

**[Classification Name]**

# Validation Report

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**[Department Name]**

***Project Conducted by:***

*Month Year*

# Validation Report

For the classification of

**[CLASSIFICATION]**

**[DEPARTMENT]**

**[MONTH YEAR]**

**[ANALYST NAME]**  
**[ANALYST JOB TITLE]**

**Department**  
**Address**

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## INTRODUCTION

This report documents the development and validation of the selection process for the [CLASSIFICATION] classification(s), as used by the [DEPARTMENT]. The process was specifically designed to comply with both the letter and spirit of equal employment opportunity laws and court precedents as well as the methodology acknowledged in the Federal *Uniform Guidelines on Employee Selection Procedures*. Subsequent sections of this report detail the specific procedures followed in order to develop a content-valid selection instrument.

## BACKGROUND AND PURPOSE

The [DEPARTMENT] commenced in the development of a valid selection instrument for the [CLASSIFICATION] classification as used by the [DEPARTMENT]. Examination development activities were based on and supported by the job analysis completed in [YEAR]. The intent of this report is to document the evidence of content validity for all selection procedures developed and used to hire new employees for the classification.

## METHOD

Prior to examination development, [entity who conducted the job analysis, TV&C or DEPARTMENT] conducted a job analysis to identify the essential tasks and corresponding knowledge, skills, abilities, and personal characteristics (KSAPCs) critical to the job and expected at entry into the [CLASSIFICATION] classification. Examination development activities were based on a review of these job analysis results and the identification of those KSAPCs most appropriate for assessment.

## DEVELOPMENT OF EXAMINATION PLAN

Each KSAPC statement was reviewed to determine which assessment methodology would be the most effective method of measurement. After reviewing the final task and KSAPC results, [DEPARTMENT] staff developed a Selection Options Matrix detailing examination options for all retained KSAPCs. It is not uncommon for a KSAPC to be measurable using a variety of methods. For example, a person's ability to review information and take appropriate action may be measured using a written exam, a structured interview, or a job simulation activity, among other methods.

(See APPENDIX A for the Selection Options Matrix)

When considering the design of an appropriate selection procedure, it is strongly recommended that agencies consider using methods that might achieve their assessment goals while minimizing potential bias. Since most KSAPCs can be measured in a variety of ways, selecting the assessment technique that is the most effective for the broadest array of potential incumbents complies with the true spirit of anti-discrimination law.

[Department] considered the variety of assessment procedures available when making

the final recommendation to the agency in terms of the best approach for creating a valid and fair selection procedure. Issues considered included many pertinent variables such as administration resources, cost, efficiency, development resources, predictive validity of the various exam modalities, anticipated candidate size, vacancies to be filled, anticipated candidate characteristics, and job requirements to ensure that assessment modalities do not conflict with actual job requirements.

Upon consideration of all of the available information collected through this job analysis and examination development process, it was decided that the assessment procedure consist of a(n) [ASSESSMENT PROCEDURE].

Appropriate assessment questions and/or exercises were developed for this assessment modality. Each question was linked to one or more KSAPC statement that had been rated as important, expected at entry to the job, and predictive of successful job performance.

## DEVELOPMENT OF EXAMINATION PROCESS SCORING MODEL

[THIS SECTIONS IS SUBJECT TO HEAVY CUSTOMIZATION AND SHOULD ALWAYS BE WRITTEN AND REVIEWED WITH CARE]

[DEPARTMENT] project staff, in collaboration with the [DEPARTMENT] Subject Matter Experts (SMEs), included as part of the examination development process a scoring model for the overall examination process for the [CLASSIFICATION] classification. Through this process, it was determined that the scoring model would integrate all selection procedures in the following manner:

[ASSESSMENT INSTRUMENT #1]: Candidates would complete the [ASSESSMENT INSTRUMENT #1]. A pass point for this exam would be established with [DEPARTMENT] staff. Candidates are required to pass the exam in order to continue on in the examination process.

[ASSESSMENT INSTRUMENT #2]: Candidates who passed the [ASSESSMENT INSTRUMENT #1] would continue on to complete the [ASSESSMENT INSTRUMENT #2]. A separate pass point would be established for the [ASSESSMENT INSTRUMENT #2].

Final scores on this exam process would be used to rank order candidates, thus allowing the department to select individuals who are better qualified for the position.

[ADDITIONAL INFORMATION CONCERNING THE EXAMINATION PROCESS]

## DEVELOPMENT OF SELECTION PROCEDURES

(X number...An...exam development meeting(s) were/was conducted to draft, review, finalize, and approve all content for the examination. The examination development meetings convened on [ALL DATES]. They were lead by [DEPARTMENT] project staff, with the participation of several [DEPARTMENT] SMEs. During these

meetings, the SMEs reviewed the job analysis data and collaborated with [DEPARTMENT] staff to determine the content areas to assess. SMEs and [DEPARTMENT] staff then reviewed each exam item developed to ensure the content matched the important and expected at entry KSAPCs, and to ensure the appropriate difficulty level for all exam components. The resulting final version of the examination was approved by the SMEs. Quality reviews of materials were performed prior to finalization of the exam.

(See APPENDIX B for Exam Panel SME Information)

[SERIES EXAM—INCLUDE ONLY IF A SERIES EXAM WAS DEVELOPED] Due to the fact that the minimum qualifications for the [CLASSIFICATION] and [CLASSIFICATION] were similar, a series exam was developed for the two classifications. Therefore, the exam consists of questions appropriate for [BOTH/ALL] levels within the classification. In addition to the common exam items, additional questions were developed that would only be administered to the [CLASSIFICATION] classification.

(See APPENDIX C for Exam Item Linkage Data)

## PASS POINT SETTING

The *Uniform Guidelines* require that the pass/fail cutoffs should be “...set so as to be reasonable and consistent with the normal expectations of acceptable proficiency in the workforce” (Section 5H). There are several ways of establishing the number of points that an examinee must achieve in order to be considered qualified to perform the job. The following method was used to determine the pass point.

### *Modified Angoff Method*

The State of California typically utilizes a form of pass point setting known as the Modified Angoff Method. There are several approaches for computing this modification.

1. Select a panel of four to twelve SMEs who are truly experts in the content area and are diverse in terms of ethnicity, gender, geography, seniority (with a minimum of one year experience), and “functional areas” of the target position. Supervisors and trainers can also be included.
2. Facilitate a discussion with the SMEs panel to clarify and define the concept of a “minimally qualified applicant.” The definition should be limited to an applicant who possesses the necessary, baseline levels of the KSAPC measured by the exam item to successfully perform the first day (before training) on the job.
3. **For Written Exams:** Ask the SMEs to provide their ratings regarding probability of a minimally qualified applicant answering the exam item correctly. **For T&E/QAP:** Ask the SMEs to provide their ratings regarding the lowest score acceptable for the “minimally qualified applicant.”

4. **For Written Exams/QAPs:** Average the ratings across all SMEs for every item. Add these average ratings to establish the preliminary pass point. **For T&E:** Average the ratings across all candidates for every exam item. Add these average ratings to establish the preliminary pass point. **OR** Establish consensus among all SMEs for every item. Add these ratings to establish the preliminary pass point.

*Pre-Defined Pass Points*

For some exams, the pass point is built into the anchored rating system that is used to score candidates. The anchored rating scales, or benchmarks, differentiate between “Well Qualified” candidates, “Qualified” candidates, and “Not Qualified” candidates. The anchors correspond to numerical values that are given to candidates based on the effectiveness of their response. Consider the following example:

# EXAM QUESTIONS TOTAL – 3 RATERS

	Benchmark	Rating Range	Pass Point	Maximum Score
7-Point Scale	Well Qualified	6 to 7 points		
	Qualified	3 to 5 points	##	###
	Not Qualified	1 to 2 points		

In the above example, a score of 3 corresponds to the lowest “Qualified” score possible for every question. With 3 raters and 8 questions, the lowest overall qualified score equals:

$$3 \times 3 \times 8 = 72$$

For this exam, there are **[POINTS POSSIBLE]** points possible. Using the methodology described above, the preliminary pass point was set to **[PASS POINT]** points.

(See APPENDIX D for Pass Point Data)

## PILOT TESTING

**Written Exam/QAP:** In order to determine the clarity of instructions, **establish the time limits that should be applied during instrument administration**, and verify how well the items are working in terms of identifying those individuals who have higher amounts of the targeted knowledge, skills, abilities, and personal characteristics, the examination was pilot tested using a sample of **[HOW MANY]** incumbents. Performance data for each incumbent/candidate was analyzed on an item-by-item basis, for each subtest and for the exam as a whole. Specifically, the following information was evaluated:

**T&E:** In order to determine the clarity of instructions, establish the time limits that should be applied during instrument administration, and verify how well the items are working in terms of identifying the appropriateness of the preliminary pass point, the examination was pilot tested using a sample of **[HOW MANY]** incumbents. Performance data for each incumbent was analyzed for the exam as a whole. Feedback provided by these participants, where appropriate, was incorporated into the final exam. Based on the results of the pilot exam, **[no adjustments were made to the final pass point, OR the pass point was adjusted due to...]**.





KSAPC #	Importance Rating	Critical KSAPCs	Training & Experience Assessment	Written Exam	Structured Interview	Work Sample/ Performance Exam	Situational Judgment Exam

**APPENDIX B: Exam Panel Subject Matter Expert Participants**

**Classification Exam Development Meeting**

Date:

	<b>Name</b>	<b>Department</b>	<b>Classification</b>	<b>Contact</b>
1				
2				
3				
4				
5				
6				
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14				
15				

**APPENDIX C: Exam Item/KSAPC Linkage**

***Exam Item/KSAPC Linkage***

**Classification**

Exam Item	Task #	KSAPC #
1		
2		
3		
4		
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Exam Item	Task #	KSAPC #
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**APPENDIX D: Pass Point Data**

**Pass Point Data**

**Classification**

EXAM ITEM #	MAC SCORE		MAC SCORE		MAC SCORE
1		43		85	
2		44		86	
3		45		87	
4		46		88	
5		47		89	
6		48		90	
7		49		91	
8		50		92	
9		51		93	
10		52		94	
11		53		95	
12		54		96	
13		55		97	
14		56		98	
15		57		99	
16		58		100	
17		59		101	
18		60		102	
19		61		103	
20		62		104	
21		63		105	
22		64		106	
23		65		107	
24		66		108	
25		67		109	
26		68		110	
27		69		111	
28		70		112	
29		71		113	
30		72		114	
31		73		115	
32		74			
33		75			
34		76			
35		77			
36		78			
37		79			
38		80			
39		81			
40		82		MAC Total	
41		83		Total Poss.	
42		84		Pass Score	