

CMQS

**THE COMPENSATORY
MINIMUM QUALIFICATION
SYSTEM**

**BRANDON
TIETZE
BASSETT USD**

**DEVELOPMENT
AND
IMPLEMENTATION**

SOUND FAMILIAR?

Want to give everyone a chance, but

- don't have the resources

Want to have standards, but

- don't want to be unnecessarily strict

Want to provide help to applicants, but

- don't want to do all the work for them

Want to use minimum requirements, but

- can't properly justify why they are required

INTRODUCTION & OVERVIEW

- Background of Issue
- Minimum Qualification (MQ) Problems & Solutions
- Compensatory MQ System (CMQS)
 - Overview
 - How to Develop
 - How to Use
 - Paper and Pencil
 - Online - [NEOGOV](#)

Background

- T&E theory
- Minimum Qualifications
- Where do MQ's apply?
- What's the problem?
- Who are we missing?

THEORY BEHIND T&E

BACKGROUND

T&E = Training & Experience

- Experience can best be viewed as an opportunity to gain knowledge, skills, and abilities (KSA's)
- **However**, individuals with same length of job experience will vary widely in KSA's and job performance

Source: McGonigle, 2002

THEORY BEHIND T&E

BACKGROUND

The KSA's gained are likely a function of person characteristics, situation characteristics, and their interaction

- Personal characteristic: Intelligence, openness to experience, and extroversion
- Situation: Degree to which environment provides different experiences
- Interaction: Motivation

Source: McGonigle, 2002

MINIMUM QUALIFICATIONS

BACKGROUND

- Serve as device to realistically limit number of candidates in selection (Prien, 1977)
- Standards of education, experience, and/or closely related personal attributes needed to perform a job satisfactorily, that are used to screen applicants (Levine, 1997)
- Define lower threshold of some attribute needed to succeed (Buster, 2005)
- Stage to determine if applicants are eligible for further testing (Lange, 2006)

WHERE DO MQ'S APPLY?

BACKGROUND

- Recruitment
 - Provide manageable applicant pool
 - Give job candidates realistic job preview (self-select out)
- Selection
 - Serve as first hurdle in exam process
 - Create backbone of test content

Source: McGonigle, 2002

WHAT'S THE PROBLEM?

BACKGROUND

Answer: MQ System is Broken

- Education
 - Variation in school standards, courses taken, GPA
 - Does diploma or degree indicate the attainment of a specific KSA?
- Experience
 - Different for everyone (slow vs. fast learner)
 - Can be harmful (old dog & new tricks)
- Licenses & Certificates
 - Where is evidence of a link to a KSA?
 - Consistency among different programs

WHAT'S THE PROBLEM?

EXAMPLE: ACCOUNTING TECH I

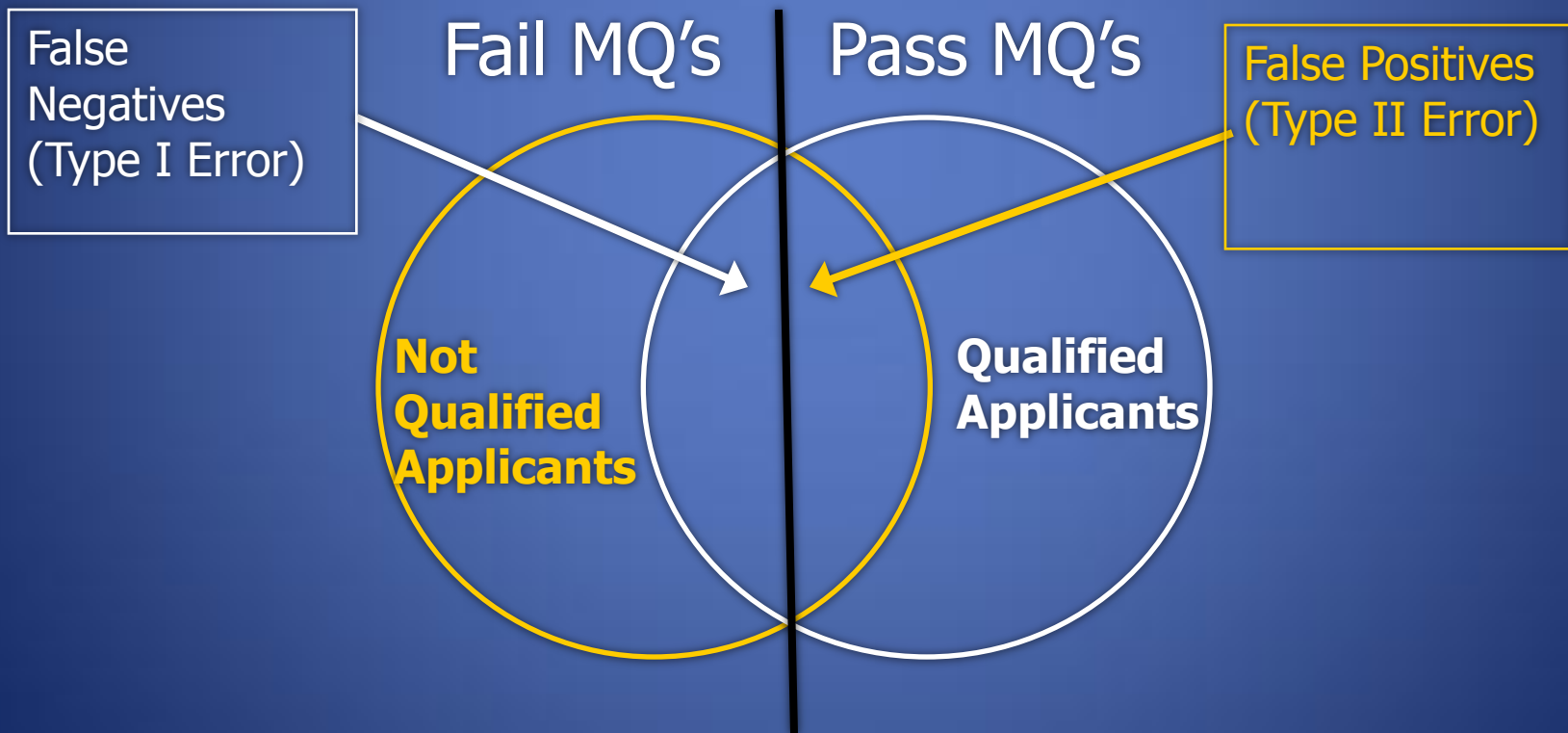
MQ = 2 years of increasingly responsible experience performing financial record-keeping and accounting functions

Candidate	Amount of Experience	Type of Experience (Duties Performed)
<i>Applicant 1</i>	4 years	<ul style="list-style-type: none">• Collecting and processing receipts• Quarterly budget reports
<i>Applicant 2</i>	2 years	<ul style="list-style-type: none">• Supervising payroll and revolving cash dispersal• Reconciling account discrepancies• Weekly budget reports
<i>Applicant 3</i>	6 months	<ul style="list-style-type: none">• Supervising payroll, revolving cash, and all vendor invoicing• Working with Accounting Dir. daily on complex reconciling and adjustments to account• Weekly audits of all District accounts

WHO ARE WE MISSING?

BACKGROUND

- Answer: False Negatives



MQ Problems & Solutions

- Two Stage Selection Process
- MQ Best Practices
- MQ Systems Comparison

INTRODUCTION & OVERVIEW

- The Story of Four Applicant Groups

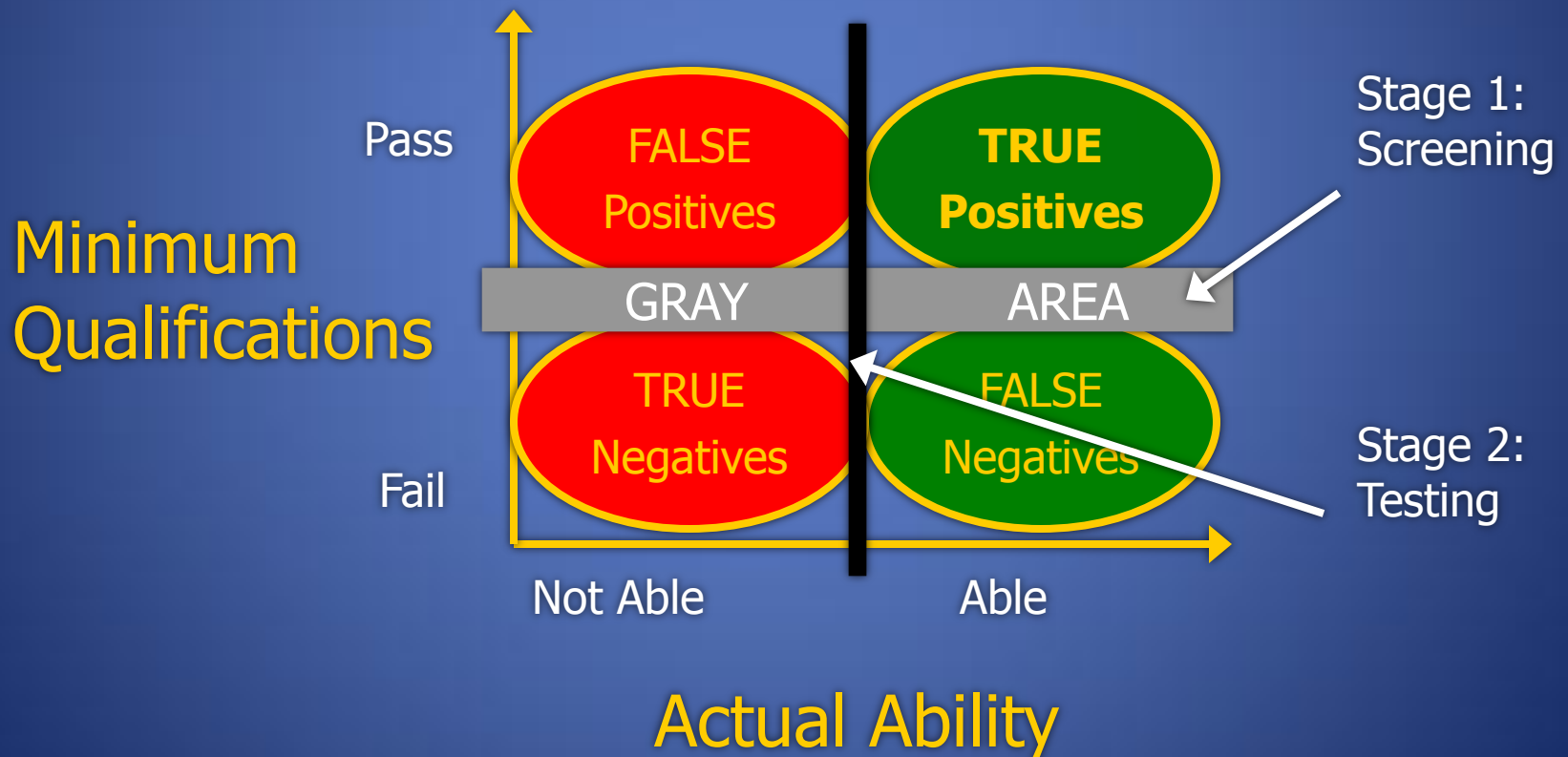
Pass Screening Stage

		YES	NO
Possess KSA's	YES	TRUE Positives	FALSE Negatives
	NO	False Positives	TRUE Negatives

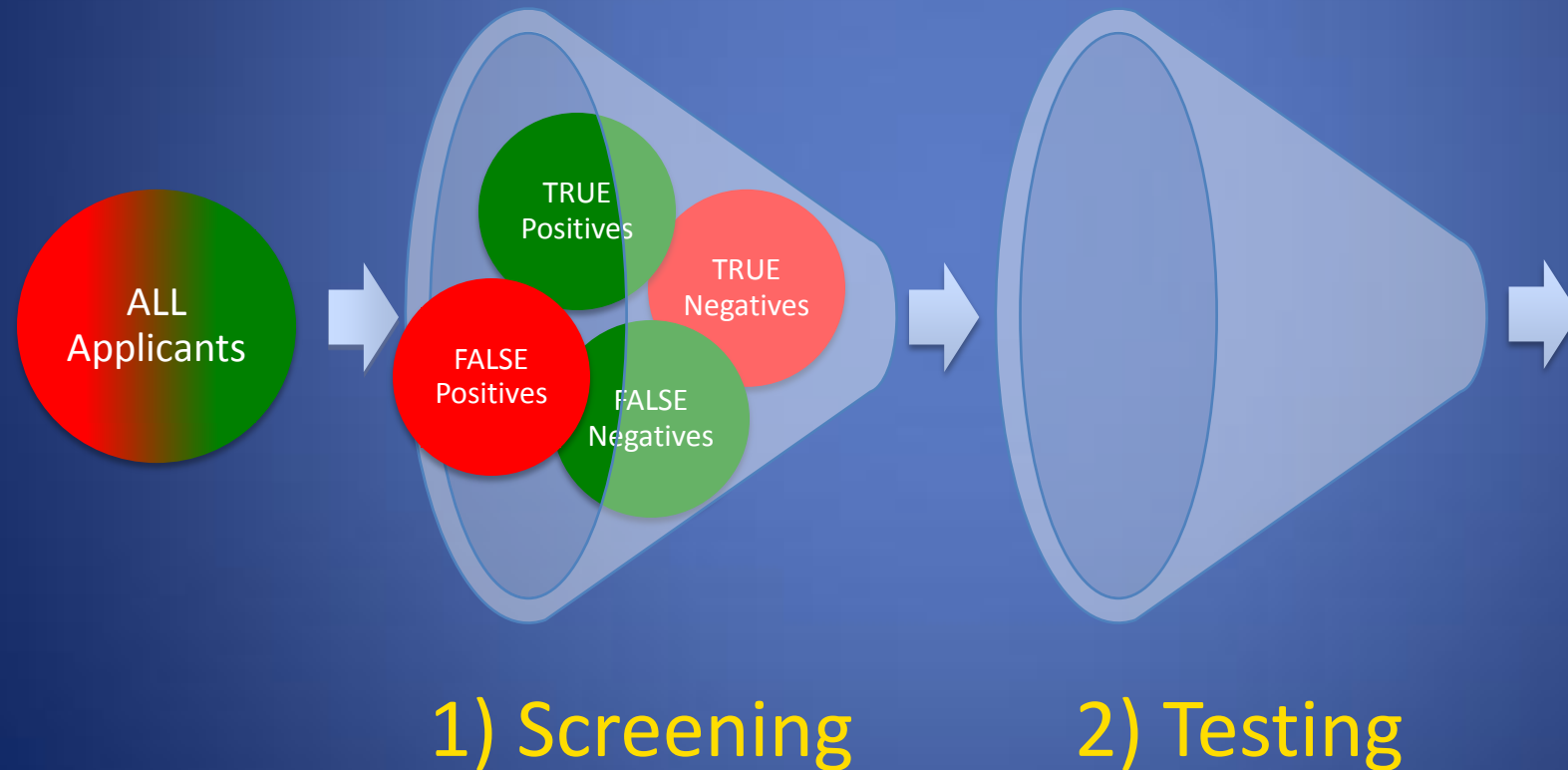
LEAVING APPLICANTS BEHIND

PROBLEMS & SOLUTIONS

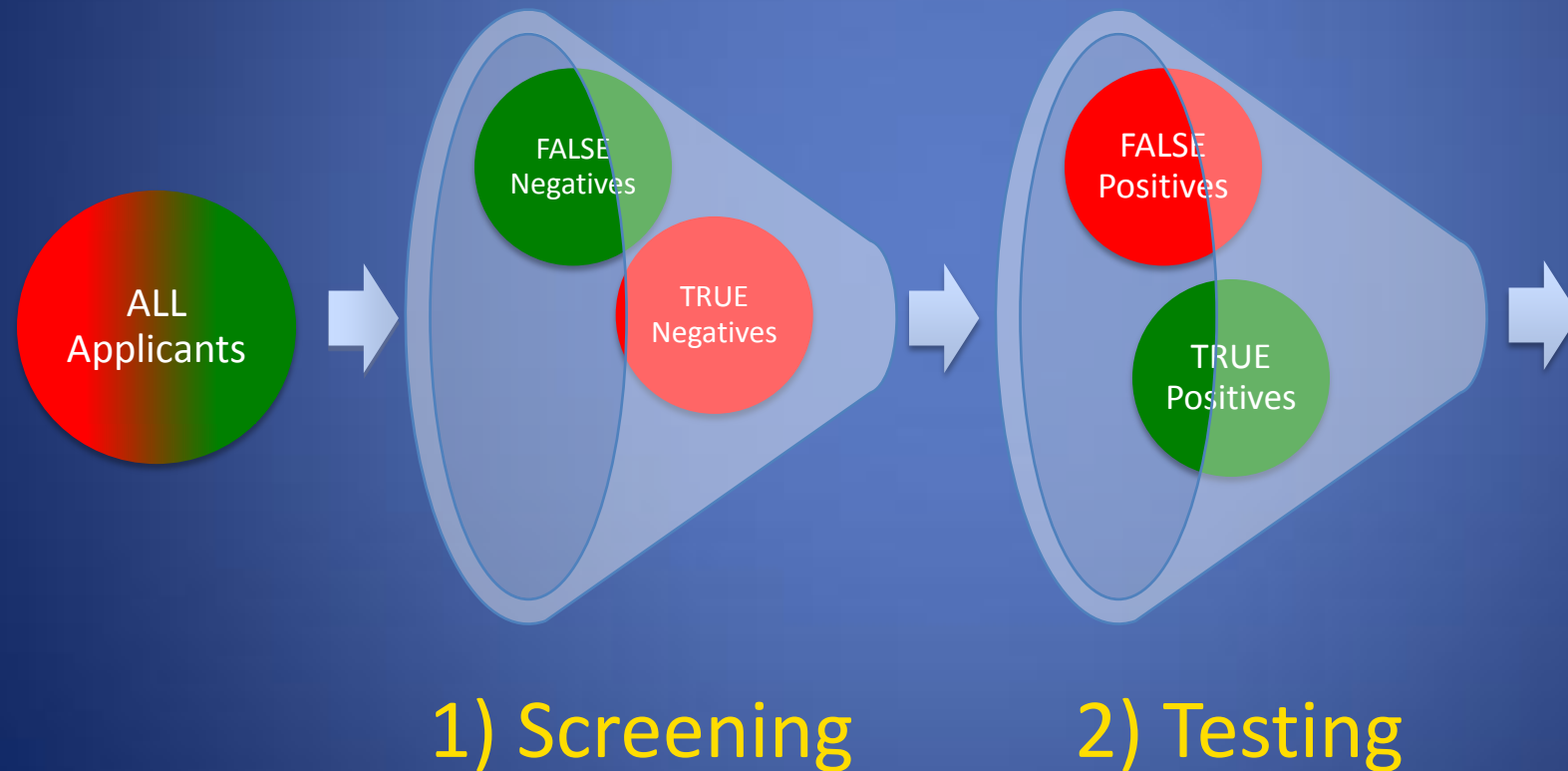
- Two Stage Process



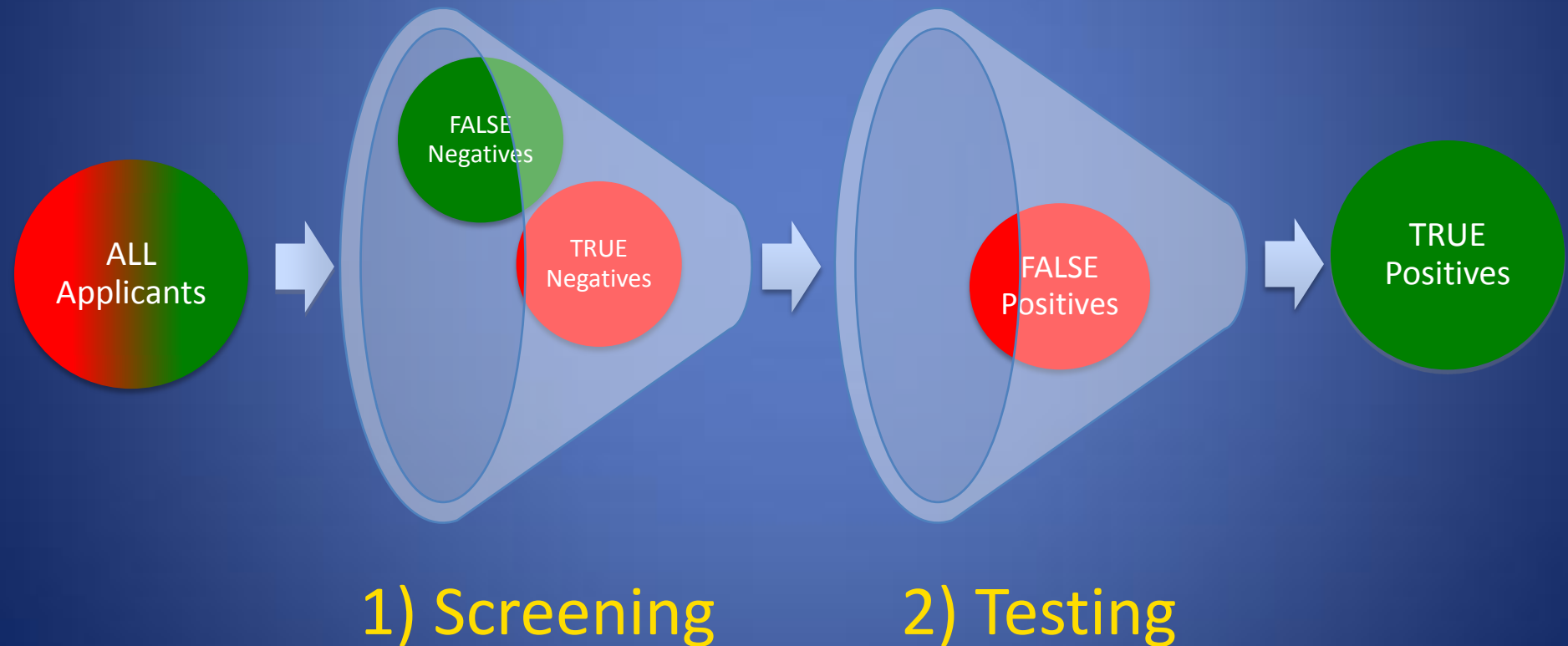
TWO STAGES OF SELECTION



TWO STAGES OF SELECTION

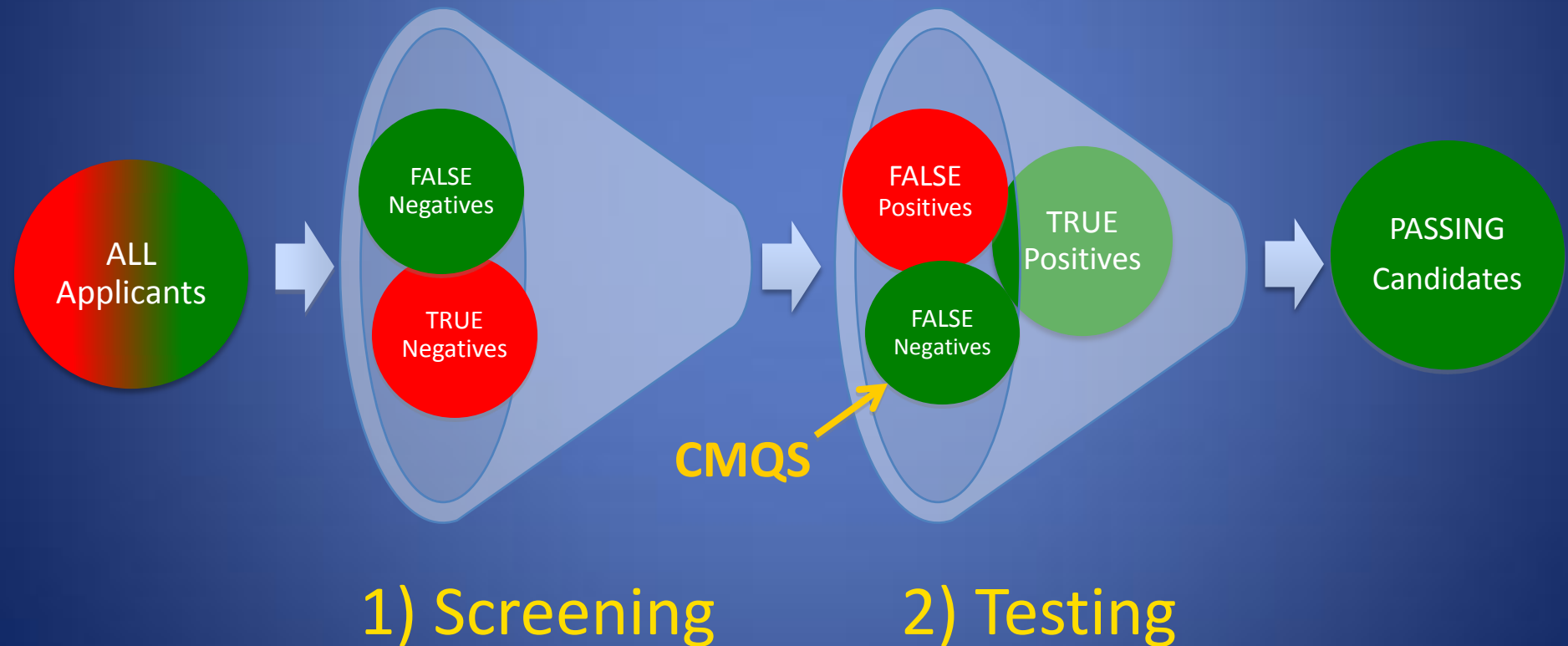


TWO STAGES OF SELECTION



TWO STAGES OF SELECTION

- What does the CMQS affect?



MQ BEST PRACTICES

PROBLEMS & SOLUTIONS

- Content Validation with SME
- Focused only on entry level minimum performance on Day 1
- Fewer Components
- Level of specificity = *TASK* level
- Measurement mode = *AMOUNT OF TIMES* performed

MQ SYSTEMS COMPARISON

PROBLEMS & SOLUTIONS

Traditional

- ♦ Few ways to meet MQs
 - ♦ Adverse impact
 - ♦ False negatives
- ♦ Not validated
- ♦ Arbitrary quantity of MQ
- ♦ Analyst **infers** general link between candidate application and MQ
- ♦ Time wasted screening the “gray area” candidates

Compensatory

- ♦ Many ways to meet MQs
 - ♦ Larger applicant pool
 - ♦ More diverse experience base
- ♦ Validated
- ♦ Multiple specific quantities of MQ
- ♦ Applicant lists which specific event they are counting as a specific MQ
- ♦ Time saved by applicants self selecting in or out

CMQS:

Compensatory Minimum Qualification System

- Overview
- How to Develop
- How to Use
 - Paper and Pencil
 - Online ([NEOGOV](#))

CMQS: OVERVIEW

Building Blocks – Developing the CMQS

- Posegate, 1949:
 - Use existing KSA's if sufficient; start there
 - Ignore KSA's gained through on-the-job training
 - Avoid *formal* education & *years* of experience MQ's
 - Use “minimums,” not “desirables”
- Quinones, 1995:
 - Focus on *Amount of Times a Task* has been performed
- Levine, 1997:
 - Content validate every step with SME's
 - Define “barely acceptable employee” with SME's

CMQS: OVERVIEW

Building Blocks – Developing the CMQS

- McGongile, 2002:
 - Type of experience > important than Length
 - MQ's listed as behaviors rather than amount Educ & Exp
 - Use of "Performance Dimensions"
 - Equivalent activity statements within Perf. Dimensions
- Buster, 2005:
 - Nominal Group Technique using SME's
 - Bracketed MQ options for SME's to rate
 - No additional points at level where perf. does not increase
- Lange, 2006:
 - Technique for comparing CMQS vs. Traditional MQS (TMQS)

GOALS OF THE CMOQS

1. Decrease Adverse Impact
 - Percentage of minority group members excluded from testing phase
2. Decrease Erroneous Rejection of False Negatives
 - Number of Capable applicants who don't qualify due to overly strict Minimum Qualifications
3. Decrease Technician/Analyst Work
 - Time spent qualifying applications (Screening)
4. Increase Candidate Accountability
 - Amount of documentation from the candidate themselves explaining how their experience meets the particular requirement

How To DEVELOP *PERFORMANCE DIMENSIONS*

Step 1: Establish Performance Dimensions

-Derived from Task Statements

- Gather information (Job Analysis)
 - Observation, incumbent interviews, literature review
- SME workshop to identify relevant:
 - performance dimensions, KSAs, and Tasks
- SME's identify which dimensions applicants could have performed in previously to gain experience
- SME's review relevance of dimension to the job
 - Importance & Whether needed at entry level
- SME's review likelihood that applicants would have experience with performance dimension behaviors

How To DEVELOP *WORK ACTIVITIES*

Step 2: Establish Work Activities

- SME's generate at least 2 activities that demonstrate proficiency with each Dimension
 - Activities are qualitatively unique
- SME's estimate how well applicant will do with specific amount of activity experience
 - Based on # of times performing activity (Quinones, 1995)
 - Stop giving points where additional experience would not increase performance (≤ 200 attempts)

How To DEVELOP *SUBSTITUTIONS*

Explanation: Compensatory Substitutes

- In Step 2: SME's establish at least 2 Activities for every Performance Dimension
- Applicants may “**compensate**” for an insufficient activity score with a sufficient activity score within the same Performance Dimension

How To DEVELOP

EXAMPLE: CLERICAL ASSISTANT I

Knowledge:

- Modern office practices, procedures and equipment.
- Routine record-keeping methods and practices.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Telephone techniques and etiquette.
- Operation of standard office equipment including copier, typewriter and other machines.
- Basic math.

Abilities:

- Perform general clerical duties such as filing, duplications, and maintaining routine records.
- Operate a copier, typewriter and calculator.
- Make basic arithmetic calculations accurately.
- Understand and follow oral and written directions.
- Meet schedules and time lines.
- Communicate and work cooperatively with others.

How To DEVELOP

EXAMPLE: CLERICAL ASSISTANT I

Tasks:

- Perform general office support duties including filing, record-keeping and processing routine information related to the assignment.
- Assist higher level clerical, secretarial and managerial personnel in the performance of their duties.
- Receive visitors to the office and answer telephones; refer callers and visitors to appropriate personnel; answer routine questions according to established guidelines.
- Maintain various logs, records, files and inventories; index and cross reference files according to instructions; compile information and prepare routine reports.
- Receive, sort and distribute incoming and outgoing mail.
- Duplicate items; package and distribute completed copies.
- Ensure the timely distribution and receipt of information from various sources; follow up as requested regarding missing or incomplete data.
- Make telephone calls as directed; take and relay messages and schedule appointments.
- Operate standard office equipment including calculator, copier and other machines as required by the assignment.

How To DEVELOP

EXAMPLE: CLERICAL ASSISTANT I

Sample Performance Dimensions		r
1	Performing general office support duties including filing, record-keeping and processing routine information	.55
2	Assisting higher level office personnel in the performance of their duties	.34
3	Providing customer service for visitors and callers	.26

How To DEVELOP

EXAMPLE: CLERICAL ASSISTANT I

Work Activities:

- Performing general office support duties including filing, record-keeping and processing routine information
 - Organizing documents into a filing system
 - Receiving and directing written information in office environment
- Assisting higher level office personnel in the performance of their duties
 - Doing support work for other office employees
 - Working with coworkers on larger group projects

How To DEVELOP

EXAMPLE: CLERICAL ASSISTANT I

Work Activities Rating Scale

To what extent is the amount of times attempted suitable for identifying the barely acceptable applicant?

0	Not at All
1	This amount of times attempted is not enough to expect from a barely acceptable applicant on day one of the job
2	This amount of times attempted appropriately defines what is required of the barely acceptable applicant on day one of the job
3	This amount of times attempted is more than should be expected from a barely acceptable applicant on day one of the job

How To DEVELOP

EXAMPLE: CLERICAL ASSISTANT I

Work Activities Rating Worksheet	# of Attempts	Rating
Organizing documents into a filing system	1 – 19	1
	20 – 59	2
	60 – 99	3
	100 – 149	3
	150 – 200	3
Receiving and directing written information in office environment	1 – 19	1
	20 – 59	2
	60 – 99	3
	100 – 149	3
	150 – 200	3

How To DEVELOP

EXAMPLE: CLERICAL ASSISTANT I

Minimum Qualifications Activity Worksheet

Work Activity	Frequency	Examples			List the employers that your experience is with
	How many times have you attempted the activity listed? (choose range)	To attempt this activity the number of times listed to the left, you'd have to perform the task...			
		every day for almost...	every week for about...	or every month for about...	
Organizing documents into a filing system	a. 1 – 19	less than 1 month	less than 5 months	less than 1.5 years	
	b. 20 – 59	1 - 3 months	5 months - 1 year	1.5 - 5 years	
	c. 60 – 99	3 - 5 months	1 - 2 years	5 - 8 years	
	d. 100 – 139	5 - 7 months	2 - 3 years	8 - 12 years	
	e. 140 – 200	7 - 10 months	3 - 4 years	12 - 16 years	
Receiving and directing written information	a. 1 – 19	less than 1 month	less than 5 months	less than 1.5 years	
	b. 20 – 59	1 - 3 months	5 months - 1 year	1.5 - 5 years	
	c. 60 – 99	3 - 5 months	1 - 2 years	5 - 8 years	
	d. 100 – 149	5 - 7 months	2 - 3 years	8 - 12 years	
	e. 150 – 200	7 - 10 months	3 - 4 years	12 - 16 years	

How To Use

PAPER & PENCIL

Minimum Qualifications Activity Worksheet

Work Activity	Frequency	Examples			List the employers that your experience is with
	How many times have you attempted the activity listed? (choose range)	To attempt this activity the number of times listed to the left, you'd have to perform the task...			
		every day for almost...	every week for about...	or every month for about...	
Organizing documents into a filing system	a. 1 – 19	less than 1 month	less than 5 months	less than 1.5 years	Farmer's Insurance
	b. 20 – 59	1 - 3 months	5 months - 1 year	1.5 - 5 years	
	c. 60 – 99	3 - 5 months	1 - 2 years	5 - 8 years	
	d. 100 – 139	5 - 7 months	2 - 3 years	8 - 12 years	
	e. 140 – 200	7 - 10 months	3 - 4 years	12 - 16 years	
Receiving and directing written information	a. 1 – 19	less than 1 month	less than 5 months	less than 1.5 years	
	b. 20 – 59	1 - 3 months	5 months - 1 year	1.5 - 5 years	Best Buy
	c. 60 – 99	3 - 5 months	1 - 2 years	5 - 8 years	
	d. 100 – 149	5 - 7 months	2 - 3 years	8 - 12 years	
	e. 150 – 200	7 - 10 months	3 - 4 years	12 - 16 years	

How To Use

PAPER & PENCIL

Minimum Qualifications Scoring Worksheet

Performance Dimension	Related Work Activities	Rating Received	Meets MQ
Performing general office support duties including filing, record-keeping and processing routine information	Organizing documents into a filing system	0	
	Receiving and directing written information in office environment	2	✓
Assisting higher level office personnel in the performance of their duties	Doing support work for other office employees	2	✓
	Working with coworkers on larger work projects	0	

*Applicant must meet one MQ in each Performance Dimension

How To Use

ONLINE AUTOMATION: NEOGOV

- Step 1 - Create Supplemental Questions
 - Posting > Supplemental Questions
- Step 2 - Create Scoring Plan
 - Supplemental Questions > Scoring Plan
 - Scoring Factors > Scoring Factor Cases
- Step 3 - Create Evaluation Step
 - Exam Plan > Evaluation Step

How To DEVELOP

STEP 1 – SUPPLEMENTAL QUESTIONS

CLERICAL ASSISTANT I

[Item Bank](#) | [Scoring Plan](#)

* Required

* Question How many times have you attempted to organize documents into a filing system?

* Response Format ☐ Text Answer ☒ Select From Choices Answer ☐ Yes/No Answer

* Input Type Radio

* Response Options When you choose the "Select From Choices" response format, you need to provide several response options from which job seekers can choose. To enter the options use a spreadsheet box displayed below.

- **Internal Code** (optional) - (SIGMA or TRAC) code -- *Ex. LA*
- **Response Option** - Actual response option as it appears to a job seeker. -- *Ex. Los Angeles*
- **Points** (optional) - A number of points for this question. -- *Ex. 0.5*

Please enter the response options into the space below.

Internal Code	Response Option	Points	
a	1-19 times	0	▲ ▼ DELETE
b	20-59 times	2	▲ ▼ DELETE
c	60-99 times	2	▲ ▼ DELETE
d	100-139 times	2	▲ ▼ DELETE
e	140-200 times	2	▲ ▼ DELETE

Add Option

How To DEVELOP

















STEP 1 – SUPPLEMENTAL QUESTIONS

CLERICAL ASSISTANT I

[Quick Sort](#) | [Item Bank](#) | [Scoring Plan](#)

[Add New Question](#)

[Show Inactive Questions](#)

#	Question	Req.	Conf.	Emp.	Action
1.	How many times have you attempted to organize documents into a filing system? <input type="radio"/> 1-19 times <input type="radio"/> 20-59 times <input type="radio"/> 60-99 times <input type="radio"/> 100-139 times <input type="radio"/> 140-200 times	•			    Edit Inactivate Up Down
2.	List the employer(s) who you performed this activity with. <input type="text"/>	•			    Edit Inactivate Up Down
3.	How many times have you attempted to receive and direct written information in an office environment? <input type="radio"/> 1-19 times <input type="radio"/> 20-59 times <input type="radio"/> 60-99 times <input type="radio"/> 100-139 times <input type="radio"/> 140-200 times	•			    Edit Inactivate Up Down
4.	List the employer(s) who you performed this activity with. <input type="text"/>	•			    Edit Inactivate Up Down

[Add New Question](#)

[Show Inactive Questions](#)

How To DEVELOP

STEP 2 – SCORING PLAN

STF-01 CLERICAL ASSISTANT I

[View Supplemental Questions](#) | [Show Questions](#)

Scoring Plan > Scoring Factors > Scoring Factor Cases

[Add New Scoring Factor](#)

[Show Cases](#)

SF	Name	Type	Case	# of Cases	Action
1	MQ - PD 1 (Information Organization)	Pass/Fail	View/Add Cases	2	Edit Delete
2	MQ - PD 2 (Teamwork)	Pass/Fail	View/Add Cases	2	Edit Delete

How To DEVELOP

STEP 2 – SCORING PLAN

STF-01 CLERICAL ASSISTANT I

[Scoring Plan](#) > [Scoring Factors](#) > [Scoring Factor Cases](#)

* Required

* Factor Title	MQ - PD 1 (Information Organization)
* Type	<input checked="" type="radio"/> Pass/Fail <input type="radio"/> Scored
* Pass Required	<input checked="" type="radio"/> Yes <input type="radio"/> No
* Factor Questions	<div><input checked="" type="checkbox"/> How many times have you attempted to organize documents into a filing system? <input type="checkbox"/> List the employer(s) who you performed this activity with. <input checked="" type="checkbox"/> How many times have you attempted to receive and direct written information in an office environment? <input type="checkbox"/> List the employer(s) who you performed this activity with. <input type="checkbox"/> How many times have you attempted to do support work for other office employees? <input type="checkbox"/> List the employer(s) who you performed this activity with. <input type="checkbox"/> How many times have you attempted to work with coworkers on larger group projects? <input type="checkbox"/> List the employer(s) who you performed this activity with.</div>
Comments	<div></div>

Save

How To DEVELOP

STEP 2 – SCORING FACTOR CASES

STF-01 CLERICAL ASSISTANT I

[View Supplemental Questions](#)

[Scoring Plan](#) > [Scoring Factors](#) > Scoring Factor Cases

[Add New Factor Case](#)

Case	Title	Points	Action
Case 1	Question 1	Pass/Fail	Edit Delete
Case 2	Question 3	Pass/Fail	Edit Delete

How To DEVELOP

STEP 2 – SCORING FACTOR CASES

STF-01 CLERICAL ASSISTANT I

[Scoring Plan](#) > [Scoring Factors](#) > Scoring Factor Cases

* Required

* Case Title	Question 1	
<ans1>	How many times have you attempted to organize documents into a filing system? <input checked="" type="checkbox"/> 20-59 times <input checked="" type="checkbox"/> 60-99 times <input checked="" type="checkbox"/> 100-139 times <input checked="" type="checkbox"/> 140-200 times	Edit Delete
Formula	<ans1>	
Questions	How many times have you attempted to receive and direct written information in an office environment?	Add Condition

Save

How To DEVELOP

STEP 2 – SCORING FACTOR CASES

STF-01 CLERICAL ASSISTANT I

[Scoring Plan](#) > [Scoring Factors](#) > Scoring Factor Cases

* Required

* Case Title	Question 3	
<ans1>	How many times have you attempted to receive and direct written information in an office environment?	Edit Delete
	<input checked="" type="checkbox"/> 20-59 times <input checked="" type="checkbox"/> 60-99 times <input checked="" type="checkbox"/> 100-139 times <input checked="" type="checkbox"/> 140-200 times	
Formula	<div><ans1></div>	
Questions	How many times have you attempted to organize documents into a filing system?	Add Condition

Save

How To DEVELOP

STEP 3 – EVALUATION STEPS

Exam Title	Clerical Assistant I	Department	Personnel Commission
Exam Number	05-015	Division	
		Vacancies	

Job Posting

Job #	Job Title	Status	Last Updated	Assigned To	Action
STF-01	<u>CLERICAL ASSISTANT I</u>	Continuous	01/09/08	<u>Kristin Olson</u>	<u>Edit</u> <u>Delete</u>

Recruiting Plan [Add New](#)

Ad Type	Ad Name	Requested Date	Start Date	End Date	Action
---------	---------	----------------	------------	----------	--------

Evaluation Steps [Add Step](#) [View Applicants \(0\)](#) [View Applicants by Step \(0\)](#) [App Flow](#)

Step	Evaluation Step	Weight	Results	At Step	Action
Step 1	Application Received	N/A	<u>View Results</u>	0	<u>Filter</u>

Advanced Filters [Add New](#)

Filter Name	Created	Action
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Eligible Lists [Add New](#) [Show Archived Eligible Lists](#)

List Name	List Type	Expiration Date	# On List Total	# On List Active	Action
<u>Default List</u>	Normal	N/A	0	0	<u>Edit</u> <u>Archive</u>

How To DEVELOP

STEP 3 – EVALUATION STEPS

05-015 Clerical Assistant I

* Required

* Step Type	Supplemental Questionnaire
Step Name	<input type="text" value="MQs - Auto Scoring"/>
Display Candidate Status As	<input type="text"/>
* Evaluate On	<input type="radio"/> Scored <input checked="" type="radio"/> Pass/Fail
Comments	<div><div></div><div>^</div><div>v</div></div>
Prerequisite Steps	<input checked="" type="checkbox"/> Application Received <input type="checkbox"/> MQs - Auto Scoring

Save

Cancel

How To DEVELOP

STEP 3 – EVALUATION STEPS

Exam Title	Clerical Assistant I	Department	Personnel Commission
Exam Number	05-015	Division	
		Vacancies	

Job Posting

Job #	Job Title	Status	Last Updated	Assigned To	Action
STF-01	<u>CLERICAL ASSISTANT I</u>	Continuous	06/23/08	<u>Kristin Olson</u>	<u>Edit</u> <u>Delete</u>

Recruiting Plan [Add New](#)

Ad Type	Ad Name	Requested Date	Start Date	End Date	Action
---------	---------	----------------	------------	----------	--------

Evaluation Steps [Add Step](#) [View Applicants \(2\)](#) [View Applicants by Step \(2\)](#) [App Flow](#)

Step	Evaluation Step	Weight	Results	At Step	Action
Step 1	Application Received	N/A	<u>View Results</u>	0	<u>Filter</u>
Step 2	MQs - Auto Scoring	N/A	<u>View Results</u>	2	<u>Edit</u> <u>Delete</u> <u>Filter</u>

Advanced Filters [Add New](#)

Filter Name	Created	Action
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Eligible Lists [Add New](#) [Show Archived Eligible Lists](#)

List Name	List Type	Expiration Date	# Total	# On List Active	Action
<u>Default List</u>	Normal	N/A	0	0	<u>Edit</u> <u>Archive</u>

How To DEVELOP

STEP 3 – EVALUATION STEPS

Step 2: MQs - Auto Scoring

2 records found.

Step History

Step Comments

Candidate <input checked="" type="checkbox"/>	Person ID <input type="checkbox"/>	Master Profile <input type="checkbox"/>	Disposition <input type="checkbox"/>	SME	Email Notify <input type="checkbox"/>	Source <input type="checkbox"/>	Received <input type="checkbox"/>	Notices
<input type="checkbox"/> 206100	206100	View	<input checked="" type="checkbox"/> Pass		•	Online	06/23/08 01:06 PM	N/A
<input type="checkbox"/> 206100	206100	View	<input type="checkbox"/> N/A		•	Online	06/23/08 01:58 PM	N/A

Select Action

== Select ==



Select Candidate(s)

== Select ==



Go

How To DEVELOP

STEP 3 – EVALUATION STEPS

Exam Title	Clerical Assistant I	Department	Personnel Commission
Exam Number	05-015	Division	
		Vacancies	

Job Posting

Job #	Job Title	Status	Last Updated	Assigned To	Action
STF-01	<u>CLERICAL ASSISTANT I</u>	Continuous	06/23/08	<u>Kristin Olson</u>	<u>Edit</u> <u>Delete</u>

Recruiting Plan [Add New](#)

Ad Type	Ad Name	Requested Date	Start Date	End Date	Action
---------	---------	----------------	------------	----------	--------

Evaluation Steps [Add Step](#) [View Applicants \(2\)](#) [View Applicants by Step \(2\)](#) [App Flow](#)

Step	Evaluation Step	Weight	Results	At Step	Action
Step 1	Application Received	N/A	<u>View Results</u>	0	<u>Filter</u>
Step 2	MQs - Auto Scoring	N/A	<u>View Results</u>	2	<u>Edit</u> <u>Delete</u> <u>Filter</u>

Advanced Filters [Add New](#)

Filter Name	Created	Action
-------------	---------	--------

Eligible Lists [Add New](#) [Show Archived Eligible Lists](#)

List Name	List Type	Expiration Date	# Total	# On List Active	Action
<u>Default List</u>	Normal	N/A	0	0	<u>Edit</u> <u>Archive</u>

How To DEVELOP

STEP 3 – EVALUATION STEPS

Exam Title	Clerical Assistant I	Cut-Off Raw Score	N/A
Exam Number	05-015	Raw Score Percentage	N/A
Step Name	MQs - Auto Scoring	Passed Step	1
Date		Failed Step	1
Weight	%	Total Candidates	2

[View Step Statistics](#) Show Applications:

Candidates Passed

1 record found.

Page 1 of 1

Person ID	Master Profile	Raw Score	Raw Max Score	Raw %	Type	Details
206100	View	0.000	4.000	0.00%	Online	View

Candidates Failed

1 record found.

Page 1 of 1

Person ID	Master Profile	Raw Score	Raw Max Score	Raw %	Type	Details
206100	View	0.000	4.000	0.00%	Online	View

How To DEVELOP

STEP 3 – EVALUATION STEPS

MQ - PD 1 (Information Organization)

Case 1) Question 1

CRITERIA NOT MET

Case 2) Question 3

CRITERIA MET

Scoring Factor: PASSED

MQ - PD 2 (Teamwork)

Case 1) Question 5

CRITERIA NOT MET

Case 2) Question 7

CRITERIA MET

Scoring Factor: PASSED

Total Points: 0

Max Points: 4.000

Final Score: 0%

How To DEVELOP

STEP 3 – EVALUATION STEPS

Exam Title	Clerical Assistant I	Cut-Off Raw Score	N/A
Exam Number	05-015	Raw Score Percentage	N/A
Step Name	MQs - Auto Scoring	Passed Step	1
Date		Failed Step	1
Weight	%	Total Candidates	2

[View Step Statistics](#) Show Applications:

Candidates Passed

1 record found.

Page 1 of 1

Person ID	Master Profile	Raw Score	Raw Max Score	Raw %	Type	Details
206100	View	0.000	4.000	0.00%	Online	View

Candidates Failed

1 record found.

Page 1 of 1

Person ID	Master Profile	Raw Score	Raw Max Score	Raw %	Type	Details
206100	View	0.000	4.000	0.00%	Online	View

How To DEVELOP

STEP 3 – EVALUATION STEPS

MQ - PD 1 (Information Organization)

Case 1) Question 1

CRITERIA NOT MET

Case 2) Question 3

CRITERIA NOT MET

Scoring Factor: REJECTED

MQ - PD 2 (Teamwork)

Case 1) Question 5

CRITERIA MET

Case 2) Question 7

CRITERIA MET

Scoring Factor: PASSED

Total Points: 0

Max Points: 4.000

Final Score: 0%

CMQS: CONCLUSIONS

- More work up front, much less work down the road
- Fewer False Negatives
- Less Adverse Impact from MQ Screening
- More accountability on applicant to accurately represent T&E
- All components follow Uniform Guidelines

Ultimate Goal: More high scoring candidates

Thank You



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