The ETS WorkFORCE™ Assessment for Job Fit offers a valuable assessment tool that enables organizations to evaluate the Overall Job Fit of candidates, as well as the Behavioural Competency of candidates in six specific areas.

The WorkFORCE™ Assessment for Job Fit Score User Guide is prepared for corporations, government agencies, and educational institutions that have an interest in the WorkFORCE™ test. This Score User Guide provides an overview of the WorkFORCE™ Assessment for Job Fit and explains the policies and guidelines for using the test scores. Whether it is to help develop interview policies or simply to answer questions that may arise after reading this Score User Guide, WorkFORCE™ program staff are available to explain how to use the WorkFORCE™ Assessment for Job Fit more effectively.

For additional information or to make testing arrangements, please visit www.ets.org/workforce or contact the ETS Preferred Network representative in your country. Our list of representatives can be found on the WorkFORCE™ website.
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1. OVERVIEW

1.1 Educational Testing Service

Educational Testing Service is a not-for-profit organization with a mission to advance quality and equity in education for all people worldwide. We do this by:

- Listening to educators, parents, and critics
- Learning what students and their institutions need
- Leading in the development of new and innovative products and services

Our Mission: To advance quality and equity in education by providing fair and valid assessments, research, and related services. Our products and services measure knowledge and skills, promote learning and educational performance, and support education and professional development for all people worldwide.

Our Vision: To be recognized as the global leader in providing fair and valid assessments, research, and related products and services to help individuals, parents, teachers, educational institutions, businesses, governments, countries, states, and school districts, as well as measurement specialists and researchers.

Our Values: Social responsibility, equity, opportunity, and quality. We practice these values by listening to educators, parents, and critics. We learn what students and the institutions they attend need. We lead in the development of products and services to help teachers teach, students learn, and parents measure the intellectual progress of their children.
2. OVERVIEW OF THE WorkFORCE™ ASSESSMENT FOR JOB FIT

2.1 Introduction

The ETS WorkFORCE™ Assessment for Job Fit is a 20-25 minute, web-based personality assessment. Administered using ETS's FACETS™ engine, this assessment measures up to 15 personality attributes using an innovative forced-choice response format designed to reduce response biases and to provide normative trait scores.

The assessment measures six critical factors, or Behavioural Competencies:

- Initiative & Perseverance
- Responsibility
- Teamwork & Citizenship
- Flexibility & Resilience
- Problem Solving & Ingenuity
- Customer Service Orientation

Results from the WorkFORCE™ Assessment for Job Fit provide scores for each of these six Behavioural Competencies as well as an Overall Job Fit Score Index.

By following a framework based on contemporary views of personality theory and by making use of modern scoring techniques, the WorkFORCE™ Assessment for Job Fit provides a basis for scoring individuals across a range of organizational, educational, and developmental contexts.

2.2 Target Population

- Personnel in a large variety of sectors including health care, manufacturing, information technology, education, construction, government, retail, hospitality, restaurants, and retail
- Managerial, sales, service, clerical and technical employees
- Individuals who are preparing to enter the workplace
- Individuals who wish to better understand their behavioural competencies

2.3 Purposes

- To score individuals across a range of organizational, educational, and developmental contexts
- To predict workplace success based on proven measurement techniques
- To qualify for a new position and/or promotion in a company
- To enhance professional credentials

2.4 Use Model

WorkFORCE™ Assessment for Job Fit scores are intended to supply information to aid recruiters as they interview potential candidates or train existing employees. The test offers an Overall Job Fit Score Index between 0–100, and it also provides scores along six dimensions, called Behavioural Competencies, which are correlated with
job performance and scored from low to high. These scores can help recruiters and managers probe the most important areas based on the specific job, the fit to the specific team, and the work for which the applicant is being evaluated. The best predictor of job performance, however, is the Overall Job Fit Score Index, which should be the primary input for hiring managers to consider for selection decisions.

The use of scores should be anchored in prior studies particular to your industry and the specific job for which you are hiring. These studies include Job Analysis and Job Comparability.

2.4.1 Job Analysis

A job analysis is used to examine the nature and requirements of a job before choosing relevant assessments to use for selecting job candidates for that job. Assessments are recommended based on worker qualities identified to be important for the job during the job analysis. ETS has a job profiling methodology that involves collecting information about a job, including educational requirements, training requirements, experience requirements, activities performed on the job, and required worker characteristics. This information is collected from a hiring manager, job incumbents, and job supervisors in a standardized format using multiple choice and Likert rating items. Ratings provided by supervisors on the importance of various worker characteristics for the job are used to recommend the WorkFORCE™ Assessment for Job Fit as a relevant assessment to administer to job candidates. Validity evidence is then collected to verify that the assessment can predict performance in the job, or that the validity evidence may be transported from a comparable job(s). Validity evidence will be summarized in validity reports for targeted jobs.

2.4.2 Job Comparability

When two jobs have been profiled using the same job profiling methodology, their profiles of important work activities and worker characteristics can be compared to determine the extent of overlap between the jobs. Given an adequate level of overlap as determined by common professional practice, available assessment validity evidence from the job, where it is available (based on a validity study), can be transported to the job where no validity evidence has been gathered. That is, if the jobs are similar enough, an additional validity study may not be necessary to demonstrate that scores on the assessment are related to performance in the job.

2.5 Test Design

2.5.1 Introduction

The WorkFORCE™ Assessment for Job Fit is based on contemporary research in personality theory and incorporates the latest in testing techniques. Research and meta-analytic findings suggest that personality constructs in particular are important predictors of educational outcomes, task performance in the workplace, citizenship behaviours at work, and turnover.

2.5.2 Theoretical Background

For the last thirty years, the predominant framework from which to approach personality measurement has been the Factor Five Model. In this model various personality traits are classified into five broad factors: Conscientiousness, Agreeableness, Extraversion, Emotional Stability, and Openness to Experience.

While these factors have been very important for theory building, the five broad factors are often further broken
down into narrow traits or facets. While remaining within the FFM, these narrower traits have been shown to provide better prediction than the higher order factors.

An important, recent summary of a series of analyses provides a comprehensive taxonomy of 21 lower-order personality facets that can be placed under the FFM hierarchical model. These facets, which provide a basis for the WorkFORCE™ Assessment for Job Fit, have both a strong theoretical foundation and empirical support for their importance in predicting workplace outcomes.

Behavioural Competencies for personality, also known as compound traits, combine several overall personality factors (e.g. Five Factor Model personality factors such as Openness or Conscientiousness) or personality facets (e.g. Conscientiousness facets such as Responsibility and Order) to form a composite. Facets are selected to form composites using both theoretical and empirical evidence that support the prediction of specific focal criteria. Such Behavioural Competencies can be used to better understand job candidate strengths and challenges, and to highlight areas that are commonly identified as important determinants of WorkFORCE™ readiness and success.

This work provides the theoretical background for the WorkFORCE™ Assessment for Job Fit. The assessment has been designed to measure six critical Behavioural Competencies, and these factors reflect the type of job that a company is recruiting for and the behavioural skills needed to perform successfully in that job.

2.5.3 Test Form

The form of the test is also built on contemporary research. Many personality tests ask respondents to rate various personality statements illustrating individual traits on a Likert-type scale. Such approaches are subject to “faking,” in which a respondent selects a rating that is deemed to be socially desirable as opposed to providing an honest, accurate self-report. When asked to rate the importance of being on time from “Not at All Important” to “Very Important,” for example, it is clear that the socially desirable answer is “High” and this desirability may bias the answers of respondents.

One avenue to combat faking is the use of forced-choice item formats, a method with a lengthy history in psychology. Forced-choice methods tend to require respondents to select between two equally desirable statements representing different personality facets. For example, a respondent may be presented with the following pair of statements, the first representing a high level of agreeableness and the second a high level of conscientiousness:

- I get along well with others.
- I always arrive to meetings on time.

The respondent is instructed to select the statement that is “most like” him or her. Since each pair of statements is intended to be of equal social desirability, the answers of respondents are less subject to bias.

ETS has a strategy for constructing and scoring the pairwise items. Computerized Adaptive Testing (CAT) is used to administer these items. This approach was adopted by the United States Army for use in selecting and classifying recruits into job categories. And now, the WorkFORCE™ Assessment for Job Fit is based on the same
model and strategies, providing a strong empirical foundation from which to build a comprehensive personality measure for the civilian world.

One benefit of the use of a CAT-based test is that typically half as many items are required to obtain the same level of measurement precision as a standard fixed-form test. This reduced number of items also has the benefit of a decreased level of item exposure, which may reduce issues with test security and coaching in high-stakes settings. Consequently, the implementation of WorkFORCE™ Assessment for Job Fit in a CAT form provides many benefits when measuring a large number of personality dimensions in a short period of time.

2.6 Test Timing

Test takers will have one hour to complete the WorkFORCE™ Assessment for Job Fit. Because it is a CAT-based test, it will typically take only 20 to 25 minutes. If the computer remains idle for 15 minutes, the test session will time out. The Test taker will be notified by a pop-up screen when the computer has been idle for 13 minutes.

2.7 Test Format

The personality attributes measured by the WorkFORCE™ Assessment for Job Fit are measured using a 104-item pairwise preference test that is administered with the FACETS™ engine, a computerized adaptive testing (CAT) environment.

For each question, the test taker is asked to pick between a pair of statements. After each item response is obtained, the test taker’s trait scores are estimated and the next item pair is selected. This process continues until the total number of test items has been completed. Final trait score estimates are then obtained.

2.8 Administration of the Test

The test taker will receive an e-mail containing a link to the ETS WorkFORCE™ Assessment for Job Fit, along with his or her Registration ID, Access Code and test expiration date. The test taker will access the system and navigate through a series of pre-assessment screens. The test taker will then begin his or her ETS WorkFORCE™ Assessment for Job Fit session. The test taker will be presented with two statements and will be asked to select the statement that is more like him or her. In some cases, both statements may not be relatable to the test taker. However, the test taker should choose the statement more like him or her over the other. The test taker will continue through the statements until the completion of the assessment. Following the assessment, the test taker will be asked one post-assessment question.
3. *WorkFORCE™ TEST SCORES*

**3.1 Information**

Test reports provide an Overall Job Fit Score Index from 0-100 and individual Behavioural Competency scores ranging from low to high. The Overall Job Fit score and individual Behavioural Competency scores are intended to supply information that is helpful to inform an interviewer. With this information as a guide, a recruiter or hiring manager can probe the most important areas based on the specific job and the fit of an applicant to the specific team and work for which the applicant is being evaluated.

**3.2 Overall Test Score**

The Overall Job Fit Score Index is constructed as a combination of up to 15 underlying personality attributes measured by the *WorkFORCE™* Assessment for Job Fit. Thus, to maximize prediction, the *WorkFORCE™* Assessment for Job Fit provides a single overall score index. This Overall Job Fit Score Index is derived from an empirical weighting of the personality attributes via linear regression using supervisor ratings of performance.

Higher overall scores indicate higher levels of expected performance. If the score was used in a top-down selection approach, for example, hiring managers could be instructed to “look at candidates who score above 60” or whatever value is determined to be appropriate. The range or window from which you may wish to draw candidates should be determined with precise reference to the job you are hiring for, based on job analysis, a standard-setting exercise with subject matter experts, and relevant validity studies.

**3.3 Behavioural Competency Scores**

The following six Behavioural Competencies were formed with the intention of indicating the Test taker’s strengths and challenges.

The precise make up of each competency will meet the needs of your organization. The following, however, are example descriptions of each Behavioural Competency, with the personality attributes from which each is constructed indicated in brackets, and a brief description of the behaviours correlated with the Competency.

*Initiative and Perseverance:* Reflecting behaviours formally recognized as part of job duties and which contribute to assigned work; completing tasks efficiently and accurately; acting as a self-starter; driving to get work accomplished.

*Responsibility:* Conducting oneself with responsibility, accountability, and excellence; adhering to organizational policies; being sensitive to and following safety and other regulatory rules and procedures; demonstrating appropriate workplace behaviour and conduct.

*Teamwork and Citizenship:* Working with diverse groups of peers and colleagues; contributing to groups; having a healthy respect for different opinions, customs, and preferences; participating in group decision-making.
**Flexibility and Resilience:** Adjusting well to changing or ambiguous work environments, handling stress, accepting criticism and feedback from others, being positive even when facing setbacks.

**Problem Solving and Ingenuity:** Using knowledge, facts, and data to effectively solve problems; thinking critically and creatively; using good judgment when making decisions; being a self-directed learner.

**Customer Service Orientation:** Conducting oneself in a courteous, patient and cooperative manner with external or internal clients or customers; acting to meet client needs and maintain the role as spokesperson when dealing with others; following through with clients to get a job done well; managing difficult people and assignments; putting the customer first.

3.4 How to Interpret Test Scores

The WorkFORCE™ Assessment for Job Fit contributes to workplace productivity by helping identify candidates who are most likely to succeed in your organization. An Overall Job Fit Score Index is provided and ranges from 0-100. Scoring algorithms are built based on the job fit scores and job performance of successfully employed individuals in jobs similar to the one for which you are hiring. This Overall Job Fit Score Index is intended to be the primary score for hiring managers to consider when making selection or hiring decisions, as it is designed to provide the best prediction of overall job performance.

Also provided are test taker’s scores across Behavioural Competencies (scored as Low, Low-Moderate, High-Moderate, or High) which are indicators of characteristic workplace behaviours. Each of the Behavioural Competencies formed by the WorkFORCE™ Assessment for Job Fit is intended to convey information about each test taker’s personality, and this information could be used to identify specific areas of potential strengths and weaknesses.

The Behavioural Competency scores provide information on the relative standing of the test taker compared to that of the norm group. The Behavioural Competency scores are communicated across four categories, each representing a quarter of the distribution of the norm group. These scores range from “Low,” indicating that the test taker’s score is in the lowest 25% of respondents for that dimension, to “Very High,” indicating that the score is in the highest 25% of respondents for that dimension.

Someone who scores “Low” on Customer Service Orientation, for example, is less inclined to perform the behaviours associated with this trait relative to norms for that population, but this does not necessarily imply that such a respondent should be expected to perform badly in a customer service role.
4. STATISTICAL CHARACTERISTICS OF THE WorkFORCE™ TEST

4.1 Reliabilities
The underlying scaling procedures with a forced-choice methodology limit the report of traditional reliability indices. Because the statistical results will vary based on the job and country or region, there is no single set of information to convey in a general guide such as this. Instead, information such as descriptive statistics, reliability, and validity, are each communicated in the individual validity reports for each job that will be prepared based on validity studies prior to use of the test which will be stored in the ETS library. As described earlier (see section 2.4), job analysis and job comparability studies will provide a basis for use of the scores.

4.2 Standard Error of Measurement
Standard error estimates of Test taker trait scores are calculated at the end of the test by computing the variance of trait score estimates over 30 replications simulated using the final trait estimates.
5. VALIDITY STUDIES

5.1 Introduction

The validity of a selection procedure, such as a personality test, can be thought of as the extent to which theory and data from validation studies support interpretations of its produced scores. ETS examines their relationship between scores on the WorkFORCE™ Assessment for Job Fit and the job performance in various types of jobs to determine the extent to which the assessment has criterion-related validity.

5.2 Criterion-Related Validity

Criterion-related validity is demonstrated by showing a statistical relationship between scores on a selection procedure and scores on a criterion measure. A criterion is what the selection procedure is expected to predict or correlate with, for example, work performance or behaviour that can be expected to be predicted by various personality characteristics. This statistical relationship must be supplemented by evidence of the relevance of the job performance measure to the overall job performance domain. Evidence of the relevance of the job performance measure to the overall job performance domain is usually based on job analysis.

In summary, a preponderance of evidence from content and criterion-related validity studies conducted in numerous samples helps build a validity case for the WorkFORCE™ Assessment for Job Fit as a tool for selection.

5.3 Score Validity

Test takers may achieve different scores over time. A change in scores may not indicate an irregularity in the test itself or its administration.

However, WorkFORCE™ Assessment for Job Fit test score users should note extreme inconsistencies and take necessary steps to verify the identity of the test taker. Score users should notify the local ETS Preferred Network representative if there is any evidence of fraudulent behaviour or if they believe the scores are questionable for other reasons.

Apparent irregularities reported by score users or brought to the attention of the ETS Preferred Network representative by test takers or test administrators who believe that misconduct has taken place, are investigated. Such reports are reviewed, statistical analyses are conducted, and scores may be cancelled by ETS or the ETS Preferred Network representative as a result.

ETS policy and procedures are designed to provide reasonable assurance of fairness to test takers in both the identification of suspect scores and the weighing of information leading to possible score cancellation. These procedures are intended to protect both score users and test takers from inequities that could result from decisions based on fraudulent scores and to maintain the integrity of the test.
6. TEST FAIRNESS

6.1 Overview

ETS is committed to ensuring that our tests and test scores are of the highest quality and as free of bias as possible. All of ETS’s products and services—including individual test questions, assessments, instructional materials, and publications—are evaluated during development to ensure that they

- are not offensive or controversial
- do not reinforce stereotypical views of any group
- are free of racial, ethnic, gender, socioeconomic, and other forms of bias
- are free of content believed to be inappropriate or derogatory towards any group

All of ETS’s tests and other products undergo rigorous, formal reviews to ensure that they adhere to the fairness guidelines, which can be found on the web at www.ets.org/fairness. All statements in the WorkFORCE™ Assessment for Job Fit underwent a formal documented fairness and sensitivity review by trained ETS reviewers, who cleared all statements for desired use with diverse groups of individuals.

6.2 ETS Standards for Quality and Fairness

Every test ETS produces must meet the exacting criteria of our Standards for Quality and Fairness. These standards reflect ETS’s commitment to producing fair, valid, and reliable tests that can stand up to the most intense scrutiny, either in the courtroom or in the court of public opinion.

The ETS Office of Professional Standards Compliance audits each ETS testing program to ensure its adherence to the ETS Standards for Quality and Fairness.

6.3 ETS Fairness Review

The ETS Fairness Review Guidelines identify aspects of test questions that might hinder people in various groups from performing at optimal levels. Fairness reviews are conducted by specially trained reviewers.

6.4 ETS International Principles for Fairness Review of Assessments

The International Principles for Fairness Review of Assessments was written to ensure that tests created under the guidance of ETS for a country outside the United States are fair and appropriate for test takers within the country. Every member of the ETS staff responsible for writing and reviewing test questions undergoes extensive training in the fairness review process. ETS’s commitment to fairness helps distinguish ETS from other assessment companies.
7. POLICIES AND GUIDELINES FOR SCORE USE

7.1 Introduction

These policies and guidelines are designed to provide information about the appropriate use of WorkFORCE™ Assessment for Job Fit scores for organizations that use the scores in making hiring, evaluation, and career promotion decisions. They are also intended to protect test takers from unfair decisions that may result from inappropriate uses of scores. Adherence to the guidelines is important.

The WorkFORCE™ Assessment for Job Fit is designed to assess Overall Job Fit and six specific Behavioural Competencies relevant to today’s international market. When used properly, the scores from these tests can improve the hiring, evaluation, and career promotion decision processes of local and multi-national corporations, and other organizations.

The WorkFORCE™ Assessment for Job Fit Program and its authorized local ETS Preferred Network representatives have a particular obligation to inform users of the appropriate uses of the WorkFORCE™ Assessment for Job Fit scores and to identify and try to rectify instances of misuse. To this end, the following policies and guidelines are available to all WorkFORCE™ Assessment for Job Fit test takers, institutions, and organizations that are recipients of WorkFORCE™ Assessment for Job Fit scores.

7.2 Policies

In recognition of their obligation to ensure the appropriate use of WorkFORCE™ Assessment for Job Fit scores, the WorkFORCE™ Program and its authorized local ETS Preferred Network representatives developed policies designed to make score reports available only to approved recipients, to encourage these organizational score users to become knowledgeable about the validity of the tests, to protect the confidentiality of test takers’ scores, and to follow up on cases of possible misuse of scores. The policies are discussed below.

7.2.1 Confidentiality

WorkFORCE™ Assessment for Job Fit scores, whether for an individual or aggregated for an institution, are confidential and can be released only by authorization of the individual or institution or by compulsion of legal process. ETS recognizes test takers’ right to privacy with regard to information that is stored in data or research files held by ETS and its local ETS Preferred Network representatives, and its responsibility to protect test takers from unauthorized disclosure of the information.

7.2.2 Testing Irregularities

“Testing irregularities” refers to irregularities in connection with the administration of a test, such as equipment failure, improper access to test content by individuals or groups of test takers, and other disruptions of test administrations (natural disasters and other emergencies). When testing irregularities occur, ETS may decline to score the test or may cancel the test score. When it is appropriate to do so, ETS may give affected test takers the opportunity to take the test again as soon as possible without charge.

7.2.3 Identification Discrepancies

When, in the judgment of ETS or the ETS Preferred Network representative, there is a discrepancy in a test taker’s identification, ETS may decline to score a test or may cancel the scores and the test fee will be forfeited.
7.2.4 Misconduct
When ETS or the ETS Preferred Network representative finds that there is misconduct in connection with a test, ETS may decline to score the test or may cancel the test scores. If a test taker’s scores are cancelled because of misconduct, their test fees paid by the Assessment Administrator will be forfeited.

7.2.5 Test Score Data Retention
WorkFORCE™ Assessment for Job Fit scores reflect test taker’s Overall Job Fit and Behavioural Competencies at the time the test is taken. Test scores are retained and can be reported for one year following your test date. After one year, all information that could be used to identify an individual is removed from the database leaving the anonymous score data and other information available for ETS research or statistical purposes. Individuals who took the WorkFORCE™ Assessment for Job Fit more than one year ago must retake the test in order to report their scores to their newly identified employers.

7.2.6 Score Verification
If the score user believes that a score does not accurately reflect the test taker’s Overall Job Fit or Behavioural Competencies, the score user may contact the local ETS Preferred Network representative to verify score results. Scores can be verified up to one year after the date of the test administration.

7.2.7 Score Cancellation
ETS or the local ETS Preferred Network representative reserve the right to take all action—including but not limited to barring test takers from future testing and/or cancelling scores—for failure to comply with test administration regulations or the test administrator’s directions. If a test taker’s scores are cancelled, a letter will be sent from the ETS Preferred Network representative. The test taker will not receive a refund.

7.3 Guidelines
All organizational users of WorkFORCE™ Assessment for Job Fit scores have an obligation to use the scores in accordance with the guidelines below, i.e., using multiple criteria, accepting only official WorkFORCE™ Assessment for Job Fit scores, etc. Organizations have a responsibility to ensure that all individuals using WorkFORCE™ Assessment for Job Fit scores are aware of these guidelines and to monitor the use of the scores, correcting instances of misuse when they are identified. The WorkFORCE™ Program and its authorized local ETS Preferred Network representatives are available to assist institutions in resolving score-misuse issues.

7.3.1 Use Multiple Criteria
Regardless of the decision to be made, multiple sources of information should be used to ensure fairness and to balance the limitations of any single measure of knowledge, skills, or abilities. These sources may include graduate or undergraduate grade point average, years of experience in the target position, and recommendations from past supervisors and colleagues. When used in conjunction with other criteria, the WorkFORCE™ Assessment for Job Fit can be a powerful tool in making hiring, evaluation, promotion, or school related decisions.

7.3.2 Accept Only Official WorkFORCE™ Assessment for Job Fit Score Reports
The only official reports of WorkFORCE™ Assessment for Job Fit scores are those issued by authorized local ETS Preferred Network representatives or by ETS. If an organization administers the WorkFORCE™ Assessment for Job Fit internally, with ETS knowledge and approval, it can obtain and keep score reports of that test. Scores obtained from other sources should not be accepted. If there is a question about the authenticity of a score report, the
question should be referred to an authorized local ETS Preferred Network representative, who will then verify the accuracy of the scores and whether an official report was issued.

7.3.3 Maintain Confidentiality of WorkFORCE™ Assessment for Job Fit Scores
All individuals who have access to WorkFORCE™ Assessment for Job Fit scores should be aware of the confidential nature of the scores and agree to maintain their confidentiality. Policies should be developed and implemented to ensure that confidentiality is maintained.

7.4 Appropriate Uses and Misuses of WorkFORCE™ Assessment for Job Fit Scores
The suitability of the WorkFORCE™ Assessment for Job Fit for a particular use should be explicitly examined before using test scores for that purpose. The following lists of appropriate uses of WorkFORCE™ Assessment for Job Fit scores are based on the policies and guidelines outlined above. The lists are meant to be illustrative, not exhaustive, in nature. There may be other appropriate uses of WorkFORCE™ Assessment for Job Fit scores, but any uses other than those listed below should be discussed in advance with WorkFORCE™ Program staff and its authorized local ETS Preferred Network representatives to determine their appropriateness.

If a use other than those appropriate uses listed below is considered, it will be important for the user to validate the use of scores for that purpose. WorkFORCE™ Program staff and its authorized local ETS Preferred Network representative will provide advice on the design of such validity studies.

7.4.1 Appropriate Uses
Provided all applicable guidelines are followed, WorkFORCE™ Assessment for Job Fit scores are suitable for the uses described below:

- Hiring of applicants for an open position within a corporation or organization
- Placement of applicants or test takers within a corporation or organization
- Promotion of test takers within a corporation or organization
- Measurement of an individual’s proficiency or progress in Behavioural Competency levels over time

7.4.2 Misuses
- Uses of the test other than those listed in the Appropriate Uses section should be avoided unless authorized by ETS or the ETS Preferred Associate.

- Do not use the Behavioural Competency category ratings as cutoffs for selection and hiring decisions. These Behavioural Competency categories are included to supply extra information beyond the Overall Job Fit Score Index, and are more suited to serving as starting points for interview probes or low-stakes indications of competencies for training and development. The Overall Job Fit Score Index is the best predictor of job performance and is the most appropriate score to use as part of a suite of information when making selection or hiring decisions.
8. CONTACT

For disability test takers, please refer to the FAQ section on our website at www.ets.org/workforce or contact your Assessment Administrator.

If you have questions regarding this Score User Guide, or would like further information about the ETS WorkFORCE™ Assessment for Job Fit, please email Workforce_Technical-Support-General@ETS.ORG.