# Instructor Manual

Mike Aamodt, Industrial/Organizational Psychology: An Applied Approach, 9e, 2023, 9780357658345; Chapter 6: Lecture Guide Evaluating Selection Techniques and Decisions

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## Purpose and Perspective of the Chapter

This chapter is designed to introduce a student to the concept of how to evaluate selection techniques. Students will learn about methods to evaluate selection techniques, and how to make decisions based on evaluation results.

## Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

* Transition Guide (provides information about what’s new from edition to edition)
* Instructor Manual (contains outlines, suggested activities, and resources for instructor use in the course)
* PowerPoint (provides text and image-based lectures with active learning activities)
* Test Bank (contains assessment questions and problems)
* Guide to Teaching Online (provides technological and pedagogical considerations and resources for teaching online)
* Workbook (contains exercises to help students apply what they’ve learned)
* Stats Primer (brief guide on understanding statistics)

## Chapter Objectives

The following objectives are addressed in this chapter:

06.01 Determine the reliability of a test and understand the factors that affect test reliability.

06.02 Recognize the five ways to validate a test.

06.03 Find information about tests.

06.04 Determine the utility of a selection test.

06.05 Evaluate a test for potential legal problems.

06.06 Use test scores to make personnel selection decisions.

## Complete List of Chapter Activities and Assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Chapter Objective | PPT slide | Activity/Assessment | Duration |
| 06.01 Determine the reliability of a test and understand the factors that affect test reliability. | 4-16 |  |  |
| 06.02 Recognize the five ways to validate a test. | 17-24 |  |  |
| 06.03 Find information about tests. | 26-27  Workbook | Exercise 6.1  Locating Test Information | 10 minutes |
| 06.04 Determine the utility of a selection test. | 28-62  Workbook  Workbook | Exercise 6.2  Using the Utility Formula and Tables  Exercise 6.3  Determining the Proportion of Correct Decisions | 10 minutes  10 minutes |
| 06.05 Evaluate a test for potential legal problems. | 63-65 |  |  |
| 06.06 Use test scores to make personnel selection decisions. | 66-79  Workbook | Activity: Discussion  Exercise 6.4  Using Banding to Reduce Adverse Impact | 5 minutes  10 minutes |
| All objectives | 2  80  81  82 | Icebreaker  Case Study  Discussion  Self-Assessment | 10 minutes  10 minutes  10 minutes  10 minutes |

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## Key Terms

**Reliability:** The extent to which a score from a test or from an evaluation is consistent and free from error.

**Test-retest reliability:** The extent to which repeated administration of the same test will achieve similar results.

**Temporal stability:** The consistency of test scores across time.

**Alternate-forms reliability:** The extent to which two forms of the same test are similar.

**Counterbalancing:** A method of controlling for order effects by giving half of a sample Test A first, followed by Test B, and giving the other half of the same Test B first, followed by Test A.

**Form stability:** The extent to which the scores on two forms of a test are similar.

**Item stability:** The extent to which responses to the same test items are consistent.

**Item homogeneity:** The extent to which test items measure the same construct.

**Kuder-Richardson Formula 20 (KR-20):** A statistic used to determine internal reliability of tests that use items with dichotomous answers (yes/no, true/false).

**Split-half method:** A form of internal reliability in which the consistency of item responses is determined by comparing scores on half of the items with scores on the other half of the items.

**Spearman-Brown prophecy formula:** Used to correct reliability coefficients resulting from the split-half method.

**Coefficient alpha:** A statistic used to determine internal reliability of tests that use interval or ratio scales.

**Scorer reliability:** The extent to which two people scoring a test agree on the test score, or the extent to which a test is scored correctly.

**Validity:** The degree to which inferences from test scores are justified by the evidence.

**Content validity:** The extent to which tests or test items sample the content that they are supposed to measure.

**Criterion validity:** The extent to which a test score is related to some measure of job performance.

**Criterion:** A measure of job performance, such as attendance, productivity, or a supervisor rating.

**Concurrent validity:** A form of criterion validity that correlates test scores with measures of job performance for employees currently working for an organization.

**Predictive validity:** A form of criterion validity in which test scores of applicants are compared at a later date with a measure of job performance.

**Restricted range:** A narrow range of performance scores that makes it difficult to obtain a significant validity coefficient.

**Validity generalization (VG):** The extent to which inferences from test scores from one organization can be applied to another organization.

**Synthetic validity:** A form of validity generalization in which validity is inferred on the basis of a match between job components and tests previously found valid for those job components.

**Construct validity:** The extent to which a test actually measures the construct that it purports to measure.

**Known-group validity:** A form of validity in which test scores from two contrasting groups “known” to differ on a construct are compared.

**Face validity:** The extent to which a test appears to be valid.

**Barnum statements:** Statements, such as those used in astrological forecasts, that are so general that they can be true of almost anyone.

**Mental Measurements Yearbook (MMY):** A book containing information about the reliability and validity of various psychological tests.

**Unproctored Internet-based testing (UIT):** An assessment method that can be taken virtually at any time and place and on the device of the applicant’s choosing.

**Computer-adaptive testing (CAT):** A type of test taken on a computer in which the computer adapts the difficulty level of questions asked to the test taker’s success in answering previous questions.

**Taylor-Russell tables:** A series of tables based on the selection ratio, base rate, and test validity that yield information about the percentage of future employees who will be successful if a particular test is used.

**Selection ratio:** The percentage of applicants an organization hires.

**Base rate:** Percentage of current employees who are considered successful.

**Proportion of correct decisions:** A utility method that compares the percentage of times a selection decision was accurate with the percentage of successful employees.

**Lawshe tables:** Tables that use the base rate, test validity, and applicant percentile on a test to determine the probability of future success for that applicant.

**Expectancy charts:** Charts that indicate the chance of success for each test score range.

**Utility formula:** Method of ascertaining the extent to which an organization will benefit from the use of a particular selection system.

**Tenure:** The length of time an employee has been with an organization.

**Measurement bias:** Group differences in test scores that are unrelated to the construct being measured.

**Adverse impact:** An employment practice that results in members of a protected class being negatively affected at a higher rate than members of the majority class. Adverse impact is usually determined by the four-fifths rule.

**Predictive bias:** A situation in which the predicted level of job success falsely favors one group over another.

**Single-group validity:** The characteristic of a test that significantly predicts a criterion for one class of people but not for another.

**Differential validity:** The characteristic of a test that significantly predicts a criterion for two groups, such as both minorities and nonminorities, but predicts significantly better for one of the two groups.

**Multiple regression:** A statistical procedure in which the scores from more than one criterion-valid test are weighted according to how well each test score predicts the criterion.

**Top-down selection:** Selecting applicants in straight rank order of their test scores.

**Compensatory approach:** A method of making selection decisions in which a high score on one test can compensate for a low score on another test. For example, a high GPA might compensate for a low GRE score.

**Rule of three:** A variation on top-down selection in which the names of the top three applicants are given to a hiring authority who can then select any of the three.

**Passing score:** The minimum test score that an applicant must achieve to be considered for hire.

**Multiple-cutoff approach:** A selection strategy in which applicants must meet or exceed the passing score on more than one selection test.

**Multiple-hurdle approach:** Selection practice of administering one test at a time so that applicants must pass that test before being allowed to take the next test.

**Banding:** A statistical technique based on the standard error of measurement that allows similar test scores to be grouped.

**Standard error of measurement (SEM):** The number of points that a test score could be off due to test unreliability.

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## What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

* New discussion of expectancy charts
* Updated sources of test information

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## Chapter Outline

*In the outline below, each element includes references (in parentheses) to related content. "CH.##” refers to the chapter objective; “PPT Slide #” refers to the slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center). Introduce the chapter and use the Ice Breaker in the PPT if desired, and if one is provided for this chapter. Review learning objectives for Chapter 6. (PPT Slide 3).*

1. Student engagement prior to class
   1. Have your students complete Exercise 6.1 on locating test information and bring this to class.
2. Determining the reliability of a test and understanding the factors that affect test reliability (06.01, PPT Slide 4)
   1. Characteristics of optimal employee selection systems (PPT Slide 5)
   2. Defining reliability and methods (PPT Slide 6)
      * Test-retest reliability (PPT Slide 7)
        1. Test-retest reliability problems (PPT Slide 8)
      * Alternate forms reliability (PPT Slide 9)
        1. Alternate forms reliability scoring (PPT Slide 10)
      * Internal reliability (PPT Slide 11)
        1. Determining internal reliability (PPT Slide 12)
        2. **Example**: Spearman-Brown formula (PPT Slide 13)
        3. Correlating split-half (PPT Slide 14)
      * Scorer reliability (PPT Slide 15)
   3. Reliability conclusions (PPT Slide 16)
3. Recognizing the five ways to validate a test (06.02, PPT Slide 17)
   1. Content validity (PPT Slide 18)
   2. Criterion validity (PPT Slide 19)
      * Concurrent validity (PPT Slide 20)
      * Predictive validity (PPT Slide 21)
      * Validity generalization (PPT Slide 22)
   3. Construct validity (PPT Slide 23)
   4. Face validity (PPT Slide 24)
4. Finding information about tests (06.03)
   1. **Workbook Exercise 6.1**: Locating Test Information (PPT Slide 25)
   2. Twenty-First Mental Measurements Yearbook (MMY) (PPT Slide 26)
   3. Tests in Print IX
   4. Cost efficiency (PPT Slide 27)
      * Wonderlic Personnel Test vs. Wechsler Adult Intelligence Scale (WAIS)
      * Unproctored Internet-based testing
      * Computer adaptive testing
5. Determining the utility of a selection test (06.04, PPT Slide 28)
   1. Utility definition (PPT Slide 29)
   2. When selection works best (PPT Slide 30)
   3. Common utility methods (PPT Slide 31
      * Taylor-Russell tables (PPT Slide 32)
        1. **Example**: Taylor-Russell tables (PPT Slide 33)
        2. **Visualization**: Taylor-Russell table (PPT Slide 34)
      * Proportion of correct decisions (PPT Slide 35-38)
      * **Workbook Exercise 6.3**: Determining the Proportion of Correct Decisions (PPT Slide 39-41)
      * Lawshe tables (PPT Slide 42)
      * Expectancy chart (PPT Slide 43)
      * Brogden-Cronbach-Gleser utility formula (PPT Slide 44)
   4. Components of utility (PPT Slide 45)
   5. Calculating M (PPT Slide 46-47)
   6. Standardized selection ratio (PPT Slide 48)
   7. **Example**: Utility formula (PPT Slide 49)
   8. **Workbook Exercise 6.2**: Using the Utility Formula and Tables (PPT Slide 50-62)
6. Evaluating a test for potential legal problems (06.05, PPT Slide 63)
   1. Measurement bias (PPT Slide 64)
   2. Predictive bias (PPT Slide 65)
7. Using test scores to make personnel selection decisions (06.06, PPT Slide 66)
   1. Linear approaches (PPT Slide 67)
      * Top-down approach (PPT Slide 68)
        1. “Performance first” hiring formula
        2. Advantages and disadvantages (PPT Slide 69)
      * Rule of three (PPT Slide 70)
      * Passing scores approach (PPT Slide 71)
        1. Multiple-cutoff vs. multiple-hurdle (PPT Slide 72)
      * Banding (PPT Slide 73)
        1. SEM banding (PPT Slide 74)
        2. Disadvantages of banding (PPT Slide 75)
        3. **Workbook Exercise 6.4**: Using Banding to Reduce Adverse Impact (PPT Slide 76-78)
        4. **Activity**: Discussion (PPT Slide 79)
   2. **Activity**:Applied case study (PPT Slide 80, 10 minutes)
   3. **Activity**: Focus on ethics (PPT Slide 81, 10 minutes)
   4. **Activity**: Self-assessment (PPT Slide 82)

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## Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. Discussion: Personnel Selection Decisions (PPT Slide 79, 5 minutes)
   1. Should the top scorers on a test always get the job?
2. **Applied Case Study**: Thomas A. Edison’s Employment Test (PPT Slide 80)
   1. Case study can be used as supplemental in-class discussion.
3. **Career Workshop**: Evaluating Tests
   1. Career workshop can be used as supplemental in-class discussion.

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## Additional Activities and Assignments

1. **Workbook Exercise 6.1**: Locating Test Information
   1. Exercise asks students to find information about a math test and a personality test that measures extroversion.
2. **Workbook Exercise 6.2**: Using the Utility Formula and Tables
   1. Exercise lists a hypothetical employment situation and asks students to use the information to determine how much money the example organization will save if it adopts the proposed selection test.
      1. Answer:

6.2 Question #1

|  |  |
| --- | --- |
| Selection Ratio | 250 / 500 = 0.50 |
| Base Rate | 800 / 1000 = 0.80 |
| Validity | 0.40 |
| % of future successful employees | 89% |

A table has 10 columns and 12 rows. The second cell in the first row has the column header, selection ratio. The second cell in the first column has the text, 80 percent. The fifth cell in the first row has an arrow pointing downwards; the seventh cell in the first column has an arrow pointing towards the right. The rest of the cells in the first row and the first column are empty. There are 13 cells in each row from the second row.
The second column contains the following row-headers under selection ratio: r, 0.00, 0.10, 0.20, 0.30, 0.40, 0.50, 0.60, 0.70, 0.80, 0.90. All are highlighted in red. 
The row-wise entries from the second to the twelfth cells are as follows:
r: 0.05, 0.10, 0.20, 0.30, 0.40, 0.50, 0.60, 0.70, 0.80, 0.90, 0.95.
0.00: 0.80, 0.80, 0.80, 0.80, 0.80, 0.80, 0.80, 0.80, 0.80, 0.80, 0.80.
0.10: 0.85, 0.85, 0.84, 0.83, 0.83, 0.82, 0.82, 0.81, 0.81, 0.81, 0.80.
0.20: 0.90, 0.89, 0.87, 0.86, 0.85, 0.84, 0.84, 0.83, 0.82, 0.81, 0.81.
0.30: 0.94, 0.92, 0.90, 0.89, 0.88, 0.87, 0.86, 0.84, 0.83, 0.82, 0.81.
0.40: 0.96, 0.95, 0.93, 0.92, 0.90, 0.89 (highlighted), 0.88, 0.86, 0.85, 0.83, 0.82.
0.50: 0.98, 0.97, 0.96, 0.94, 0.93, 0.91, 0.90, 0.88, 0.86, 0.84, 0.82.
0.60: 0.99, 0.99, 0.98, 0.96, 0.95, 0.94, 0.92, 0.90, 0.87, 0.84, 0.83.
0.70: 1.0, 1.0, 0.99, 0.98, 0.97, 0.96, 0.94, 0.92, 0.89, 0.85, 0.83.
0.80: 1.0, 1.0, 1.0, 1.0, 0.99, 0.98, 0.96, 0.94, 0.91, 0.87, 0.84.
0.90: 1.0, 1.0, 1.0, 1.0, 1.0, 1.0, 0.99, 0.97, 0.94, 0.88, 0.84. 

#2: Current Test

* Components:
  + We will hire 250 people.
  + The average person in this position stays 4 years.
  + The validity coefficient is 0.30.
  + The average annual salary for the position is $70,000.
  + We have 500 applicants for 250 openings.
* Our utility would be:
* (250 × 4 × 0.30 × $28,000 × 0.80) – (500 × 15) = $6,720,000 − $7,500 = $6,712,500

#3: New Test

* Components:
  + We will hire 250 people.
  + The average person in this position stays 4 years.
  + The validity coefficient is 0.40.
  + The average annual salary for the position is $70,000.
  + We have 500 applicants for 200 openings.
* Our utility would be:
* (250 × 4 × 0.40 × $28,000 × 0.80) − (500 × 10) = $8,960,000 − $5,000 = $8,955,000

#4: Savings Over Old Test

|  |  |
| --- | --- |
| Test | Utility |
| New Test: Reilly Statistical Logic Test | $8,955,000 |
| Old Test: Tribble Math | $6,712,500 |
| Savings | $2,242,500 |

|  |  |
| --- | --- |
| SR | m |
| 1.00 | 0.00 |
| 0.90 | 0.20 |
| 0.80 | 0.35 |
| 0.70 | 0.50 |
| 0.60 | 0.64 |
| 0.50 | 0.80 |
| 0.40 | 0.97 |
| 0.30 | 1.17 |
| 0.20 | 1.40 |
| 0.10 | 1.76 |
| 0.05 | 2.08 |

6.2 Question #2

|  |  |
| --- | --- |
| Selection Ratio | 250 / 500 = 0.50 |
| Base Rate | 800 / 1000 = 0.80 |
| Validity | 0.34 |
| % of future successful employees | 0.87 (round r down)  0.89 (round r up) |

A table has 10 columns and 12 rows. The second cell in the first row has the column header, selection ratio. The second cell in the first column has the text, 80 percent. The fifth cell in the first row has an arrow pointing downwards; the sixth cell in the first column has an arrow pointing towards the right. The rest of the cells in the first row and the first column are empty. There are 13 cells in each row from the second row.
The second column contains the following row-headers under selection ratio: r, 0.00, 0.10, 0.20, 0.30, 0.40, 0.50, 0.60, 0.70, 0.80, 0.90. All are highlighted in red. 
The row-wise entries from the second to the twelfth cells are as follows:
r: 0.05, 0.10, 0.20, 0.30, 0.40, 0.50, 0.60, 0.70, 0.80, 0.90, 0.95.
0.00: 0.80, 0.80, 0.80, 0.80, 0.80, 0.80, 0.80, 0.80, 0.80, 0.80, 0.80.
0.10: 0.85, 0.85, 0.84, 0.83, 0.83, 0.82, 0.82, 0.81, 0.81, 0.81, 0.80.
0.20: 0.90, 0.89, 0.87, 0.86, 0.85, 0.84, 0.84, 0.83, 0.82, 0.81, 0.81.
0.30: 0.94, 0.92, 0.90, 0.89, 0.88, 0.87 (highlighted), 0.86, 0.84, 0.83, 0.82, 0.81.
0.40: 0.96, 0.95, 0.93, 0.92, 0.90, 0.89, 0.88, 0.86, 0.85, 0.83, 0.82.
0.50: 0.98, 0.97, 0.96, 0.94, 0.93, 0.91, 0.90, 0.88, 0.86, 0.84, 0.82.
0.60: 0.99, 0.99, 0.98, 0.96, 0.95, 0.94, 0.92, 0.90, 0.87, 0.84, 0.83.
0.70: 1.0, 1.0, 0.99, 0.98, 0.97, 0.96, 0.94, 0.92, 0.89, 0.85, 0.83.
0.80: 1.0, 1.0, 1.0, 1.0, 0.99, 0.98, 0.96, 0.94, 0.91, 0.87, 0.84.
0.90: 1.0, 1.0, 1.0, 1.0, 1.0, 1.0, 0.99, 0.97, 0.94, 0.88, 0.84. 

#2: Unstructured Interview

* Components:
  + We will hire 250 people.
  + The average person in this position stays 4 years.
  + The validity coefficient is 0.11.
  + The average annual salary for the position is $70,000.
  + We have 500 applicants for 250 openings.
* Our utility would be:
* (250 × 4 × 0.11 × $28,000 × 0.80) − (500 × 25) = $2,464,000 − $12,500 = $2,451,500

#3: Structured Interview

* Components:
  + We will hire 200 people.
  + The average person in this position stays 4 years.
  + The observed validity coefficient is 0.34.
  + The average annual salary for the position is $60,000.
  + We have 500 applicants for 200 openings.
* Our utility would be:
* (250 × 4 × 0.34 × $28,000 × 0.80) − (500 × 15) = $7,616,000 − $12,500 = $7,603,500

#4: Savings Over Old Test

|  |  |
| --- | --- |
| Test | Utility |
| New Test: Structured Interview | $7,603,500 |
| Old Test: Unstructured Interview | $2,451,500 |
| Savings | $5,152,000 |

1. **Workbook Exercise 6.3**: Determining the Proportion of Correct Decisions
   1. Exercise asks students to use the sample data from a selection test to determine the proportion of correct decisions that will be made if the example company decides to use the test in the future.
      1. Answer:

A graph plots Test scores along the horizontal axis and Criterion score along the vertical axis. The horizontal axis ranges from 1 through 9 in increments of 1. The vertical axis ranges from 1 through 9 in increments of 1. Quadrant one is labeled, roman letter two. Quadrant two is labeled, Roman letter One. Quadrant three is labeled, Roman letter four. Quadrant four is labeled, Roman letter three. The points marked on the graph correspond to the following points: 
Roman Letter 1, Qudarant 2: Test score: 2, Criterion score: 7; Test score: 4, Criterion score: 5; Test score: 4, Criterion score: 6; Test score: 4, Criterion score: 7;
Roman letter 2, Quadrant 1: Test score: 6, Criterion score: 6; Test score: 6, Criterion score: 7; Test score: 7, Criterion score: 6; Test score: 8, Criterion score: 6; Test score: 8, Criterion score: 7; Test score: 8, Criterion score: 8; Test score: 9, Criterion score: 7; Test score: 9, Criterion score: 9;
Roman letter 3, Quadrant 4: Test score: 6, Criterion score: 4; Test score: 7, Criterion score: 3; 
Roman letter 4, Quadrant 3: Test score: 1, Criterion score: 4; Test score: 2, Criterion score: 4; Test score: 3, Criterion score: 1; Test score: 3, Criterion score: 2; Test score: 4, Criterion score: 3; Test score: 4, Criterion score: 4.

* + 1. Proportion of correct decisions with test
       1. (8 + 6) / (4 + 8 + 6 + 2)
       2. Quadrant II Quadrant IV Quadrants I+II+III+IV
       3. = 14 / 20 = 0.70
    2. Baseline of correct decisions
       1. 4 + 8 / 4 + 8 + 6 + 2
       2. Quadrants I+II Quadrants I+II+III+IV
       3. = 12 / 20 = 0.60

1. **Workbook Exercise 6.4**: Using Banding to Reduce Adverse Impact
   1. Exercise asks students to use the sample results from a selection exam to use banding to reduce adverse impact.
      1. Answer:

|  |  |
| --- | --- |
| 1. Standard Error | 3.06 |
| 2. Band | 3.06 \* 1.96 = 6.0 points |
| 3. Hire using nonsliding band | |
| McCoy | Crane |
| Robinette | Carmichael |
| 4. Hire using sliding band | |
| Carmichael | McCoy |
| Ross | Crane |
| 5. Hire using a passing score of 80 | |
| Carmichael | Mccoy |
| Ross | Crane |

 A table of 8 columns and 16 rows records the following data: Applicant, Sex, Score, Band 1, Band 2, Band 3, Band 4, Band 5. The corresponding row-wise entries are as follows:
Row 1: McCoy, m, 97, x, x, hired, hired, hired;
Row 2: Crane, m, 95, x, x, x, x, hire;
Row 3: Robinette, m, 94, x, x, x, x, x;
Row 4: Schiff, m, 94, x, x, x, x, hired;
Row 5: Carmichael f, 91, x, hire, hired, hired, x;
Row 6: Carver, m, 89, blank space, blank space, blank space, x, x;
Row 7: Ross, f, 89, blank space, blank space, blank space, hire, hired;
Row 8: Cutter, m, 88, blank space, blank space, blank space, blank space, blank space;
Row 9: Kincaid, f, 87, blank space, blank space, blank space, blank space, blank space;
Row 10: Cabot, f, 86, blank space, blank space, blank space, blank space, blank space;
Row 11: Stone, m, 86, blank space, blank space, blank space, blank space, blank space;
Row 12: Lewin: f, 85, blank space, blank space, blank space, blank space, blank space;
Row 13: Shore, m, 83, blank space, blank space, blank space, blank space, blank space;
Row 14: Branch, m, 80, blank space, blank space, blank space, blank space, blank space;
Row 15: Sack, m, 78, blank space, blank space, blank space, blank space, blank space. 
A calculation at the bottom of the table reads, 7.91 times square root of 1 minus .85 equals 7.91 times .387 equals 3.06. Band equals 3.06 times 1.96 equals 6.

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## Additional Resources

### Internet Resources

* <http://www.adverseimpact.org/CalculatingAdverseImpact.htm>

This site provides a tool that can estimate adverse impact by using statistical and practical tests.

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## Appendix

### Generic Rubrics

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students’ work through timely and detailed feedback.

Customize these rubrics as you wish. The writing rubric indicates 40 points and the discussion rubric indicates 30 points.

### Standard Writing Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Content | The assignment clearly and comprehensively addresses all questions in the assignment.  15 points | The assignment partially addresses some or all questions in the assignment.  8 points | The assignment does not address the questions in the assignment.  0 points |
| Organization and Clarity | The assignment presents ideas in a clear manner and with strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are logically related and consistent.  10 points | The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are mostly logically related and consistent.  7 points | The assignment does not present ideas in a clear manner and with strong organizational structure. The assignment includes an introduction, content, and conclusion, but coverage of facts, arguments, and conclusions are not logically related and consistent.  0 points |
| Research | The assignment is based upon appropriate and adequate academic literature, including peer reviewed journals and other scholarly work.  5 points | The assignment is based upon adequate academic literature but does not include peer reviewed journals and other scholarly work.  3 points | The assignment is not based upon appropriate and adequate academic literature and does not include peer reviewed journals and other scholarly work.  0 points |
| Research | The assignment follows the required citation guidelines.  5 points | The assignment follows some of the required citation guidelines.  3 points | The assignment does not follow the required citation guidelines.  0 points |
| Grammar and Spelling | The assignment has two or fewer grammatical and spelling errors.  5 points | The assignment has three to five grammatical and spelling errors.  3 points | The assignment is incomplete or unintelligible.  0 points |

### Standard Discussion Rubric

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| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Participation | Submits or participates in discussion by the posted deadlines. Follows all assignment. instructions for initial post and responses.  5 points | Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses.  3 points | Does not participate in discussion.  0 points |
| Contribution Quality | Comments stay on task. Comments add value to discussion topic. Comments motivate other students to respond.  20 points | Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond.  10 points | Does not participate in discussion.  0 points |
| Etiquette | Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback.  5 points | Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback.    3 points | Does not participate in discussion.  0 points |