Q#	1. LOK (F/H)	2. LOD (1-5)	3. Psychometric Flaws					4. Job Content Flaws				5. Other		6. B/M/N	7. U/E/S	8. Explanation
			Stem Focus	Cues	T/F	Cred. Dist.	Partial	Job-Link	Minutia	#/units	Back-ward	Q=K/A	SRO Only			
76	h	2				x									s	Restart rcps?
77	h	2													s/q	Do you ever close seal return for complete cooling loss?
78	h	1													u	DLO with reference
79	h	3													e	What does "D" have to do with the stem
80	h	2													s	
81	h	3													e	Clarify that all SG incl 21A are dropping rapidly, 21A not due to c/d
82	h	2											n		u	Diagnosis only, not 43.5 – you tell TS
83	h	2													s	

Instructions

[Refer to Section D of ES-401 and Appendix B for additional information regarding each of the following concepts.]

1.   Enter the level of knowledge (LOK) of each question as either (F)undamental or (H)igher cognitive level.

2.   Enter the level of difficulty (LOD) of each question using a 1 – 5 (easy – difficult) rating scale (questions in the 2 – 4 range are acceptable).

3.   Check the appropriate box if a psychometric flaw is identified:
   - The stem lacks sufficient focus to elicit the correct answer (e.g., unclear intent, more information is needed, or too much needless information).
   - The stem or distractors contain cues (i.e., clues, specific determiners, phrasing, length, etc).
   - The answer choices are a collection of unrelated true/false statements.
   - The distractors are not credible; single implausible distractors should be repaired, more than one is unacceptable.
   - One or more distractors is (are) partially correct (e.g., if the applicant can make unstated assumptions that are not contradicted by stem).

4.   Check the appropriate box if a job content error is identified:
   - The question is not linked to the job requirements (i.e., the question has a valid K/A but, as written, is not operational in content).
   - The question requires the recall of knowledge that is too specific for the closed reference test mode (i.e., it is not required to be known from memory).
   - The question contains data with an unrealistic level of accuracy or inconsistent units (e.g., panel meter in percent with question in gallons).
   - The question requires reverse logic or application compared to the job requirements.

5.   Check questions that are sampled for conformance with the approved K/A and those that are designated SRO-only (K/A and license level mismatches are unacceptable).

6.   Enter question source: (B)ank, (M)odified, or (N)ew. Check that (M)odified questions meet criteria of ES-401 Section D.2.f.

7.   Based on the reviewer's judgment, is the question as written (U)nsatisfactory (requiring repair or replacement), in need of (E)ditorial enhancement, or (S)atisfactory?

8.   At a minimum, explain any "U" ratings (e.g., how the Appendix B psychometric attributes are not being met).

Q#	1. LOK (F/H)	2. LOD (1-5)	3. Psychometric Flaws					4. Job Content Flaws				5. Other		6.	7.	8.
			Stem Focus	Cues	T/F	Cred. Dist.	Partial	Job-Link	Minutia	#/ units	Back-ward	Q= K/A	SRO Only	B/M/N	U/E/S	Explanation
84	h	3													s	
85	h	2		x											u	Do not state orange path in stem
86	h	2										n	n		u	Does not address procedures to correct
87	f	2													s	
88	h	2													s	
89	h	2													s	
90	f	2													s	
91	h	2										n			u	"how it works" system question

Instructions

[Refer to Section D of ES-401 and Appendix B for additional information regarding each of the following concepts.]

4.   Enter the level of knowledge (LOK) of each question as either (F)undamental or (H)igher cognitive level.

5.   Enter the level of difficulty (LOD) of each question using a 1 – 5 (easy – difficult) rating scale (questions in the 2 – 4 range are acceptable).

6.   Check the appropriate box if a psychometric flaw is identified:
- The stem lacks sufficient focus to elicit the correct answer (e.g., unclear intent, more information is needed, or too much needless information).
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7.   Based on the reviewer's judgment, is the question as written (U)nsatisfactory (requiring repair or replacement), in need of (E)ditorial enhancement, or (S)atisfactory?

8.   At a minimum, explain any "U" ratings (e.g., how the Appendix B psychometric attributes are not being met).

Q#	1. LOK (F/H)	2. LOD (1-5)	3. Psychometric Flaws					4. Job Content Flaws				5. Other		6. B/M/N	7. U/E/S	8. Explanation
			Stem Focus	Cues	T/F	Cred. Dist.	Partial	Job-Link	Minutia	#/units	Back-ward	Q=K/A	SRO Only			
92	h	2													s	
93	f	3													s	B explanation same as A
94	f	2													s	
95	f	2													e	Delete "ONE". Add a fourth item – interlock actuated due to malf
96	h	2													s	Just give att 1, 3
97	f	2													s	
98	h	2													s	
99	f	1		x											u	Give situation, let applicant determine. Don't tell red/orange

Instructions
[Refer to Section D of ES-401 and Appendix B for additional information regarding each of the following concepts.]

7. Enter the level of knowledge (LOK) of each question as either (F)undamental or (H)igher cognitive level.

8. Enter the level of difficulty (LOD) of each question using a 1 – 5 (easy – difficult) rating scale (questions in the 2 – 4 range are acceptable).

9. Check the appropriate box if a psychometric flaw is identified:
   - The stem lacks sufficient focus to elicit the correct answer (e.g., unclear intent, more information is needed, or too much needless information).
   - The stem or distractors contain cues (i.e., clues, specific determiners, phrasing, length, etc).
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6. Enter question source: (B)ank, (M)odified, or (N)ew. Check that (M)odified questions meet criteria of ES-401 Section D.2.f.

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Q#	1. LOK (F/H)	2. LOD (1-5)	3. Psychometric Flaws					4. Job Content Flaws				5. Other		6.	7.	8.
			Stem Focus	Cues	T/F	Cred. Dist.	Partial	Job-Link	Minutia	#/ units	Back-ward	Q= K/A	SRO Only	B/M/N	U/E/S	Explanation
100	h	3													s	

Instructions

[Refer to Section D of ES-401 and Appendix B for additional information regarding each of the following concepts.]

10.   Enter the level of knowledge (LOK) of each question as either (F)undamental or (H)igher cognitive level.

11.   Enter the level of difficulty (LOD) of each question using a 1 – 5 (easy – difficult) rating scale (questions in the 2 – 4 range are acceptable).

12.   Check the appropriate box if a psychometric flaw is identified:

- The stem lacks sufficient focus to elicit the correct answer (e.g., unclear intent, more information is needed, or too much needless information).
- The stem or distractors contain cues (i.e., clues, specific determiners, phrasing, length, etc).
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- The question is not linked to the job requirements (i.e., the question has a valid K/A but, as written, is not operational in content).
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6.   Enter question source: (B)ank, (M)odified, or (N)ew. Check that (M)odified questions meet criteria of ES-401 Section D.2.f.

7.   Based on the reviewer's judgment, is the question as written (U)nsatisfactory (requiring repair or replacement), in need of (E)ditorial enhancement, or (S)atisfactory?

8.   At a minimum, explain any "U" ratings (e.g., how the Appendix B psychometric attributes are not being met).

Q#	1. LOK (F/H)	2. LOD (1-5)	3. Psychometric Flaws					4. Job Content Flaws				5. Other		6.	7.	8.
			Stem Focus	Cues	T/F	Cred. Dist.	Partial	Job-Link	Minutia	#/ units	Back-ward	Q= K/A	SRO Only	B/M/N	U/E/S	Explanation
51																
52																
53																
54																
55																
56	h	2													e	Giving Tref fail is a bit too direct – give PT505 fail low
57	f	2													s	
58																

Instructions

[Refer to Section D of ES-401 and Appendix B for additional information regarding each of the following concepts.]

13.   Enter the level of knowledge (LOK) of each question as either (F)undamental or (H)igher cognitive level.

14.   Enter the level of difficulty (LOD) of each question using a 1 – 5 (easy – difficult) rating scale (questions in the 2 – 4 range are acceptable).

15.   Check the appropriate box if a psychometric flaw is identified:

- The stem lacks sufficient focus to elicit the correct answer (e.g., unclear intent, more information is needed, or too much needless information).
- The stem or distractors contain cues (i.e., clues, specific determiners, phrasing, length, etc).
- The answer choices are a collection of unrelated true/false statements.
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4.   Check the appropriate box if a job content error is identified:
- The question is not linked to the job requirements (i.e., the question has a valid K/A but, as written, is not operational in content).
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5.   <u>Check questions that are sampled</u> for conformance with the approved K/A and those that are *designated SRO-only* (K/A and license level mismatches are unacceptable).

6.   Enter question source: (B)ank, (M)odified, or (N)ew. Check that (M)odified questions meet criteria of ES-401 Section D.2.f.

7.   Based on the reviewer's judgment, is the question as written (U)nsatisfactory (requiring repair or replacement), in need of (E)ditorial enhancement, or (S)atisfactory?

8.   At a minimum, explain any "U" ratings (e.g., how the Appendix B psychometric attributes are not being met).

Q#	1. LOK (F/H)	2. LOD (1-5)	3. Psychometric Flaws					4. Job Content Flaws				5. Other		6. B/M/N	7. U/E/S	8. Explanation
			Stem Focus	Cues	T/F	Cred. Dist.	Partial	Job-Link	Minutia	#/ units	Back-ward	Q= K/A	SRO Only			
59																
60																
61																
62																
63																
64	f	1													u	For this type of KA, we want something where this knowledge is rqd to answer, but not directly asked due to low LOD
65	f	1		x											u	Ask type of protection, if delayed. Don't give it in stem
66	f	1													u	Too direct. Give a situation, ask action

Instructions

[Refer to Section D of ES-401 and Appendix B for additional information regarding each of the following concepts.]

16.   Enter the level of knowledge (LOK) of each question as either (F)undamental or (H)igher cognitive level.

17.   Enter the level of difficulty (LOD) of each question using a 1 – 5 (easy – difficult) rating scale (questions in the 2 – 4 range are acceptable).

18.   Check the appropriate box if a psychometric flaw is identified:
   - The stem lacks sufficient focus to elicit the correct answer (e.g., unclear intent, more information is needed, or too much needless information).
   - The stem or distractors contain cues (i.e., clues, specific determiners, phrasing, length, etc).
   - The answer choices are a collection of unrelated true/false statements.
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   - One or more distractors is (are) partially correct (e.g., if the applicant can make unstated assumptions that are not contradicted by stem).

4.   Check the appropriate box if a job content error is identified:
   - The question is not linked to the job requirements (i.e., the question has a valid K/A but, as written, is not operational in content).
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5.   Check questions that are sampled for conformance with the approved K/A and those that are *designated SRO-only* (K/A and license level mismatches are unacceptable).

6.   Enter question source: (B)ank, (M)odified, or (N)ew. Check that (M)odified questions meet criteria of ES-401 Section D.2.f.

7.   Based on the reviewer's judgment, is the question as written (U)nsatisfactory (requiring repair or replacement), in need of (E)ditorial enhancement, or (S)atisfactory?

8.   At a minimum, explain any "U" ratings (e.g., how the Appendix B psychometric attributes are not being met).

Q#	1. LOK (F/H)	2. LOD (1-5)	3. Psychometric Flaws					4. Job Content Flaws				5. Other		6.	7.	8.
			Stem Focus	Cues	T/F	Cred. Dist.	Partial	Job-Link	Minutia	#/ units	Back-ward	Q= K/A	SRO Only	B/M/N	U/E/S	Explanation
67	h	3													s	
68	f	2													s	
69	h	2													s	
70	h	2													s	
71	h	2										?			e	RWP requirements
72	h	2													s	
73	f	2													s	
74	f	2										x			u	Q asks basis, KKA wants action

Instructions

[Refer to Section D of ES-401 and Appendix B for additional information regarding each of the following concepts.]

19.   Enter the level of knowledge (LOK) of each question as either (F)undamental or (H)igher cognitive level.

20.   Enter the level of difficulty (LOD) of each question using a 1 – 5 (easy – difficult) rating scale (questions in the 2 – 4 range are acceptable).

21.   Check the appropriate box if a psychometric flaw is identified:

- The stem lacks sufficient focus to elicit the correct answer (e.g., unclear intent, more information is needed, or too much needless information).
- The stem or distractors contain cues (i.e., clues, specific determiners, phrasing, length, etc).
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Q#	1. LOK (F/H)	2. LOD (1-5)	3. Psychometric Flaws					4. Job Content Flaws				5. Other		6. B/M/N	7. U/E/S	8. Explanation
			Stem Focus	Cues	T/F	Cred. Dist.	Partial	Job-Link	Minutia	#/ units	Back-ward	Q= K/A	SRO Only			
75	h	2													s	

Instructions

[Refer to Section D of ES-401 and Appendix B for additional information regarding each of the following concepts.]

22.   Enter the level of knowledge (LOK) of each question as either (F)undamental or (H)igher cognitive level.

23.   Enter the level of difficulty (LOD) of each question using a 1 – 5 (easy – difficult) rating scale (questions in the 2 – 4 range are acceptable).

24.   Check the appropriate box if a psychometric flaw is identified:

- The stem lacks sufficient focus to elicit the correct answer (e.g., unclear intent, more information is needed, or too much needless information).
- The stem or distractors contain cues (i.e., clues, specific determiners, phrasing, length, etc).
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Q#	1. LOK (F/H)	2. LOD (1-5)	3. Psychometric Flaws					4. Job Content Flaws				5. Other		6.	7.	8.
			Stem Focus	Cues	T/F	Cred. Dist.	Partial	Job-Link	Minutia	#/ units	Back-ward	Q= K/A	SRO Only	B/M/N	U/E/S	Explanation

Instructions

[Refer to Section D of ES-401 and Appendix B for additional information regarding each of the following concepts.]

25. Enter the level of knowledge (LOK) of each question as either (F)undamental or (H)igher cognitive level.

26. Enter the level of difficulty (LOD) of each question using a 1 – 5 (easy – difficult) rating scale (questions in the 2 – 4 range are acceptable).

27. Check the appropriate box if a psychometric flaw is identified:

- The stem lacks sufficient focus to elicit the correct answer (e.g., unclear intent, more information is needed, or too much needless information).
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7. Based on the reviewer's judgment, is the question as written (U)nsatisfactory (requiring repair or replacement), in need of (E)ditorial enhancement, or (S)atisfactory?

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Q#	1. LOK (F/H)	2. LOD (1-5)	3. Psychometric Flaws					4. Job Content Flaws				5. Other		6.	7.	8.
			Stem Focus	Cues	T/F	Cred. Dist.	Partial	Job-Link	Minutia	#/ units	Back-ward	Q= K/A	SRO Only	B/M/N	U/E/S	Explanation

Instructions

[Refer to Section D of ES-401 and Appendix B for additional information regarding each of the following concepts.]

28.   Enter the level of knowledge (LOK) of each question as either (F)undamental or (H)igher cognitive level.

29.   Enter the level of difficulty (LOD) of each question using a 1 – 5 (easy – difficult) rating scale (questions in the 2 – 4 range are acceptable).

30.   Check the appropriate box if a psychometric flaw is identified:
- The stem lacks sufficient focus to elicit the correct answer (e.g., unclear intent, more information is needed, or too much needless information).
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7.   Based on the reviewer's judgment, is the question as written (U)nsatisfactory (requiring repair or replacement), in need of (E)ditorial enhancement, or (S)atisfactory?

8.   At a minimum, explain any "U" ratings (e.g., how the Appendix B psychometric attributes are not being met).

Q#	1. LOK (F/H)	2. LOD (1-5)	3. Psychometric Flaws					4. Job Content Flaws				5. Other		6. B/M/N	7. U/E/S	8.
			Stem Focus	Cues	T/F	Cred. Dist.	Partial	Job-Link	Minutia	#/ units	Back-ward	Q= K/A	SRO Only			Explanation

Instructions

[Refer to Section D of ES-401 and Appendix B for additional information regarding each of the following concepts.]

31. Enter the level of knowledge (LOK) of each question as either (F)undamental or (H)igher cognitive level.

32. Enter the level of difficulty (LOD) of each question using a 1 – 5 (easy – difficult) rating scale (questions in the 2 – 4 range are acceptable).

33. Check the appropriate box if a psychometric flaw is identified:

- The stem lacks sufficient focus to elicit the correct answer (e.g., unclear intent, more information is needed, or too much needless information).
- The stem or distractors contain cues (i.e., clues, specific determiners, phrasing, length, etc).
- The answer choices are a collection of unrelated true/false statements.
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6. Enter question source: (B)ank, (M)odified, or (N)ew. Check that (M)odified questions meet criteria of ES-401 Section D.2.f.

7. Based on the reviewer's judgment, is the question as written (U)nsatisfactory (requiring repair or replacement), in need of (E)ditorial enhancement, or (S)atisfactory?

8. At a minimum, explain any "U" ratings (e.g., how the Appendix B psychometric attributes are not being met).

OP TEST COMMENTS

- SB/LB LOCA SCENARIO - ADD OR COMPLETE
  EVENT INVOLVEM RECTAC

- SOME SCENARIOS OVERCOUNT EVENTS, i.e.
  INTERRITEM MADE A RESPONSE ARE COUNTED
  AS 2 EVENTS. ENSURE ADEQUATE
  EVENT COUNT FOR SED