

*Fifteen Steps to a Competency-Based,
Multiple-Choice In-Basket*

Sample Forms

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Planning and Evaluating Critical Incident Collection Form

Instructions: Describe a situation that involved a Supervisory Adjudications Officer developing a plan or monitoring the progress of a plan. The activities for developing the plan or monitoring the progress of a plan could be either effective or ineffective. Indicate the job title and grade level of the Supervisory Adjudications Officer. Do not report any names, locations, or other information that would allow any person to be identified. Provide enough detail to allow us to understand the situation completely.

Job Title: _____ **Grade Level:** _____

1. What circumstances led to the situation?
2. What occurred during the situation? Be sure to describe the activities used to develop the plan or monitor the progress of a plan and whether the activities were effective or ineffective.
3. In the process of developing the plan or monitoring progress, what information should the Supervisor Adjudications Officer have considered?
4. What were the consequences, positive or negative, for the individual, for other individuals, or for the agency?

Name _____

Date _____

Document Review Form			Job -Relatedness	Technical Accuracy	Format	Clarity
Doc #	Format	Content	<i>Check if acceptable</i>			
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Item Development Checklist

The ITEM as a whole should:

- ✓ clearly reflect a competency and subcompetency
- ✓ focus on a single problem
 - ◆ the solution can involve several steps but only one question should be asked
- ✓ be totally independent of all other items for its correct answer
- ✓ be free of cultural, gender, or other biases
- ✓ be clear and contain simple language
 - ◆ the sentence structure and vocabulary should not present any unnecessary challenge to comprehension
 - ◆ unnecessary wording and details should be eliminated from both the stem and alternatives
- ✓ be printed entirely on one page

The STEM should:

- ✓ be self contained
 - ◆ the candidate should be able to answer the question without the alternatives
- ✓ ask a question that has a definite answer
- ✓ be clearly worded and free of ambiguity
- ✓ be free of irrelevant unnecessary detail
- ✓ be grammatically correct within itself and in its relationship to each of the alternatives
- ✓ not provide any grammatical clues to any alternative

Each RESPONSE OPTION should

- ✓ be appropriate to the question asked or implied by the stem
 - ◆ Do not include irrelevant options should because it is too difficult to come up with a fifth option
- ✓ be grammatically consistent with the stem and parallel in form
- ✓ be independent; response options should not overlap with other response options
- ✓ be stated as briefly and simply as possible
- ✓ be plausible

Item Development Checklist (Continued)

In addition, when preparing RESPONSE OPTIONS:

- ✓ avoid the use of trickery
- ✓ always use the same number of alternatives
- ✓ avoid stating correct answer in greater length (or keep all alternatives as close to the same length as possible)
- ✓ Place words that are common to all the alternatives in the stem
- ✓ avoid absolute terms like always and never
- ✓ refrain from using “all of the above” or “none of the above”

When developing the ITEM KEY:

- ✓ Make certain that the intended answer is only correct or clearly the best
- ✓ Vary the distribution of keyed item in a random manner
- ✓ Arrange response options in ascending or descending order
- ✓ Make sure that every item is independent of every other item
- ✓ Assign the same number of points to each item

