



**POLICIES**

Effective Date: January 1, 2019

Retired:

Revised:

Approved by:

Maria F. Lima, Ph.D. Dean, School of Graduate Studies and Research

Subject: MMC PA Program Test Item Analysis Policy.

**PURPOSE:**

**The purpose of this policy is:**

To outline the procedure for item analysis/statistics to identify poorly performing multiple choice test questions on student tests.

**POLICY STATEMENT:**

The MMC PA Program, conducts test item analysis/statistics to identify poorly performing multiple choice questions on exams. The results may indicate the need for an item review.

**DEFINITIONS:**

**PROCEDURE:**

Once poorly performing items have been identified using the means described below, the Course Director, working with his/her Co-Course Director(s) and instructional faculty, should determine the reason for the poor performance. The Course Director(s), working with Training Phase Directors if necessary, can then decide if credit should be given for all answers, more than one answer, or a different answer than was initially designated for the question(s).

Based on item statistics alone, the following results indicate the need for an item review by the Course Director(s):

P-value for class  $< 0.5$  on a multiple-choice question (MCQ) test item. If the point biserial for the test item is  $< 0.2$ , the item should be scrutinized closely for content and/or construct validity, incorrectly keyed answer choices, questions with more than one correct answer and lectures should be reviewed to ensure content was adequately instructed. If point biserial  $> 0.2$  further review of the question is at the discretion of the course director(s); If point biserial  $> 0.3$  further review will not be necessary.

Once poorly performing items have been identified using means as described above, the Course Director, working with his/her Co-Course Director(s) and instructional faculty, should determine the reason for the poor performance and follow the actions as described below:

**Subject:** MMC PA Program Test Item Analysis Policy.

**Inconsistently Taught:**

The information for the item was inconsistently taught (i.e., the reading materials or other assigned materials did not match the lecture or multiple lecturers taught on the subject and the information presented was not consistent).

- Action: Give credit to all correct answers OR give credit to all options for that item.

**No Single Best Correct Answer:**

There is no clear “best choice” option.

- Action: Give credit to all options.

**Multiple Correct answers:**

There are multiple correct options that could be considered “best choice.”

- Action: Give credit to all correct answers.

**Was not Taught or Covered in Individual Learning Assignments:**

The material was not taught or covered in supplemental or required text reading assignments.

- Action: Give credit to all options.

**Mendacity:**

The material was not to be included on the test but was (e.g., a lecturer says that specific information will not be on the test, and it is on the test).

- Action: Give credit to all options.

To provide consistency between student appeals and this policy, students must base their appeals for poor performing exam items on one of the criteria listed above, and provide evidence to support the criterion.

**EXHIBITS:**