



Validation Strategies*

Content Validation	Criterion-Related	Construct Validation
<i>Does the assessment fully reflect a job's knowledge requirements?</i>	<i>Is there a "proven" relationship between assessment and job performance?</i>	<i>Does the assessment measure the concept that it's intended to measure?</i>

Illustrative Assessment Types

Type	Item	Notes
<i>Certification/Technical</i>	An Item Characteristic Curve (ICC) is associated with which measurement theory? a. IRT b. Parametric c. Random Response d. Discriminability	<i>Testing Knowledge</i>
	All of the following are assumptions in parametric statistical testing EXCEPT _____. a. normal distributions b. homogeneous variance c. rho spread d. independence	<i>Statistical Knowledge</i>
	Where is the valve on a fire hydrant? a. skyward b. facing the street c. in the storm drain d. next to the tee	<i>Firefighter Knowledge</i>



Type	Item	Notes
<i>Personality/"Soft Skills"</i>	When you are at an event with many friends, you _____. a. laugh a lot b. keep to yourself c. debate ideas d. only engage with one or two	<i>Each item will vary in terms of the targeted soft skill. There will be multiple items/skill on each test. Item format varies (multiple choice provided here).</i>
<i>Cognitive/Problem Solving</i>	FACTS: <ul style="list-style-type: none"> • Some citizens pay taxes • Many citizens receive income support CONCLUSION: <ul style="list-style-type: none"> • More citizens received income support than citizens who pay taxes RESPONSE a. The conclusion follows b. The conclusion does not follow	<i>Watson-Glaser Critical Thinking Appraisal practice item.</i> <i>Item format varies.</i> <i>(Other options leverage numerical content)</i>



Type	Item	Notes
<p><i>Cognitive/Problem Solving (Non-Verbal)</i></p>		<p><i>Raven's Progressive Matrices practice item</i></p>
<p><i>Speed Testing</i></p>	<ol style="list-style-type: none"> 1. $1+7=8$ 2. $\frac{3}{4}=.66$ 3. $144=6*24$ 4. $7-10=3$ 	<p><i>Items are not difficult. Number of items are more than most people can complete. Score reflects speed within content area.</i></p>
<p><i>Specialty Power Testing</i></p>		<p><i>Mechanical Comprehension</i></p> <p><i>(This category has a great number of specialty skill assessments. Mechanical Comprehension is one example)</i></p>



Type	Item	Notes
<p style="text-align: center;"><i>Interviewing</i></p>	<p style="text-align: center;"><u><i>Problem Solving</i></u> <i>Describe a time when you had a difficult problem to solve:</i></p> <ul style="list-style-type: none"> • <i>What was the problem?</i> • <i>What did you know/not know?</i> • <i>What alternatives did you consider?</i> • <i>What was your final solution? Did it work?</i> 	<p><i>Use three to four questions for category (sample illustrates one question in the <u>Problem Solving</u> category). Rating answers and debrief processes are critical. Item elicits behavioral example. Main question (“Describe a time...”) with optional probes to aid interviewer.</i></p>
<p style="text-align: center;"><i>Simulation/Job Sample</i></p>	<p>Executive candidate joins a videoconference with a frustrated “customer”. The “customer” is an assessment specialist using a script for consistency purposes. The script creates scenarios requiring various skills of the candidate. The assessment specialist rates the candidate’s skills within each of the targeted areas.</p>	<p><i>Samples reflect realistic scenarios that cover critical job requirements. Assessor skills and rating standards are critical.</i></p> <p><i>This category is virtually limitless across job types, skills, and content.</i></p>
<p style="text-align: center;"><i>Performance Evaluation</i></p>	<ul style="list-style-type: none"> • <u><i>Goal</i></u> – <i>Reduce inventory by 15%</i> • <u><i>Task/Responsibility</i></u> – <i>Maintains comprehensive, relevant and accurate records.</i> • <u><i>Skill</i></u> – <i>Strategic Thinking – analyzes complex internal and external business factors in the context an organization’s desired competitive position.</i> 	<p><i>An evaluation focused on an employee’s contributions to the organization. Managers (and usually employees) rate the employee’s progress towards goals, quality/quantity of output, and/or relevant skills. Ratings are meant to create an environment for meaningful manager/employee dialogue centered on employee contributions and development areas.</i></p>



Type	Item	Notes
<p><i>360° Degree Development Survey</i></p>	<p><i><u>Collaboration</u> – Engaging with others to achieve a common goal or objective.</i></p> <ol style="list-style-type: none"> <i>1. Carefully listens to others' input.</i> <i>2. Asks targeted questions to understand others' perspectives.</i> <i>3. Effectively resolves others' disagreements</i> <i>4. Challenges ideas calmly and effectively.</i> <i>5. Addresses challenges with an appropriate level of intensity.</i> 	<p><i>A survey containing targeted skills, each supported by behavioral examples. Respondents rate each behavioral example as they relate to a specific employee. Respondents are usually the employee's manager, peers, and direct reports.</i></p>
<p><i>High Potential Identification</i></p>	<p><i>Future Potential – The extent to which the employee has the capacity to assume increasingly broad, strategic, and/or complex responsibilities in the next one to two years.</i></p> <ul style="list-style-type: none"> <i>• High Probability (15%)</i> <i>• Moderate Probability (70%)</i> <i>• Low Probability (15%)</i> 	<p><i>Employees within a specified organizational level are evaluated via defined, future-oriented criteria. Evaluations commonly involve relative comparisons between employees within the targeted level but may be independent ratings. Percentages in the sample represent guidance regarding the proportion of employees that should be allocated to the category.</i></p>