WorkKeys®

Application Guidelines
Freelance WorkKeys Test Question Writers – Reading for 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 pages, and why you feel it is at that level

Some general points to keep in mind are:

1. Items must be work-related, using reading samples 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 document and the items need to be at the same level of difficulty.

Characteristics/Skills

There are five levels of difficulty. Level 3 is the least complex and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the preceding levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. The reading materials at Level 3 are short and direct. The material becomes longer, denser, and more difficult to use as readers move toward Level 7. The tasks also become more complex as readers move from Level 3 to Level 7. At Level 3, readers begin by finding very obvious details and following short instructions. At the more complex levels, tasks can also involve more application and interpretation.

Level	Characteristics of Items	Skills
3	• Reading materials include basic company policies, procedures, and announcements • Reading materials are short and simple, with no extra information • Reading materials tell readers what they should do • All needed information is stated clearly and directly • Items focus on the main points of the passages • Wording of the questions and answers is similar or identical to the wording used in the reading materials	• Identify main ideas and clearly stated details • Choose the correct meaning of a word that is clearly defined in the reading • Choose the correct meaning of common, everyday workplace words • Choose when to perform each step in a short series of steps • Apply instructions to a situation that is the same as the one in the reading materials
Level	**Characteristics of Items**	**Skills**
4	• Reading materials include company policies, procedures, and notices • Reading materials are straightforward, but have longer sentences and contain a number of details • Reading materials use common words, but do have some harder words, too • Reading materials describe procedures that include several steps • When following the procedures, individuals must think about changing conditions that affect what they should do • Questions and answers are often paraphrased from the passage	• Identify important details that may not be clearly stated • Use the reading material to figure out the meaning of words that are not defined • Apply instructions with several steps to a situation that is the same as the situation in the reading materials • Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements)
Level	**Characteristics of Items**	**Skills**
5	• Policies, procedures, and announcements include all of the information needed to finish a task • Information is stated clearly and directly, but the materials have many details • Materials also include jargon, technical terms, acronyms, or words that have several meanings • Application of information given in the passage to a situation that is not specifically described in the passage • There are several considerations to be taken into account in order to choose the correct actions	• Figure out the correct meaning of a word based on how the word is used • Identify the correct meaning of an acronym that is defined in the document • Identify the paraphrased definition of a technical term or jargon that is defined in the document • Apply technical terms and jargon and relate them to stated situations • Apply straightforward instructions to a new situation that is similar to the one described in the material • Apply complex instructions that include conditionals to situations described in the materials

Level	Characteristics of Items	Skills
6	• Reading materials include elaborate procedures, complicated information, and legal regulations found in all kinds of workplace documents • Complicated sentences with difficult words, jargon, and technical terms • Most of the information needed to answer the items is not clearly stated	• Identify implied details • Use technical terms and jargon in new situations • Figure out the less common meaning of a word based on the context • Apply complicated instructions to new situations • Figure out the principles behind policies, rules, and procedures • Apply general principles from the materials to similar and new situations • Explain the rationale behind a procedure, policy, or communication

Level	Characteristics of Items	Skills
7	• Very complex reading materials • Information includes a lot of details • Complicated concepts • Difficult vocabulary • Unusual jargon and technical terms are used, but not defined • Writing often lacks clarity and direction • Readers must draw conclusions from some parts of the reading and apply them to other parts	• Figure out the definitions of difficult, uncommon words based on how they are used • Figure out the meaning of jargon or technical terms based on how they are used • Figure out the general principles behind policies and apply them to situations that are quite different from any described in the materials

Basic Aaronsen Printing Press Maintenance
Replacing Reception Pins

When the reception pins become worn and dull from regular use, they should be replaced. It is advisable that if one pin becomes unacceptably worn all six pins be replaced so that they remain in a similar condition of sharpness and length. It is also a standard procedure to place only five pins in the lower half of the reception (though there are six holes) to give a clear indicator of which printed copy was produced from the low side plates. This will leave a total of eleven pins for both upper and lower reception areas.

When replacing the reception pins, be sure to use type 4A pins. Do not use type 3A pins because they are 1mm shorter than the 4A type and they may not penetrate all layers of a thick paper. It is also not recommended that you use the type 4B pins since they are machined from aluminum rather than steel, making them unsuitable for long-term use, though they are made to the same dimensions as the 4A and can be used for a limited period. Under no circumstances should you resharpen and replace the pins since this both reduces their effective length and tends to weaken them significantly.

A Davidson pin puller (part number 45802-1) should be used to both extract and replace the pins. To access the pins, rotate the press cylinder until a set of pins appears on the top side of the reception cylinder. Replace the pins and rotate the press cylinder again to access the second set of pins. Be sure to clean the pin holes out with spray solvent before replacing the pins. The lower half of the reception cylinder is marked with an embossed L next to the line of pins.

1. You are a printing press operator. You notice that the reception pins are dull and need immediate replacement. However, you find that the supply room has only 3A and 4B pins, while more 4A pins are on order. You have several large runs to complete. Based on the instructions shown, what is your best course of action?

A. Replace the old pins with type 3A until the 4A pins arrive.
B. Replace the old pins with type 4B until the 4A pins arrive.
C. Sharpen the old pins and use them until the 4A pins arrive.
D. Shut down the press and cancel all runs until the 4A pins arrive.
E. Use 4B pins as a long-term replacement in the press.

Skill/Task assessed: Apply straightforward instructions to a new situation that is similar to the one described in the material.

Justifications:

A. Incorrect. *Replace the old pins with type 3A until the 4A pins arrive.* This distractor is attractive because of its proximity in the stimulus; readers may mistake the properties of the 3A pins with those of the 4A. The stimulus states do not use type 3A pins in place of 4A pins.
B. **Correct.** *Replace the old pins with type 4B until the 4A pins arrive.* Not too obvious because there is a lot of information in the stimulus. The stimulus states that the 4B pins are suitable for temporary replacement of 4A pins.
C. Incorrect. *Sharpen the old pins and use them until the 4A pins arrive.* Attractive because this may sound like a practical solution, but incorrect since the stimulus says, "Under no circumstances should you resharpen and replace the pins…."
D. Incorrect. *Shut down the press and cancel all runs until the 4A pins arrive.* Based on the stimulus this is not necessary since the shop has 4B pins, but it may seem attractive to someone who does not understand that 4B pins are acceptable for short-term use only.
E. Incorrect. *Use 4B pins as a long-term replacement in the press.* A person skimming the stimulus or rushing through the test may miss the caveat of "temporary use" for the 4B pins, noting only that they are the same dimensions as the 4A pins.