

## Revision of Test Items Policy 2.10

**Original Implementation: June 1995**

**Last Revision: May 2019**

Testing should accurately and validly assess the student's knowledge, competencies, and readiness for progression within the School of Nursing.

### PROCEDURE

1. Individual test items should be examined after each use to monitor quality as a measurement tool.
2. A general review of items in the test bank should be done on a periodic basis and following the adoption of a new textbook.
3. All teacher-made examinations that are computer scored receive a statistical item analysis and overall scores.

Two indices will be evaluated:

1. The **Item Difficulty Level** shows the percentage of students who answered the item correctly.
2. The **Item Discrimination** measures how well the item discriminates between high achievers and low achievers on the test.

In using the item analyses, the following criteria are suggested to guide item review:

1. **Item Difficulty Level:** If the Item Difficulty Level is less than 0.3 or 30%, the item should be reviewed.
2. **Item Discrimination:** If the Item Discrimination (PBCC) is less than 0.15, the item should be reviewed.

The faculty should consider nullifying or giving credit for more than one answer if a test item has:

1. An Item Difficulty Level below 0.3 or 30%.
2. An Item Discrimination of less than 0.15 combined with an Item Difficulty Level of below 0.3 or 30%.

Faculty should consider limitations when analyzing test items. These include:

1. Distortion that may occur with a small class size;
2. The potential reduction of content validity;
3. Some items may be considered mastery content.