SkillSeries™ Tests

Developed by J. M. Llobet, Ph.D.

Administrator's Manual

HR•Assessments®

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To ensure that you are obtaining the full benefits available to you from the use of HR•Assessments® products, please read all information contained in this manual carefully. By using this assessment product, you are acknowledging that you have read and understand the general guidelines provided in this manual, and that if you have any specific questions, you have referred them to a competent testing and/or legal expert for advice. The test developer and publisher do not assume liability for any unlawful use of this product.

HR•Assessments® Products: An Investment in Your Company's Future

The decision to use assessment products in the employment process is one that can be very beneficial to your company in many ways. A well-designed, properly validated assessment, when used in conjunction with other employment screening tools, can save your company from investing training resources in an applicant who is not suited to perform the job for which he or she was hired, and, as a consequence, can help protect your company from negligent-hiring lawsuits.

Each HR•Assessments product has been researched and developed by our in-house staff of testing professionals, which includes experienced industrial psychologists.

Use of Assessment Products as "Tools"

Validity studies of the assessment products we offer have shown them to be predictive of job performance and therefore quite useful during the selection process. It is important to remember that assessments should be used in conjunction with other, equally important employment screening tools – such as criminal background checks, work histories and employer references – to present a balanced picture of the particular job candidate. Only when used in coordination with one another will you be able to truly determine a "fit" between the candidate and the particular job for which he or she is applying.

Employment assessments, as defined in this manual, can be of several different varieties, including trustworthiness or integrity assessments, skills-oriented assessments and personality assessments. Each assessment can center on one of these elements, or may include several different components, assessing a variety of factors. Choosing the proper assessment product for your needs is a key factor in making your selection process more effective.

Legal Aspects of Assessment Use and Administration

Although employment assessments have been in use for more than 40 years, their use became more prevalent after the passage of the Employee Polygraph Protection Act (EPPA) of 1988, which made it illegal for most private employers to use polygraph examinations as a routine pre-employment screening tool. Employment assessments that are not prohibited by the EPPA are designed to give the employer a legal way to gauge an employee's job-related skills and personality traits as an alternative to the polygraph test. Whereas the polygraph test is designed to monitor an applicant's physiological reactions to certain questions, the employment assessments seek to gain information on the job candidate through a series of questions designed to measure job-related attributes.

Today, the use of employment assessments continues to increase. Many of the country's largest corporations use such screening devices on a regular basis, and have found great success in using them to hire and promote the best candidates.

Assessment Products and "Adverse Impact"

A common misperception of these assessments is that they all tend to discriminate against certain classes of applicants, in violation of state and federal laws against discrimination in employment decisions. In fact, this is not the case. Although there is evidence of poorer performance by some members of protected classes on some skills tests that include language and mathematical components, the use of such tests is still justified, so long as the skills assessed by the test are essential for the successful performance of one or more of the job's key functions. In addition, researchers have found no evidence that well-constructed personality assessments discriminate on any unlawful basis.

However, it is incumbent upon employers who use assessment products to continually monitor selection procedures to ensure that no "adverse impact" is occurring in the overall selection process. Adverse impact is defined as a situation in which there is a substantially different rate of selection in hiring, promoting or other employment decisions that works to the disadvantage of members of a race, sex, or ethnic group. If adverse impact does occur, the employer needs to be able to demonstrate the job relatedness of the selection process. For further guidance in this area, read the *Assessment Selection and Follow-Up Procedures* section of this manual.

Federal Laws

There are federal laws and regulations governing the use of "selection" tools, such as employment assessments, insofar as they have any "adverse impact" on the employment opportunities of protected classes of individuals. Some of the more subtle aspects of these laws as they apply to the selection process are discussed in the section of this manual titled, *Using Job Analysis to Justify Use of Assessment and Its Sections (Legal Implications)*.

Title VII

Title VII of the Civil Rights Act of 1964 (Title VII), covering employers with 15 or more employees, prohibits discrimination in employment decisions on the basis of race, sex, color, religion and national origin. Title VII authorizes the use of "any professionally developed ability test, provided that such test, its administration or action upon the results, is not designed, intended or used to discriminate" on any unlawful basis. In 1971, the U.S. Supreme Court, in *Griggs v. Duke Power Co.* (401 U.S. 424), adopted the standard that employer practices that had an adverse impact on minorities and were not justified by a business necessity violated Title VII. Congress amended Title VII in 1972, adopting this legal standard.

As a result of these developments, the government sought to produce a unified governmental standard on the regulation of employee selection procedures because the separate government agencies had enforcement powers over private employers, and each used different standards. This resulted in the adoption of the Uniform Guidelines on Employee Selection Procedures (Guidelines), codified at 29 CFR Part 1607, which established a uniform federal position in the area of prohibiting discrimination in employment practices on the grounds of race, color, religion, sex or national origin, and applies to all public and private employers covered by Title VII, Executive Order 11246, the State and Local Fiscal Assistance Act of 1972, the Omnibus Crime Control and Safe Streets Act of 1968, and the Intergovernmental Personnel Act of 1970.

Highlights of the Guidelines include:

Provision of a uniform set of principles governing use of employee selection procedures that is consistent with applicable legal standards.

Setting out validation standards for employee selection procedures generally accepted by the psychological profession.

The Guidelines do not require a validation of the selection device unless evidence of adverse impact exists. It is important to note also that compliance with the Guidelines does not remove the affirmative action obligations for assessment users, including federal contractors and subcontractors.

The Americans with Disabilities Act

The Americans with Disabilities Act (ADA) provides that an employer "shall not conduct a medical examination or make inquiries of a job applicant as to whether such applicant is an individual with a disability or as to the nature or severity of such disability." (42 USC Sec. 12112(d)(2)(A); see also 29 CFR Sec. 1630.13.) Inquiries into a person's disabilities are prohibited at the pre-offer employment stage, except in a very narrowly defined situation when the applicant has *voluntarily* disclosed a medical condition requiring accommodation. The ADA protects disabilities, not a characteristic that an employer may consider to be a personal flaw or undesirable aspect of an applicant's personality. The ADA does not prohibit inquiries into such personality attributes as propensity for honesty, ability to get along with others, organizational skills or management skills, to cite a few examples. No question or series of questions designed to elicit information about a person's mental impairment (as defined by the ADA), or questions that even would tend to elicit such information, should appear on an assessment product. Each HR•Assessments product has been carefully reviewed under this standard to avoid any conflict with ADA guidelines.

Recordkeeping Requirements

Various federal laws require employers to retain tests and test results for at least one year from the date the test is administered or from the date of any personnel action relating to the testing, whichever is later.

State and Local Laws

Due to the wide variety, complexity, and ever changing nature of state laws, it is impossible to summarize each state's requirements in this brief overview. If you are unfamiliar with the state and local laws governing the use of screening devices applicable in your locale, consult with a qualified labor law attorney or testing specialist who may provide competent guidance on this topic.

Assessment Selection and Follow-Up Procedures

Selection

Generally, when selecting an assessment or any other selection tool, you should choose one that has been designed specifically to measure the skills or traits necessary for the position in question. It is recommended that a thorough job analysis be performed to determine the connections between job functions and the attributes the assessment product is designed to measure.

Monitoring

Monitor your selection process to ensure compliance with all applicable federal, state and local laws, checking your selection process for evidence of adverse impact. This should be conducted on a continual basis. HR•Assessments products include testing logs that can be used to record each assessment taker's scores, as well as other important data that may be used to compute your own norms and adverse impact statistics.

Validation

Should your monitoring results indicate that adverse impact is occurring in the selection procedures, you should determine in which component of the selection process it is happening. If the use of a certain assessment product is found to be the cause, you will need to conduct a validation study of the assessment. Qualified testing professionals may be contacted to help in conducting a validity study. These professionals will be able to help determine whether the assessment is the cause of the adverse impact and whether the assessment is emphasizing a bona fide occupational qualification for the job. In some instances, assessments that in some context may be considered discriminatory may be lawful to use in others, so long as the assessment is centered on a bona fide occupational qualification.

Scoring

Cutoffs and suggested "pass" or "fail" scores are not provided with these assessments. Instead, norms and, in some instances, average assessment scores for various levels of job performance are provided. This information is provided for the elements the assessment is designed to measure. This information is a result of the testing universe used in the validation studies performed by HR•Assessments, and is for demonstrative purposes only. Assessment results always should be interpreted, along with other information gathered through your selection process, to ensure that you get a complete picture of the job candidate or employee. It is recommended that you administer the assessment to your current employees so you may develop your own company-specific norms for assessment performance. These norms then can be used as benchmarks during your assessing and selection process.

Pinpointing Skill Competence for Employment Excellence

Like all businesses, your company's success depends on how well employees perform the tasks in their job descriptions. As today's companies react to new technology and a changing business environment, job descriptions also evolve. For the employee this can mean mastering new tasks, multiple and changing work assignments, and interdepartmental teamwork. Consequently, associating a traditional group of skills with a specific position may no longer apply. To secure a competitive advantage, companies need to accurately define their employment task requirements and hire individuals who can best perform them.

Our dynamic business climate makes pre-employment testing more important than ever. It's the most accurate method of screening for skill competence. Pre-employment testing saves your company time, money and aggravation associated with "bad hires," and identifies potential top performers. However, finding pre-employment tests that most accurately match the unique requirements of the jobs you need to fill can be a challenge.

Build Your Own Employment Testing Program

SkillSeries is a battery of short, inexpensive tests that provide employers with an efficient, cost-effective way to build a custom-designed testing program. Each test takes only eight minutes or less to administer and measures a basic workplace skill. Employers can use the skill tests individually, or mix and match them to come up with a unique test mix for each of the jobs performed in their company. The applicant or employee is tested only for those skills he or she actually performs on the job – so there's no wasted testing time or cost.

SkillSeries Consists of Tests to Measure the Following Skills:

1. Analyzing
2. Assembly
3. Attention to Detail
4. Filing
5. Grammar
6. Inspection
7. Logic & Reasoning
8. Math
9. Proofreading
10. Reading Comprehension
11. Spelling
12. Vocabulary

Description of the SkillSeries Tests

The SkillSeries Tests provide a reliable measurement of a wide range of skills that are important for most, if not all, jobs. Each test is timed. Administration time ranges from 2 to 8 minutes, depending on the test. To increase the validity of the instrument, each test attempts to simulate on-the-job tasks as closely as possible. The Series consists of the following tests:

1. **Analyzing Skills:** This test consists of 20 questions that require applicants to read and interpret information presented in two simulated spreadsheets. This test is appropriate for jobs that require preparing, reading and/or interpreting information presented in the form of tables or spreadsheets. Time limit is 5 minutes.

Analyzing Skills

Developed By J. M. Llobet, Ph.D.

Name (Please Print)			SCORE
Last	First	M.I.	
Social Security Number		Date	

Below are two tables. One is titled "New Buyers (NB)"; the other is titled "Existing Buyers (EB)". Following the tables are 20 questions that will require you to refer to the information in the tables. You are to place a **checkmark** in front of the most appropriate answer. A sample question similar to those found in the test is presented to the right.

You will have **5 minutes** to answer as many questions as you can.

Sample Question:

Date	# of Accts	# of Orders	Sales	Avg. Purch.
Jan.	192	200	$11,520	$60.00
Feb.	150	150	$10,500	$70.00

Which number represents the total sales for February?

☐ $11,520   ☑ $10,500   ☐ $60.00   ☐ $70.00

STOP. DO NOT BEGIN UNTIL YOU ARE INSTRUCTED TO DO SO.

New Buyers (NB)

Date	# of Accts	# of Orders	Sales	Avg. Purch.
Jan.	4,194	4,194	$395,137	$94.21
Feb.	3,307	3,307	$175,988	$53.22
March	3,444	3,444	$185,232	$53.78
April	2,593	2,593	$139,023	$53.61
May	2,457	2,457	$140,228	$57.07
June	2,674	2,674	$144,339	$53.98
July	2,436	2,436	$135,562	$55.65
Aug.	3,488	3,488	$192,381	$55.16
Sept.	2,425	2,425	$136,364	$56.23
Oct.	3,684	3,684	$209,763	$56.94
Nov.	2,842	2,842	$152,231	$53.56
Dec.	1,690	1,690	$120,335	$71.20
Total	35,234	35,234	$2,126,583	$60.36

Existing Buyers (EB)

Date	# of Accts	# of Orders	Sales	Avg. Purch.
Jan.	7,907	9,291	$742,697	$93.93
Feb.	4,877	5,481	$535,292	$109.76
March	5,300	5,937	$601,223	$113.44
April	4,393	4,798	$474,338	$107.98
May	4,275	4,685	$492,364	$115.17
June	4,239	4,617	$464,891	$109.67
July	4,821	5,233	$526,908	$109.29
Aug.	6,910	7,667	$733,144	$106.10
Sept.	5,135	5,649	$599,587	$116.76
Oct.	6,808	7,594	$762,468	$112.00
Nov.	7,103	7,872	$745,100	$104.90
Dec.	5,408	5,976	$552,387	$102.14
Total	67,176	74,800	$7,230,399	$107.63

1. How many orders did Existing Buyers place in July?
   ☐ 4,821   ☐ 2,436   ☐ 5,233   ☐ 4,617

2. Which month had the greatest amount of sales?
   ☐ Jan. (NB)   ☐ Jan. (EB)   ☐ Aug. (EB)   ☐ Oct. (EB)

3. For which type of buyer are the # of accounts equivalent to the # of orders for every month?
   ☐ NB   ☐ EB   ☐ NB and EB   ☐ Neither NB nor EB

4. Which buyers had an average purchase of $116.76 for a particular month?
   ☐ NB   ☐ EB   ☐ NB and EB   ☐ Neither NB nor EB

5. Which month had less than 2,400 orders?
   ☐ June (EB)   ☐ Nov. (NB)   ☐ Dec. (NB)   ☐ Dec. (EB)

6. For Existing Buyers, which month had the greatest avg. purchase?
   ☐ March   ☐ May   ☐ Sept.   ☐ Oct.

7. On average, which buyers spend more money per order?
   ☐ NB   ☐ EB   ☐ Both spend the same   ☐ Can't Tell

8. Which two months generated the least sales for New Buyers?
   ☐ Jul., Dec.   ☐ Aug., Sept.   ☐ Feb., Dec.   ☐ April, Nov.

9. Assuming that to be classified as an account one must place at least one order, which buyers place more than one order within a given month?
   ☐ NB   ☐ EB   ☐ Both   ☐ Can't Tell

10. Which two months had the most sales for Existing Buyers?
    ☐ Oct., Nov.   ☐ Oct., March   ☐ Jan., Nov.   ☐ Jan., Oct.

11. For New Buyers, how many months had between 2,000 and 3,000 accounts?
    ☐ 4   ☐ 5   ☐ 6   ☐ 7

12. Which buyers didn't have any sales for the first half of Jan.?
    ☐ NB   ☐ EB   ☐ Both had sales   ☐ Can't Tell

13. For Existing Buyers, which months had between 5,500 and 7,000 accounts?
    ☐ Jan., Aug.   ☐ Aug., Nov.   ☐ Oct., Nov.   ☐ Aug., Oct.

14. What were the sales for Existing Buyers in August?
    ☐ $192,381   ☐ $526,908   ☐ $733,144   ☐ $599,587

15. Which buyers had only one month with less than a $94.00 average purchase?
    ☐ NB   ☐ EB   ☐ NB and EB   ☐ Neither NB nor EB

16. Which buyers had between 4,200 and 4,500 orders in a particular month?
    ☐ NB   ☐ EB   ☐ NB and EB   ☐ Neither NB nor EB

17. Which table column is rounded to two decimal places?
    ☐ # of Accts.   ☐ # of Orders   ☐ Sales   ☐ Avg. Purch.

18. The total number of accounts for Existing Buyers is approximately ___ times that of New Buyers.
    ☐ 2   ☐ 3   ☐ 4   ☐ Can't Tell

19. Excluding January and October, which two months generated the most money from New Buyers?
    ☐ Feb., March   ☐ Feb., Aug.   ☐ March, Aug.   ☐ June, Nov.

20. For New Buyers, how many months generated over $195,000 in sales?
    ☐ 2   ☐ 3   ☐ 4   ☐ 5

2. Assembly Skills: This test contains 20 unassembled objects. Each object must be mentally assembled by your applicant. The applicant then identifies what the unassembled object should look like once it is assembled. This test is appropriate for jobs requiring assembly skills and/or spatial recognition. Time limit is 5 minutes.

3. Attention to Detail Skills: This test consists of 20 pairs of numbers, letters and names. The applicants are asked to examine each pair and decide whether they are exactly alike or different. This test is appropriate for jobs that require individuals to verify two sets of information and/or jobs that require proofing numerical or text data. Time limit is 2 minutes.

Attention To Detail Skills

Developed By J. M. Llobet, Ph.D.

Name (Please Print)			SCORE
Last	First	M.I.	
Social Security Number		Date	

Below are 20 pairs of numbers, letters and names. You are to examine each pair and decide whether they are exactly alike or different, then place a **checkmark** in the appropriate box. A sample item similar to the ones found in the test is presented to the right.

Sample Item:
352-01 352-01   ☑ Alike   ☐ Different

You will have **2 minutes** to answer as many items as you can.

STOP. DO NOT BEGIN UNTIL YOU ARE INSTRUCTED TO DO SO.

1.	1562 N.E. Madison Ave..... 1562 N.W. Madison Ave	☐ Alike	☐ Different
2.	1796744.01 .... 1796744.01	☐ Alike	☐ Different
3.	Ph #847-728-9676 .... Ph #847-728-9676	☐ Alike	☐ Different
4.	Stephen M. Jackson .... Stephen N. Jackson	☐ Alike	☐ Different
5.	DE-7302114 .... DE-7302214	☐ Alike	☐ Different
6.	05/31/96-07/31/96............ 05/31/96-07/31/96	☐ Alike	☐ Different
7.	51326-45-ATT 51362-45-ATT	☐ Alike	☐ Different
8.	Order 30126-558.............. Order 30126-588	☐ Alike	☐ Different
9.	Colson Enterprises, Inc..... Colson Enterprises, Inc.	☐ Alike	☐ Different
10.	11666 N. Lucern Drive ...... 1166 N. Lucern Drive	☐ Alike	☐ Different
11.	P.O. #43833-762 .... Ph #43833-762	☐ Alike	☐ Different
12.	151 10 72113 12 .... 151 10 72113 12	☐ Alike	☐ Different
13.	AAKM-BBBMMD.............. AAKMB-BBMMD	☐ Alike	☐ Different
14.	8211364.013111................ 8211364.013311	☐ Alike	☐ Different
15.	CS10922 $93615............. CS10992 $93615	☐ Alike	☐ Different
16.	Ft. Lauderdale, FL 33351 . Ft. Lauderdale, FL 33351	☐ Alike	☐ Different
17.	12-07-95-03-15-95............ 12-07-94-03-15-95	☐ Alike	☐ Different
18.	SA-XX7311-VVV021.......... SA-XX7311-VVV021	☐ Alike	☐ Different
19.	P.O. #0001113333.............. P.O. #0001111333	☐ Alike	☐ Different
20.	67311222-185770 67311222-185770	☐ Alike	☐ Different

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4. Filing Skills: This test consists of 20 problems that measure how rapidly and accurately applicants can file names and dates. This test is appropriate for jobs that require filing skills. Time limit is 2 minutes.

Filing Skills

Developed By J. M. Llobet, Ph.D.

Name (Please Print)

_____

Last   First   M.I.

Social Security Number .... Date / /

SCORE

Below are 20 questions that measure how rapidly and accurately you can file names, numbers and dates. You are to place a **checkmark** in the box that best identifies the location where you would file the underlined name, number or date. Names should be filed by last name. Examine the sample item to the right carefully.

You will have **2 minutes** to answer as many items as you can.

Sample Item:

Jessica Madison

☐ John Mack ☑ Sandra Martin ☐ Laura Miller ☐ Scott Morton ☐

Notice that the name Jessica Madison should be filed after John Mack but before Sandra Martin. Therefore, the ✔ should be placed *between* John Mack and Sandra Martin.

STOP. DO NOT BEGIN UNTIL YOU ARE INSTRUCTED TO DO SO.

1. Christopher Fleming
   ☐ Rick Feinberg ☐ Sue Flanagan ☐ Tom Fornelli ☐ Carl Frankel ☐

2. 477-1956
   ☐ 447-1948 ☐ 457-1960 ☐ 467-1952 ☐ 477-1954 ☐

3. Nicholas Brodski
   ☐ Barbara Bogin ☐ Mitch Bond ☐ Stan Broadfoot ☐ Mary Burns ☐

4. 05/22/96
   ☐ 07/27/95 ☐ 07/17/96 ☐ 09/04/96 ☐ 01/19/97 ☐

5. Kimberly DeLeon
   ☐ Cindy DeLong ☐ Marty Dinan ☐ Tim Doll ☐ Stephen Drew ☐

6. 255-81-3653
   ☐ 251-76-7891 ☐ 267-91-8324 ☐ 271-04-3720 ☐ 271-28-1295 ☐

7. Brant Jones
   ☐ Beverly Jones ☐ Bob Jones ☐ Brian Jones ☐ Christine Jones ☐

8. 4365 1833
   ☐ 4365 1734 ☐ 4365 1827 ☐ 4365 1831 ☐ 4365 1837 ☐

9. Edward Rosado
   ☐ Leo Resko ☐ Donna Revman ☐ Arlene Rosado ☐ Diana Rose ☐

10. 04/20/94
    ☐ 10/31/93 ☐ 03/25/94 ☐ 05/01/94 ☐ 11/17/94 ☐

11. Joseph Parks
    ☐ John Parks ☐ Judith Parks ☐ June Parks ☐ Justin Parks ☐

12. 126-80-1101
    ☐ 126-80-2100 ☐ 126-80-3001 ☐ 126-81-0001 ☐ 126-81-0100 ☐

13. Brad Lender
    ☐ Alice Landy ☐ Dave Leitstein ☐ Andrew Lender ☐ Richard Leon ☐

14. 15678324
    ☐ 15678119 ☐ 15678321 ☐ 15678424 ☐ 15678500 ☐

15. Bart Campbell
    ☐ Tim Calhoon ☐ Beth Campbell ☐ Shane Casals ☐ Jim Castle ☐

16. May 5, 1994
    ☐ Feb. 7, 1994 ☐ April 11, 1994 ☐ July 28, 1994 ☐ Sept. 3, 1994 ☐

17. Ava Johnson
    ☐ Able Johnston ☐ Andy Johnston ☐ Aaron Jones ☐ Alvin Jones ☐

18. 02-01-97
    ☐ 01-01-94 ☐ 05-07-95 ☐ 01-08-96 ☐ 01-19-97 ☐

19. Constance Stillman
    ☐ Jeff Seal ☐ Dawn Still ☐ Connie Stillman ☐ Jack Sutliffe ☐

20. 542 00125
    ☐ 541 00245 ☐ 542 01000 ☐ 542 98258 ☐ 543 11011 ☐

5. Grammar Skills: This test is made up of 20 questions. Each question consists of four sentences. For each question, applicants are asked to identify the one sentence that is most grammatically correct. This test is appropriate for most jobs that require the ability to write and/or speak clearly, using proper grammar. Time limit is 5 minutes.

HR•Assessments *SkillSeries*™

Grammar Skills

Developed By J. M. Llobet, Ph.D.

Name (Please Print)

Last   First   M.I.

Social Security Number   Date

SCORE

Below are 20 questions that measure how rapidly and accurately you can recognize errors in word usage, spelling, punctuation and capitalization. You are to place a **checkmark** in front of the most appropriate response. A sample question similar to those found in the test is presented to the right.

You will have **5 minutes** to answer as many questions as you can.

Sample Question:
- ☐ His boss, was very friendly.
- ☑ His boss was very friendly.
- ☐ His boss were very friendly.
- ☐ His boss, were very friendly.

STOP. DO NOT BEGIN UNTIL YOU ARE INSTRUCTED TO DO SO.

1. ☐ How often are the reports revised?
   ☐ How often, are the reports revised?
   ☐ How often are them reports revised?
   ☐ How often, are them reports revised?

2. ☐ Chris's project won the award.
   ☐ Chris project won the award.
   ☐ Chri's project won the award.
   ☐ Chris'es project won the award.

3. ☐ Irregardless of the outcome, he should go.
   ☐ Irregardless of the outcome he should go.
   ☐ Regardless of the outcome, he should go.
   ☐ Regardless of the outcome he should go.

4. ☐ There are two options (i.e. yes or no).
   ☐ There are two options (e.g. yes or no).
   ☐ There are two options (e.g., yes or no).
   ☐ There are two options (i.e., yes or no).

5. ☐ Those coworkers are best friends.
   ☐ Those coworkers is best friends.
   ☐ Them coworkers are best friends.
   ☐ Them coworkers is best friends.

6. ☐ Their goals was not met.
   ☐ There goals were not met.
   ☐ They're goals were not met.
   ☐ Their goals were not met.

7. ☐ The box, as well as its contents, were checked in.
   ☐ The box as well as its contents were checked in.
   ☐ The box, as well as its contents, was checked in.
   ☐ The box as well as its contents was checked in.

8. ☐ The manager's hard work contributed to its success.
   ☐ The manager's hard work contributed to it's success.
   ☐ The managers hard work contributed to its success.
   ☐ The managers hard work contributed to it's success.

9. ☐ If you have this analyses, please give them to Joe.
   ☐ If you have that analyses, please give them to Joe.
   ☐ If you have those analyses, please give them to Joe.
   ☐ If you have them analyses, please give them to Joe.

10. ☐ Our companies philosophy is very clear.
    ☐ Our companys philosophy is very clear.
    ☐ Our companie's philosophy is very clear.
    ☐ Our company's philosophy is very clear.

11. ☐ To whom did you refer?
    ☐ To whom, did you refer to?
    ☐ To who did you refer to?
    ☐ To who, did you refer to?

12. ☐ At some point, president Jones will discuss his intentions.
    ☐ At some point President Jones will discuss his intentions.
    ☐ At some point president Jones will discuss his intentions.
    ☐ At some point, President Jones will discuss his intentions.

13. ☐ The team leader addressed his team as follows
       "We have all done a great job........"
    ☐ The team leader addressed his team as follows,
       "We have all done a great job........"
    ☐ The team leader addressed his team as follows –
       "We have all done a great job........"
    ☐ The team leader addressed his team as follows.
       "We have all done a great job........"

14. ☐ Was their department at fault?
    ☐ Were there department at fault?
    ☐ Were their department at fault?
    ☐ Was there department at fault?

15. ☐ Of all the jobs I have held, I like this one more.
    ☐ Of all the jobs I have held, I like this one best.
    ☐ Of all the jobs I have held, I like this one better.
    ☐ Of all the jobs I have held, I like this one the greatest.

16. ☐ The designers' latest work was his best.
    ☐ The designers latest work was his best.
    ☐ The designer's latest work was his best.
    ☐ The designer's latest work, was his best.

17. ☐ On March 15, 1997 their best-selling product was introduced.
    ☐ On March 15, 1997: their best-selling product was introduced.
    ☐ On March 15, 1997; their best-selling product was introduced.
    ☐ On March 15, 1997, their best-selling product was introduced.

18. ☐ They are headquartered in Miami Florida.
    ☐ They are headquartered in Miami, Florida.
    ☐ They are headquartered in miami, Florida.
    ☐ They are headquartered in miami, florida.

19. ☐ The secretaries error was very costly.
    ☐ The secretarys error was very costly.
    ☐ The secretary's error was very costly.
    ☐ The secretaries' error was very costly.

20. ☐ I stated, "I need this project completed today!"
    ☐ I stated "I need this project completed today!"
    ☐ I stated: "I need this project completed today!"
    ☐ I stated, I need this project completed today!

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6. Inspection Skills: This test consists of 10 problems that measure how quickly and accurately applicants can identify defects in objects. This test is appropriate for jobs requiring quality inspections and/or the ability to spot defects or errors. Time limit is 2 minutes.

HR•Assessments® *SkillSeries*™

Inspection Skills

Developed By J. M. Llobet, Ph.D.

Name (Please Print)

SCORE

Last   First   M.I.

Social Security Number   Date

This is a test to see how quickly and accurately you can identify defects in small objects. Below there are 10 rows of objects. The objects within each row should be identical; however, some have defects. Your task is to identify the defective objects. The first object that appears in the box at the beginning of each row is a perfect sample. Examine this sample closely and compare each object in the row to this sample. Then **circle** the object(s) that are not identical to the sample. Each row can have 1, 2 or 3 defective objects.

You will have **2 minutes** to answer as many items as you can.

STOP. DO NOT BEGIN UNTIL YOU ARE INSTRUCTED TO DO SO.

7. Logic & Reasoning Skills: This test is made up of 20 work-related problems. Applicants are asked to complete as many of the problems as possible, demonstrating their ability to think logically, quickly and accurately during "real life," on-the-job situations. This test is appropriate for most jobs that require the ability to think clearly and solve problems using careful and logical thought processes. Time limit is 8 minutes.

HR•Assessments® *SkillSeries*™

Logic & Reasoning Skills

Developed By J. M. Llobet, Ph.D.

Name (Please Print)

Last   First   M.I.

Social Security Number   Date

SCORE

This is a test to see how rapidly and accurately you can solve different types of work-related problems. Please read each question and place a **checkmark** in front of the most appropriate response. A sample problem similar to those found in the test is presented to the right.

You will have **8 minutes** to answer as many questions as you can.

Sample Problem:
If 10 employees can pack and ship 1,000 products per hour, how many products per hour would you expect 20 employees to pack and ship, assuming all employees perform at the same rate?

☐ 1,500 ☑ 2,000 ☐ 2,500 ☐ 3,000 ☐ 3,500

STOP. DO NOT BEGIN UNTIL YOU ARE INSTRUCTED TO DO SO.

1. If your manager asks you to work on your presentation skills, communication skills and management skills, which one of the following should benefit you the most?
   ☐ Attending computer training classes   ☐ Taking college business courses
   ☐ Volunteering to work late to finish my assignments   ☐ Reading books on business management

2. Back injuries at Company A have usually been caused by warehouse employees' lack of knowledge about proper lifting techniques. If Company A institutes a mandatory training course on proper lifting techniques for all warehouse employees, will the number of future back injuries at Company A decrease?
   ☐ Probably yes   ☐ Probably no   ☐ Can't tell

3. If your department handles 250 calls per day with five employees, how many calls should a department that has 7 employees handle, assuming they perform at the same level as your department?
   ☐ 300   ☐ 325   ☐ 350   ☐ 375   ☐ 400

4. If a company makes the statement, "Please adhere to the attendance policy that is outlined in the Company Policy Manual," this means:
   ☐ More information needs to be added to the attendance policy.   ☐ The Company is working on a new attendance policy.   ☐ None of these
   ☐ Disregard the attendance policy in the Company Policy Manual.   ☐ Follow the attendance policy in the Company Policy Manual.

5. The company alarm goes off when there is a fire in the building or when someone breaks into the building. In five years of the alarm being in place, it has only gone off once, and that was due to a malfunction. You are working late one evening and the alarm goes off. Did the alarm go off due to a malfunction?
   ☐ Probably yes   ☐ Probably no   ☐ Can't tell

6. In a particular company, one out of every 20 products sold is returned. This translates to what percentage of returns?
   ☐ 25%   ☐ 20%   ☐ 15%   ☐ 10%   ☐ 5%

7. If your manager told you that the latest negotiations with a vendor left him/her exasperated, what does this mean?
   ☐ He/She was left feeling exhausted.   ☐ He/She was left feeling irritated.   ☐ He/She was left feeling optimistic.   ☐ He/She was left feeling excited.   ☐ None of these

8. During the course of a normal workday, Sandra and Bob interact with each other more than they do with anyone else. Bob works more closely with Gloria than he does with Joe. Sandra does not work much with Joe but she does work somewhat more with Gloria. If the offices of these individuals were arranged in a linear fashion, one following the other and Sandra's office was first, in what order should they be arranged for maximum communication efficiency?
   ☐ Sandra–Bob–Joe–Gloria   ☐ Sandra–Gloria–Bob–Joe   ☐ Sandra–Gloria–Joe–Bob   ☐ Sandra–Bob–Gloria–Joe

9. In the Customer Service Department, 9 out of every 10 incoming calls are usually answered after the first ring, if they have 95% of their staff working the phones. On one particular day, the Customer Service Department had 100% of their staff working the phones. Did they answer at least 9 out every 10 incoming calls after the first ring?
   ☐ Definitely yes   ☐ Probably yes   ☐ Probably no

10. Your company has 70 employees. If the company's yearly turnover rate is 10%, how many employees must the company hire every year to maintain its current number of employees?
    ☐ 4   ☐ 7   ☐ 9   ☐ 10   ☐ 14

11. Your work has been described as being exemplary. What does this mean?
    ☐ Exacting   ☐ Commendable   ☐ Troublesome   ☐ Incomplete   ☐ None of these

12. Products X, Y and Z are stored within two aisles of each other and in different aisles. If product X is stored in aisle 5 and product Y is stored in aisle 6, where is product Z stored?
    ☐ Aisles 3 or 4   ☐ Aisles 4 or 5   ☐ Aisles 6 or 7   ☐ Aisles 4 or 7

13. If your salespeople, on average, sell $100 worth of products with every 20 sales calls, how much can they be expected to sell if they make 150 sales calls?
    ☐ $750   ☐ $800   ☐ $850   ☐ $900   ☐ $950

14. If your manager told you, "Please decipher this report for me," what would you do?
    ☐ Destroy it   ☐ Interpret it   ☐ Read it   ☐ File it   ☐ None of these

15. You are scheduled to meet with your manager on the third Monday of every month. Today is Monday the 2nd. When is your next scheduled meeting with your manager?
    ☐ 9th   ☐ 16th   ☐ 23rd   ☐ 30th

16. The assembly department has consistently exceeded its daily assembly goals by an average of 25%. If their daily goal is to assemble 80 products, how many products, on average, are they assembling each day?
    ☐ 90   ☐ 100   ☐ 110   ☐ 120   ☐ 130

17. You are unavailable to meet with potential customers on days following your strategy planning meetings and on Mondays and Fridays. This week you have two strategy planning meetings scheduled for Monday and Wednesday. When can you meet with potential customers?
    ☐ Tuesday   ☐ Wednesday   ☐ Thursday

18. If your coworker told you, "The results of the survey appear to be an anomaly," what does this mean?
    ☐ The results were accurate.   ☐ The results were as expected.   ☐ The results were peculiar.   ☐ The results were misleading.   ☐ None of these

19. Report C is always run sometime before report A. Report B has to be run immediately before or after Report C. Report D has to be run some time after report C if Report B is immediately before Report A. If it is not, Report D has to be run before report C. Based on this information, which sequence below is appropriate?
    ☐ CBAD   ☐ BCDA   ☐ BCAD   ☐ BDCA   ☐ DCBA

20. If two employees working together produce 12 products, four employees produce 36 and eight employees produce 96, how many products would 16 employees produce?
    ☐ 192   ☐ 208   ☐ 220   ☐ 240   ☐ 268

---

8. Math Skills: This test contains 20 problems that require applicants to perform basic math functions such as addition, subtraction, multiplication, division and percentages. This test is appropriate for jobs that require the use of basic mathematical concepts. Time limit is 4 minutes.

HR•Assessments *SkillSeries*™

Math Skills

Developed By J. M. Llobet, Ph.D.

Name (Please Print)

_____   _____   _____
Last   First   M.I.

_____   _____
Social Security Number   Date

SCORE

Below are 20 problems that measure your ability to perform basic mathematical calculations. You are to place a **checkmark** in front of the most appropriate response. A sample problem similar to those found in the test is presented to the right.

You will have **4 minutes** to answer as many problems as you can.

Sample Problem:

3852	☐ 3778	☐ 3910
+ 37	☑ 3889	☐ 4889

STOP. DO NOT BEGIN UNTIL YOU ARE INSTRUCTED TO DO SO.

---

1. $43.75
    + 2.50
    ☐ $45.25 ☐ $46.25
    ☐ $45.35 ☐ $46.35

2. 17.53
    − 3.25
    ☐ 13.27 ☐ 14.27
    ☐ 13.28 ☐ 14.28

3. $7.15
    x 3
    ☐ $20.45 ☐ $21.35
    ☐ $20.55 ☐ $21.45

4. Forty pennies is equivalent to how many nickels?
    ☐ 6   ☐ 8   ☐ 10   ☐ 12

5. $100 plus 6% sales tax is equivalent to:
    ☐ $106   ☐ $108   ☐ $112   ☐ $160

6. 216.02
    + 72.09
    ☐ 288.01 ☐ 298.01
    ☐ 288.11 ☐ 298.11

7. $4,537
    − 2,642
    ☐ $1,875 ☐ $1,895
    ☐ $1,885 ☐ $2,895

8. If the office furniture costs $9,900 and it was three times as expensive as the office computer, what was the cost of the computer?
    ☐ $1,450   ☐ $1,900   ☐ $2,300   ☐ $3,300

9. 4200 ÷ 6 =
    ☐ 600   ☐ 800   ☐ 700   ☐ 900

10. $5,862.00
    4,750.00
    342.00
    + 1,027.00
    ☐ $11,981.00   ☐ $12,981.00
    ☐ $11,991.00   ☐ $12,991.00

11. 10% of $540.00 =
    ☐ $5.40   ☐ $27.00   ☐ $54.00   ☐ $100.00

12. Five dollars is equivalent to how many dimes?
    ☐ 25   ☐ 30   ☐ 40   ☐ 50

13. 7,543,025
    − 250,370
    ☐ 7,292,655   ☐ 7,392,655
    ☐ 7,292,755   ☐ 7,392,755

14. If a company tripled its sales in three years and sales were $1,500,000 the first year, what were the company's sales the third year?
    ☐ $3,000,000   ☐ $3,500,000   ☐ $4,500,000   ☐ $5,000,000

15. 90,500
    325,450
    610,880
    + 76,770
    ☐ 1,100,600   ☐ 1,102,600
    ☐ 1,101,500   ☐ 1,103,600

16. Seven dollars is equivalent to how many quarters?
    ☐ 24   ☐ 28   ☐ 32   ☐ 34

17. $3,500,750
    − 2,375,425
    ☐ $1,124,225   ☐ $1,125,225
    ☐ $1,124,325   ☐ $1,125,325

18. If a company has 400 employees and is projected to increase its employee population to 500 by the end of the year, what percentage increase is projected?
    ☐ 5%   ☐ 10%   ☐ 25%   ☐ 30%

19. 30% of $1,200 =
    ☐ 300   ☐ 420   ☐ 360   ☐ 450

20. If 250 packages were delivered in 25 days, and provided the same number of packages were delivered each day, how many packages were delivered each day?
    ☐ 10   ☐ 15   ☐ 20   ☐ 25

---

9. Proofreading Skills: This test is presented in the form of a brief letter. The letter has 20 errors related to spelling, grammar and punctuation. Applicants are asked to read the letter and circle the errors they encounter. This test is appropriate for jobs that require proofreading written material. Time limit is 3 minutes.

HR•Assessments® SkillSeries™

Proofreading Skills

Developed By J. M. Llobet, Ph.D.

Name (Please Print)			SCORE
Last	First	M.I.	
Social Security Number		Date	

Below is a brief letter. Within the letter are errors of spelling, punctuation and grammar. Read the letter and **circle** as many errors as you can find. A sample sentence similar to those found in the letter is presented to the right.

You will have **3 minutes** to identify and circle the errors within the letter.

Sample Sentence:
The employees were satisfied with them work.

Stop. Do not begin until you are instructed to do so.

Dear Valude Employees:

Your work to build and maintane a "fanatical service" organization has resulted in a resounding sucess for our company. Sales and profits are up. I has been very impresed by the level of cooperation and comunication, especially between departments. You have all worked, to make this organization a tight-nit, efective and smooth-functioning company.

Their's been noticable improvements in employee interactions with customers and colleagues. The fact that these gains took place during a particularly busy time is something of which to be proud. Enthusiasm, spirit, helpfulness and willingness to make diversity work to our advantage is the true rewards of everyones efforts and teamwork.

I would like to take this oportunity to formerly congradulate you all for a job well done. Please continue with the exeptional effort you have made. Your hardwork and dedication are truly apreciated.

Sincerly,

R. Newsom

Robert Newsom
President

10. Reading Comprehension Skills: In this test, applicants must analyze a memo and a letter similar to what they would normally encounter on the job. They then are asked 10 questions pertaining to the readings. This test is appropriate for those jobs that require basic reading ability. Time limit is 4 minutes.

HR•Assessments® SkillSeries™

Reading Comprehension Skills

Developed By J. M. Llobet, Ph.D.

Name (Please Print)			SCORE
Last	First	M.I.	
Social Security Number		Date __/__/__	

Below are two brief letters. Each letter is followed by five questions. Read the first letter and answer the questions that follow it by placing a **checkmark** in the box next to the most appropriate response. Then read the second letter and do the same.

You will have **4 minutes** to answer as many questions as you can for both letters.

STOP. DO NOT BEGIN UNTIL YOU ARE INSTRUCTED TO DO SO.

Letter 1:

Mr. Joseph Smith
Plant Manager
Exo Industries
1101 North Kendall Drive
Dallas, TX 75218

Dear Mr. Smith:

You and your company have been referred to me by Mary Olivieri of MDT, Inc. Mary indicated that you may be interested in our safety product line. I have enclosed our latest catalog for your review. In it you will see that we also carry computer software and training products that may be of interest to your company.

I will be in Dallas the week of October 1 for the Safety Conference and I would like to meet with you then to discuss how our products can help Exo Industries develop and implement a safety plan. I will contact you within the next 10 days to schedule an appointment. In the meantime, if you have any questions, my phone number is 800-999-9111. I look forward to meeting you.

Sincerely,

Debra Holsten

Debra Holsten
Product Assistant

Letter 2:

To: All Employees
From: Geoffrey Thomas
Re: Sick Leave Policy

There seems to be some misunderstanding concerning our company's sick leave policy.

Each employee is entitled to 10 days of sick leave per year during the first 3 years of employment. From 4 to 10 years of employment, each employee is entitled to 13 days of sick leave per year. Any employee of more than 10 years is granted 18 days of sick leave per year.

After an absence of 2 days, an employee must seek medical advice and present a doctor's note upon return to work. Failure to do so will result in the docking of pay for any sick leave after 2 consecutive days.

For further information, refer to the employee manual, page 12, or contact our Benefits Officer, Barbara Comlish.

I hope this clears up any misunderstanding, particularly concerning the doctor's excuse.

Letter 1:

1. What type of products is Mr. Smith interested in?
☐ Computer software   ☐ Training
☐ Safety   ☐ None

2. When will Mr. Smith be contacted to set up a meeting?
☐ September 1   ☐ Next month
☐ Within 10 days   ☐ The week of October 1

3. What is Exo Industries' specialty?
☐ Safety   ☐ Computer software
☐ Training   ☐ Can't tell

4. What is the main purpose of this letter?
☐ To reschedule a meeting
☐ To let Debra know that Mary Olivieri referred her to Joseph Smith
☐ To introduce and sell products
☐ To expand the line of safety products

5. What is Debra's main reason for going to Dallas?
☐ To meet Joseph Smith   ☐ To meet Mary Olivieri
☐ To attend a conference   ☐ To visit a customer

Letter 2:

1. What is the main purpose of this memorandum?
☐ To blame   ☐ To provide information
☐ To discuss absence problems ☐ To congratulate

2. Cheryl has been an employee of this company for 8 years. How many sick leave days per year is she allowed?
☐ 10   ☐ 12   ☐ 13   ☐ 15

3. If Cheryl is out sick for 4 consecutive days, what procedure must she follow to be paid for all four days?
☐ Call in everyday   ☐ Get a doctor's note
☐ Have her doctor call in ☐ She will not be paid

4. If anyone needs additional information, he/she should:
☐ Contact the Human Resources Manager
☐ Refer to the previous memorandum
☐ Contact Geoffrey Thomas
☐ None of the above

5. After 15 years of employment with this company, how many sick leave days is an employee entitled to?
☐ 10   ☐ 13   ☐ 15   ☐ 18

11. Spelling Skills: This test is made up of a list of 25 words commonly used in the working environment. Applicants are asked to identify the misspelled words, therefore demonstrating their spelling and proofing skills. This test is appropriate for jobs that require the ability to spell accurately. Time limit is 2 minutes.

HR•Assessments® *SkillSeries*™

Spelling Skills

Developed By J. M. Llobet, Ph.D.

Name (Please Print)

Last   First   M.I.

Social Security Number   Date

SCORE

Below is a list of 25 words. Each word is followed by its definition. Some of the words are spelled correctly while others are spelled incorrectly. You are to read each word and definition and **circle** the words that are spelled incorrectly. A sample item like those found in the test is presented to the right.

You will have **2 minutes** to answer as many items as you can.

Sample Item:

factory   A building where goods are manufactured.

dokument   A written or printed paper that can be used to furnish information.

STOP. DO NOT BEGIN UNTIL YOU ARE INSTRUCTED TO DO SO.

1.	wholesale	The sale of goods in large quantities by a retailer
2.	accommodate	To do a favor or service for; to adjust
3.	testamonial	A statement testifying to a specific truth or fact
4.	budgetary	Having to do with an itemized summary of probable expenses and income for a specified period of time
5.	stationary	Writing materials
6.	delagate	To entrust to another
7.	professional	Having expertise in a particular field or activity
8.	committment	The act of promising to do something
9.	oportunity	A favorable time or occurrence
10.	duplicate	To make a copy of
11.	narrative	A story
12.	ecconomic	Of or pertaining to financial matters
13.	marketible	Fit to be sold
14.	franchise	Authorization granted by a manufacturer to a distributor or dealer to sell its products
15.	license	Legal or official permission to do or own something
16.	grievence	A complaint
17.	recquirement	A necessity
18.	inaccurate	Incorrect
19.	undoubtedly	Not questioned
20.	standerdize	To adjust or adapt to fit a specified criterion
21.	minimum	Least
22.	furthurmore	In addition
23.	colateral	Property used as security for a loan
24.	awkward	Clumsy or unskillful
25.	termanology	The vocabulary of a particular field, subject, science or art

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12. Vocabulary Skills: This test is made up of 20 vocabulary words. Following each vocabulary word are four word choices. The applicants are asked to choose the word choice definition that most closely resembles the vocabulary word. This test is appropriate for those jobs that require the ability to write and/or speak, using proper vocabulary. Time limit is 2 minutes.

HR•Assessments® *SkillSeries*™

Vocabulary Skills

Developed By J. M. Llobet, Ph.D.

Name (Please Print)

Last   First   M.I.

Social Security Number   Date

SCORE

Below are 20 words followed by four choices. You are to place a **checkmark** in front of the choice that best defines the meaning of the word. A sample item similar to those found in the test is presented to the right.

You will have **2 minutes** to answer as many items as you can.

Sample Question:
WAREHOUSE . . . . . ☑ stockroom . . ☐ department . . ☐ business . . . ☐ location

STOP. DO NOT BEGIN UNTIL YOU ARE INSTRUCTED TO DO SO.

1. QUANTITY . . . . ☐ larger . . . . ☐ amount . . . . ☐ displacement ☐ diminish

2. OBJECTIVE . . . . ☐ denying . . . . . . ☐ defective . . . . . ☐ raise . . . . ☐ goal

3. FACILITATE . . . . ☐ comply . . . . ☐ imitate . . . . ☐ assist . . . . . . ☐ dictate

4. POTENTIAL . . . . ☐ capacity . . . . . . ☐ tense . . . . ☐ important . . . ☐ strong

5. ILLUSTRATE . . . . ☐ impersonate . . . ☐ electrify . . . . . . ☐ orchestrate . . ☐ clarify

6. RATIO . . . . ☐ limit . . . . ☐ evaluate . . . . . . ☐ proportion . . . ☐ consensus

7. LEGITIMATE . . . . ☐ lawful . . . . ☐ forgiving . . . . . . ☐ mandate . . . . ☐ distasteful

8. DEFICIENT . . . . ☐ concerned . . . . ☐ defiant . . . . ☐ lacking . . . . . ☐ denying

9. MAGNITUDE . . . . ☐ multitude . . . . . ☐ increasing . . . . . ☐ greatness . . . ☐ adjoining

10. CORRELATION . . . . ☐ difference . . . . . ☐ aversion . . . . . . ☐ inflation . . . . . ☐ relationship

11. ELIGIBLE . . . . ☐ qualified . . . . . . ☐ unreliable . . . . . ☐ legal . . . . ☐ liable

12. HINDER . . . . ☐ approach . . . . . ☐ hamper . . . . ☐ stabilize . . . . ☐ accentuate

13. NEGLIGENT . . . . ☐ demeaning . . . . ☐ thoughtful . . . . . ☐ careless . . . . ☐ negative

14. MANDATE . . . . ☐ command . . . . . ☐ observe . . . . . . ☐ insult . . . . ☐ abstain

15. LOGISTICS . . . . ☐ mathematical . . ☐ details . . . . ☐ reasoning . . . ☐ graphics

16. MERITS . . . . ☐ changes . . . . . . ☐ manages . . . . . ☐ funds . . . . ☐ deserves

17. BREACH . . . . ☐ agreement . . . . ☐ violate . . . . ☐ accept . . . . . . ☐ deny

18. MISCONSTRUE . . . . ☐ destruct . . . . . . ☐ misinterpret . . . ☐ discontinue . . ☐ misplace

19. ACCRUE . . . . ☐ increase . . . . . . ☐ average . . . . . . ☐ decrease . . . . ☐ constant

20. SIGNIFICANCE . . . . ☐ financial . . . . . . ☐ display . . . . ☐ advanced . . . ☐ meaning

One of the primary advantages of the SkillSeries Tests is their ease of administration and scoring. Quick and clear scoring procedures make the test accessible to all businesses, regardless of the size or the industry. What's more, test administration is accomplished in a short time without sacrificing the test's technical qualities (reliability, validity).

Another important advantage of the SkillSeries Tests is the ability to mix and match different tests to develop a customized test battery specific to your needs. Each job requires its own set of unique skills. The SkillSeries Tests offer an economic means to tailor your testing program depending upon the specific requirements of the job.

The SkillSeries Tests should provide a significant return on investment for its users. A comparison of the cost of these tests and the hidden costs associated with the recruitment and promotion of ability-deficient applicants will reveal that personnel testing is cost-effective. Indeed, the training and time investment in employees who turn out to be unqualified represent a very significant hidden cost.

Using Job Analysis to Justify Use of Assessments and Their Sections (Legal Implications)

From a legal standpoint, if a test is to be used for selection or promotion, it is important that users of the test take the necessary actions to establish a clear connection between the job tasks and the occupational environments measured by the test. This relevance should exist to meet the principles outlined in the Uniform Guidelines on Employee Selection Procedures (1978) and other federal government employment-related legislation, such as Title VII of the Civil Rights Act of 1964, the Civil Rights Act of 1991, and the American with Disabilities Act of 1990.

The tasks that are crucial or essential to the job in question should be identified first. Then, the occupational environment that matches the job in question can be determined. This process should be documented carefully to justify the appropriateness of the test administered in the employee selection process.

The following are examples that indicate the relationship between job tasks and the occupational environments described in this manual:

Task	C.D.A.T. Skill
Verifies basic numerical and text information presented in charts and spread sheets.	Analyzing Skills
Assembles products based on specific assembly instructions.	Assembly Skills
Check to ensure that the purchase order number on the order slip is the same as the number on the incoming inventory package.	Attention to Detail Skills
Files employee information by name and/or identification number.	Filing Skills
Inspects finished products for defects before preparing them for shipment.	Inspection Skills
Uses information from various sources to draw correct inferences.	Logic & Reasoning Skills
Performs basic mathematical functions such as addition and subtraction to verify the accuracy of financial statements.	Math Skills
Proofs correspondence for errors in spelling, punctuation and grammar.	Proofreading Skills
Reads customer correspondence and takes necessary actions.	Reading Comprehension Skills
Writes memoranda and other correspondence as needed.	Spelling Skills, Grammar Skills, Vocabulary Skills
Communicates verbally with coworkers, manager and/or customers.	Grammar Skills, Vocabulary Skills

As a general guideline for compliance with federal discrimination and disability laws, test users should not subject test takers to any adverse employment decisions based on a test result, unless the test result and other factors considered in the decision-making process reveal that the person does not possess qualifications that are crucial or essential to the job in question. To illustrate, if a test taker performs poorly on a test section designed to measure inspection skills, and inspection skills are not crucial or essential to the position for which the test taker is being considered, the test result should not serve as a basis for excluding the test taker from the position. Similarly, if a test result indicates that a test taker is unable to perform certain physical tasks that are not crucial or essential to the position at issue, the test taker should not be excluded from that position on the basis of the test result.[1] Test users can avoid such a scenario altogether by carefully identifying the tasks that are essential to the job position at issue, and administering only those tests or test sections that are appropriate and relevant to the position's requirements.

Test sections measuring proficiency in the English language also should be administered in accordance with these principles. Thus, if spelling, grammar, vocabulary or reading comprehension skills are not essential to a job position, a test taker should not be subjected to an adverse employment decision based on poor test results in those areas. Requiring employees or applicants to be fluent in English may constitute national origin discrimination in violation Title VII of the Civil Rights Act if the requirement is not justified by business necessity or directly related to job performance. There are some limited exceptions to this rule for jobs involving dangerous work requiring a heightened understanding of written or verbal safety instructions in English, or service positions that require significant communication in English with the public. Test users should consult with an attorney before subjecting any test taker to an adverse employment decision on the basis of English language deficiencies.

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[1] If the test taker's ability to perform a particular physical task is essential to the job position at issue, the Americans with Disabilities Act may require the test user to provide certain accommodations to facilitate the test taker's performance of the task at issue. Test users should consult an attorney before making any adverse employment decision based upon a test taker's physical inability to perform a task measured by a test result.

Validity

Effective applicant/employee evaluation procedures need to be valid. Validity can be defined as the extent to which the measure helps in predicting job performance. In other words, validity can be conceptualized as to whether there is a relationship between test scores and job performance. The research findings presented in this section provide evidence that the SkillSeries Tests are valid predictors of a wide range of on-the-job skills.

The validation design conducted here is known as concurrent validation. A professionally conducted validation study is acknowledged to be an acceptable means of test validation as described by the federal government's Uniform Guidelines on Employee Selection Procedures. Essentially, this approach requires that the test be administered to current employees and, concurrently, data on the performance of these employees be gathered. If the test is valid, one would expect a statistically significant correlation between individual test scores and job performance. In other words, those employees who score highly on the test would be those who also perform best on the job; those who do poorly on the test would be likely to receive poor performance evaluations.

Validity Studies

The SkillSeries Tests have been validated in a wide variety of organizations using employees from many different job classifications requiring many different skills. The job classifications have included clerical jobs (secretary, file clerk, accounting clerk, shipping and receiving clerks), support staff (assistants and coordinators), laborers (assembly and production workers), customer service and telemarketing representatives and supervisors. Table 1 (on the next page) presents the validity coefficients for each SkillSeries Test. The "Job Performance Dimensions" column lists the job dimensions that each test has been found to be predictive of. As a point of reference, the average validity coefficient for the standard job interview has been found to be 14.[2]

Table 1
Correlation Between the SkillSeries Test and Job Performance Dimensions

SkillSeries Test	Job Performance Dimension	Validity Coefficient	Significance Level	N
Analyzing Skills	Math Skills	.24	p<.02	101
	Overall Job Performance	.19	p<.05	112
Assembly Skills	Learning Ability	.39	p<.013	41
	Ability to Understand Instructions	.34	p<.030	41
	Math Skills	.34	p<.029	42
	Perceptual Accuracy	.54	p<.001	42
	Assembly Skills	.72	p<.001	42
	Work Quality	.34	p<.036	39
	Safety	.28	p<.081*	39
	Overall Job Performance	.46	p<.005	38
Attention to Detail Skills	Proofreading Skills	.30	p<.003	103
Filing Skills	Analyzing Skills	.25	p<.02	92
	Math Skills	.31	p<.003	100
	Filing Skills	.27	p<.007	105
	Overall job Performance	.24	p<.02	111
Grammar Skills	Grammar Skills	.30	p<.001	160
	Vocabulary Skills	.33	p<.001	160
	Cognitive Skills	.65	p<.001	176
	Overall Job Performance	.23	p<.004	160
Inspection Skills	Perceptual Accuracy	.51	p<.002	41
	Assembly Skills	.33	p<.038	41
Logic and Reasoning Skills	Problem-Solving Skills	.22	p<.035	90
	Math Skills	.23	p<.047	75
	Cognitive Skills	.71	p<.001	102
Math Skills	Math Skills	.22	p<.03	101
Proofreading Skills	Proofreading Skills	.27	p<.007	103
	Overall Job Performance	.18	p<.06*	110
Reading Comprehension Skills	Reading Skills	.21	p<.02	152
	Writing Skills	.23	p<.02	152
Spelling Skills	Cognitive Skills	.40	p<.001	102
Vocabulary Skills	Grammar Skills	.23	p<.004	159
	Vocabulary Skills	.18	p<.022	159
	Cognitive Skills	.63	p<.001	175

*Correlation approaches .05 level of statistical significance.
Note: N equals the number of participants in the analysis.

HR•Assessments®

SkillSeries™ **Tests**

The research presented on the previous page strongly suggests that the SkillSeries Tests are valid predictors of a wide range of on-the-job skills. Employees/applicants who score highly on the tests are more likely to perform job tasks in a satisfactory or above satisfactory manner.

Incorporating one or more of these tests into your selection process for positions requiring specific skills will add objectivity to your employment decisions and will help you hire the best candidates for your organization.

Administration Instructions

Please read the following instructions before administering one or more of the SkillSeries Tests:

1. Decide on the number and kinds of assessment instruments to be used in evaluating applicants or employees. The SkillSeries Tests may be one of them. Other valuable evaluation instruments may be the application form, an employment interview, reference checks and other tests.

2. Decide beforehand on the tests that will be administered. Make sure to select only job-related tests as described in the previous section of this manual titled, Using Job Analysis to Justify Use of Assessment and Its Sections.

3. Before testing, be familiar with the test and testing instructions. Be prepared to answer any questions that may be asked.

4. The test should be administered in a quiet room, free from distractions and interruptions.

5. Provide all test takers (applicant or employee) with a ballpoint pen to ensure clear markings on the answer sheets. Instruct them to press firmly when marking their answers.

6. Distribute the test and have the test taker complete the information on the top of the test sheet (i.e., name, Social Security number and date).

7. Introduce the test to the test taker. Say, "This test is designed to evaluate the basic skills required by the job. You will have a specific number of minutes to complete the test."

   Test users who are subject to the Americans with Disabilities Act of 1990 may be required to provide accommodations to disabled test takers who need assistance during the testing process. This may include, for example, relaxing the time limits of timed tests, offering visual or audio assistance, or providing special lighting or seating arrangements. Test users who are uncertain of their obligations under the Americans with Disabilities Act should consult an attorney if an accommodation is requested in the testing process.

8. Have the test taker (applicant or employee) read the test instructions. The test taker should read only the instructions. Do not let the test taker read any of the actual questions until you say, "You may begin."

9. Time the test administration. Give the test taker the exact amount of time specified for the test that is being taken.

10. When the test taker's time for a test is up, say, "Stop!" Do not let the test taker answer any more questions in that test.

11. Repeat steps 8 to 10 for each of the SkillSeries Tests you have found to be job-related and have decided to administer.

12. When you are done with all the tests, ask test takers to turn in their tests and say, "Thank you. We appreciate your taking the time to complete this test."

Scoring Instructions

Scoring the SkillSeries Tests is straightforward and time-efficient. Follow the steps listed below:

1. Tear off the perforated tab on the top of the test. Carefully separate the test sheet from the answer sheet.

2. You will notice that each SkillSeries Test has its own set of scoring instructions printed at the top of the answer sheet. Follow these instructions to score each test.

Interpretation and Use of Test Scores

Use the test score to evaluate the test taker. An applicant/employee with a low test score indicates that there is a strong probability that he/she possesses limited ability in the skill area the test assesses. A high test score indicates there is a strong probability that the applicant/employee possesses a high level of ability in the skill area measured. For example, a score of 5 on the Math Skills test indicates the applicant/employee is likely to possess limited ability in performing basic mathematical calculations. Conversely, a score of 20 on the same test indicates the applicant/employee is likely to possess a high level of this ability.

Norms also can provide a point of reference regarding the relative test performance of each test taker. Norms represent average scores obtained by different samples of test takers. These norms can be compared to those of your applicants or employees to ascertain their relative standing.

Tables 2 to 13 on the following pages contain norms obtained from studies conducted to validate the SkillSeries Tests. Tables are provided for each individual test. Please find the tables that correspond to the SkillSeries Test(s) you will be interpreting. These norms offer assistance when evaluating each applicant's/employee's test scores.

Each table consists of two columns of numbers. The first column is the raw test score. The second column is the percentile rank for that particular score (or score range). The percentile rank is the percentage of test takers in the sample who obtained scores lower than the corresponding test score. For example, a test taker making a score of 14 on the Analyzing Skills section scored in the 85th percentile. This means that the applicant or employee scored higher than 85% of the test takers in the norm sample.

Table 2

Analyzing Skills

Test Score	Corresponding Percentile
20	100
18	99
17	97
16	94
15	90
14	85
13	79
12	74
11	66
10	60
9	48
8	35
7	27
6	16
5	11
4	6
3	3
2 or less	1

Average Score   10
Standard Deviation   3.79
Number of Participants   113

Table 3

Assembly Skills

Test Score	Corresponding Percentile
10	100
9	99
8	92
7	87
6	79
5	71
4	61
3	41
2	29
1	15
0	5

Average Score   4
Standard Deviation   2.52
Number of Participants   157

Table 4
Attention to Detail Skills

Test Score	Corresponding Percentile
20	100
19	75
18	48
17	32
16	23
15	13
14	8
13	7
10-12	5
9	3
8 or less	1

Average Score   18
Standard Deviation   2.57
Number of Participants   111

Table 5

Filing Skills

Test Score	Corresponding Percentile
20	100
19	95
18	83
17	73
16	70
15	61
14	58
13	56
12	51
11	46
10	42
9	37
8	35
7	30
6	28
5	21
4	18
3	15
2	9
1	5
0	3

Average Score   12
Standard Deviation   6.22
Number of Participants   112

Table 6

Grammar Skills

Test Score	Corresponding Percentile
20	100
19	98
18	96
17	86
16	77
15	71
14	61
13	52
12	44
11	36
10	28
9	21
8	14
7	12
6	7
5	5
4	3
3 or less	1

Average Score	13
Standard Deviation	4.0
Number of Participants	177

Table 7

Inspection Skills

Test Score	Corresponding Percentile
19+	100
18	99
17	98
16	96
15	94
14	89
13	83
12	78
11	71
10	62
9	56
8	34
7	22
6	17
5	13
4	7
3	6
2	5
1	3
0	2

Average Score   10
Standard Deviation   3.90
Number of Participants   157

Table 8

Logic & Reasoning Skills

Test Score	Corresponding Percentile
19+	100
18	99
17	98
16	92
15	86
14	76
13	66
12	52
11	40
10	31
9	18
8	14
7	10
6	8
5	5
4	3
3 or less	1

Average Score   12
Standard Deviation   3.32
Number of Participants   102

Table 9

Math Skills

Test Score	Corresponding Percentile
20	100
19	92
18	88
17	79
16	74
15	68
14	62
13	51
12	41
11	35
10	27
9	15
8	10
7	6
6	4
4 or less	2

Average Score   13
Standard Deviation   3.96
Number of Participants   113

Table 10

Proofreading Skills

Test Score	Corresponding Percentile
19+	100
18	99
17	97
16	94
15	91
14	86
13	81
12	75
11	65
10	58
9	49
8	43
7	30
6	23
5	16
4	9
3	4
1	2
0	1

Average Score   10
Standard Deviation   4.05
Number of Participants   111

Table 11

Reading Comprehension Skills

Test Score	Corresponding Percentile
10	100
9	74
8	47
7	34
6	21
5	13
4	8
3	5
2	2

Average Score	8
Standard Deviation	2.05
Number of Participants	153

Table 12

Spelling Skills

Test Score	Corresponding Percentile
25	100
24	98
23	95
22	88
21	74
20	59
19	51
18	38
17	30
16	23
15	18
14	12
13	7
12	6
11	5
8	4
7 or less	1

Average Score   19
Standard Deviation   3.75
Number of Participants   102

Table 13

Vocabulary Skills

Test Score	Corresponding Percentile
20	100
19	89
18	71
17	54
16	43
15	34
14	29
13	26
12	23
11	19
10	17
9	11
8	9
7	5
6	3
5	2
3 or less	1

Average Score   16
Standard Deviation   4.16
Number of Participants   175

You can use the information from Tables 2 to 13 as a guide for selecting the best job candidate; however, we strongly recommend that you collect and validate your own test data. The applicant/employee pool in your organization may differ from the study sample presented in this manual. Factors such as geographic location, business category and job responsibilities may have a significant effect on test scores.

One way to develop your own norms and benchmarks is to administer one or more of the SkillSeries Tests to your current employees. This will allow you to compare the scores of your top performers with those of your less productive employees. This information then can serve as a guide during your applicant evaluation process. In addition, if you can establish and document that, in general, high scorers on specific tests are also your better-performing employees, this can serve as an initial step in establishing the validity of the SkillSeries Tests within your organization.

If you do administer one or more SkillSeries Tests to your employees for establishing company-specific norms, make sure your employees understand that the results of your study will be used for norm development only and that their employment status will in no way be affected by their scores.

The EEOC and the Uniform Guidelines on Employee Selection Procedures recommend that job analyses be performed in conjunction with validation studies to determine the job-relatedness of each test and other selection tools used throughout the hiring process. It is the employer's responsibility to periodically monitor its employment screening process to ensure that it is fair and valid.

Giving Feedback and Discussing Test Scores

Providing feedback to test takers is a delicate process that should be taken seriously. Test takers are entitled to accurate and honest feedback. Note that communicating test scores to test takers may not be a good idea because they may lack sufficient knowledge about statistics and psychological measurements to interpret the results. Your organization should develop a procedure so test takers can be told what the next step in the hiring process is, regardless of their score on the SkillSeries Test(s) or any other test. You should emphasize that the test results are only one of the criteria used to make selection or promotion decisions. Remind the applicant that there are many people applying for the same position and that each applicant will be considered based on the extent to which his/her entire set of qualifications and experience matches the position's requirements. The test score is only one such measurement.

Blaming a test for the rejection of an applicant should not be done. Hiring decisions never should be based solely on any single test score. It is the interviewer's responsibility to review all of the information gathered from the various components of the screening process, such as the employment application, the interview, reference checks and other tests, to formulate a decision about the applicant's match to the position. Feeling that one is the victim of a single test score may provoke unnecessary resentment on the applicant's part.

The employer assumes full responsibility for the proper use of the SkillSeries Tests as described in this manual. This includes establishing job-relatedness to the job in question. If you have any questions about the proper use of employment tests, contact HR•Assessments or an employment testing specialist.

If you have any questions regarding the SkillSeries Tests or any other HR•Assessments® product, call toll-free 800-264-0074 or shop online at www.NewHireTesting.com