

Wisconsin Human Resources Handbook

Chapter 176

Competitive Selection Procedure and Assessment Options

Sec. 176.010	Introduction	Sec. 176.120	Simulation Exercise, Performance Assessment, or Other
Sec. 176.020	Statutory and Rule Authority	Sec. 176.130	Multiple-Choice Exam
Sec. 176.030	Definitions	Sec. 176.140	Assessment Panels
Sec. 176.040	Security of Competitive Selection Procedures	Sec. 176.150	Assessment Evaluation
Sec. 176.050	Job Analysis and Criteria Development	Sec. 176.160	Records Retention
Sec. 176.060	Assessment Strategy	Sec. 176.170	Administrative Information
Sec. 176.070	Resume Screen	Attachment #1	Job Analysis form
Sec. 176.080	Objective Inventory Questionnaire	Attachment #2	Job Expert Certificate
Sec. 176.090	Training and Experience Assessment	Attachment #3	Selection Assessment Strategy
Sec. 176.100	Essay Examination	Attachment #4	Choosing an Assessment Rating Panel Material
Sec. 176.110	Oral Evaluation	Attachment #5	Checklist

Sec. 176.010 Introduction

Selecting and developing an effective assessment tool is the key to hiring skilled people for Wisconsin civil service positions. There are a wide variety of assessments available to evaluate job applicants. This chapter describes the job analysis required for job content validity, the various types of assessments options available, outlines the steps in assessment development, and provides guidelines for developing assessment questions and answers.

It is important to understand that all of the tools detailed in this chapter are available to utilize in the hiring process. While the term “assessment” can be utilized for all tools listed in this chapter, the term “exam” is only appropriate for those assessments that evaluate applicant’s knowledge or cognitive ability. The other assessments are evaluating applicant’s training, education, or specific work (paid or un-paid) experience.

In order to fully utilize the information contained in this handbook chapter, human resources staffing professionals should attend training to develop skills in civil service assessment development, as well as learn the practical application of assessment methodologies using tools such as Wisc.Jobs.

Sec. 176.020 Statutory and Rule Authority

Section 230.16, Wis. Stats., and ch. ER-MRS 6, Wis. Adm. Code, authorize the Director of the Bureau of Merit Recruitment and Selection (BMRS) to establish criteria for evaluating applicant qualifications as provided in the law and rules.

Note: Wisconsin Statute Chapter 230 was modified as a result of 2015 Wisconsin Act 150 to remove most references to examination and replace it selection process or competitive procedures. At the time of publication, the Rules of the Director (ER-MRS) are not updated to reflect such changes. Where the Rules of the Director (ER-MRS) contain reference to “examination” or “test,” and where appropriate, a modification was made in the authority below.

1. The Uniform Guidelines on Employee Selection Procedures, jointly adopted by the U.S. Equal Employment Opportunity Commission, the U.S. Civil Service Commission, the U.S. Department of Labor, and the U.S. Department of Justice, provide the basis for State of Wisconsin job analysis and exam validity procedures. (See [29 CFR § 1607](#).)
2. “Recruitment for classified positions shall be an active continuous process conducted in a manner that assures a diverse, highly qualified group of applicants; and shall be conducted on the broadest possible base consistent with sound personnel management practices and an approved affirmative action plan or program. Due consideration shall be given to the provisions of s. 230.19.” s. 230.14(1), Wis. Stats.
3. “In advertising openings in the classified civil service, the state may not require as a condition of application that an applicant be a college graduate unless the opening must be filled by an incumbent holding a credential, as defined in s. 440.01(2)(a), or other license, permit, certificate or registration in an occupation regulated by law and college graduation is required to obtain the occupational credential, license, permit, certificate or registration.” s. 230.14(3m), Wis. Stats.
4. “Subject to the restriction under s. 230.143, appointments to, and promotions in, the classified service shall be made only according to merit and fitness, which shall be ascertained so far as practicable by competitive procedures. The director may waive competitive procedures for appointments made under subs. (1m) and (2) and shall waive competitive procedures for appointments made under sub. (2m).” s. 230.15(1), Wis. Stats.
5. “The director shall require persons applying for a position in the classified service to file an application and resume with the bureau.” s.230.16(1)(a) and s.230.16(1)(am), Wis. Stats: “The director may require in connection with the application such supplementary work history, educational transcripts, statements of physicians or others having knowledge of the applicant, as needed for qualification evaluations.”
6. “The director may appoint boards of evaluators of at least 2 persons, one of which is selected by the bureau and one of which is a representative of the appointing authority, for the purpose of conducting oral evaluations as a part of the hiring procedure for certain positions. All evaluators shall be well-qualified and impartial. All questions asked and answers made in any evaluation shall be recorded and made a part of the records of the applicants.” s. 230.16(3), Wis. Stats.
7. “All selection criteria, including minimum training and experience requirements, for positions in the classified service shall be job-related in compliance with appropriate validation standards and shall be subject to the approval of the director. All relevant experience, whether paid or unpaid, shall satisfy experience requirements.” s. 230.16(4), Wis. Stats.
8. “In the interest of sound personnel management, consideration of applicants and service to agencies, the director may set a standard for proceeding to subsequent steps in the selection process, provided that all applicants are fairly treated and due notice has been given. The director shall utilize appropriate scientific techniques and procedures in administering the selection process, in rating the results of any evaluations used in the selection process, and in determining the relative ratings of the competitors.” s. 230.16(5), Wis. Stats.
9. “Every reasonable precaution shall be taken to prevent any unauthorized person from gaining any knowledge of the nature or content of the nature or content of the competitive procedures in the selection process that is not available to every applicant.” s. 230.16(10), Wis. Stats.
10. “Records of applicants shall be retained for at least one year. Inspection of such records shall be regulated by the rules of the director.” s. 230.16(11), Wis. Stats.
11. The director shall establish criteria for evaluating applicant qualifications and shall require the same or equivalent [assessment] for all applicants competing for eligibility on a register except as may be provided in ch. ER-MRS 27.” s. ER-MRS 6.05(1), Wis. Adm. Code. (See also s. 230.213, Wis. Stats. regarding special recruitment and ch. ER-MRS 8, Subchapter 1, section 8.04, Wis. Adm. Code, regarding assessment for

corrections positions.)

12. “[Assessments] may include any technique or techniques which the director deems appropriate to evaluate applicants.” s. ER-MRS 6.05(2), Wis. Adm. Code.
13. “All [assessments] shall be:
 - a. Based on information from job analysis, position analysis or other equivalent information documenting actual job tasks to be performed or skills and knowledges required to perform job tasks, or both;
 - b. Developed in such a manner as to establish the relationship between skills and knowledges required for successful performance on the [assessment] and skills and knowledges required for successful performance on the job;
 - c. Supported by data documenting that the skills and knowledges required for successful performance on the [assessment] are related to skills and knowledges which differentiate among levels of job performance if the [assessment] results are to be used as a basis for ranking candidates;
 - d. Sufficiently reliable to comply with appropriate standards for ... validation; and
 - e. Objectively rated or scored.”s. ER-MRS 6.05(3), Wis. Adm. Code.

Sec. 176.030 Definitions

The following are definitions of terms used in this handbook chapter.

1. **Appointing Authority:** The chief administrative officer of an agency unless another person is authorized to appoint subordinate staff in the agency.
2. **Benchmark:** A scoring guide for a narrative examination question which is developed by the subject matter experts (SMEs), in cooperation with human resources staff. A benchmark serves as a grading standard and enables the raters to systematically (either qualitatively or quantitatively) evaluate each applicant’s response. The benchmark is set by SMEs and typically incorporates the minimum acceptable response or grading standard as well as anchors at the high and low end of the scale.
3. **Certification:** A list of candidates from the register who will be moved on to any post-certification selection process (e.g. phone interview, face to face interview, another post-cert assessment, etc.).
4. **Construct:** Psychological traits deemed necessary for successful performance of a job or jobs inferred from job behaviors and activities as summarized in job descriptions. Examples include: intelligence, leadership ability, verbal ability, mechanical ability, manual dexterity, etc.
5. **Construct Validity:** Refers to the extent in which dimensions with similar names on different tests relate to one another. Two things that correlate highly on a personality test are not necessarily identical, but do provide reassurance that they are related and are a "construct" or part of the makeup (like honesty, dependability, sociability, etc.) of an individual as related to actual job performance.

6. **Content Validity:** Represents job function testing, i.e., typing, mathematics, design, exams, physical work endurance, etc. Content validity is an appropriate strategy when the job domain is defined through job analysis by identifying the important behaviors, tasks, or knowledge and the assessment or test is a representative sample of behaviors, tasks or knowledge drawn from that domain. The Uniform Guidelines on Employee Selection Procedures state that in order to demonstrate the content validity of a selection procedure, a user should show that the behaviors demonstrated in the selection procedure are a representative sample of the behaviors of the job in question or that the selection procedure provides a representative sample of the work product of the job.
7. **Essay Examination:** A written examination which includes open-ended questions requiring a narrative response with structured rating criteria used to evaluate responses.
8. **Job Analysis:** A systematic process used to identify the tasks, duties, responsibilities, and working conditions associated with a job and the knowledge, skills, abilities, and other characteristics required to perform that job.
9. **Knowledge, skills and abilities (KSAs):** Common job specifications. Knowledge refers to acquired mental information necessary to do the job (e.g., principles of nuclear physics), skills refers to acquired manual measurable behaviors (e.g., lathe operation), and abilities, to natural talents or acquired dexterity (e.g., capacity to lift 50 pounds).
10. **Licensure or Certification Assessment:** An assessment method that requires applicants to provide proof of certifications or licensures that are mandatory, minimum qualifications for appointment to certain positions. (e.g., engineering certifications, medical licenses, etc.).
11. **Mandatory Job Content:** Position tasks, knowledge, skills and abilities identified as required minimum qualifications in order to successfully complete the duties of the position.
12. **Multiple-Choice Examination (MC):** An examination containing questions which have multiple answers listed but only one correct answer.
13. **Objective Inventory Questionnaire (OIQ):** Assessment method using an inventory to evaluate applicants on the basis of their training, education, and experience with specific job tasks, tools, technologies, or equipment.
14. **Oral Evaluation:** An evaluation using a set of standard questions an applicant answers in the presence of a rating panel consisting of subject matter experts. The oral evaluation must be recorded as indicated in s. 230.16(3), Wis. Stats.
15. **Passing Point:** The minimally acceptable score for an item or part or overall required score for an assessment. If the item or part is not identified as mandatory, the value will only be used to calculate the system generated passing point at a higher level. If the item or part is identified as mandatory, an applicant must attain that score or higher on that portion of the exam to pass the exam.
16. **Register:** List of applicants who have completed the application process and have been deemed eligible. Applicants may be assigned passing civil service scores and be ranked on the register based on those scores if the assessment used a numerical score to determine eligibility. If the assessment(s) applied pass/fail or eligible/not eligible criteria to applicants and therefore no numerical score, all applicants deemed passing or eligible will be placed on the register.
17. **Reliability:** The extent to which the assessment device or instrument produces a consistent, repeatable, trustworthy, dependable result. Reliability is necessary, but not sufficient, to produce validity and may be calculated in a variety of ways including rater reliability or agreement coefficients or coefficient Alpha.

18. **Resume Screen:** An assessment tool utilized to determine if applicants meet the required (and/or preferred) elements of the position as determined by the job analysis. Scales for evaluation include pass/fail or 9-points to create scores in order to select a portion of the passing candidates may be used. There are two types of resume screen: simple and complex.
19. **Subject Matter Expert (SME):** An individual who knows the critical aspects of the job. This is often the supervisor of the position to be filled, another supervisor in the agency, senior incumbents, program partners, former employee of position, faculty or technical school instructors, or people with similar positions in other organizations or organizational units.
20. **Training and Experience Assessment (T&E):** Assessment method which requires applicants to describe, in narrative fashion, their experience, education and training in several critical job-related areas.
21. **Validity:** The quality of a measuring device that refers to its accuracy (i.e., is the device actually measuring what it is intended to measure?), as distinguished from reliability which is a measure of consistency. The ultimate purpose of any assessment is validity or accuracy of measurement. This quality is extremely important for job analysis and job evaluation measures as well as for performance appraisal devices and employee selection.

Sec. 176.040 Security of Competitive Selection Procedures

All participants involved in filling a classified vacancy are responsible for maintaining the confidentiality and security of materials related to the entire selection process. The staffing specialist, whether at the agency or in the Bureau of Merit Recruitment and Selection (BMRS), or both, is responsible, along with agency Human Resources Managers and Subject Matter Experts (SMEs), for the security and confidentiality of all application and selection materials. Anyone with access to application materials must agree to the security and confidentiality of the information. Direction on this responsibility will be provided to participants in a variety of methods depending on the level of involvement (e.g. job analysis, assessment development, interview panel member, etc.). Additional detail is provided in [Chapter 104](#) – Procedures for Staffing Permanent Positions and [Chapter 192](#) – Security of Confidential Selection Process Materials, of the *Wisconsin Human Resources Handbook*.

Sec. 176.050 Job Analysis and Criterion Development

The United States Supreme Court, the Wisconsin Employment Relations Commission, and Wisconsin Statutes require the selection process to demonstrate appropriate validity to be considered a proper and appropriate selection technique. Content validity is used most often in Wisconsin civil service to meet this requirement. Content validity is established when the content of the selection tools and procedures are consistent with the content of the position (i.e., evaluating candidates based on criteria that are related to the position). If the selection process does not establish content validity (or appears unrelated to the duties of a position), the selection process is vulnerable to appeal and could lead to the selection of a less qualified or unqualified applicant. Content validity is established through a formal job analysis.

The State of Wisconsin has adjusted the system for conducting an adequate level of job analysis based on the ratings of the hiring manager (whom is automatically considered a job expert) or other job experts, along with the position description or identification of tasks and knowledge, skills, and abilities (KSAs). At a minimum, this form of job analysis is completed as part of the validation file for every recruitment and staffing activity. This is one of the most important steps of developing an effective selection process.

Selection tools and procedures must demonstrate content validity to be considered a proper and appropriate method to evaluate applicants. Evidence of the validity of a test or other selection procedure by a content validity study will consist of data showing that the content of the selection procedure is representative of important aspects of performance on the job for which the candidates are to be evaluated.

The job analysis involves HR, the hiring manager, and/or identified job experts reviewing the position description (PD) to identify job related criteria (e.g. goals, tasks, KSAs, special licensure, physical requirements, etc.) which are suitable to measure applicants against at the time of recruitment. This enables the identification of elements on the PD which separate experienced and more qualified applicants from experienced but less qualified applicants. An update of the Position Description (DOA-15302; *formerly* OSER-DCLR 10) may be needed to ensure that the tasks and goals of the job are accurately described. If adjustments are made to the PD, it may need to be reviewed again for classification purposes.

During the job analysis process, HR, the hiring manager, and/or identified job experts clearly identify which elements are minimally required and which elements are preferred. All minimally required elements are required to be incorporated into the selection process (e.g. assessment or exam, interview, reference check, etc.) and are the basis for each assessment tool used in the competitive selection process. Any element(s) on the position description not identified in either category (minimally required or preferred) will not be utilized in the selection process. The process of identifying the minimally required and/or preferred elements can be identified on the position description itself, or transmitted to HR in a confidential and documented manner (e.g. secure email, etc.). This documentation is a required part of the validation file. A completed Job Expert Certificate ([DOA-15511](#) Attachment #1) is only required in the validation folder if a person other than the hiring manager participates in the job analysis and/or assessment creation.

Note: Careful consultation with the hiring manager and/or identified job expert is needed during the job analysis portion of the selection process. HR Specialists will need to ensure hiring managers and/or identified job experts only identify elements that are stated on the PD, and do not indicate the entire PD, as required (R) or preferred (P).

Additional job analysis techniques and activities may be utilized if deemed appropriate to establish content validity. Examples include: observation of job performance to record tasks and responsibilities, interviewing incumbents or former incumbents about job tasks, development of critical incidents to identify successful and unsuccessful task performance, etc.

Criterion development is the second important aspect of a successful selection process. Depending on the classification and how many positions are being filled, approximately 2 – 5 criteria will be developed for utilization throughout the selection process. Each criteria developed is an overall theme or concept which may encompass multiple tasks and/or KSAs on the PD. The criteria should be clear, concise, and distinguish between job functions. An individual should be able to read the criteria and determine exactly what is needed and what is being evaluated. All criteria must be documented on the *Job Analysis* form ([DOA-15535](#)).

The use of pass-fail criteria, minimum requirements or differentially weighted items on an assessment tool must be identified on the *Job Analysis* form. When any of these techniques are used in an assessment, the applicants must be given an explanation prior to responding to the specific items. This will allow the applicants to spend more time preparing their responses on the more important items which tends to increase the reliability and validity of the item and the assessment in general.

During the process of identifying minimally required and preferred job content and criteria development, consideration of degrees, diplomas, certifications, equivalent training in related field of study, and equivalent work experience may need to be determined. Degrees, generally, may be utilized in the More Than Acceptable band or as part of the “extra credit” of the More Than Acceptable, Acceptable, and/or Less Than Acceptable bands in 9-point scales, unless specifically required by law.

Note: A high school diploma cannot be required unless the diploma is a legal or validated requirement. Additionally, s.230.14(3m), Wis. Stats., prohibits the requirement of college degrees as a condition of application, unless it is mandated by law and the degree is required to obtain the occupational credential, license, permit, certificate or registration for the position (e.g., requirement for a doctor to possess a license to practice medicine).

In order to expedite the hiring process and ease the application process for potentially the same applicant pool, combining vacancies into a single recruitment may be warranted. There are two options:

1. A single vacancy at any level within a classification series: When preparing to fill a vacancy, the agency may identify a single position that could be filled at multiple levels within the classification series depending on the qualifications of the applicant pool. In order to allow for this type of flexibility, specific minimally required (R) and preferred (P) elements from the position descriptions need to be clearly identified and evaluating criteria developed for differentiation at each of the levels and is documented on the Job Analysis form. This analysis is utilized for selecting and creating the single assessment tool.
2. For multiple vacancies in the same classification or classification series: A multiple position job analysis in which similar job content of two or more positions is combined to develop a single assessment tool.

Regardless of the option selected, detailed documentation is required on the Job Analysis form and identified on the job announcement. See [Chapter 136](#) – Job Announcements, of the *Wisconsin Human Resources Handbook* for specific posting requirements.

Sec. 176.060 Assessment Strategy

There are a variety of options to fill job vacancies and there is no one best selection procedure suitable for all circumstances. HR specialists must select the most appropriate approach and develop a strategy to provide the best service and results specific to the position, in consideration of the size of specific applicant pool and the market forces impacting the classification.

Consider the following elements from previous recruitments and the current vacant position:

- How many applicants historically have applied for this position, or similar positions?
- What type of position is it (e.g. blue collar, technical, professional, clerical, scientific, law enforcement, etc.)?
- How many vacancies were filled? How many vacancies need to be filled?
- What type of assessment was used? How did it perform? Was there anything indicated on the statistical analysis to show an adjustment was needed?
- Was there adverse impact on the previous assessment? Is there anything that could be adjusted to decrease the likelihood of adverse impact in a future administration of the assessment tool?
- Were the hiring manager and/or panel pleased with the quality of the applicant pool?
- Was the incumbent hired from the previous recruitment successful? If not, could the assessment tool utilized be adjusted to help ensure success on the job for the next round of applicants?
- Has the PD and/or the job analysis changed from the previous recruitment?
- How has the labor market shifted since the last recruitment?
- What are the criteria and what is the best method to evaluate applicants?

If the previous recruitment was successful, and the position description, the job analysis, and assessment tools are unchanged, there is no requirement to re-create the assessment tools so long as the recruitment complies with the provisions of Chapter 230 of Wis. Statutes and DPM policy. After review of the Validation Folder (See [Chapter 104](#)—Procedures for Staffing Permanent Positions of the *Wisconsin Human Resources Handbook* for more details regarding what is required in the Validation Folder), the hiring manager and HR will indicate this on the Selection Assessment Strategy form to confirm the reuse of these materials. However, if the PD has been updated, the job analysis has shifted, or any part of an assessment tool needs to be adjusted, a new validation folder is required.

In choosing an assessment strategy to use, placement in the process is essential as some forms of assessment are best utilized before a register is created while others are best utilized post-certification. Assessment tool options to use prior to register creation include but are not limited to: resume screens – simple and complex, OIQ, Training and Experience (T&E), essay, oral exams, multiple-choice exam, and random rank. Assessments best used post-certification include: simulation/performance evaluations or exams and interviews. See Attachment #4 for assistance in choosing an assessment methodology.

The following is an overview of the various assessment tools presently available. This list is not all inclusive as new tools may be developed to address the selection needs of a position.

1. **Resume Screen – Simple.** The simple resume screen is a type of assessment used to evaluate applicants work experience, education, and/or minimum qualifications (e.g. medical license, engineering certifications, etc.) as represented on the applicant’s resume. This assessment choice is best utilized when a limited number of applicants are anticipated and the objective is to refer any qualified candidates for further evaluation. The criteria used to screen the applicant for further consideration is based on a simple scale in which one job expert or HR professional conducts the screening and the candidate is scored as pass or fail. See section 176.070 of this handbook chapter for detailed information regarding this assessment method.
2. **Resume Screen – Complex.** The complex resume screen is distinguished from the simple resume screen in that it requires an applicant to expand upon their training and work experience in narrative form via the cover letter. The candidate may be asked to better describe minimal, preferred qualification or both. This direction is provided to the candidate in the “How to Apply” portion of the job announcement. The applicant’s cover letter and resume are evaluated against a scoring mechanism of pass/fail or a 9-point scale. When using the latter an evaluation panel of at least 2 SME’s is necessary to conduct the evaluation. See section 176.070 of this handbook chapter for detailed information regarding this assessment method.
3. **Objective Inventory Questionnaire (OIQ).** OIQs, also called skills inventories, are used to evaluate applicants on the basis of their training and experience with specific job tasks, tools, technologies, or equipment. The typical objective inventory presents the applicants with a checklist of specific job statements (about skills, tasks, tools, equipment, etc.) and asks the applicant to use a scale to indicate their level of education or training (EOT) and practical work experience (PWE) with the specific statements. An OIQ should be used only to measure job content that is specific and clearly understood. For particularly difficult recruitments such as highly technical positions, the OIQ is a fast and easy process for the applicants and encourages a high response rate. However, OIQs tend to have very low validity especially when used to measure non-technical skills. Therefore they should not be used for supervisory and managerial positions. Please note: The certification rule for OIQs is determined after the score analysis and prior to the creation of the register. A certification rule of at least one-third of the resulting register is highly recommended in order to offset the low validity of this assessment type. See section 176.080 of this handbook chapter for detailed information regarding this assessment method.
4. **Training and Experience Assessment (T&E).** This type of assessment poses questions to applicants and requires a narrative reply to indicate specific accomplishments in work experience, education and training relevant to key job criteria of the position. These assessments require applicants to describe observable behaviors (or tasks that they have performed which are related to the key job criteria). Job experts develop benchmark screening criteria to evaluate qualifications that are acceptable, more than acceptable, and less than acceptable relative to desired KSAs. This assessment may be administered online or offline, with other job experts serving as rating panel members. Questions and benchmarks may be more detailed for higher-level managerial and supervisory jobs, or advanced-level technicians (e.g., scientists, engineers, etc.). Items may be combined with other application requirements such as submission of proof of a mandatory licensure or certification. See section 176.090 of this handbook chapter for detailed information regarding T&E methods.
5. **Essay Examination.** Essay examinations use open-ended questions and require that the examinees compose the responses in writing or on the computer in a controlled setting. They are often used where a job requires a significant amount of writing and the employee will be required to analyze situations and organize and present written ideas or solutions. This type of examination can be administered in an in-person, monitored environment or online. Variations of this exam include short answer and fill-in-the-blank. See section 176.100 of this handbook chapter for detailed information regarding this examination method.
6. **Oral Evaluation.** Oral evaluations, also known as Oral Boards, consist of a set of standard questions (sometimes including pre-determined follow-up questions) presented to the candidate verbally by a minimum of a two-person board (a three-person board is still recommended) and require the candidate to respond

orally. They are especially well suited to jobs that involve a lot of interpersonal contacts and require good verbal communication skills. Oral evaluations are timed and audio recorded. See section 176.110 of this handbook chapter for detailed information regarding this evaluation method.

7. Simulation Exercise, Performance Assessment, or Other. These assessments require applicants to demonstrate their knowledge through the performance of actual job tasks under standardized conditions. For example, performance assessments include having applicants demonstrate keyboard skills for a position with word processing duties, or a behind-the-wheel-driving test for a position with truck driving duties. These assessments are best used for vacancies with few applicants and where agencies have considerable time and resources for assessment development. This type of assessment is administered in a monitored environment. See section 176.120 of this handbook chapter for detailed information regarding this assessment method.
8. Interview. This type of assessment is utilized in-person, over the phone, or other medium based on the technology available. Regardless of the medium, an interview is a mandatory portion of all selection processes. In addition, the interview questions and evaluating criteria shall be behavior based and must be based on the identified job content necessary, and/or preferred, on the position description. Careful consideration to ensure an equal opportunity for all applicants is vital. Approval of the questions and criteria by your AA/EEO Officer is required. More details can be found in [Chapter 216](#)—Interview and Final Hiring Process of the *Wisconsin Human Resources Handbook*.
9. Multiple-Choice Examination (MC). Written multiple-choice examinations are used to assess knowledge, basic skills or proficiencies, particularly for entry-level jobs that attract large numbers of applicants. These exams can be administered in an in-person, monitored environment or online with the appropriate applicant verification procedures. Creating this type of exam is not delegated to agencies. See section 176.130 of this handbook chapter for detailed information regarding this examination method.
10. Random Rank. Certain labor and service job classifications with few measurable skills and abilities may be approved to utilize registers that are generated by a random ranking process and no assessment tool is used to determine applicant eligibility. This assessment type is utilized pre-certification. Applicants who complete the application process are added to the employment register and are randomly ranked when certified. Contact your BMRS Consultant directly for further discussions on utilizing this non-delegated option.

Note: In July 2016, all classifications approved for recruitment and selection using random-ranking procedures was removed from this process. To request a classification be approved for random-ranking procedures, an agency must contact their BMRS Consultant.

These assessment options may be used individually or as a combination depending on the circumstances. Other assessments can be considered. Contact BMRS to discuss options and alternatives. All assessments will be documented on the *Selection Assessment Strategy* ([DOA-15536](#); see Attachment #3).

Note: For detailed, step-by-step instructions on how to create assessments in Wisc.Jobs, refer to the training materials posted on the Wisc.Jobs Help Desk.

Sec. 176.070 Resume Screens

1. Resume Screens allow applicants to apply for a specific vacancy by submitting their customized resume and cover letter. Typically the elements reviewed in this type of assessment include the applicant's work experience (paid or un-paid), education, and/or minimum qualifications (e.g. medical license, engineering certifications, etc.). This type of assessment is typically utilized by most employers, however carefully constructed and a pre-planned screening criterion is vital to ensure Wisconsin's merit process. A resume screen is used pre-certification and is able to create a register and certification due to the anticipated small qualified applicant pool.

2. There are presently two types of resume screens – simple and complex. The simple resume screen is a type of assessment used to evaluate applicants work experience, education, and/or minimum qualifications (e.g. medical license, engineering certifications, etc.) as represented on the applicant’s resume. The simple resume screen generally includes one to three discrete qualifications for assessment. These qualifications are represented to the candidate by effectively describing the position in the job announcement duties and KSA sections. In addition, minimum qualifications and well-qualified or preferred qualification statements may be needed to effectively communicate the expectation of the position.

This assessment choice is best utilized when a limited number of applicants are anticipated and the objective is to refer any qualified candidates for further evaluation. A cover letter is not required but may be included as is tradition when submitting resumes. In this instance, evaluation reliance remains on the details submitted in the resume.

A complex resume screen is distinguished from the simple resume screen in that it requires an applicant to expand upon their training and work experience in narrative form via the cover letter. The candidate may be asked to better describe minimal or preferred qualifications or both. The number of qualifications for narrative expansion will range from two to four. This direction is provided to the candidate in the “How to Apply” portion of the job announcement. Applicant accomplishments are submitted in a cover letter along with a resume. Both documents are evaluated against a scoring mechanism. While a complex resume screen functions similarly to the standard T&E, a key difference between the two assessments is the complex resume screen is not as structured as a typical T&E. Regardless of the assessment type, it is crucial to consider which factors are *most important* for success in the position and to ensure the benchmarks are clear in regard to how those factors will be measured.

3. After determining to use a resume screen, careful consideration is used to determine the best method of evaluation and to create the scale. Regardless of the scale utilized, statistical analysis to demonstrate reliability is required. See [Chapter 202](#)—Statistical and Reliability Analysis of the *Wisconsin Human Resources Handbook* for more information.

Two scales are available to use.

- a. Pass/Fail scale: The pass/fail scale can be used as a simple mechanism to assess minimum qualifications. In utilizing this type of scale, a HR Specialist or a single SME will serve as the panel to evaluate application materials. Since there is no number score or rank assigned to applicants, a certification rule of “all qualified” is mandatory and therefor, everyone on the register is certified (More details can be found in [Chapter 204](#)-Assessment Evaluation and Register Establishment and [Chapter 212](#)- Certification Procedures of the *Wisconsin Human Resources Handbook*.)
- b. 9-Point Scale: The 9-point scale is best used when a large number of candidates have applied and a limited number are desired for interview or further evaluation. Additionally, a 9-point scale proves useful when there is a need to distinguish between the candidates and selected the best scoring for further consideration. Use of this scale requires the HR Specialist to convene a panel of at least 2 SME’s (3 is strongly recommended) to review and rate the applicant’s materials. Due to the numerical score generated by use of a 9-point scale, a certification rule must be established prior to convening the panel.

Develop benchmark criteria for a more than acceptable or model answer, an acceptable answer, and a less than acceptable answer. The State of Wisconsin typically uses a 0-9 point scale where:

- 0 = no scoreable response
- 1-3 points = less than acceptable
- 4-6 points = acceptable
- 7-9 points = more than acceptable

4. Even with significant deliberation and pre-planning, the estimated number of applicants to apply for a vacancy may be much higher than anticipated and a shift from a simple scale to a 9-point scale may be needed. In order to allow for this scale adjustment from a pass/fail scale to a 9-point scale, steps must be taken to ensure equal consideration is given to all applicants. An applicant's materials may not be altered after finalization in Wisc.Jobs. The finalization of selection materials permits HR staff the ability to begin screening applicant material before and up to the "first review" date. (More details can be found in [Chapter 104](#) – Job Announcements of the *Wisconsin Human Resources Handbook*.) If, during this initial review, HR has moved qualified applicants on to subsequent steps in the selection process, all of the applicants must be moved to the same, identical, selection stage. If the applicant pool is larger than anticipated, several options are available to properly manage the recruitment:
 - a. Stop utilizing the simple scale. This option is only available if all applicants who have applied for the vacancy are considered not screened (i.e. no applicant has been moved forward in the selection process). A replacement scale (9-point) can be utilized for all applicants. If this option is selected and an alternate 9-point scale was not created prior to posting, a 2nd HR professional (who has not seen any applicant material) needs to review and approve the 9-point scale. In addition, only criteria identified on the Job Analysis form and on the job announcement can be utilized in the 9-point scale. Prior to convening the panel, a certification rule must be identified.
 - b. Continue to screen the applicants using the simple scale. After completion, another assessment tool may be inserted into the selection process to manage the applicant pool.

Sec. 176.080 Objective Inventory Questionnaire

1. Objective Inventory Questionnaires (OIQs) allow applicants to evaluate themselves on the basis of their impressions of their education or training (EOT) and practical work experience (PWE) with specific job tasks, tools, technologies, or equipment. The typical objective inventory presents the applicants with a checklist of specific job statements (about skills, tasks, tools, equipment, etc.) and asks the applicant to provide information on his/her training and experience in each area. OIQs should be used only to evaluate for job content that is specific and clearly understood. For the applicant, the OIQ is a fast and easy process that encourages a high response rate. Objective Inventory Questionnaires can be scored quickly and provide broad content coverage (since more questions can be asked). Because applicants can falsify or embellish responses, an OIQ can be used as part of a more comprehensive assessment process, e.g., as a screen into an oral examination or along with a multiple-choice exam. For online administration of OIQ's, Wisc.Jobs has a certification statement built into the application process. However, if administering the OIQ offline, a Certification Statement can be a required component of the application process to discourage significant applicant embellishment (see form DOA-15508). Objective Inventory Questionnaires may require more time to develop than essays, orals, or T&Es. OIQ's are utilized pre-certification. See Attachment #4 for a sample portion of an OIQ.
2. When drafting items for an OIQ, SMEs should concentrate on the concrete, observable aspects important in the job: equipment, tools, machinery, products, processes, tasks, and technologies. Applicants completing OIQs respond to a highly structured list of individual job tasks (equipment, tools, etc.) and indicate their level of experience, proficiency, or training for each item in the checklist. If the list is not structured and the items are open for applicant interpretation, the reliability of the exam is in jeopardy.
3. The SMEs review the OIQ and determine the acceptable minimum standard using the scale for each item. This minimum standard should reflect the items identified during the job analysis. Any content that is considered not mandatory must have a passing point of zero "0" if included in the OIQ. Preferred content may be used to help differentiate between "acceptable" and "more than acceptable" applicants. This standard can be recorded on the drafted OIQ. See Attachment #4 for an example of a format which includes all the necessary information. This exercise should take place prior to administering the OIQ. The standards are summed by HR to arrive at an overall, preliminary passing point.

4. When the OIQs are completed, HR will make the required statistical checks for reliability and other indicators of quality. See [Chapter 202](#)—Statistical and Reliability Analysis of the *Wisconsin Human Resources Handbook*. Contact BMRS if consultation or special assistance is needed.

Sec. 176.090 Training and Experience Assessment (T&E)

1. Past behavior and experience are reliable predictors of future behavior. Past behavior and experience captured by T&E Assessments include job-relevant tasks, job performance, training, and overall KSAs that an individual may have gained from previous jobs, education, or training. T&E Assessments are utilized pre-certification. Typically T&E Assessments ask applicants to provide written information on educational preparation, training, and job experience. Because applicants may include such information on their resumes, it may seem unnecessary or redundant to request this information in the assessment. However, by requesting specific information from applicants, the employers rather than the applicants dictate what information is evaluated. As a result, information critical to job success is less likely to be omitted by the applicant or overlooked by the review committee.
2. Generally, three or four items may be developed to specifically address the criteria identified in job analysis. The items should elicit the desired response that will reflect the applicants' training and experience relative to the job criteria. The SMEs collaborate with HR to compose benchmark responses for each item that are deemed to be at acceptable, more than acceptable and less than acceptable levels of qualification for that criteria. Benchmarks measure observable tasks and should not rely on crude indicators of achievement such as job title, grade point average, awards or commendations, length of service, salary, promotions, etc. Crude indicators do not add value in determining applicant qualifications. Additionally, because T&E Assessments are not administered in a controlled environment, aspects such as spelling and grammar are not to be evaluated unless applicants are notified and appropriate benchmarks are developed. See Attachment #5 for a sample benchmark for written communications.
3. A 0-9 point scale is recommended for T&E Assessments. A 0-9 point scale provides the raters greater latitude in rating candidates than a 0-3 point scale and tends to have greater reliability. Candidates for most positions do not fit neatly into 0-3 point benchmarks. Providing raters the ability to score an applicant within a range of scores (i.e., 0 points for no scoreable response, 1-3 points at the less than acceptable level, 4-6 points at the acceptable level, and 7-9 points at the more than acceptable level) accounts for more of the variation in experience/education that usually exists within the criteria of the assessment. In addition, an often unintended consequence of 0-3 point scales for compensatory exams is that they have a significantly greater effect on whether applicants pass or fail than a 0-9 point scale would. Candidates who receive a low rating on one question of a 0-3 point scale need to get into the highest point level on one of the other questions so that their average comes out to a passing score.
4. Specific instructions containing key information for the applicants must be developed including:
 - a. Completion and submission of the specified application materials constitutes a portion of the civil service competitive procedure for this position.
 - b. An explanation of basic assessment content, such as provide documentation of certification plus provide training and experience testimony in response to specific job related items.
 - c. An identification of the job criteria or content that their application materials must address.
 - d. A statement that some qualified or best-qualified applicants may be asked to participate further in the selection process after the initial assessment.
 - e. Any specific guidelines for the completion of an acceptable response, such as paper size, font, page limit overall or per question (usually two to five pages), etc. It is important to provide these details; without them, raters will have to evaluate all the materials provided by the applicants. If an applicant submits more pages than the designated limit, the rating panel will rate only those pages within the limit and disregard the remaining pages.

5. T&E guidelines:
 - a. Write items to determine precisely what an applicant did, how well they did it, and what results they produced, for example specific duties, responsibilities, etc.
 - b. Define the direction and scope of the responses desired.
 - c. Develop items that are unambiguous and incorporate instructions on the amount of detail desired.
 - d. Avoid items that simply require a knowledge of facts which can easily be looked up in a textbook or manual.
 - e. Request information relating to areas such as:
 - Complexity: Breadth and diversity of experience including scope, level, and complexity.
 - Role: Degree to which the applicant exercised control and decision-making, functioned independently, or shared authority with others.
 - Impact: Impact of job accomplishments and the degree of success in implementing new programs or projects (which can be attributed to the applicants' efforts, ability, and skills).
 - f. Develop benchmark criteria for a more than acceptable or model answer, an acceptable answer, and a less than acceptable answer. The State of Wisconsin typically uses a 0-9 point scale where:
 - 0 = no scoreable response
 - 1-3 points = less than acceptable
 - 4-6 points = acceptable
 - 7-9 points = more than acceptable

While the 0-9 point scale is most commonly used with State of Wisconsin civil service assessments, other scales may be appropriate based on the position and the criteria to be assessed. If a 0-9 point scale does not seem to address all that the item is trying to measure, or does not provide the efficiency, clarity, or flexibility needed to assess applicant qualifications, contact BMRS for assistance in considering an alternative evaluation system or scale.

6. Identifying and scheduling subject matter experts to serve as panel members early in the process is vital to meet business needs and the required timeline to fill positions. The panel members are identified on the Selection Assessment Strategy form. See section 176.140 of this handbook chapter for detailed information regarding assessment panels.
7. Upon completion of the ratings and dismissal of the panel, tabulate the final scores (or evaluations if not numeric) for each candidate and perform the required statistical analysis for reliability, rater consistency, and other indicators of examination quality. (See Chapter 202—Statistical and Reliability Analysis, of the *Wisconsin Human Resources Handbook*.) Contact BMRS if consultation or special assistance is needed resolving problems.

Sec. 176.100 Essay Examination

1. Essay examinations are highly structured written examinations that are utilized pre-certification. They use standard open-ended questions and structured rating criteria to evaluate responses. They often are used where a job requires a significant amount of writing and the employee will be required to analyze situations and organize and present written ideas or solutions. Applicants may be asked to evaluate hypothetical situations, events or problems they might encounter in the job and then design alternate courses of action, solutions, or recommendations. Essays sometimes include questions based on past applicant experiences or accomplishments. Essays are expensive and time-consuming to administer and evaluate and therefore work best with smaller groups of applicants.
2. While not strictly an essay, the short answer and fill-in-the-blank formats (also known as completion items) are a variation of the essay question. They differ from essay in the degree of structure placed on the applicant and length of the response. Neither format can be machine or computer scored like a multiple-choice exam,

so they need to be evaluated by a well-trained person. Caution is in order, however, as completion items often represent superficial measures of job knowledge, for instance, familiarity with key technical terms in the field, absent the opportunity to apply that technical knowledge to practical problems.

3. Essays have two parts: the question itself and the benchmark or guideline that is used by SMEs to evaluate the responses. When drafting questions, SMEs should think of specific illustrations or “critical incidents” of especially effective or ineffective employee job performance. These incidents include particularly good or bad ways of handling a problem or examples of when subordinates have been very successful or unsuccessful on the job.
4. Essay question guidelines:
 - a. Precisely define the extent and scope of the responses desired. That is, each question should be unambiguous and specific. Though some applicants may not know the best response, all should clearly understand the question.
 - b. Avoid questions which require rote memorization.
 - c. Avoid questions that simply require a knowledge of facts which can easily be looked up in a textbook or manual.
 - d. Avoid questions involving minor details.
 - e. You may use questions which have multiple parts, especially for complex job content.
 - f. Develop questions that enable the applicant to apply what they know to practical problems. Any ancillary or accompanying materials should be complete, clear, and precise.
 - g. Allow enough time for a competent applicant to respond to the question(s).
 - h. Develop benchmarks or guidelines which raters use to evaluate the responses. Develop model responses and benchmarks when the questions are first created. This can minimize delays and helps refine the questions to ensure they focus on essential information.
 - i. Develop benchmark criteria for a more than acceptable or model response, an acceptable response, and a less than acceptable response. The State of Wisconsin typically uses a 0-9 point scale where:

7-9 points = more than acceptable
4-6 points = acceptable
1-3 points = less than acceptable
0 = no scoreable response

While the 0-9 point scale is most commonly used with State of Wisconsin civil service assessments, other scales may be appropriate based on the position and the questions. If a 0-9 point scale does not seem to address all that the question is trying to measure or provide you with the efficiency and clarity of flexibility you need, contact the BMRS HR consultant for assistance in creating an alternative scoring system or scale. See Attachment #6 for a Sample 0-9 Point Scale Benchmarks for Essay Questions.

5. Administer the essay in an equivalent fashion to all applicants. The most appropriate setting for an essay is a controlled setting; in most cases, the essay will be given at BMRS’ exam centers. Contact the BMRS Exam Administration Unit for information on scheduling and administering the examination at an exam center.
6. Convene a panel to rate the applicant responses. See section 176.140 of this handbook chapter for information on evaluating assessments.
7. Tabulate the final scores (or evaluations if not numeric) for each candidate and make the required statistical checks for reliability, rater consistency, and other indicators of quality. See [Chapter 202](#)—Statistical and Reliability Analysis, of the *Wisconsin Human Resources Handbook*. Contact BMRS for consultation or assistance if needed.

Sec. 176.110 Oral Evaluation

1. Oral evaluations are especially well suited to jobs that involve a lot of interpersonal contacts and require good verbal communication skills. For this reason, they are particularly well suited for supervisory positions. Oral evaluations are utilized pre-certification and are timed and consist of a set of standard questions that measure important abilities and knowledge identified in the job analysis. Questions may vary in content and can include factual knowledge questions, hypothetical situation questions (e.g., what would you do in a particular situation?), questions based on past applicant experiences or accomplishments, or even role-playing exercises. Clearly understood questions are essential, although the use of follow-up questions during the evaluation to clarify applicant responses may be needed (e.g., to elicit more than just a brief response or to redirect an applicant who has misunderstood the question). It can be effective to precede the structured oral evaluation with an OIQ or a T&E Assessment to ensure that the oral board evaluates only qualified applicants. This enables the board members to invest their valuable time and resources in doing a more thorough evaluation of the best-qualified applicants.
2. Oral evaluations have two parts: the question itself and the benchmark or guideline that is used by SMEs to evaluate the response. When drafting questions, SMEs should think of specific illustrations or “critical incidents” likely to be encountered on the job; life history questions dealing with past experience, training, and accomplishments; or questions directed at determining the extent of candidates’ job-related knowledge.
3. Guidelines for oral evaluation questions:
 - a. Define the extent and scope of the response desired. That is, each question should be unambiguous and specific. Though some applicants may not know the best response, all should clearly understand the question.
 - b. Avoid questions which require rote memorization.
 - c. Avoid questions that simply require a knowledge of facts which can easily be looked up in a textbook or manual.
 - d. Avoid questions that involve minor details.
 - e. It is acceptable to use questions which have multiple parts, especially for complex job content.
 - f. Develop questions that enable the applicant to apply what they know to practical problems.
 - g. Allow enough time for a competent applicant to respond the question(s).
 - h. Have accompanying benchmarks or guidelines, which raters use to evaluate the responses. Develop model responses and benchmarks when the questions are developed. This can minimize delays and help refine the questions to ensure they focus on essential information.
 - i. Indicate the benchmark criteria for a more than acceptable or model response, an acceptable response, and a less than acceptable response. The State of Wisconsin has adopted the use of a 0-9 point scale where:
 - 0 = no scoreable response
 - 1-3 points = less than acceptable
 - 4-6 points = acceptable
 - 7-9 points = more than acceptable
4. Choose your oral board members and schedule the date(s) for the oral evaluation before publishing the announcement. This limits the amount of time spent between announcement and the administration of the evaluation. As indicated in s. 230.16(3), Wis. Stats., oral evaluation panels consist of at least two well-qualified, impartial persons, one of which must be selected by BMRS. Three panel members are preferred. As a matter of policy every effort must be made to provide a balanced board including well-qualified women, ethnic minorities, veterans, and/or persons with disabilities, particularly when assessing for job titles in underutilized job groups and when protected group members are among the applicants. All panel members must be briefed regarding confidentiality, and fair and unbiased assessment practices. HR staff must confirm panel participation with the members directly. Confirmation, communication, and briefing must be documented by HR staff. Current employee panel members should be in a position equal to or at a higher level than the vacancy. The immediate

supervisor of the position cannot serve as a panel member if involved with the interview assessment of the selection process.

5. Scheduling the oral evaluation:
 - a. Select a date on which all panel members can serve.
 - b. Select a location most convenient for most applicants and panel members. Arrange for a room that is quiet and free from outside noises. If applicable, arrange to have a room available nearby for applicants to review the questions prior to their scheduled time.
 - c. Invite applicants to participate in the evaluation. Be sure to emphasize that this is an evaluation and not an interview and that it will be recorded. This can be done via email, telephone, with a letter as confirmation, or by sending a letter of invitation to qualified applicants. See Attachment #7 for a sample oral evaluation letter. Give the applicants sufficient notice of when and where to appear. If appropriate, include the position description, organizational chart, a map, and parking instructions.
 - d. In answering applicants' questions prior to the evaluation, do not release names of panel members (until they appear for the evaluation) or the names of the other applicants.
 - e. Prepare and send a confirmation letter or e-mail to each panel member. The communication must include the Confirmation of Participation statement. (For more details, see Chapter 192- Security of Confidential Selection Process Materials, of the *Wisconsin Human Resources Handbook*.) Include the position description, organizational chart, and job announcement to help the board member prepare for the evaluation. Include a map and/or parking permit, if appropriate.
6. Administering the evaluation:
 - a. Section 230.16(3), Wis. Stats., requires that all oral evaluations be recorded. Ensure that an audio or video recorder is set up to record the briefing and each oral evaluation.
 - b. Brief the rating panel on the position to be filled and procedures to follow.
 - c. Have the panel review the list of candidates. If a panel member feels they cannot be impartial and objective in evaluating an applicant, have the individual withdraw from rating that applicant's evaluation.
 - d. If questions are available for candidate review prior to appearing before the panel, advise each candidate as to the number of minutes they have to prepare and whether or not notes will be permitted during the evaluation. Provide a quiet location for review of the questions, and ensure that the candidate does not have materials available to help in preparation during this review time.
 - e. When the panel and applicant are ready, bring applicant into the room, make introductions, and begin recording. A selected panel member explains the procedure to be followed and indicates how much time is available to respond.
 - f. When an applicant spends too much time or deviates from the topic, a panel member should interrupt the candidate and redirect the candidate back to the question.
 - g. Follow-up questions are permissible and recommended if they are relevant to the dimension being measured. Panel members must be consistent from one applicant to the next in their willingness to use follow-up questions. They must not do for one person something they are unwilling to do for others. In addition, it is important for the panel members to be cognizant of the time restraints on the applicant and not ask too many follow-up questions, thereby limiting the time remaining for the applicant to answer other questions.
 - h. Each candidate should be rated at the conclusion of each oral evaluation: (1) each panel member should make independent evaluations prior to discussion or any interchange of information; (2) panel members should discuss applicant responses, exchange facts and information as an aid to determining evaluations; (3) each panel member makes a final evaluation.
 - i. At the end of the evaluation, remind the panel members that oral evaluation proceedings are confidential.
7. Tabulate the final scores for each candidate and make the required statistical checks for reliability, rater consistency, and other indicators of quality. See the *Wisconsin Human Resources Handbook* [Chapter 202](#)—Statistical and Reliability Analysis and [Chapter 204](#)—Assessment Evaluation and Register Establishment. Contact BMRS for consultation or assistance if needed.

Note: Section 20.916(2), Wis. Stats., authorizes reimbursement for all or part of reasonable and necessary travel expenses actually incurred in connection with oral evaluation and employment interviews. See [Chapter 764—Reimbursement for Applicant’s Travel Expense of the Wisconsin Human Resources Handbook](#).

Sec. 176.120 Simulation Exercise, Performance Assessment, or Other

Simulation exercises or performance assessments, also called work samples, require applicants to perform an actual job task under standardized conditions and allow one to measure behaviors not readily observable through other assessment procedures. As a result, this method is favored by many for being a valid predictor of job success. Most of these assessments are utilized post-certification. Examples include:

1. Speed and accuracy keyboard test for administrative support staff
2. Driver’s test for truck drivers
3. Sign painting test for painters
4. Map reading test for police communications operators
5. In-basket exercise for managers and supervisors
6. Mock mediation and dispute resolution for mediators
7. Writing Sample
8. Physical agility

To effectively administer any of the above assessments, close approximations of real life situations should be used. This may involve the following: using realistic equipment, developing realistic job performance conditions, supplying actual tools of the job, using realistic scenarios, and simulating actual job tasks. In order to administer a simulation, a great deal of time and resources are required. As a result, these are best used for vacancies with few applicants and typically administered as a second step of a two-step process. Contact BMRS for consultation or assistance if needed.

Other methods of evaluation may be appropriate. Agencies with specific job requirements may conduct medical, physical, or psychological evaluations, drug testing, etc. These assessments are usually performed post-certification to help keep recruitment costs down. Contact BMRS for consultation or assistance if needed.

Sec. 176.130 Multiple-Choice Examination

The development of multiple-choice examinations is restricted and is not delegated to any agency. Written multiple-choice exams are used to assess basic skills or proficiency, particularly for entry-level jobs that attract large numbers of applicants. Multiple-choice exams also may be job knowledge exams that are used to promote employees to higher level jobs. Variations in format include true-false items and matching questions. These exams are especially efficient for large numbers of applicants because they are easy to administer and can be rapidly scored by a computer. Each question has only one correct answer and all applicants are scored in the same objective manner. Additionally, this type of exam is familiar to most applicants. However, multiple-choice exams require more developmental effort and lead time than some of the other procedures. Multiple-choice exams may have higher incidents of adverse impact. See Attachment #8 for guidelines on multiple-choice item development.

Sec. 176.140 Assessment or Evaluation or Rating Panels

1. Panels consist of well-qualified and impartial SMEs. Prior to convening the panel, ensure no potential panel member candidate is interested in competing for the vacancy if asked to commit to serving on the panel. Current or former employees, such as retirees, who have held the position or one comparable, may be considered to serve as raters. Also consider SMEs outside state service such as Federal government or private sector counterparts, if appropriate.
2. A panel consisting of only one person may only be utilized when using a simple (pass/fail) scale.

Note: As a general rule, HR professionals can only be considered as one of the panel members unless the panel is convened for human resources recruitments. An exception may be made for an HR staff member who has expertise from previous work experience. HR staff who serve as raters may not be involved in any post-certification aspects of the process, so as to maintain the integrity of the process.

3. A minimum of two panel members is required for all other assessments; however, to accomplish maximum assessment reliability, panels of three or more members are recommended. Having three or more panel members ensures more consistent evaluation of applicants through rater opinion and background diversity.

If the panel initially consists of only two members and one is unable to evaluate an applicant's materials, BMRS will evaluate, on a case-by-case basis, whether the use of a single rater for that applicant can be approved. Assessments must show high reliability in order to be considered for approval of a single rater evaluation.

4. Current employee panel members must be in a position equal to or at a higher level than the vacancy. An exception may be made in extraordinary circumstances where no qualified raters are available at or above the level of the position being rated. Contact BMRS for an exception to this policy.
5. The immediate supervisor of the position and other officials involved in the post-certification final hiring decision may not serve as a panel member. Except as provided by ER-MRS 6.08, Wis. Adm. Code, evaluations of applicants are closed to all persons except authorized HR staff.

Note: SMEs and/or HR cannot be part of a panel for both an assessment and the first round of interviews. However, SMEs and/or HR can be involved with creating the criteria and conducting the evaluations of applicant materials.

6. Diverse panels are encouraged (but not required) and a necessary part of the evaluation process.
7. Agencies may be able to give an honorarium to panel members who are from outside of state service, i.e., non-state employees. The honorarium is given as a "thank you" for the panel member's service. The standard payment is \$50 per day. Expenses for travel, lodging, meals, and parking also may be reimbursed. (State employees may be reimbursed for these expenses if traveling outside their normal area of employment.) Agencies should process payments following agency guidelines. The [Assessment Panel Member Travel Expense Sheet \(DOA-15515; formerly OSER-DMRS-134\)](#) is available for this use.
8. One available option to expedite the process is to have the agency HR staff perform an initial screen of application materials and forward to the panel members' only materials that are considered "complete" because the applicants followed all instructions. This HR review for completeness must be applied consistently to all applications for the recruitment, and the application requirements, including a requirement to submit supplemental documentation, need to be clearly stated in the How to Apply section of the job announcement. Examples of reasons applications can be considered incomplete:
 - a. If a mandatory item is not responded to at all or a 'non-response' was entered (e.g., "See resume," "Ready," "I can learn this").
 - b. If a 'non-response' (e.g., "See resume," "Ready," "I can learn this") is entered to a majority of the items.
 - c. If a 'non-response' (e.g., "See resume," "Ready," "I can learn this") is entered to just one item and the agency has chosen to require a response to every item and clearly indicated that requirement in the job announcement.
 - d. If an applicant does not submit required supplemental documents as instructed (e.g., resume, copy of license, etc.).

In these situations, the application materials are marked incomplete and filed in accordance with record retention guidelines.

Note: Blinding application material is not required. Applicants must be instructed to omit any references to political affiliations, and identifying information such as social security number, ethnicity, gender, photos, etc. and any other non-job related information from their application material as per ER-MRS 6.09 (1).

9. Schedule a panel briefing in which to provide the panel members with all the necessary materials and instructions to complete the evaluations. Before convening the panel, send the “Confirmation of Participation” to the panel members. (More details can be found in [Chapter 104](#)—Procedures for Staffing Permanent Positions of the *Wisconsin Human Resources Handbook*.) See Attachment #9 for a sample checklist of panel materials and detailed briefing instructions. This includes providing the panel with a copy of the job announcement, position description, a copy of the assessment and benchmarks or criteria, a rating sheet, and the applicant’s materials.
10. At the panel briefing, have panel members review the list of candidates’ names. If a panel member feels they cannot be impartial and objective, or may have a conflict of interest in evaluating an applicant have the member withdraw from rating that applicant’s materials.
11. Brief the panel members on the procedures to be followed in the evaluation of applicants. Have the hiring manager/SME available at the panel briefing in order to answer questions that may come up during the briefing. Serve as a facilitator for all rating, application material, security, and discussion activities.
12. Thorough preparation and proper discussion with the panel should ensure that each panel member understands the criteria and how to apply them to the application materials to be evaluated. Before concluding the meeting and sending the panel to conduct their evaluations, calibrating the panel is advisable to ensure that all the panel members understand the criteria. After the meeting has ended and the panel has been sent to complete their evaluations, the panel members should not discuss or comment on applicants or evaluations. If panel members have questions while conducting their evaluations, they should direct them only to HR staff, who in turn may consult the hiring manager/SME for clarification.
13. For recruitments that utilize an assessment with extraordinarily high numbers of applicants or high volume of materials to be evaluated, agencies may consider using multiple panels to evaluate separate portions of materials. At a minimum, two raters must be used to evaluate each item. For example, two raters can evaluate item #1 for all applicants, and a different set of two raters can evaluate item #2 for all applicants, and so on. Do not have one rater evaluate item #1 for applicants 1-30, and a different rater evaluate item #1 for applicants 31-60, and so on. Be sure to see the Wisc.Jobs Help Desk for instructions on how to properly set this up in Wisc.Jobs.
14. Ensure that a complete set of evaluations is obtained from each rater, except in cases where a rater excuses him or herself or is excused from the evaluation of a particular candidate because of potential bias either for or against the candidate. Ensure that all evaluations are complete for each candidate and all application materials and confidential materials are collected and accounted for, prior to dismissing the panel members. More details can be found in [Chapter 204](#)—Assessment Evaluation and Register Establishment of the *Wisconsin Human Resources Handbook*. Remind panel members of the confidential nature of the process. The identities of the panel members are open records after completion of evaluations. If panel members are contacted by anyone regarding the panel, the inquirers should be referred to HR without further disclosure.

Sec. 176.150 Assessment Evaluation

Section 230.16 (4), Wis. Stats., requires that all selection criteria be job-related and valid. Compliance with these legal requirements is determined, in part, through the use of statistics. Upon administration of the assessment tool, it is important to review the statistical data obtained from the results of the assessment. See [Chapter 202](#)—Statistical and Reliability Analysis and [Chapter 204](#)—Assessment Evaluation and Register Establishment of the *Wisconsin Human Resources Handbook*.

Sec. 176.160 Records Retention

Except as noted elsewhere, follow the current General Records Schedule for information regarding the retention and management of records generated by the staffing process: <http://publicrecordsboard.wi.gov/docview.asp?docid=20705&locid=165>.

While staffing vacancies, agencies may have varying degrees of involvement with DOA/DPM/BMRS, depending on the level of delegation or type of recruitment and assessment. The hiring agency is responsible for maintaining all the records as well as copies of any relevant documents created as part of the staffing process, including those created by DOA/DPM (e.g., class approvals, statistical analysis, etc.).

Agencies are required to retain records and documents related to the selection process in a validation file and/or a recruitment file. More details can be found in Chapter 104-Procedures for Staffing Permanent Positions of the *Wisconsin Human Resources Handbook*.

Sec. 176.170 Administrative Information

The subject matter in this chapter was originally published in three chapters of the *Wisconsin Personnel Manual*. They were Chapters 208—Oral Examinations, 220—Achievement History Questionnaire, and 230—Essay Examinations. The information from these chapters has been incorporated into one chapter to allow the user to see all the options available when developing an examination.

The chapter was revised in August 2003 to include information regarding reimbursing applicants for oral examination expenses; added two factors to the *How to Best Perform the Evaluation Job in a Selection Context* document; and included information regarding awarding honorariums to non-state employee rating panel members.

In August 2004, the chapter was updated to further define who may be eligible to serve as a rating panel member.

In June 2009, the chapter was revised to reflect changes in records retention, specifically agency responsibility for maintaining all documents pertinent to staffing.

In November of 2010, the chapter was revised to remove references to narrative response exam types Achievement History Questionnaire (AHQ) and Application Materials Review (AMR), and replace them with the Training and Experience Assessment (T&E) examination type, described in sections 176.030, 176.070 and 176.120 and in associated attachments. The definition of Minimum Requirements Exam was added. Also, modifications were made to section 176.140 regarding rating panel procedures, and associated attachments. Other sections of the chapter were updated as appropriate.

In July 2013, Chapter 176 underwent a comprehensive review and update. Included were some reformatting and renumbering of attachments. Major modifications include the following:

- Added citation s. 230.14(3m), Wis. Stats to section 176.020.
- Alphabetized definitions in section 176.030.
- Updated job analysis instruction regarding disclosure of exam minimum requirements, mandatory items and weighting differences to section 176.050.
- Updated exam plan instructions regarding treatment of job content identified as mandatory upon appointment or not in section 176.060.
- Updated exam type explanations in section 176.070.
- Updated Multiple Choice exam section 176.100, and removed corresponding MC exam development attachments.
- Updated Objective Inventory Questionnaire section to refer to practical (vice Professional) work experience (PWE) in section 176.110, and updated corresponding attachments.
- Added instructions for Resume T&E to section 176.120 and new corresponding attachments.

- Added instructions for managing ratings for recruitments with high numbers of applicants to section 176.140.
- Added chart of typical exam types to Attachment #1.
- Modified sample letter for offline application packet attachment.
- Replaced written communications rating scales for Essay Exam attachment.
- Expanded rater tendencies to rating panel briefing instructions.

In October 2014, Chapter 176 was revised to:

- Simplify exam plan requirements.
- Provide information on expanded use of the Resume T & E Assessment.
- Clarify the requirement for a minimum of two raters for T & E Assessments.
- Provide options for application pre-screening by Human Resources staff.

In July 2016, Chapter 176 underwent a review and update pursuant to changes introduced by 2015 Wisconsin Act 55 and by 2016 Wisconsin Act 150. In July 2015, the Office of State Employment Relations was eliminated and the functions were transferred into the newly created Department of Administration, Division of Personnel Management. This chapter was updated to reflect the changes in terminology that resulted from the organizational restructuring. This chapter was also updated to address changes in procedural guidance and provide policy clarification. Major modifications include the following:

- Described the difference between assessment and exam.
- Changed some exam references to assessment or competitive selection procedures.
- Updated definitions.
- Deleted references to HIJC, combined Job Analysis and Criterion Development.
- Identified ways to indicate what is minimally required (R) and preferred (P) for the job analysis.
- Provided specific information regarding how to incorporate degrees or equivalent work experience into benchmarks.
- Provided a description on how to handle a recruitment for 1 or more vacancies at a variety of levels within the classification.
- Provided further direction on how to choose an assessment strategy, which ones are best utilized pre and post cert, and added information for resume screen and interviewing to the Attachment #2 Titled “Choosing An Assessment Methodology”.
- Added Resume Screen to the assessment types, explained the scale options, cert rules, and how to slide the scale if an unexpected increase in the number of applicants.
- Updated, added, and removed attachments as necessary.

STATE OF WISCONSIN
DEPARTMENT OF ADMINISTRATION
DIVISION OF PERSONNEL MANAGEMENT
DOA-15535
S. 230.43, WIS. STATS



Job Analysis

The job analysis is used to establish job criteria for use in all phases of candidate assessments. This form establishes the documentation of these criteria and thus serves as the validity foundation. By addition of their name to the form the HR Specialist is signifying understanding and agreement of the confidentiality of the job analysis process including relay of these expectations to the job expert.

Classification/Series: _____

Working Title: _____

HR Specialist: _____

Job Expert Resource: _____

Step 1. Work with the position's supervisor (or other established job expert) to ensure the PD is accurate and then identify the duties, knowledge, skills and abilities (KSAs) necessary for a new employee to succeed in the position. Identify minimum qualifications required at hire and preferred qualifications for use in additional assessment of the candidates. Document both sets of criteria on the position description (PD) and attach.

Step 2. Convert statements from the PD into criteria to assess training, experience, knowledge, skill or ability for minimum qualification or preferred qualification. Avoid State specific knowledge to ensure a more open selection process. Include a reference to the source statement (task, KSA, etc.) below or within the PD.

Required Criteria: a candidate is **required** to have the following training, experience, knowledge, skill or ability in order to meet the minimum qualifications of the position.

- 1. **Criteria:** _____
 - 2. **Criteria:** _____
 - 3. **Criteria:** _____
 - 4. **Criteria:** _____
- Notes:** _____

Preferred Criteria: the following additional training, experience, knowledge, skill or ability are preferred in order to determine **most or best qualified** from among the candidates who met minimum qualifications.

- 1. **Criteria:** _____
 - 2. **Criteria:** _____
 - 3. **Criteria:** _____
 - 4. **Criteria:** _____
- Notes:** _____

Step 3. Identify differentiating criteria (training, experience, knowledge, skill or ability) for use in determining level placement of candidate when recruiting for multiple levels of the same classification series.

Level Criteria

Classification Level: Standard/Entry Objective Senior Advanced/Cons/Admin

1. **Criteria:** _____

Classification Level: Standard/Entry Objective Senior Advanced/Cons/Admin

2. **Criteria:** _____

Classification Level: Standard/Entry Objective Senior Advanced/Cons/Admin

3. **Criteria:** _____

The Job Analysis form is developed for each position being filled. It may be used to fill subsequent vacancies in the same position provided the job expert (supervisor) reviews and agrees the criteria are appropriate. It may also be used to filled additional positions in the same classification. The HR Specialist is responsible for maintaining this verification.

STATE OF WISCONSIN
DEPARTMENT OF ADMINISTRATION
DIVISION OF PERSONNEL MANAGEMENT
DOA-15511 (C07/2016)
S. 230.43, WIS. STATS.
PREVIOUSLY DOA-15511 (C06/2015)
& OSER-DMRS-196



JOB EXPERT CERTIFICATE

Name of Job Expert: _____

Title of Job Expert: _____

Department/Agency: _____

Work Location: _____

Title of Vacant Position: _____

How are you qualified to participate in this aspect of the selection process for this position or classification?

Check all that apply:

- Supervisor - I am the immediate supervisor of persons employed in this position or classification.
- Performed Duties of Position or Class - I have performed all or most of the duties of this position or classification. (List where you performed these duties, your title, and dates.)

- Assisted with Developing PD or Job Analysis - I was directly involved in the development of the position description or the job analysis (e.g., I helped define the duties and responsibilities of this position or classification).
- Currently In or Have Held A Related Position - I currently hold, or have held in the past, a position closely related to this classification that is at the same pay range or higher.
- Other (please explain) _____

Signature

Date

Signature above indicates understanding that all materials and information gained during the staffing process are considered special or confidential within the meaning of s. 230.43, Wis. Stats. and must be kept confidential and may not be copied, discussed, or allowed to be accessed by anyone not specifically authorized by Human Resources.

STATE OF WISCONSIN
DEPARTMENT OF ADMINISTRATION
DIVISION OF PERSONNEL MANAGEMENT
DOA-15536 (C07/2016)
s. 230.43, WIS. STATS.



Selection Assessment Strategy

Wisconsin Human Resources Handbook (WHRH) Chapter 176 reviews the method and options for development of assessments throughout the selection process. Criteria used in the assessments are derived from the job analysis (DOA-15535). The HR Specialist is responsible for ensuring these two critical elements are appropriately linked in order to establish the basis for validity. DPM recommends the HR Supervisor or a second HR Specialist review both documents to confirm adherence to these standards. Copies of each assessment tool are attached to this form for documentation. See also WHRH 104 and 216 for additional information.

Classification/Series:			Working Title (If applicable):			
Assessment Type	Criteria Assessed – Indicate (R) or (P)	Assessment Tool	Scale Used	Selection Process Placement	Certification Rule	Participants (Identify diverse participants with an asterisk where needed)
Initial assessment <i>(required)</i>	1.	Choose an item.	Other:	Pre-Certification	Other:	1.
	2.	Other:				2.
	3.	Other:				3.
Additional assessment <i>(optional – add additional as appropriate)</i>	1.	Other:	Other:	Pre-Certification	Other:	1.
	2.	Other:				2.
	3.	Other:				3.
Additional assessment <i>(optional – add additional as appropriate)</i>	1.	Other:	Other:	Post Certification	N/A	1.
	2.	Other:				2.
	3.	Other:				3.
Initial interview <i>(required)</i>	1.	Other:	Other:	Post Certification	N/A	1.
	2.	Other:				2.
	3.	Other:				3.
Additional interview <i>(optional – add additional as appropriate)</i>	1.	Other:	Other:	Post Certification	N/A	1.
	2.	Other:				2.
	3.	Other:				3.
Final verification process	<input type="checkbox"/> Reference Checks Required (Supervisor or Equivalent if no work experience) <input type="checkbox"/> P-file review (required when candidate s current or former employee) <input type="checkbox"/> Conviction Record review (check if appropriate) <input type="checkbox"/> Selective Service Registration			Process Notes		

By addition of their name to this form, the HR Specialist is signifying understanding and agreement of the confidentiality of the selection process and all developed assessment materials.

Date:	Human Resources Specialist:
Date:	2nd Level Human Resources Review:

CHOOSING AN ASSESSMENT METHODOLOGY

Factor	Resume Screen	Multiple Choice	Essay	Oral Exam	T&E*	OIQ**	Simulation Exercise	Interview
Overall Ability to Predict Success on the Job	Low	High	High	High	High	Lowest	Highest	High
Development Cost/Time	Lower	Higher	Lower	Lower	Lower	Higher	Higher	Lower
Administrative/ Scoring Cost	Lower	Lower	Higher	Higher	Higher	Lower	Higher	Higher
Job Content Coverage	Lowest	Thorough	Less Thorough	Varies	Less Thorough	Thorough	Varies	Thorough
Candidate Convenience & Activity	Applicant's Home	Exam Center/ Special Site/Exam Kiosks/Applicant's Home	Exam Center/ Special Site/Applicant's Home	Special Site	Applicant's Home	Applicant's Home	Special Site	Special Site
Quality of Assessment Controlled By	Development Team, Panel Members & Applicants	Development Team	Development Team & Panel	Development Team & Panel	Development Team, Panel & Applicants	Development Team & Applicants	Development Team, Panel & Applicants	Development Team, Panel & Applicants
Applicant Pool Size	Expected 15 or fewer	Flexible	Flexible	Flexible	Flexible	Flexible	Flexible	Expected 15 or fewer
Pre-certification or Post-certification	Pre-certification	Pre-certification	Pre-certification	Pre-certification	Pre-certification	Pre-certification	Post-certification	Post-certification

DEFINITIONS

<p>Overall Ability to Predict Success on the Job The higher the prediction ability of the assessment, the better the chance that the selected candidate will be able to successfully perform the duties of the position.</p>	<p>Content Coverage Thorough: Measures more of the job requirements, measure may be more precise, may include more job-performance dimensions, more questions, etc. Less Thorough: Measures fewer job requirements, measurement may be less precise, may include fewer job-performance dimensions, fewer items, etc.</p>
<p>Development Cost Higher: Requires more lead time and larger investment Lower: Requires less lead time and smaller investment</p>	<p>Quality of Assessment Controlled By Development Team: Agency HR Specialists, DOA/DPM/BMRS HR Consultants, Hiring Manager, and other Subject Matter Experts Applicants: Self-Report Bias (may under- or over-state qualifications)</p>
<p>Administrative and Scoring Costs Higher: Panel driven (consider raters' time and salary or honoraria) Lower: Machine (e.g., "scantron" machine or "hand scored")</p>	<p>Candidate Volume/Dispersion Large or Small Group: Number of applicants Nationwide or Statewide: Primary applicant area</p>

*Training and Experience Assessment

**Objective Inventory Questionnaire

Attachment #4 cont.

Typical Assessment Types for Evaluating Various Types of Knowledge, Skills, Abilities

Dimension Type	Assessment Type	Considerations
Behavioral	Interview or Oral	Need follow-up questions to flesh out and identify bluffing. Customer service orientation. Adaptability. Oral communications. Personal style. Teamwork.
Complex experience	T&E or Oral	Full presentation of thoughts, processes, accomplishments. Authority, accountability, responsibility
Customer service	Multiple choice, Essay, Oral, T&E	Scenarios in MC. Customer service problems in essay.
Job Knowledge – Conceptual	Essay	Benchmarks - Synthesis, analysis, evaluation.
Job Knowledge – Technical, Factual, Comprehension, Application of knowledge to solve a problem.	Multiple Choice or Simulation	Right and wrong answers. General mental ability. Good measures for technical competence.
Licensure	Resume Screen or T&E	Simple in/out screen.
Management ability	T&E or Simulation	In-basket, role-play, leadership style, negotiation skills.
Oral Communications Skills	Interview, Oral, or Simulation	More formal than an interview setting. Might ask the applicant to discuss a topic, present a training piece.
Problem-solving	Interview, Essay or Oral	Controlled environment. You want to know who wrote it, whose ideas these are.
Task Experience	OIQ	Discrete, observable, tangible activities.
Topical coursework/training	OIQ	Specific courses, training or equivalent work experience
Written Communications skills	Essay	Or Pre-interview writing sample. Controlled environment. You want to know who wrote it.

SAMPLE

CHECKLIST OF RATING PANEL MATERIALS

- Previously sent via email the “Confirmation of Participation”
- Job announcement
- Position description (non-rated) with supporting documents (e.g., Supervisory Analysis Form, organizational chart, etc.)
- Assessment items and benchmarks or rating criteria
- Rating sheet
- Applicants application materials
- Expense sheet for reimbursement, honorarium (if applicable)
- Self-addressed, stamped envelope for return of materials (if applicable)
- Extra pens, pencils, post-it notes, highlighters, etc. (if applicable)

Attachment #5 cont.

SAMPLE

**PANEL BRIEFING INSTRUCTIONS – T&E Assessment
(In attendance: HR, panel members, hiring manager/SME)**

1. Confirmation of Participation

Have the panel members review the list of applicants to identify any candidates about whom they feel they could not be objective or recognize a conflict of interest and ask to be excused from rating such candidates. All raters must be informed that bias for or against any candidate is a violation of state law.

2. Review the job announcement and position description

The job announcement may be useful to consider the point of view of the applicants. Look over the announcement to get an idea of the information that was made available to potential applicants.

The position description will give the rater a better idea of the duties and responsibilities of the position. In order to develop the civil service exam, job experts analyzed these job duties and identified essential areas of knowledge and skill required upon appointment.

Have the raters review the position description. With the hiring manager/SME present for consultation, answer any questions the raters may have.

3. Review the assessment items and benchmarks

In particular, ensure that the raters understand how to read and apply the benchmarks as written, assign ratings for each candidate and ensure that the rating sheet is completed accurately.

Raters are provided a copy of the benchmarks for each item. The benchmarks contain a rating scale which defines the range of points you will use to evaluate the responses. Example: The rating scale has three categories: MORE THAN ACCEPTABLE (9, 8, 7), ACCEPTABLE (6, 5, 4), and LESS THAN ACCEPTABLE (3, 2, 1, 0). A “9” is the highest rating possible. The minimum passing point (or acceptable rating) for each question is “4.” A “0” should be used only when an applicant has not provided anything in response to an item.

The benchmarks contain evaluation criteria for the raters to determine in which of the three categories the applicant’s responses belong. The criteria are intended to be a guideline or benchmark and are not necessarily all-inclusive. An applicant’s response may demonstrate a comparable level of training or experience that is not listed within the criteria. The range of points within each category allows the raters flexibility in rating more or less elaborate responses for relative differences in depth or breadth of experience. For example, one applicant may provide a response which meets the criteria for the acceptable category but earns a score of “5” or “6.” Rater expertise comes into play when comparing each of the responses with the pertinent rating criteria and determining the appropriate credit to give for each response.

Attachment #5 cont.

Remind the panel of some common rater errors:

- **Avoid making overall judgments.** In general, make separate and distinct evaluations in each of the responses. **Halo Effect:** The undesirable effect that an overall impression (or the impression from the first few responses) may have upon raters' judgments of responses to different items. This occurs when forming a general impression of an applicant by letting one area of their attribute influence and bias the rater's impression of other areas.
 - **Horns Effect:** allowing a negative impression to influence judgment.
 - **First Impression Error:** make determination within first few minutes of evaluation.
 - **Avoid comparing applicants with one another when evaluating them.** To help avoid a **contrast effects error**, evaluate each applicant against the benchmarks rather than against other applicants.
 - **Avoid sole reliance on crude indicators of past achievements** such as grades, degrees, job titles, years of experience, and salary progress. Such indices, taken in isolation, are minimally useful measurements of achievement and accomplishment at best. In general, do not assign ratings based on crude factors, but rather the applicant information reflective of the content and relevance of past achievement and accomplishments for the job in question.
 - **Avoid making evaluations on the basis of personal information.** Raters may detect or suspect personal information such as race, gender, national origin, age, etc. It is essential that raters focus on job related qualifications and guard against letting any personal information influence the ratings.
 - **Avoid similar-to-me error.** Raters must be aware of tendency to favorably evaluate applicants who are similar to themselves.
 - **Avoid leniency, stringency and central tendency errors.** Raters may be tempted to be an "easy", "hard", or "in the middle" rater. Raters should be consistent, but not strive to have a predisposed rating pattern approach to evaluation.
4. **Practice with the panel.** When you have finished your orientation briefing, before letting the raters go, have them complete the ratings for one or two of the candidates in your presence. This will help identify any difficulties that the raters may have in interpreting or applying the benchmarks. Consult the SME if needed.
5. **Conclude the panel orientation and separate panel members to conduct their independent ratings of the applicants.** After the meeting has ended and the panel has been sent to complete their ratings, the rating panel members should not discuss or comment on applicants or ratings. The practice of having panel members compare ratings and collaborate invalidates inter-rater statistical reliability and nullifies the effectiveness of having multiple raters evaluate candidates. If raters have questions while conducting their evaluations, they should direct them only to HR staff, who in turn may consult the hiring manager/SME for clarification.

Reminder, per ER-MRS 6.08, Wis. Adm. Code, assessment scores are closed records. Evaluation decisions are not to be shared with the hiring manager or anyone else outside of the panel. The identities of the rating panel members are open records after completion of evaluations. If raters are contacted by anyone regarding the rating panel, the inquirers should be referred to HR without further disclosure.

Attachment #5 cont.

Sample Rating Score Sheet

CONFIDENTIAL

Assessment Name: _____

Date: _____

Name of Panel Member: _____

Signature of Panel Member: _____

Applicant ID	Item 1	Item 2	Item 3	Total
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				