APPENDIX F2- Mastery Support Process for Written Exams

If a learner does not meet mastery on a written exam in a course with a PTHP prefix, a mastery support process consisting of the following three essential parts will be offered to the learner:

1. Identification and evaluation of knowledge and/or skill(s) deficits.

   a. The learner will use the Exam Item Analysis Tool to determine their learning gaps. The learner will complete the item analysis within one week of receiving the exam result.

   b. The learner will complete the Exam Item Analysis Tool in the administrative suite in the Doctor of Physical Therapy Department. Only the exam, analysis tool, and pen/pencil will be used to complete this task. All personnel belongings, including but not limited to backpacks/bookbags, computers/tablets/phones, etc. must be stored elsewhere when completing an exam item analysis.

2. Development and implementation of an action plan to correct the deficits in knowledge and/or skills.

   a. The learner will meet with a course faculty member to discuss the results of the exam item analysis and identify strategies and learning activities to improve understanding of concepts and knowledge in the areas of concern.

   b. The major points of the discussion will be documented and signed by faculty and learner.

   c. The learner will receive a copy of the last page of the item analysis tool.

3. Reassessment to evaluate mastery of the necessary knowledge and/or skills.

Learner Name: _____   **Date:** _____

PTHP: _____

This tool allows you to analyze objective or short-answer test questions and identify what specific concepts or information you need to focus on to come up to mastery in deficient areas of knowledge. This analysis tool can also assist you in identifying better test-taking strategies. For each question on the test, check the appropriate column (A – D) according to the legend. For all questions checked in the B or D column, indicate what concepts or information you were missing that would have allowed you to be sure of a full credit answer. For all those checked in the C column, indicate why you got the question wrong. You should have analysis comments for all questions except those checked in the A column.

LEGEND: A = correct and knew it.
            B = correct but did not know the information
            C = incorrect or partially incorrect but knew the information
            D = incorrect or partially incorrect and did not know the information

Q#	A	B	C	D	Your Analysis
1					
2					
3					
4					
5					
6					
7					

Q#	A	B	C	D	Your Analysis
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					

Q#	A	B	C	D	Your Analysis
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					
37					

Q#	A	B	C	D	Your Analysis
38					
39					
40					
41					
42					
43					
44					
45					
46					
47					
48					
49					
50					
51					
52					

Q#	A	B	C	D	Your Analysis
53					
54					
55					
56					
57					
58					
59					
60					
61					
62					
63					
64					
65					
66					
67					

Q#	A	B	C	D	Your Analysis
68					
69					
70					
71					
72					
73					
74					
75					
76					
77					
78					
79					
80					
81					
82					

Q#	A	B	C	D	Your Analysis
83					
84					
85					
86					
87					
88					
89					
90					
91					
92					
93					
94					
95					
96					
97					

Q#	A	B	C	D	Your Analysis
98					
99					
100					

Now that you have filled in the table for the exam items, the last step is to look at the bigger picture of the whole exam and assess where your areas need work and what strategies might help in reducing pure test taking errors.

What areas of knowledge or process integration need significant work? What are your learning gaps? Rank the areas in order of degree of problems so you know where to put the most effort.

Area   **Ranking**

What specific test taking behaviors or decision-making choices led to your losing points on questions you knew well enough to answer correctly? Again, RANK these behaviors or decision choices with top rank going to the one that occurred most often.

Behavior/Choice   ***Ranking***

What approach would give you the best chance at lessening or eliminating the TOP ranked behavior on your next exam?

_____
Learner Signature/Date   **Faculty Signature/Date**