

Form 2.3-5 Written Examination Review Worksheet (PV-2022-05)

Q#	1. LOK (F/H)	2. LOD (1-5)	3. Psychometric Flaws					4. Job Content Flaws				5. K/A Use Flaws		6. Source (B/M/N)	7. Status (U/E/S)	8. Explanation
			Stem Focus	Cues	T/F	Cred. Dist.	Partial	Job Link	Minutia	#/Units	Logic	Q-K/A	License Level			
1	H	2												N	S	Why is this not an overlap of Sim JPM S-4? <i>While JPM S-4 does cover the same general situation, the JPM does not address either of the items being asked in the question. The JPM requires actions including attempting to re-open Containment Isolation Valves, then tripping the Reactor and isolating bleedoff. The written question asks what will automatically secure the NC-EW cross-tie and the reason for stopping the RCPs. Similar situation, but the knowledge items do not overlap.</i>
2	H	3												N	S	
3	F	3												N	E S	Part 2 not plausible in distractors B and D. Not plausible that turbine still rotating after 60 minutes. <i>Changed part 2 for B and D. Question now SAT.</i>
4	H	3										X		N	U S	Does not meet the K/A. The correct answer is to maintain; thus, it is not a less than 1-hour tech spec. <i>Reworded distractors to be active. Question now SAT.</i>
5	H	3												N	S	
6	F	3												B	E S	Not a tier 1 question. System level knowledge. <i>Rewrote question. Question now SAT.</i>
7	H	3												N	E S	Remove "in order to ensure negative reactivity is inserted into the core." Kind of cues emergency boration. <i>Removed. Question now SAT.</i>
8	F	2												B	E S	<i>2021 Exam.</i> As written, this is not a tier 1 question (the bank question originated from a tier 2 question). <i>Added procedure tie-in. Changed B & D part 2 to 2.6 minutes. Question now SAT.</i>
9	H	3												N	S	
10	H	3												B	S	2016 Exam. <i>Reworded distractors.</i>
11	H	2												M	S	<i>Reference provided</i>
12	H	3												N	S	Is it possible that all tailpipe temperatures come to equilibrium, thus not being able to discern which valve is leaking? <i>Added time frame to question.</i>
13	H	3												N	E S	I wonder if trip all RCPs would be a better distractor than both loop 1 RCPs. Can't think of an instance where you would trip both in 1 loop.

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64	F	3											B	S	This should be a fundamental knowledge question, not comprehensive. Changed.
65	F	3											N	Ξ S	Use a real procedure, not a fictional one. Based on the question, it is still a tier 3 question. Changed question to use procedure 40OP-9CH01, CVCS Normal Operations. Question now SAT,
66	F	2											N	S	
67	F	3											B	S	2018 Exam.
68	H	2											B	S	2021 Exam.
69	F	2											N	S	
70	F	3											M	S	
71	F	3											N	S	
72	H	3											M	Ξ S	Change Reactor power will INITIALLY to after Reactor power stabilizes. Changed. Question now SAT,
73	F	3											B	S	
74	H	3											N	S	
75	H	3											B	S	
76	H	3											N	S	
77	H	4											B	S	2016 Exam.
78	H	3											N	S	
79	H	3											N	S	
80	H	3											B	S	2016 Exam.
81	H	3											N	S	
82	H	3											N	S	Is this minutia. Mainly asking the applicant to require setpoints in the COLR. Although the ASI limits are formally contained in the COLR, the

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																		imits for ASI are also in 40AO-9ZZ11, CEA Malfunctions (step 31). The power level at which ASI limits change is trained during CEA Malfunction training and this seems like fair game for an SRO applicant.
83	F	3												N	S			
84	H	3												N	S			
85	F	3												M	S			
86	H	3												N	S			
87	F	3												N	S			This should be a fundamental knowledge question, not comprehensive. Changed.
88	H	3												N	S			Reference Provided. Is this operationally relevant? If they declare at 1010, they have yet to exceed the 15-minute criteria required by either EAL. The Note 1 on each of the EALs says to not delay the call if the condition is likely to exceed the allotted time, and during a LOOP, it is not possible to restore within 15 minutes.
89	F	4												N	E S			I like 4 hours as a distractor rather than 24 hours. That seems too long to me. There are some containment isolation actions statements that are 4 hours to add some plausibility. Question changed as requested. Answer changed from C to D. Question now SAT.
90	F	3												B	E			2021 Exam.
91	H	3												N	E S			Fail to see the plausibility of 3.8.1. Changed to 3.7.12. Question now SAT.
92	H	3										X		N	U S			Appreciate trying to meet the spirit of the K/A, but this should be suppressed at Palo Verde. Won't count as unsat since the K/A should have been rejected. Resample to A2.04. Wrote new question to new K/A. Question now SAT,
93	H	3												B	S			2019 Exam.
94	F	3												N	S			
95	F	3												B	S			2019 Exam.
96	F	3												B	S			2018 Exam.

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Form 2.3-5 Instructions for Written Examination Review Worksheet

Refer to ES-4.2 for the definitions of terms used in this worksheet for the written examination. Review each question (Q) as submitted and as subsequently revised and document the following in the associated worksheet columns:

1. Enter the level of knowledge (LOK) as either (F)undamental or (H)igher cognitive level.
2. Enter the level of difficulty (LOD) from 1 (easy) to 5 (difficult); mark direct lookup questions (applicant can directly determine the answer from the provided reference) as LOD 1. A question is (U)nsatisfactory if it is LOD 1 or LOD 5.
3. Check the appropriate box if a psychometric flaw is identified:
 - “Stem Focus”: The stem lacks enough focus to elicit the correct answer (e.g., unclear intent, more information is needed, or too much needless information). This is an (U)nsatisfactory question.
 - “Cues”: The stem or one or more answer choices contains cues (e.g., clues, specific determiners, phrasing, length). This is an (U)nsatisfactory question.
 - “T/F”: All of the answer choices are a collection of unrelated true/false statements. This is an (U)nsatisfactory question.
 - “Cred. Dist.”: The distractors are not credible; single implausible distractors require (E)nhancement, and more than one noncredible distractor in the same question results in an (U)satisfactory question.
 - “Partial”: One or more distractors are partially correct (e.g., if the applicant can make unstated assumptions that are not contradicted by the stem). This is an (U)nsatisfactory question.
4. Check the appropriate box if a job content flaw is identified:
 - “Job Link”: The question is not linked to the job requirements (i.e., the question has a valid knowledge or ability (K/A) but, as written, is not operational in content). This is an (U)nsatisfactory question.
 - “Minutia”: 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). This is an (U)nsatisfactory question.
 - “#/Units”: The question contains data with an unrealistic level of accuracy or inconsistent units (e.g., panel meter in percent with question in gallons). This is an (U)nsatisfactory question.
 - “Logic”: The question requires backward or reverse logic or application compared to the job requirements. This is an (U)nsatisfactory question.
5. Check the first box if a K/A mismatch flaw exists. Check the second box if the question is flawed because it is written at the wrong license level. Either condition results in an (U)nsatisfactory question.
6. Enter the question’s source: (B)ank, (M)odified, or (N)ew. Verify that (M)odified questions meet the criteria of ES-4.2.
7. Based on the review performed in steps 2–5, mark the question as (U)nsatisfactory, in need of (E)nhancement, or (S)atisfactory.
8. Fully explain the reason for any (U) in column 7 (e.g., how the psychometric attributes are not being met).
9. Save the initial review comments and detail subsequent comment resolution so that each exam-bound question is marked by an (S) on this form.