# Assessor Training and Analysis of Results





### **Overview of Session**

Part 1: Training of Evaluators

Delivery Method: Instructional

Part 2: Analysis of Results

Delivery Method: Small Group Discussion

Not covering

Development of SJTs

Development of scoring scales



## Audience Background

Who has conducted training of evaluators?

Who has administered large scale oral exams with 50 or more test candidates?

Note about terminology during session.



## Presenters' Background

Relevant Experience Liz Reed: 20+ years with CCSC

- trained hundreds of assessors
- scored thousands of candidates
   Eric Hutchison
- I/O Doctorial Student
- Community Evaluators with CCSC



## **Background/Context**

#### Open-Response Situational Judgement

- Situations specific to job
- Variety of test formats
- Multiple dimensions
- Behaviorally anchored scales, etc.



## **Evaluator Training**

- Introductions
- Security agreements and protocol
- Logistics
- Board assignments
- Overview of full testing process
- What information was available to candidates



## **Three Part Scoring Process**

- 1. Before the response
- Review questions
- Review evaluation criteria and assessor errors
- Correct score sheet



## **Three Part Scoring Process**

- 2. During the response
- Observe the response
- Take notes
- Do not evaluate



## **Three Part Scoring Process**

- 3. After the response
- Review notes/observations
- Review scale (one at a time)
- Compare observations to scale
- Independently score
- Compare scores
- Discuss scores if not within criteria
- Provide final score



### **Observational Skills**

- Be curious
- Gather Information
- Use senses-sight/hearing
- Body language
- What's not done
- Attention to detail
- Objective observations
- Focus on current response



#### **Observation Demonstration**

I canualt blveiee taht I cluad aulacity uesanatnra what I was ragnieg.

According to a rscheearch at Cmabrigde Uinervtisy, it deosn't mttaer in what order the Itteers in a word are, the olny iprmoatnt thing is that the frist and Isat Itter be in the rghit pclae. The rset can be a taotl mses and you can still raed it wouthit porbelm. This is bcuseae the juamn mind deos not raed ervey Iteter by istlef, but the word as a wlohe.

Amzanig huh?



### **Selective Attention**

Selective Attention

Have you seen the video where you count the number of times the team passes the basketball?
If you have, shhhh don't give it away.



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## **Exercise and Scoring Criteria**

Tip for recording scores



Practice-Discuss
Practice-Discuss
Practice-Discuss
Practice-Discuss



## **Analysis of Results**

Break up into groups

What analysis would you do to learn how you can improve the process/training?

Hint: no one right answer



## Report out Analysis

What analysis would you do to learn how you can improve the process/training?

Each group will have different data set information

Hint: no one right answer



## Possible Analysis



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## **Analysis**

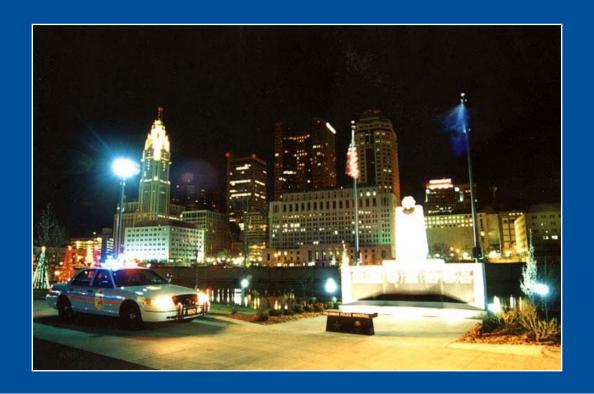
- Means/Standard Deviations by:
  - Board
  - Candidate Group
  - Version
  - Rater
- Standardize by Board
- Standardize by Version



## **Previous Analysis Findings**

- Typical: Inter-rater reliability on final scores .85 to .98
- Board Sync: one strong assessor can influence board behavior
- Estimated 6 scenarios needed to get near true dimension values
- No adverse impact







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#### **Questions**

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