



## Application Guidelines Freelance WorkKeys® Test Question Writers – Locating Information

Send a current copy of your **resume** and **one sample item** modeled on the one shown in this packet to Robin Stoker at:

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**Samples that do not meet the requirements will not be considered.**

Submissions should be formatted in the same way as the sample. Each item must include:

- 5 foils or options
- a single key or correct answer
- justifications for each foil
  - if it is incorrect, why it is wrong but still an attractive answer
  - if it is the key, why it is correct but not too obvious
- the level of the stimulus and foils, based on the test characteristics found on the next page, and why you feel it is at that level

Some general points to keep in mind are:

1. Items must be work-related, using graphics that someone would actually use on the job. They should not be from the point of view of the consumer.
2. Situations must be realistic and feasible, not contrived. Ask yourself the following questions: Is this something I'd find in the real working world? Would someone actually need to do this on the job?
3. The item should be set up in some way. That is, you might start off an item with "You are a machinist..." or "You develop websites for small businesses..."
4. The graphic and the items need to be at the same level of difficulty.
5. Locating Information items cannot test examinee's math skills. Doing so would cross over to the WorkKeys Applied Mathematics test. Make sure that your items do not require any math to find the key or to make a distractor attractive.

## Characteristics/Skills

There are four levels of difficulty. Level 3 is the least complex and Level 6 is the most complex. The levels build on each other, each incorporating the skills assessed at the preceding levels. For example, Level 5 includes the skills used at Levels 3, 4, and 5. At Level 3, examinees look for information in simple graphics and fill in information that is missing from simple graphics. At Level 6, examinees may use the information in one or more complex graphics to draw conclusions and make decisions. The complexity can also increase as the quantity and/or density of the information increases.

Level	Characteristics of Items	Skills
<b>3</b>	<ul style="list-style-type: none"><li>Elementary workplace graphics such as simple order forms, bar graphs, tables, flowcharts, maps, instrument gauges, or floor plans</li><li>One graphic used at a time</li></ul>	<ul style="list-style-type: none"><li>Find one or two pieces of information in a graphic</li><li>Fill in one or two pieces of information that are missing from a graphic</li></ul>

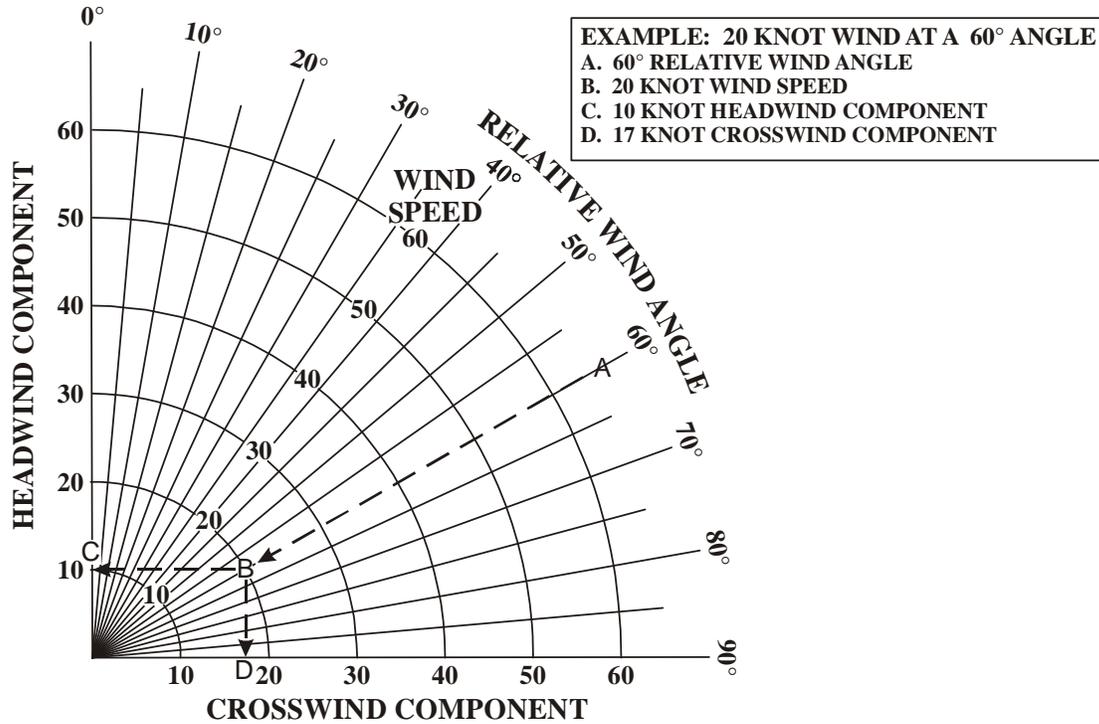
Level	Characteristics of Items	Skills
<b>4</b>	<ul style="list-style-type: none"><li>Straightforward workplace graphics such as basic order forms, diagrams, line graphs, tables, flowcharts, instrument gauges, or maps</li><li>One or two graphics are used at a time</li></ul>	<ul style="list-style-type: none"><li>Find several pieces of information in one or two graphics</li><li>Understand how graphics are related to each other</li><li>Summarize information from one or two straightforward graphics</li><li>Identify trends shown in one or two straightforward graphics</li><li>Compare information and trends shown in one or two straightforward graphics</li></ul>

Level	Characteristics of Items	Skills
<b>5</b>	<ul style="list-style-type: none"><li>Complicated workplace graphics, such as detailed forms, tables, graphs, diagrams, maps, or instrument gauges</li><li>Graphics may have less common formats</li><li>One or more graphics are used at a time</li></ul>	<ul style="list-style-type: none"><li>Sort through distracting information</li><li>Summarize information from one or more detailed graphics</li><li>Identify trends shown in one or more detailed or complicated graphics</li><li>Compare information and trends from one or more complicated graphics</li></ul>

Level	Characteristics of Items	Skills
<b>6</b>	<ul style="list-style-type: none"><li>Very complicated and detailed graphs, charts, tables, forms, maps, and diagrams</li><li>Graphics contain large amounts of information and may have challenging formats</li><li>One or more graphics are used at a time</li><li>Connections between graphics may be subtle</li></ul>	<ul style="list-style-type: none"><li>Draw conclusions based on one complicated graphic or several related graphics</li><li>Apply information from one or more complicated graphics to specific situations</li><li>Use the information to make decisions</li></ul>

Sample of an item set ready for submission.

Level 5  
 (Your Name)  
 Date  
 Confidential



Source of Graphic: This graph is used in my job as an instructor pilot. The information is not proprietary.

1. As an airplane pilot, you need to determine the crosswind component of the wind speed to ensure safe takeoffs and landings. According to the graph shown, if the reported wind speed is 45 knots at a 20° angle, what is the crosswind component, in knots?

- A. 15
- B. 25
- C. 43
- D. 45
- E. 65

Skill/Task assessed: Summarize information from one or more detailed graphics.

Justifications:

- A. **Correct.** 15. Locate the 20-degree line on the “Relative Wind Angle” scale. Move along this line to halfway between the 40- and 50-knot arc lines. This is the 45-knot wind speed point. From this point, drop straight down to the “Crosswind Component” axis to a point halfway between 10 and 20. This is the crosswind component, 15 knots. This answer is not too obvious because the examinee must carefully apply the values given to the complicated graph.
- B. **Incorrect.** 25. This answer is attractive because the intersection between 20 on the “Crosswind Component” axis and 45 on the “Headwind Component” axis falls on the 25 degree line for relative wind angle. This is not the best answer because this does not account for the value of 20 degrees for relative wind angle.
- C. **Incorrect.** 43. This answer is attractive because 43 knots is the headwind component for a wind speed of 45 knots at a 20 degree angle. This is not the best answer because the question asks for the crosswind component, not the headwind component.
- D. **Incorrect.** 45. This answer is attractive if the examinee loosely follows the value of “20” from the “Headwind Component” scale until it hits the dotted line on the “Relative Wind Angle” scale, making the crosswind component reading 45. This is not the best answer because the question asks for a reading with a 20 degree angle.

E. Incorrect. 65. This answer is attractive because the intersection of 20 on the “Headwind Component” axis and 45 on the “Crosswind Component” axis is near the 65-degree line for relative wind angle. This is not the best answer because the question asks for the crosswind component, not a wind angle value.