

**EEO Certifications Institute:  
Test Validation  
Core Competencies and Study Guide**

**Legal framework/history underlying the validation of selection/assessment instruments**

- Knowledge of the issues and implications of Griggs v Duke Power Company (Griggs v. Duke Power Company, 401 US 424, 1971).
- Knowledge of the Civil Rights Act of 1964 as amended by the 1991 Civil Rights Act with respect to evaluating hiring practices.
- Knowledge of role of the Uniform Guidelines on Employee Selection Procedures as they related to the development and validation of selection procedures.
- Knowledge of the 1990 Americans With Disabilities Act.
- Basic knowledge regarding the Joint Standards
- Basic knowledge regarding the SIOP Principles.
- Knowledge regarding employer size and Civil Rights compliance obligations.
- Knowledge regarding the "five sources of validity" provided by the professional standards.

**Analyzing jobs in order to establish critical and essential tasks and critical KSAs that are required at entry to the position.**

- Knowledge of the "essentials" and process of establishing content validity.
- Knowledge of the "essentials" and process of establishing criterion-related validity.
- Knowledge of the "essentials" and process of establishing construct validity.
- Ability to determine whether a job task represents an "essential job function" as defined by the 1990 Americans with Disabilities Act (ADA).
- Ability to evaluate the defensibility of a job analysis for use in establishing the validity of a hiring assessment.
- Knowledge of the requirements for a person to serve as a Subject Matter Expert in a job analysis study.
- Ability to identify a *bona fide* occupational qualification.
- Knowledge of the requirements for a job knowledge, skill or ability to be appropriate for use for selection purposes.
- Knowledge of the requirements for establishing the transportability of a previously validated assessment to another location or position.
- Knowledge of the various scales used to rate the importance and job-relatedness of job duties.
- Knowledge of the various scales used to rate the importance and job-relatedness knowledges, skills, and abilities.
- Knowledge regarding post-offer tests under the 1990 Americans with Disabilities Act (ADA).
- Knowledge regarding the which knowledge, skills and abilities can be tested under content validity for both knowledge and skill/ability tests.

**Methods of assessing knowledges, skills, abilities, and other personal characteristics**

- Knowledge of the term "validity" as it is applied to assessment procedures.
- Knowledge of the term "reliability" as it is applied to assessment procedures.
- Ability to determine the kinds of tasks, knowledges, skills, and abilities that are and are not appropriate for use in assessment.
- Knowledge of appropriate measures for use in measuring cognitive skills (e.g., reading, writing, math, problem solving).
- Knowledge of appropriate measures for use in assessing situational judgment, customer service, and interpersonal skills.
- Knowledge of appropriate measures for use in assessing personality factors to predict job performance (e.g., the "Five Factor" personality model).
- Knowledge of appropriate formats/techniques for writing multiple choice items.
- Knowledge of the requirements and appropriate methodologies to use when assessing training and experience.
- Ability to identify sample size issues that should be considered when conducting job analyses.
- Knowledge of the uses of "job/desk audits" in identifying job content.

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- Ability to identify the types of knowledge, skills and abilities that can be measured using content validity.
- Knowledge regarding "test use" requirements for ranking scores.
- Knowledge regarding "test use" requirements for banding.
- Knowledge regarding "test use" requirements for setting pass/fail cutoffs.
- Knowledge regarding "test use" requirements for weighting/ combining test scores.

**Evaluating testing instruments and procedures**

- Knowledge of the different methods of assessing/establishing the reliability of assessment procedures.
- Knowledge of the appropriate strategy for establishing reliability based on the type of assessment method used.
- Knowledge of the level of reliability an assessment should have to support the use of an assessment instrument for selection.
- Ability to evaluate criterion measures for use in a criterion validation study.
- Ability to interpret item-total correlations as evidence of the effectiveness of individual test items.
- Ability to interpret item p-values or other difficulty indices when evaluating test items.
- Basic understanding of the concepts of validity generalization versus location/situation-specific validity.
- Ability to discuss issues related to Differential Item Functioning and test/item bias.
- Knowledge of implications of "statistical power" when interpreting test statistics as evidence of validity or test bias.
- Knowledge of typical validity coefficients associated with various testing methodologies (i.e., validity levels that can be expected from measuring various KSAs).
- Knowledge regarding the threats to validity studies (e.g., "criterion contamination")
- Knowledge regarding the factors that increase reliability and threats to test reliability.
- Different between "fairness" and "adverse impact."
- Methods for insuring test fairness, and methods for evaluating test fairness.
- Knowledge of sample size requirements for establishing content validity.
- Knowledge of sample size requirements for establishing criterion validity.
- Knowledge of methods for transporting validity evidence.
- Knowledge of methods for evaluating "alternate employment practices" or "alternate selection procedures" to help mitigate adverse impact.
- Knowledge of differences between structured and unstructured interviews.
- Knowledge of basic "best practices" surrounding Unproctored Internet Testing.
- Knowledge of predictive v. concurrent criterion validation designs.
- Knowledge regarding "acceptable threshold" levels for validity.
- Knowledge regarding "acceptable threshold" levels for reliability.
- Conceptual understanding regarding the fundamentals of Item Response Theory (IRT).
- Knowledge regarding Multiple Hurdles versus Compensatory Models of testing.
- Knowledge regarding "best practices" for retesting applicants.

**Statistics/psychometrics pertaining to assessment**

- Knowledge of relationship between reliability and statistical validity (e.g., "theoretical maximum")
- Knowledge regarding the use and application of the "Standard Error of Measurement" (SEM).
- Knowledge of standard scoring (Z-scores, T-score, stanines, percentage scores, percentile scores, establishing norms, etc.)
- Knowledge regarding "effect sizes."
- Knowledge regarding utility analyses (e.g., expectancy charts).
- Knowledge regarding statistical factors that influence statistical validity (e.g., base rates, selection ratios, range restriction, test reliability, etc.)
- Knowledge regarding ways to equate test forms.
- Knowledge regarding ways to assess cross validation (shrinkage formulas, empirical cross-validation studies, etc.)
- Knowledge regarding statistical regression and evaluative techniques (e.g., outliers).

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**USEFUL STUDY MATERIALS**

- **Federal Uniform Guidelines on Employee Selection Procedures and associated information**  
<http://www.uniformguidelines.com>
  
- **EEOC's facts on Employment Procedures**  
[http://www.eeoc.gov/policy/docs/factemployment\\_procedures.html](http://www.eeoc.gov/policy/docs/factemployment_procedures.html)