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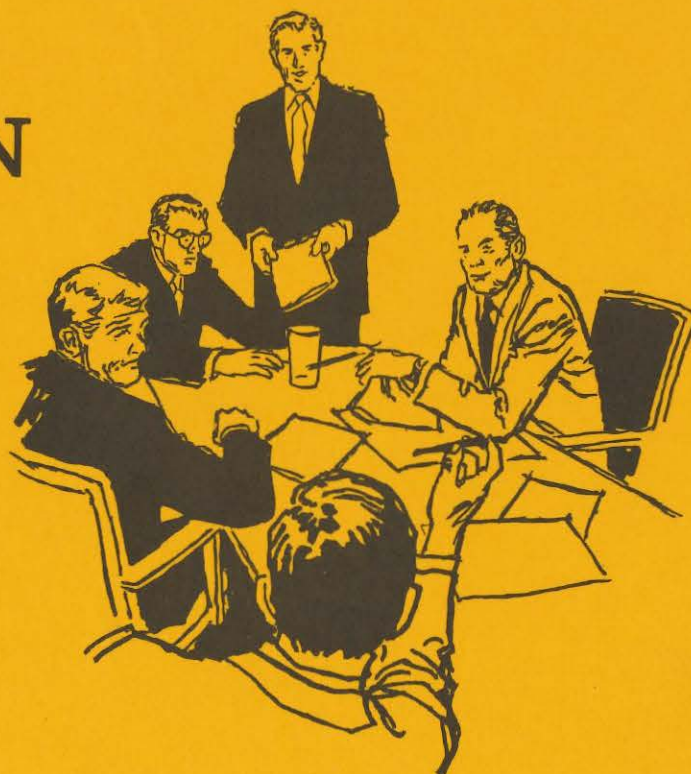
IOWA MERIT SYSTEM HANDBOOK for SELECTION DEVICE



VALIDATION

and

CONSTRUCTION



Prepared by
The Examination Section
of the
Iowa Merit Employment Department

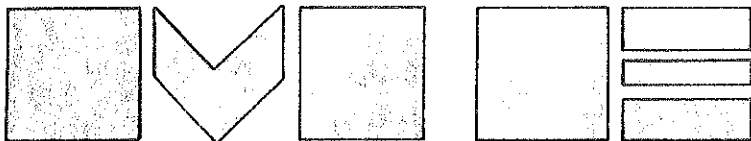
This procedure was developed through
the cooperative efforts of:

Dennis E. Rhodes
Clinton P. Davis, III
David G. Lundquist
David L. Lookingbill
William M. McCarthy

Special thanks is extended to Dr. Jack Menne,
Associate Professor of Psychology, Iowa State
University, consultant to the Iowa Merit
Employment Department selection program.

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IOWA MERIT EMPLOYMENT DEPARTMENT
Grimes State Office Building
Des Moines, Iowa

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IOWA MERIT EMPLOYMENT DEPARTMENT

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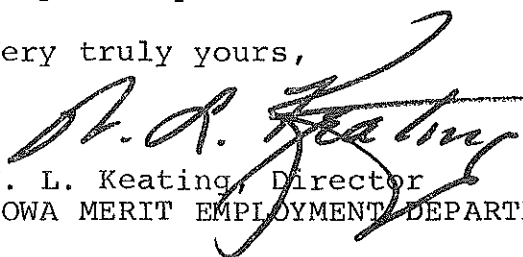
Dear Consultant:

On behalf of the Iowa Merit Employment Department, I wish to thank you for your cooperation and assistance in rating the content of this selection device.

State agencies and the public they serve derive a major benefit from a valid selection device because the more valid the selection device the greater the probability of selecting the best applicant to fill the job. Therefore, it is essential that we rely on you, an expert in the field, to provide the in-depth, specific information necessary to improve the selection process. The following forms are designed to help you provide the information necessary for the development and/or validation of the selection device for this class.

We sincerely appreciate your participation.

Very truly yours,


W. L. Keating, Director
IOWA MERIT EMPLOYMENT DEPARTMENT

CONTENT VALIDATION OF SELECTION DEVICES

BACKGROUND INFORMATION

Please record the following: (use a pencil to make responses on this and following pages)

- 1) Selection device you are rating _____

- 2) Today's date _____
- 3) Your name _____
- 4) Your current classification _____
- 5) Your agency _____
- 6) What is your educational background? (Fill in an "X", a specific number of semester hours, or months in the blank preceding the educational background statement that is closest to your own. Complete any blanks following that statement with the appropriate information.)
 - a) ___ Less than high school graduation. ___th grade.
 - b) ___ High school graduation or G.E.D. equivalent.
 - c) ___ Months of vocational, apprenticeship, technical, military, or business school training in _____
 - d) ___ Semester hours college coursework with an emphasis in _____
 - e) ___ Completion of a diploma or certification program in _____
 - f) ___ Bachelor's or equivalent degree in _____
 - g) ___ Semester hours graduate coursework in _____
 - h) ___ Master's or equivalent degree in _____
 - i) ___ Semester hours postgraduate coursework in _____
 - j) ___ Doctor's or equivalent degree in _____
 - k) ___ Semester hours postdoctoral coursework in _____
 - l) ___ Registration, certification, or licensure as a/an _____

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100	100

- 7) Please describe the different kinds, levels, and lengths of your employment experience that have contributed to your knowledge of the job for which this selection device is being validated. Start with your most recent experience.

a) Job title _____

Dates of employment	From	Mo.	Year
	To	Mo.	Year
Total Years			Mos.

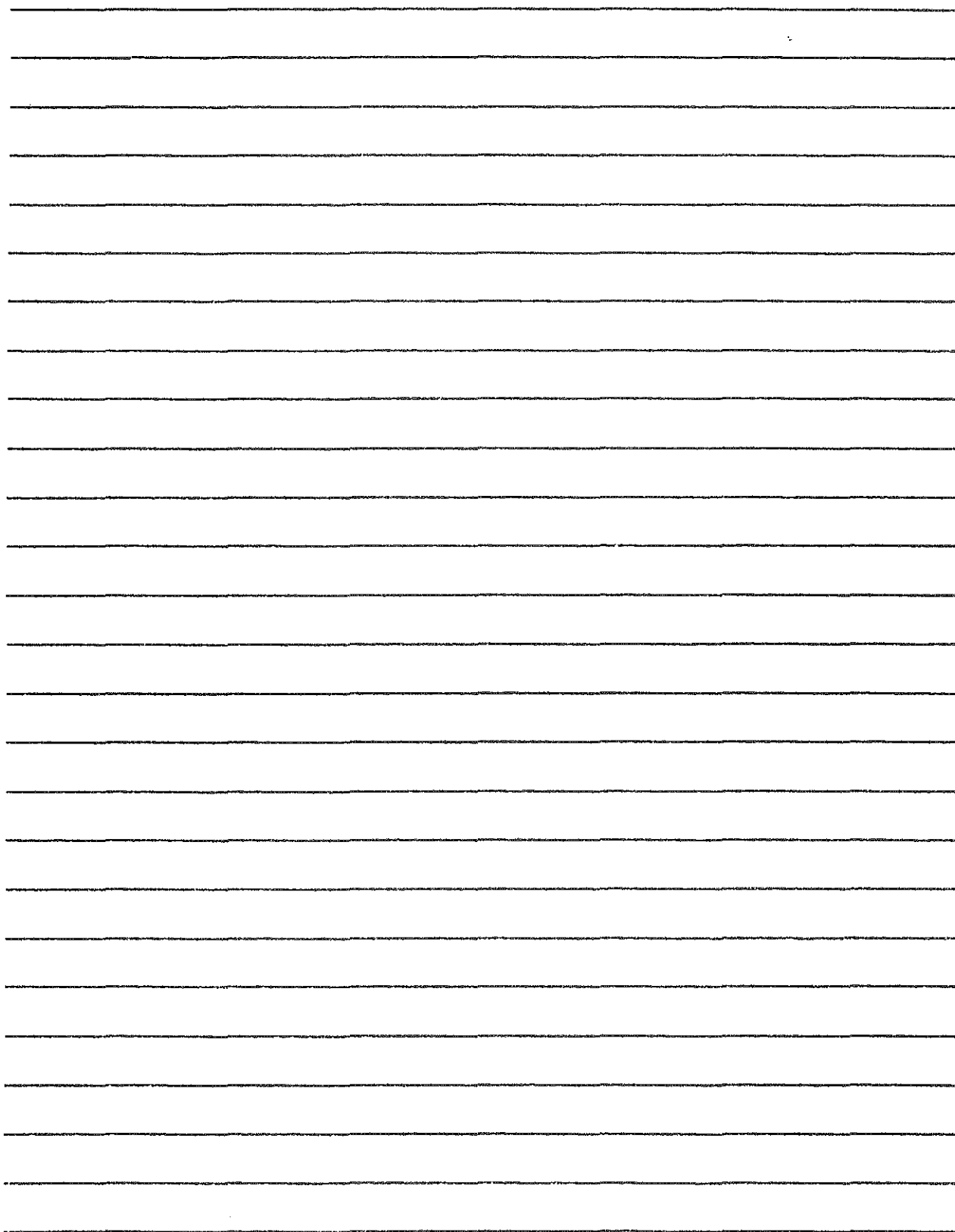
Description of Duties and Responsibilities

b) Job title _____

Dates of employment	From	Mo.	Year
	To	Mo.	Year
Total Years			Mos.

Description of Duties and Responsibilities

(use back side if necessary)



1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods used to collect and analyze data. It includes a detailed description of the sampling process and the statistical techniques employed.

3. The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings of the research.

4. The fourth part of the document discusses the implications of the study. It highlights the potential applications of the findings and the need for further research in this area.

5. The fifth part of the document provides a conclusion and a summary of the key points. It reiterates the importance of accurate record-keeping and the need for ongoing monitoring and evaluation.

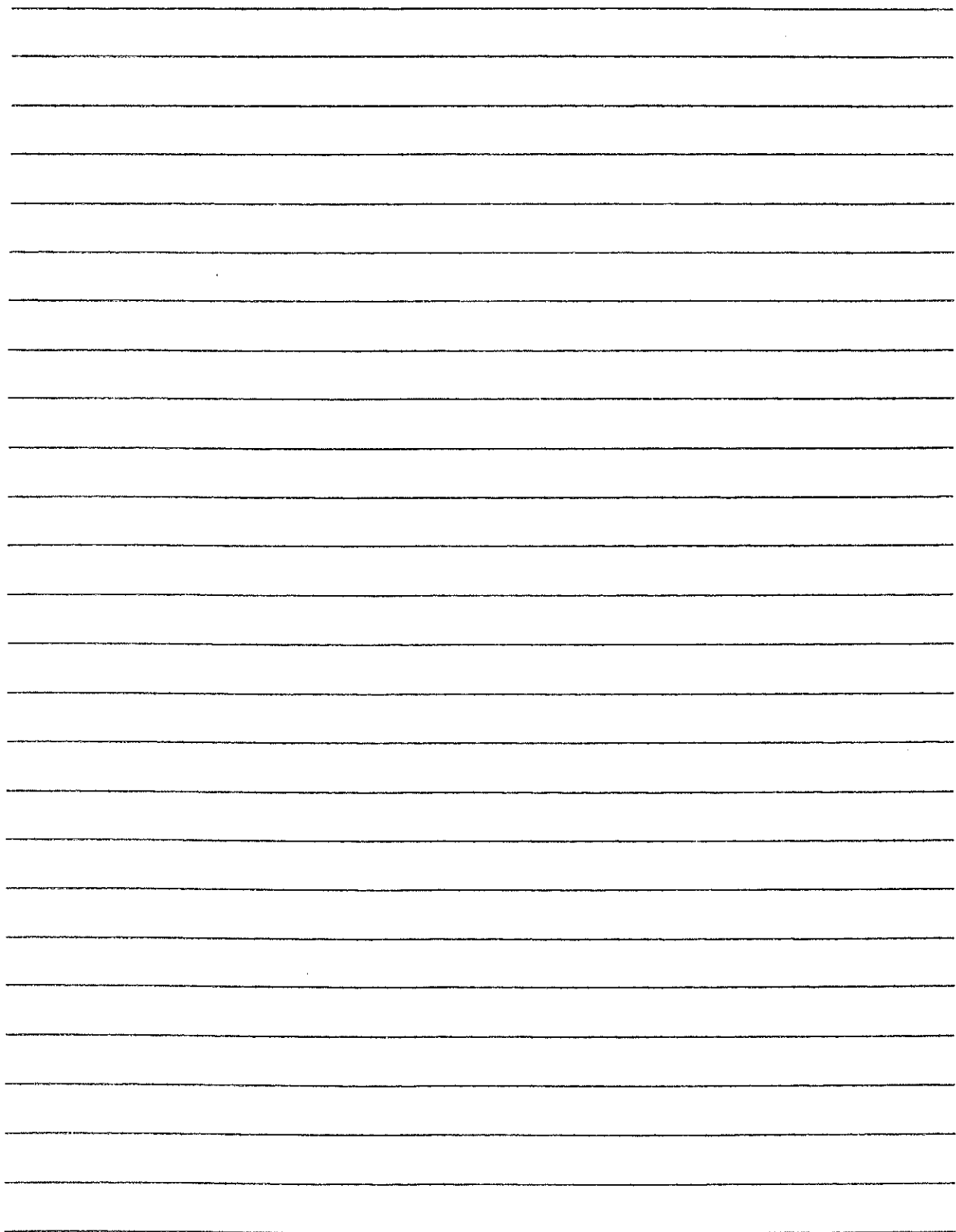
6. The sixth part of the document includes a list of references and a bibliography. It cites the various sources used in the study and provides information on how to access these resources.

7. The seventh part of the document contains a glossary of terms and a list of abbreviations. It defines the key concepts used in the study and provides a clear explanation of the symbols and notation used.

8. The eighth part of the document includes a series of appendices. These appendices provide additional information and data that support the findings of the study.

9. The ninth part of the document contains a list of footnotes and a list of endnotes. It provides further details on the study and its findings and includes information on the authors and their affiliations.

10. The tenth part of the document includes a list of acknowledgments and a list of contributors. It expresses gratitude to the individuals and organizations that supported the study and provided valuable input and feedback.



KNOWLEDGES, ABILITIES, AND SKILLS RATING INSTRUCTIONS

Please direct your attention to the class specification, specifically the section entitled KNOWLEDGES, ABILITIES, AND SKILLS (KAS's).

Knowledges, abilities, and skills indicate what a worker needs to perform the job. These may be acquired through prior education, experience, or otherwise, and are the bases from which the items comprising the selection device are developed. Consequently, we must first be certain that the KAS's are accurate.

Based upon your knowledge of the job, use the KAS Rating Scale below to rate each Knowledge, Ability, and Skill. Record the KAS Reference Code and then indicate by marking the appropriate box on the KAS Rating Form whether the Knowledge, Ability, or Skill is:

1. UNNECESSARY: not required to perform any aspect of the job.
2. DESIRABLE: not required, but if present is likely to contribute to superior performance and/or advancement potential.
3. NECESSARY: required in order to adequately perform basic job duties, including occasional duties that are critical.

When you have finished reviewing the KNOWLEDGES, ABILITIES, AND SKILLS section please record on the KAS Comments Sheet any additions or revisions to the knowledges, abilities, or skills that you feel are necessary or desirable for performance in this class. Additions should be numbered consecutively to follow those in the specification. For each knowledge, ability, or skill that you add, please indicate also whether it belongs in category "2" or "3".

KAS RATING SCALE

1. UNNECESSARY: not required to perform any aspect of the job.
2. DESIRABLE: not required, but if present is likely to contribute to superior performance and/or advancement potential.
3. NECESSARY: required in order to adequately perform basic job duties, including occasional duties that are critical.

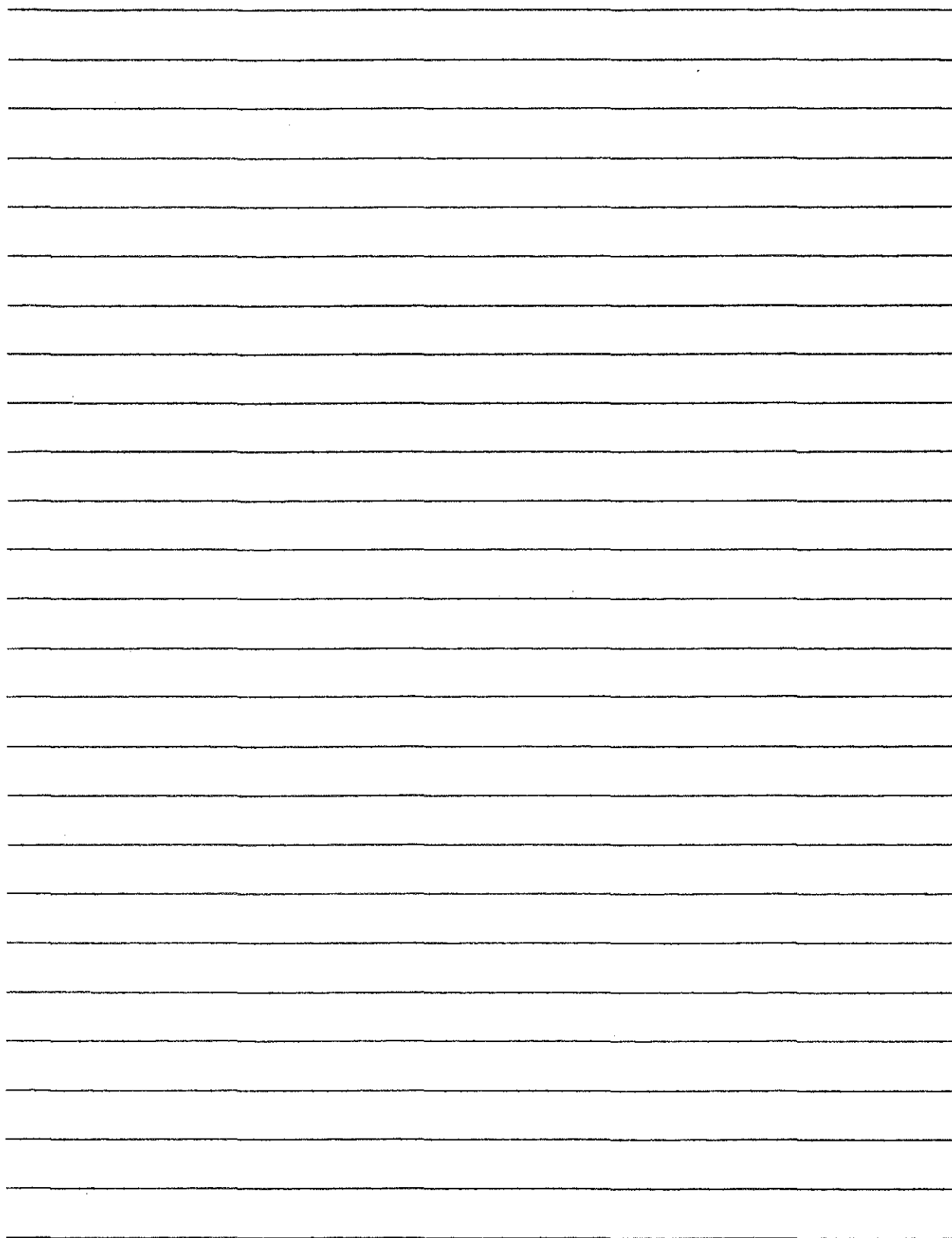
The General Comments Sheet is to be used to record your thoughts about the screening device, other suggestions for improvements, etc. Most selection devices cover several different elements of one job. Are there too many items relating to one Knowledge, Ability, or Skill and not enough covering other necessary or desirable ones? Are there knowledges, abilities, or skills in the job that should be tested, but nothing specifically relating to them in the selection device? Please use the General Comments Sheet and additional sheets if necessary to tell us what you think.

'Thank you.

CLASS TITLE

[illegible]

(use back side if necessary)



CLASS TITLE _____

Item #	KAS Ref. Code	Item Rating				Item #	KAS Ref. Code	Item Rating				Item #	KAS Ref. Code	Item Rating			
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Class Title _____

[illegible]

(use back side if necessary)

Class Title

This sheet has been included for your use in recording any comments or suggestions you might have for adding, deleting, or revising any items in the selection device you are rating.

[illegible]

Item #	KAS Ref. Code	Item Rating	Item #	KAS Ref. Code	Item Rating
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Item Rating Scale

1. POOR; unrelated to any knowledge, ability or skill.
2. FAIR; related to ____ (record the appropriate Knowledge, Ability, or Skill Reference Code on the Item Rating Form), but not likely to make significant distinctions between levels of competence.
3. GOOD; related to ____ (record the appropriate Knowledge, Ability, or Skill Reference Code on the Item Rating Form), and likely to make significant distinctions between adequate and inadequate levels of competence.
4. SUPERIOR; related to ____ (record the appropriate Knowledge, Ability, or Skill Reference Code on the Item Rating Form), and likely to make significant distinctions between adequate and superior levels of competence.

CLASS TITLE _____

Item #	KAS Ref. Code	Item Rating				Item #	KAS Ref. Code	Item Rating				Item #	KAS Ref. Code	Item Rating			
		1	2	3	4			1	2	3	4			1	2	3	4
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Class Title _____

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