class IV** Heavy
Generalized supra + sub ledges around cervical thirds of crowns and bands on most root surfaces

Periodontal Debridement Skill Levels

	Probing Depths	Bleeding	Mobility
0	< 4mm	None	No
I	4mm	Localized Points	No/Slight
II	5mm	Generalized Points	Slight +1
III	6mm	Moderate – Heavy	Moderate 2
IV	7mm	Heavy	Severe 3

TalEval Adds Points to Grade with Patient Skill Level Points

How Difficult is it to Debride Area?

- Calculus Deposit Debridement Skill Levels
- Periodontal Debridement Skill Levels

Debridement Skill Level

Calculus ⓘ	Perio ⓘ
<input type="radio"/> N/A	<input type="radio"/> N/A
<input type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> I	<input type="radio"/> I
<input checked="" type="radio"/> II	<input checked="" type="radio"/> II
<input type="radio"/> III	<input type="radio"/> III
<input type="radio"/> IV	<input type="radio"/> IV

Points Gained From Patient Treatment are Offset by Points Lost from Errors: **Critical Errors** as well as Competency Errors

Students with the highest patient points usually have the highest grades.

This gives students the incentive to treat patients, and mostly more difficult patients as they give the highest points

How do students lose points in TalEval? Subcompetency Items 1-140

Critical Errors: Items in Red

Preassigned point losses for errors that pertain to patient safety, ethics and legal issues. Points taken from individual student's Total TalEval grade.

Competency Errors: Items in Black

Point losses according to total class progression of skill sets over all patient types. The most objective evaluation since the value of these points is unknown at the grading time.

Grade Entry Screen (Called Grade Header)

The screenshot displays the 'Grade Entry' screen in the TalEval software. At the top, a blue header bar contains the text 'TalEval - Dental Clinical Evaluation' and several navigation icons. Below the header, a navigation bar shows tabs for 'Student Data', 'Patient Data', 'Student Evaluation', 'User Setup', and 'Grade Validation'. The main content area is titled 'Grade Entry' and shows a patient ID of '71.220.34.60' and a patient name 'Mason, Perry - 12/17/2019 - Calc II - Perio I - C.B. - NON GRADED'. A dropdown menu shows 'doe, john' and an 'Active' toggle is set to 'All'. The 'Grade Header' section contains several input fields: 'Date' (12/17/2019), 'Patient' (Mason, Perry M), 'Clinic' (NON GRADED), 'Instructor' (Cynthia Biron), 'Treatment Phase' (02. Initial appointment with student), 'Special Needs' (Details), 'Quad / Sextant' (184), 'Gingival Perio Disease' (Healthy), and 'ASA' (N/A). The 'Debridement Skill Level' section has two columns: 'Calculus' and 'Perio', each with radio buttons for N/A, 0, I, II, III, and IV. The 'Critical Error' and 'Extra Credit' fields both show 0.00. The 'Auto Calc' and 'Total' fields also show 0.00. A green 'Save Grade Header' button is highlighted with an orange arrow, and a red 'Delete Record' button is visible below it.

One header per grading session
One instructor
One Student
One Patient

Click Save Grade Header

One Grade Header Per Clinic Session

- One Instructor
- One Student
- One Patient

Every time patient comes to clinic “New Grade Header”
even if they come morning and afternoon (2 headers)

Never check out someone else’s student!

We cannot conduct clinical calibration chart if you grade on another instructor’s grade header.

Students can wait for their assigned instructor!

Risk ▾					
SubCompetency	+	✓	×	N/A	Comm
Further QUESTIONS Findings	1 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
USES references	2 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Vital Signs accurate techniques	3 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
NOTIFIES Instructor of risk factors before check-in	4 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Documents appropriately in medical alert box	5 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Documents medications and contraindications	6 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Documents lifestyle RISK factors	7 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Documents a concise statement "summary of health"	8 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
UPDATES history at successive and recall appts	9 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

TalEval Software

- Only knows what you enter into the Grade header and the various forms.
- If you enter the wrong information in your selections from the dropdown menu TalEval does not know you made a mistake in your selection.
- TalEval does not make mathematical errors. It counts your entries. If your entries are incorrect, TalEval does not recognize your mistakes.

Objective: Students Gain Points

- If student completes assessments but does not debride:
do not enter skill levels (Categorize Calc/Perio skill level) in the header. Classify with the AAP Dropdown only
- Best to do perio probing assessments in quads or opposing quads and debride those quads on the same appointment.
Why?
- Students get to re-evaluate quads at next appt.
- Patient perceives treatment as “debridement provided” and therefore more compliant
- Patients who have 3 hour patient assessment appointments believe it to be a waste of their time.

Accurate assessment of perio can only be determined after calculus is removed:

Probing is inaccurate if stepping around calculus

Furcations undetected if filled with calculus

Mobility undetected if teeth are bridged together by calculus

Give students accurate debridement skill level

Detect

After calculus is removed

Caution on Critical Errors

- Best if
 - they are preset in set-ups
 - less than .50 point weight unless incident is pure negligence on the part of the student. Then use box in header.
 - If one instructor arbitrarily decides critical error points to deduct without calibration and faculty input –it is subject to scrutiny
 - If your student grades are low due to heavy critical errors, you need to reset the weights in setups

Caution on Critical Errors & Extra Credit

- Both are subjective
- Scrutinized in legal situations
- Extra Credit means students expecting it in every clinic.
- Limit Extra Credit to preset expectations:
 - Finished requirements early in semester

The image shows a screenshot of a web-based form titled "Debridement Skill Level". The form is divided into two columns: "Calculus" and "Perio". Each column contains five radio button options: "N/A", "0", "I", "II", "III", and "IV". In the "Calculus" column, the "I" option is selected. In the "Perio" column, the "II" option is selected. Below the radio buttons, there are two input fields: "Critical Error" and "Extra Credit", both containing the value "0.00". Below these input fields, there are two buttons: "Auto Calc" and "Total", both containing the value "0.50". The "Auto Calc" and "Total" buttons are circled in red.

Calculus	Perio
<input type="radio"/> N/A	<input type="radio"/> N/A
<input type="radio"/> 0	<input type="radio"/> 0
<input checked="" type="radio"/> I	<input type="radio"/> I
<input type="radio"/> II	<input checked="" type="radio"/> II
<input type="radio"/> III	<input type="radio"/> III
<input type="radio"/> IV	<input type="radio"/> IV

Critical Error	Extra Credit
0.00	0.00
Auto Calc	Total
0.50	0.50

Correct Way to Comment:

APPOINTMENT COMMENTS

Date	Patient	Comment
6/11/2015	Fisher, Stephen	Nice continuation appointment with this patient. Accurate assessment of quad 2 and re-assessment of quads cleaned previously. 23/28 calc. assessed. 82% . 16/16 calc. removed. 100%. DB
6/11/2015	Graham, Kenneth	Accurate assessment of perio and calculus. Nice work with this patient today. calc. removed. 100%. Clean! DB
6/4/2015	Hodgins, Timothy	36-multiple class V restrotations, 37-suspicious areas #31, #2, He was difficult to chart--he had a lot of demineralization, Calculus assessment (104/110) 95% and calculus debridement (20/20) 100%. Great job today. You did a great job on your perio summary. MPO
6/4/2015	Glen, Jerry	22-multiple 7mm pockets--remember to use your radiographs to help you see the bone levels, Great job today. Calculus assessment (26/32) 81% and calculus debridement (11/11) 100%. MPO
6/3/2015	Fisher, Stephen	Calculus assessment (29/32) 91% and calculus debridement (15/15) 100%. Great job today. MBO
6/3/2015	Glen, Jerry	Calculus assessment (26/28) 93% and calculus debridement (15/16) 94% (#29M). Great job today. MBO
5/27/2015	Fisher, Stephen	36-Remember to dental chart the entire dentition, 41-underassessed subcalculus remember to stand higher on your fulcurm so that the working end falls down to the base of the sulcus and roll the instrument more so that the 1/3 tip stays adapted to the interproximal surface, Calculus assessment (16/24) 67% and Calculus debridement (24/24) 100%. MPO
5/27/2015	Glen, Jerry	10-bilateral linea alba, 22-#2-3F 2mm not 4mm, Calculus assessment (23/28) 82% and calculus debridement (18/18) 100%. MPO
5/21/2015	Ling, Debra	Nice patient interaction today. Patient is missing many teeth. Accurate calc. assessment. Please remember to note recession on the periodontal chart (21). calc. removed. 100%. DB
5/21/2015	Rudolph, Ricky	Nice interaction with this special needs patient today. Accurate periodontal assessment. Calc overassessed- mostly thick plaque. 100/112 calc. assessed. 89%. 21/24 calc. removed. 88%. DB
4/15/2015	Smith, Ola	13-use canine relation when 1st molars are missing, 36-composite fillings were hard to see on the max anterior teeth. Great job with debridement! MBO
4/15/2015	Smith, Ola	Great job with all of the assessment and definitive debridement. MBO
4/8/2015	Gordon, Jerry	Great job today on assessment and calculus removal. MPO
4/8/2015	Kambo, Roopali	Great job today on assessment and calculus removal. MPO
4/6/2015	Mawhinney, John	Graded Patient 1
3/25/2015	Harris, Dizavier	14-overjet 5mm, 15-moderate overbite. Have the pt bite down on their back teeth. You may have to tell the pt. to bite down on back teeth, 36-Sealants not present on premolars and decay not present on #1. Great job with debridement today. MBO
3/25/2015	Pla, Lorenzo	17-deviation to the left, 56-Provide OHI to your patient before debridement, 59-Please complete a plaque index on your patient before debridement. Great job with debridement. MBO

When you run the students grade you see the red *p* value for probability of need for remediation

Categories	# of Errors	Times Weight from Master Grid Compilation	Remediation Variable	Total
Risk	3	0.11	0	0.33
Ecol	1	0.13	0	0.13
Occf	3	0.2	0	0.6
Perio	6	0.07	0	0.42
Rad	0	7.14	0	0
Hrd tis	1	0.05	0	0.05
Dep	11	0.04	0	0.44
TP	1	0.18	0	0.18
Prev	1	0.16	0	0.16
Pain C	0	3.57	0	0
Inst	3	0.11	0	0.33
Calc	6	0.08	0	0.48
QA	0	0.15	0	0
Ethics/Prof	2	3.57	<i>p</i>	7.14
Total	38		0	10.26

Score: Median Performance Level: 80 - 10.26 points = 69.74

Calculus Class Appts	Calc Pts per Appt	Perio Level Appts	Perio Pts per Appt
0 - 0	0 x 0 = 0	0 - 0	0 x 0 = 0
I - 5	5 x 0.25 = 1.25	0 - 1	1 x 0.00 = 0.00
II - 2	2 x 0.75 = 1.50	I - 1	1 x 0.00 = 0.00
		II - 4	4 x 0.20 = 0.80
		III - 1	1 x 0.45 = 0.45

Points: 2.75 + Perio Points: 1.25 - Critical Error Points: 5.75 + Extra Credit: 0 = -1.75

Most Common Errors Part 1

Setting “Grading Periods” for longer than seven weeks

1. TalEval is programmed for mathematical calculations based on the average number of patients seen in 5-7 weeks.

2. Longer grading periods inflate the grades because they:
 - a. Dilute the weights of errors (checks/X's)
 - b. Do not compensate for progression of student skill development (decrease in patient point values which appropriately adjust the grade)

Clinic I: 15 Week Grading Period

In-service
School in
West Coast

Median Performance Level:* 80

Submit

[Print R](#)

Student Name	# of Errors	Times Weight from Master Grid Compilation	Total	Extra Error	Calc/Perio Points	Level	Final
	12	0.136666	1.64	0.00	29.15	80.00	107.51
	14	0.107857	1.51	0.00	26.55	80.00	105.04
	10	0.411000	4.11	-3.00	30.05	80.00	102.94
	21	0.167619	3.52	-3.00	29.25	80.00	102.73
	38	0.126578	4.81	-2.00	29.20	80.00	102.39
	23	0.181304	4.17	-3.00	27.20	80.00	100.03
	39	0.162051	6.32	0.00	22.95	80.00	96.63
	26	0.152692	3.97	-5.00	24.60	80.00	95.63
	29	0.119655	3.47	-5.00	22.95	80.00	94.48
	29	0.126206	3.66	-3.00	20.50	80.00	93.84
	36	0.126111	4.54	-3.00	20.95	80.00	93.41
	24	0.122500	2.94	-9.00	24.95	80.00	93.01
	60	0.224500	13.47	-9.00	31.30	80.00	88.83
	33	0.098484	3.25	-6.00	16.35	80.00	87.10
	91	0.074175	6.75	-18.00	19.30	80.00	74.55
	38	0.183421	6.97	-11.00	7.80	80.00	69.83
	63	0.169365	10.67	-23.00	22.65	80.00	68.98

Same Clinic I Divided to 2 Grading Periods

From Date*:

To Date*:

Median Performance Level:*

From Date*:

To Date*:

Median Performance Level:*

Student Name	# of Errors	Times Weight from Master Grid Compilation	Total	Extra Error	Calc/Perio Points	Level	Final
	8	0.197500	1.58	0.00	15.30	80.00	83.72
	3	0.560000	1.68	0.00	9.45	80.00	87.77
	9	0.221111	1.99	0.00	9.70	80.00	87.71
	14	0.452857	6.34	0.00	14.00	80.00	87.66
	10	0.519000	5.19	0.00	11.85	80.00	86.66
	10	0.462000	4.62	0.00	10.25	80.00	85.63
	15	0.540666	8.11	0.00	13.00	80.00	84.89
	7	0.247142	1.73	0.00	6.00	80.00	84.27
	13	0.389230	5.06	0.00	9.10	80.00	84.04
	13	0.265384	3.45	0.00	5.10	80.00	81.65
	20	0.245000	4.90	-2.00	7.85	80.00	80.95
	20	0.241500	4.83	-5.00	10.75	80.00	80.92
	16	0.290000	4.64	0.00	5.50	80.00	80.86
	26	0.371538	9.66	0.00	10.00	80.00	80.34
	14	0.275714	3.86	-2.00	5.35	80.00	79.49
	35	0.160285	5.61	0.00	4.95	80.00	79.34
	10	0.478000	4.78	-3.00	4.10	80.00	76.32
	15	0.280000	4.20	-3.00	1.50	80.00	74.30
	39	0.275641	10.75	-14.00	6.05	80.00	61.30

Student Name	# of Errors	Times Weight from Master Grid Compilation	Total	Extra Error	Calc/Perio Points	Level	Final
	8	0.240000	1.44	-3.00	17.25	80.00	82.81
	10	0.319000	3.19	0.00	14.50	80.00	81.31
	4	0.120000	0.48	0.00	7.50	80.00	87.02
	1	0.120000	0.12	0.00	7.10	80.00	86.98
	3	0.310000	0.93	0.00	7.60	80.00	86.67
	5	0.752000	3.76	-3.00	13.25	80.00	86.49
	3	0.690000	2.07	0.00	7.95	80.00	85.88
	6	0.243333	1.46	0.00	7.00	80.00	85.54
	8	0.387500	2.94	0.00	7.95	80.00	85.01
	8	0.516250	4.13	0.00	8.85	80.00	84.72
	7	0.241428	1.69	0.00	6.10	80.00	84.41
	11	0.954545	10.50	-2.00	16.60	80.00	84.10
	6	0.691666	4.15	0.00	7.75	80.00	83.60
	9	0.943333	8.49	0.00	7.30	80.00	78.81
	16	0.531250	8.50	0.00	6.50	80.00	78.00
	26	0.241538	6.28	-3.00	5.00	80.00	75.72
	30	0.389000	11.07	-3.00	5.85	80.00	71.78
	17	0.555882	9.45	-8.00	4.05	80.00	66.60
	35	0.552285	19.33	-9.00	14.30	80.00	65.97

Understanding Point Values

- Clinical education experience must get more demanding as students progress through the curriculum
- TalEval's built in decrease in the number of patient points every grading period – automates this process.
 - As student skills progress they get less points awarded to their TalEval Grade throughout their education
 - Simultaneously, patients assigned are more difficult if a good screening policy is in place

Patient Point Values

Clinic I A Grading Period (Approximately 5- 7 Weeks)

Calculus Class	Points Per Patient	Periodontal Skill Level	Points Per Patient
0	.25	0	.0
I	1.00	I	.10
II	2.00	II	.50
III	2.25	III	.75
IV	NA	IV	NA

Clinic I B Grading Period (Approximately 5- 7 Weeks)

Calculus Class	Points Per Patient	Periodontal Skill Level	Points Per Patient
0	.15	0	0
I	.75	I	.05
II	1.50	II	.25
III	2.00	III	.50
IV	2.50	IV	NA

Clinic II A Grading Period (Approximately 5- 7 Weeks)

Calculus Class	Points Per Patient	Periodontal Skill Level	Points Per Patient
0	.10	0	0
I	.25	I	0
II	.75	II	.20
III	1.25	III	.45
IV	1.75	IV	.50

Clinic II B Grading Period (Approximately 5- 7 Weeks)

Calculus Class	Points Per Patient	Periodontal Skill Level	Points Per Patient
0	.05	0	0
I	.15	I	0
II	.50	II	.15
III	1.00	III	.40
IV	1.50	IV	.45

Patient Point Values continued

Clinic III A Grading Period (Approximately 5- 7 Weeks)

Calculus Class	Points Per Appointment	Periodontal Skill Level	Points Per Appointment
0	.05	0	0
I	.10	I	0
II	.50	II	.10
III	1.00	III	.35
IV	1.50	IV	.40

Clinic III B Grading Period (Approximately 5- 7 Weeks)

Calculus Class	Points Per Appointment	Periodontal Skill Level	Points Per Appointment
0	.05	0	0
I	.05	I	0
II	.50	II	.05
III	1.00	III	.30
IV	1.50	IV	.35

The point values have been tested over 15 years in over 100 schools
Do NOT just go in and arbitrarily change the points. It will drastically affect the grades. The math is more complicated than it appears.

Where do you find reports?

In Student Evaluation dropdown

The screenshot shows the 'TalEval - Dental Clinical Evaluation' software interface. The top navigation bar includes 'America's Software Corporation' on the left and 'Tallahassee' on the right. The main header is 'TalEval - Dental Clinical Evaluation'. Below the header, there are several tabs: 'Lists', '[Student Data]', '[Patient Data]', '[Student Evaluation]', '[User Setup]', and '[Grade Validation]'. The '[Student Evaluation]' tab is selected and highlighted in yellow. An orange arrow points to this tab. A dropdown menu is open from the '[Student Evaluation]' tab, listing the following options: 'Enter / Update Grades', 'Individual Formative Grade Report', 'Individual Student Grade Report', 'Instructor Calibration Graph', 'Master Grid Report', 'Patient Care Report', 'Patient Type Tracking Report', 'Progression of Skill Development', 'Subcategory Errors by Student Report', 'Technique Evaluations', and 'Treatment Phase Report'. The main content area shows a form for 'Doe, Jane' with fields for 'Date' (03/14/2022), 'Clinic' (NON GRADED), 'Treatment Phase' (03. Continuing care appointment), and 'Quad / Sextant' (1-4). There are also buttons for 'Recare' and 'Patient Complete', and a 'Calculus Chart' button. On the right side, there are sections for 'Debridement Skill Level' with radio buttons for 'N/A', '0', 'I', 'II', 'III', and 'IV' for both 'Calculus' and 'Perio'. Below that are 'Critical Error' (0.00) and 'Extra Credit' (0.00) fields, and 'Auto Calc' (0.50) and 'Total' (0.50) fields. At the bottom, there are radio buttons for 'N/A', 'I', 'II', 'III', and 'IV'.

Students can access this report and will tell you if you left something out!

Patient Care Report

Student: Abel, Mariah

Clinic: IIIA

Date	FAC	Patient	Age	Calc	Perio	Quad	Phase	PC	RC	SN
02/28/2022	TJ	No Patient, No Patient	0				09. Patient no show	No	No	
02/24/2022	DB	Olabunte, Mariam	23	III	II	1,4	16. Radiographs- CMX w continuing ca	No	No	
02/24/2022	DB	Thomas, Stephanie	48	III	II	1-4	02. Initial appointment with student	Yes	No	
02/21/2022	TJ	No patient today, Absen	21				05. No treatment today	No	No	
02/07/2022	TJ	Pittman, James	74	II	I	Q1-4	02. Initial appointment with student	Yes	No	
02/03/2022	KR	Smith, Jeff	42	I	I	Q-1,2,3,4	20. Radiographs-BWX w continuing ca	Yes	No	multiple scler
02/03/2022	LS	No Patient, No Patient	0				05. No treatment today	No	No	
01/31/2022	GM	No Patient, No Patient	0				09. Patient no show	No	No	
01/27/2022	MC	Willis, Russell	55	I	II	Q1-4	14. Radiographs- CMX w initial appt	Yes	No	
01/27/2022	TJ	McWilliams, Shanecia	19	II	II	Q1 & 2	02. Initial appointment with student	No	No	
01/24/2022	TJ	BECKER, LYNN	65	I	I	Q1-4	02. Initial appointment with student	Yes	No	
01/20/2022	DB	No patient today, Absen	21				05. No treatment today	No	No	
01/20/2022	DB	Isom, Calvin	23				01. Screening appointment	No	No	

APPOINTMENT COMMENTS

Date	Patient	Comments
02/28/2022	No Patient, No Patient	
02/24/2022	Olabunte, Mariam	Accurate medical history, EO/IO exam, dental chart, and periodontal assessment. Don't forget to get a prescription prior to taking radiographs. Some underassessment of sub. calc. Sub calc. remaining on anterior teeth. This patient was more challenging than you thought. Please revisit these anterior teeth and quads 2-3 at next visit. DB
02/24/2022	Thomas, Stephanie	Accurate medical history, EO/IO exam, and dental chart and periodontal assessment. Good calc. assessment. Some sub remaining, but I am glad that we were able to work together today. DB
02/21/2022	No patient today, Absen	Patient treated by another student today. Student no call, no show. Two other students called/texted this morning. *President's Day*
02/07/2022	Pittman, James	

Patient Type Tracking

01/01/2017 - 07/16/2017

Clinic IIA

Student	CALCS							PERJO						SN	PC	RC	0-11	12-17	18-59	60+
	0	I	II				Total	0	I	II	III	IV	Total							
	0	5	2	0	0	0	7	0	4	1	1	1	7	0	6	0	2	0	5	3
	1	5	3	0	0	0	9	1	1	3	2	2	9	7	9	0	3	0	0	8
	1	3	1	0	0	0	5	0	1	2	2	0	5	4	4	1	1	0	3	2
	0	7	1	0	0	0	8	0	1	1	6	0	8	5	7	1	0	1	3	5
	0	5	1	0	0	0	6	0	4	2	0	0	6	0	6	3	0	2	1	2
	1	7	2	0	0	0	10	0	1	2	5	2	10	7	10	1	1	0	1	8
	0	7	2	0	0	0	9	1	3	2	2	1	9	3	8	0	0	0	3	5
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	7	1	0	0	0	9	0	6	0	2	1	9	7	9	1	1	1	4	4
	0	7	2	0	0	0	9	0	4	3	3	0	10	9	10	0	1	0	4	5
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	5	2	0	0	0	7	1	3	3	0	0	7	2	7	0	2	0	7	1
	0	7	1	0	0	0	8	0	4	3	1	0	8	8	8	1	1	0	1	7
	0	5	2	0	0	0	7	1	1	4	1	0	7	5	7	0	1	1	3	6
	0	4	2	0	0	0	6	0	4	0	2	0	6	2	6	0	1	2	2	2
	1	2	3	0	0	0	6	0	1	4	1	0	6	3	6	1	1	0	3	3
	0	7	1	0	0	0	8	0	3	2	2	1	8	3	7	1	0	1	1	7
	0	5	1	0	0	0	6	0	2	2	2	0	6	1	5	0	0	1	3	2
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	6	2	0	0	0	9	0	1	7	1	0	9	7	8	0	0	1	3	7
	0	5	2	0	0	0	7	1	0	2	2	2	7	5	7	1	1	0	4	2
	0	6	1	0	0	0	7	0	2	1	2	2	7	3	7	1	0	0	3	4
	1	4	2	0	0	0	7	1	0	2	3	1	7	1	6	0	0	1	4	4
Total	7	109	34	0	0	0	150	6	46	46	40	13	151	82	143	12	16	11	58	87

Heading Legend: PC - Patient Complete

SN - Special Needs

RC - Recare

How TalEval Deems Students Competent

Patient Type Tracking

01/01/2019 - 04/28/2019

Clinic All

No Critical Errors, All Patients

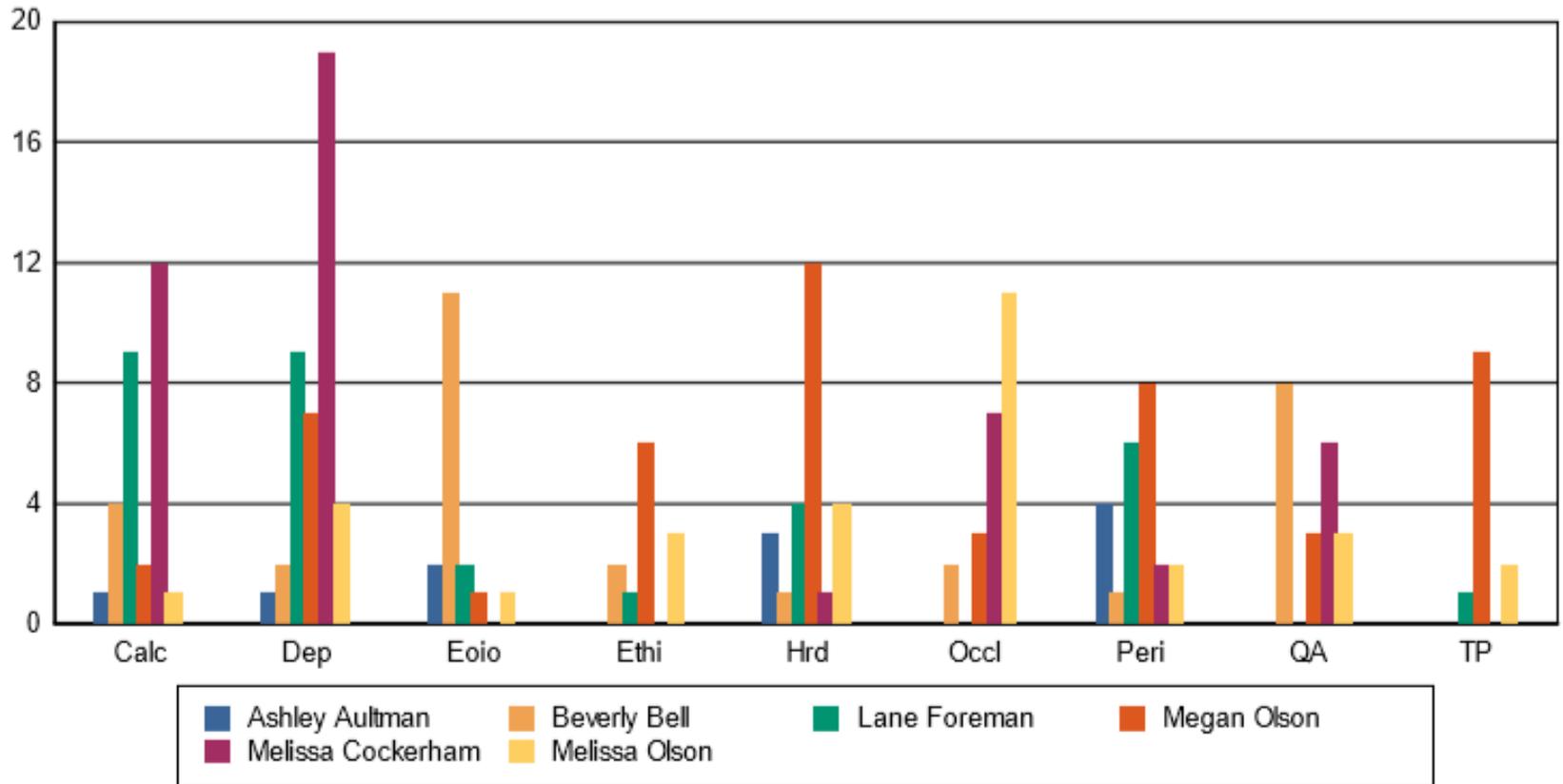
Student	CALCS							PERIO						Age Groups						
	0	I	II	III	IV		Total	0	I	II	III	IV	Total	SN	PC	RC	0-11	12-17	18-59	60+
A	0	10	17	10	1	0	38	0	14	14	10	0	38	1	29	1	5	3	16	16
B	0	12	9	13	4	0	38	0	15	19	2	2	38	1	16	9	6	3	26	6
B	2	10	7	10	5	0	34	5	6	14	7	2	34	1	24	6	3	2	22	10
D	2	20	9	13	1	0	45	4	21	9	11	0	45	5	37	3	12	13	22	6
D	1	35	14	4	6	0	60	25	5	20	9	1	60	1	55	0	16	5	34	8
D	2	12	13	9	2	0	38	3	13	12	7	3	38	1	26	2	8	4	22	7
E	0	13	15	7	0	0	35	3	11	13	9	0	36	1	27	1	6	2	17	14
F	4	17	9	5	5	0	40	9	15	11	4	1	40	2	29	0	5	8	22	9
G	3	13	4	10	0	0	30	6	9	9	5	1	30	2	21	2	7	6	10	11
G	0	14	15	15	0	0	44	4	7	22	9	2	44	4	15	3	5	0	24	17
H	0	16	20	16	1	0	53	10	15	19	8	1	53	2	38	1	10	8	27	9
H	10	14	14	8	3	0	49	20	8	14	5	2	49	2	42	4	11	6	25	10
H	2	19	12	10	0	0	43	1	27	11	4	0	43	3	37	1	14	9	19	6
H	7	26	12	8	0	0	53	11	25	13	4	0	53	2	46	2	16	15	20	6
H	7	14	11	8	4	0	44	4	22	6	8	4	44	2	17	2	9	6	24	5
H	11	17	15	7	2	0	52	5	29	8	8	2	52	2	41	4	16	7	20	12
M	6	16	12	13	2	0	49	8	14	15	12	0	49	2	37	3	9	6	25	9
M	4	10	25	16	2	0	57	14	18	19	6	0	57	3	45	0	13	17	23	6
M	0	8	11	3	2	0	24	1	10	8	5	0	24	2	10	1	2	0	21	2

Students must treat at least one of every type patient with NO Critical Errors

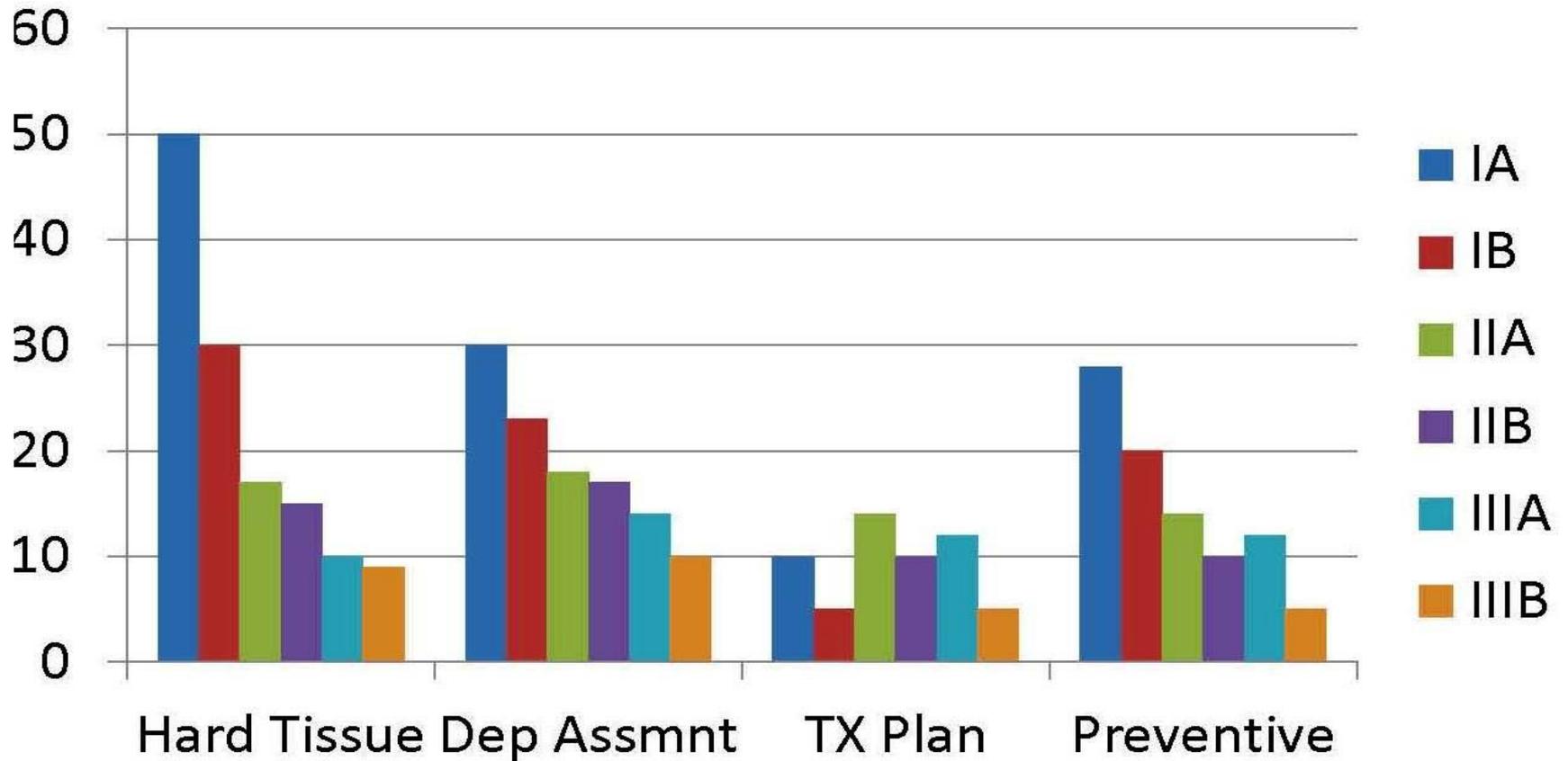
When Site Team Asks:

- How does TalEval deem students competent?
 - Not by the TalEval Numerical Grade, by formative and summative evaluation of all patients treated
 - It tracks critical errors and when a student treats at least one of every patient type with **No Critical Errors** they are deemed competent

Instructor Calibration Graph

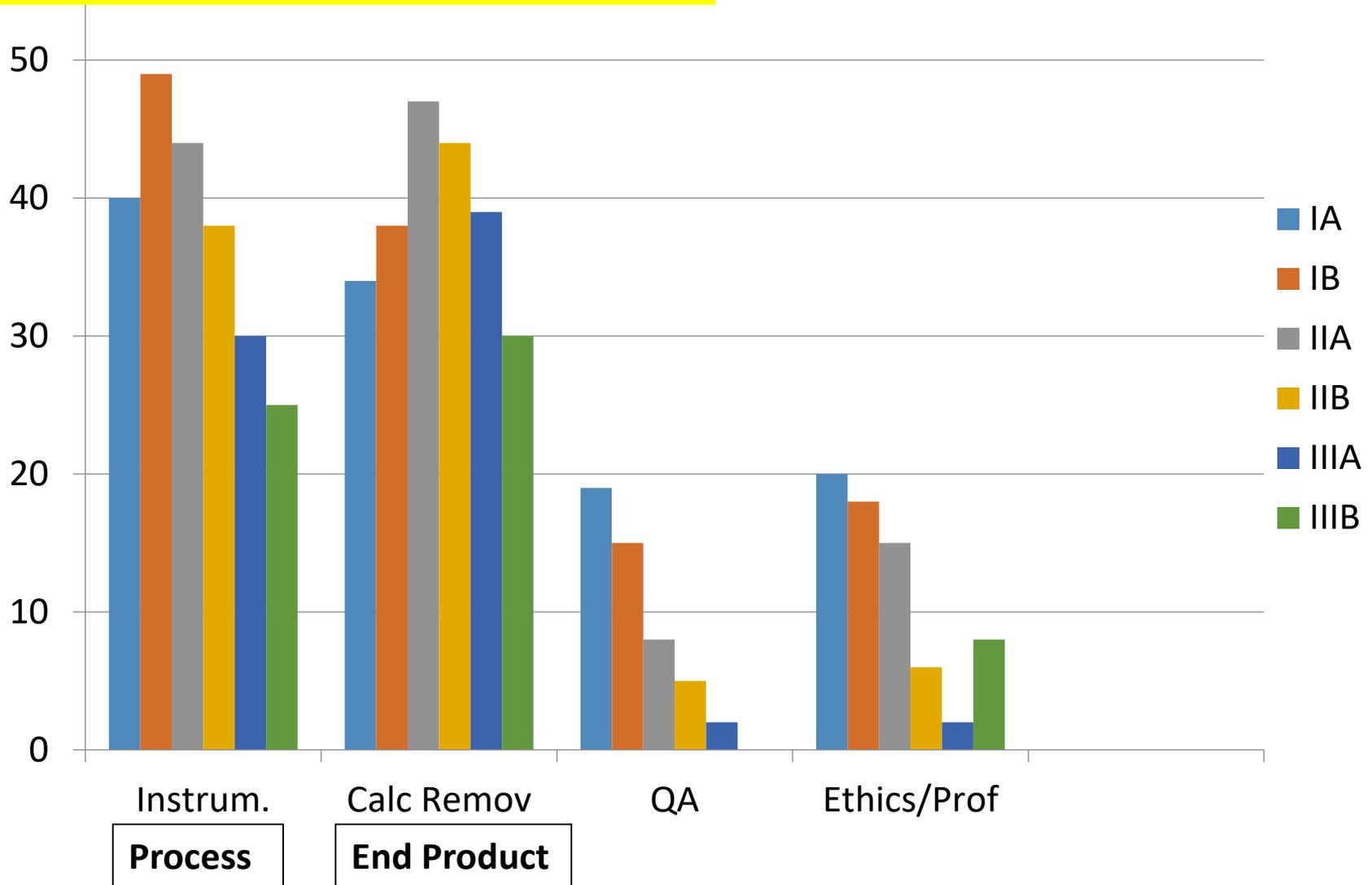


Progression of Skill Development



All errors found by all instructors over the two years

These two columns should be similar in each clinic



Captains of TalEval Reports

- Each faculty member should be assigned for a “Report” and view it weekly.
- Divide up students between faculty members so each faculty member has 1 or 2 student grades to oversee every week.
- Report unusual findings to Clinic Coordinators
- Hold faculty meetings at midterm and finals week. Each Captain provides a presentation on their assigned report. Minutes are recorded.

Benefits of Captain Reports

- Faculty Calibration – all see grading outcomes
- Outcomes Assessment – this is an opportunity to gather outcomes assessment reports
 - Interpret reports to make changes to the curriculum
 - Incorporate into annual Curriculum Management meetings
 - All the above serve as exhibits for self-study

Most Common Errors Part II

- Incorrect or missing data in Grade Header
- Not viewing reports weekly to look for errors in entries
- Not involving and including entire faculty, adjuncts as well as full-time in the TalEval findings.
- Creating multiple grade forms for the same appointment session
- Multiple instructors grading on one grade entry.
- Not substantiating errors found with comments for every check or X.

Instructors Miss Grade Header Entries

- Correct Clinic
- Calculus Chart
- AAP Dropdown
- Special Needs
- Calc and Perio Skill Level
- Area that was debrided (teeth #s, sextants or quads)
- Patient Complete
- Recare Patient

Students need to come to instructor if any of these items were not entered in Grade Header

Grade Entry

71.220.34.60

doe, john

Active All

Mason, Perry - 12/17/2019 - Calc II - Perio I - C.B. - NON GRADED

Grade Header

Date

12/17/2019

Patient (Enter 2 Characters)

Mason, Perry M

Clinic

NON GRADED

Instructor

Cynthia Biron

Treatment Phase

02. Initial appointment with student

Special Needs

Details

Quad / Sextant

1&4

Gingival Perio Disease

Healthy

Recare

Patient Complete

Calculus Chart

ASA

N/A I II III IV

Debridement Skill Level

Calculus

N/A
 0
 I
 II
 III
 IV

Perio

N/A
 0
 I
 II
 III
 IV

Critical Error

0.00

Extra Credit

0.00

Auto Calc

0.00

Total

0.00

Save Grade Header

Delete Record

Click Save Grade Header

At the end of every clinic instructor must go back and proof every grade header they entered. Is everything accurate?

TalEval

- TalEval “tells all” when used correctly
 - You will know more about your program than you ever did with any other grading and/or tracking system.
 - Grades are NOT inflated and most schools report TalEval grades are on point with student performance
 - Connie Harper and Cindy Biron are readily available to help you with TalEval

Dropdown to Track AAP Perio Patients

America's Software Corporation Tallahassee C

TalEval - Dental Clinical Evaluation

Abel, Mariah Active

Date: 04/18/2022

Clinic: IIIIE

Treatment Phase: 02. Initial appointment with student

Quad / Sextant: Q1&4

Recare Patient Complete

[Calculus Chart](#)

Healthy

- Localized Gingivitis
- Generalized Gingivitis
- Localized Stage I Grade A
- Localized Stage I Grade B
- Localized Stage I Grade C
- Generalized Stage I Grade A
- Generalized Stage I Grade B
- Generalized Stage I Grade C
- Localized Stage II Grade A
- Localized Stage II Grade B
- Localized Stage II Grade C
- Generalized Stage II Grade A
- Generalized Stage II Grade B
- Generalized Stage II Grade C
- Localized Stage III Grade A
- Localized Stage III Grade B
- Localized Stage III Grade C
- Generalized Stage III Grade A
- Generalized Stage III Grade B

Healthy Click here for dropdown

ASA

N/A I II III IV

Debridement Skill Level

Calculus	Perio
<input type="radio"/> N/A	<input type="radio"/> N/A
<input type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> I	<input type="radio"/> I
<input type="radio"/> II	<input checked="" type="radio"/> II
<input checked="" type="radio"/> III	<input type="radio"/> III
<input type="radio"/> IV	<input type="radio"/> IV

Critical Error	Extra Credit
0.00	0.00
Auto Calc	Total
0.00	0.00

Tell the truth!!!!

- Do **NOT** try to do student a favor by not marking check/X on errors
- We can never know areas to help students if we do not mark errors they made
- We can never see progression of skill development if we do not mark errors made
- Instructor's color bar does not show up if they do not mark errors found

Thank You

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