Candidate:	Interviewer:	Date:
TYPICAL JOB DUTIES:		
The [position title] is re	esponsible for providing [primary re	esponsibility].
Primary responsibilities	es (taken from job description and/	or job announcement)

Note: You may instead wish to provide a job description to each applicant. Please ask if the applicant has any questions about the job and if they are still interested before proceeding.

Anchors are guidelines. Candidates may provide relevant responses not listed above, or may describe an ability using different words than used in the anchors. Listen to the entire context of the answer. Use judgment based on your professional understanding of job skills in addition to suggested anchors when giving the candidate a score.

5	4	3	2	1	0
SUPERIOR EVIDENCE	STRONG EVIDENCE	GOOD EVIDENCE	FAIR EVIDENCE	MARGINAL EVIDENCE	UNSATISFACTORY
COMPETENCY IS	COMPETENCY IS	COMPETENCY IS PRESENT	COMPETENCY IS	COMPETENCY IS	(STRONG EVIDENCE
PRESENT	PRESENT		PRESENT	PRESENT	COMPETENCY IS
					NOT PRESENT)

INTERVIEW QUESTION:		
LINK TO JOB DUTIES:		
ANCHORS/COMPETENCIES:	CANDIDATE'S REPLY:	
ANOTONO/COMITETENOIS.	CANDIDATE O'NEI ET.	
		ANSWER RATING
INTERVIEW QUESTION:		
LINK TO JOB DUTIES:		
ANCHORS/COMPETENCIES:	CANDIDATE'S REPLY:	
		ANSWER RATING
INTERVIEW QUESTION:		
LINK TO JOB DUTIES:		
ANCHORS/COMPETENCIES:	CANDIDATE'S REPLY:	
		ANSWER RATING

Anchors are guidelines. Candidates may provide relevant responses not listed above, or may describe an ability using different words than used in the anchors. Listen to the entire context of the answer. Use judgment based on your professional understanding of job skills in addition to suggested anchors when giving the candidate a score.

5	4	3	2	1	0
SUPERIOR EVIDENCE	STRONG EVIDENCE	GOOD EVIDENCE	FAIR EVIDENCE	MARGINAL EVIDENCE	UNSATISFACTORY
COMPETENCY IS	COMPETENCY IS	COMPETENCY IS PRESENT	COMPETENCY IS	COMPETENCY IS	(STRONG EVIDENCE
PRESENT	PRESENT		PRESENT	PRESENT	COMPETENCY IS
					NOT PRESENT)

INTERVIEW QUESTION:		
LINK TO JOB DUTIES:		
ANCHORS/COMPETENCIES:	CANDIDATE'S REPLY:	
		ANSWER RATING
INTERVIEW QUESTION:		
LINK TO JOB DUTIES:		
ANCHORS/COMPETENCIES:	CANDIDATE'S REPLY:	
		ANSWER RATING
INTERVIEW QUESTION:		
LINK TO JOB DUTIES:		
ANCHORS/COMPETENCIES:	CANDIDATE'S REPLY:	
		ANSWER RATING

Anchors are guidelines. Candidates may provide relevant responses not listed above, or may describe an ability using different words than used in the anchors. Listen to the entire context of the answer. Use judgment based on your professional understanding of job skills in addition to suggested anchors when giving the candidate a score.

5	4	3	2	1	0
SUPERIOR EVIDENCE	STRONG EVIDENCE	GOOD EVIDENCE	FAIR EVIDENCE	MARGINAL EVIDENCE	UNSATISFACTORY
COMPETENCY IS	COMPETENCY IS	COMPETENCY IS PRESENT	COMPETENCY IS	COMPETENCY IS	(STRONG EVIDENCE
PRESENT	PRESENT		PRESENT	PRESENT	COMPETENCY IS
					NOT PRESENT)

INTERVIEW QUESTION:		
LINK TO JOB DUTIES:		
ANCHORS/COMPETENCIES:	CANDIDATE'S REPLY:	
		ANSWER RATING
INTERVIEW QUESTION:		
LINK TO JOB DUTIES:		
ANCHORS/COMPETENCIES:	CANDIDATE'S REPLY:	
		ANSWER RATING
INTERVIEW QUESTION:		
LINK TO JOB DUTIES:		
ANCHORS/COMPETENCIES:	CANDIDATE'S REPLY:	
		ANSWER RATING

Anchors are guidelines. Candidates may provide relevant responses not listed above, or may describe an ability using different words than used in the anchors. Listen to the entire context of the answer. Use judgment based on your professional understanding of job skills in addition to suggested anchors when giving the candidate a score.

5	4	3	2	1	0
SUPERIOR EVIDENCE	STRONG EVIDENCE	GOOD EVIDENCE	FAIR EVIDENCE	MARGINAL EVIDENCE	UNSATISFACTORY
COMPETENCY IS	COMPETENCY IS	COMPETENCY IS PRESENT	COMPETENCY IS	COMPETENCY IS	(STRONG EVIDENCE
PRESENT	PRESENT		PRESENT	PRESENT	COMPETENCY IS
					NOT PRESENT)

INTERVIEW QUESTION:		
LINK TO JOB DUTIES:		
ANCHORS/COMPETENCIES:	CANDIDATE'S REPLY:	
		ANSWER RATING
INTERVIEW QUESTION:		
LINK TO JOB DUTIES:		
ANCHORS/COMPETENCIES:	CANDIDATE'S REPLY:	
		ANSWER RATING
INTERVIEW QUESTION:		
LINK TO JOB DUTIES:		
ANCHORS/COMPETENCIES:	CANDIDATE'S REPLY:	
		ANSWER RATING

Anchors are guidelines. Candidates may provide relevant responses not listed above, or may describe an ability using different words than used in the anchors. Listen to the entire context of the answer. Use judgment based on your professional understanding of job skills in addition to suggested anchors when giving the candidate a score.

5	4	3	2	1	0
SUPERIOR EVIDENCE	STRONG EVIDENCE	GOOD EVIDENCE	FAIR EVIDENCE	MARGINAL EVIDENCE	UNSATISFACTORY
COMPETENCY IS	COMPETENCY IS	COMPETENCY IS PRESENT	COMPETENCY IS	COMPETENCY IS	(STRONG EVIDENCE
PRESENT	PRESENT		PRESENT	PRESENT	COMPETENCY IS
					NOT PRESENT)

INTERVIEW QUESTION:		
INTERVIEW QUESTION:		
LINK TO JOB DUTIES:		
ANCHORS/COMPETENCIES:	CANDIDATE'S REPLY:	
		ANSWER RATING
INTERVIEW QUESTION:		
LINK TO JOB DUTIES:		
ANCHORS/COMPETENCIES:	CANDIDATE'S REPLY:	
		ANSWER RATING
INTERVIEW QUESTION:		
LINK TO JOB DUTIES:		
ANCHORS/COMPETENCIES:	CANDIDATE'S REPLY:	
		ANSWER RATING
L		

Anchors are guidelines. Candidates may provide relevant responses not listed above, or may describe an ability using different words than used in the anchors. Listen to the entire context of the answer. Use judgment based on your professional understanding of job skills in addition to suggested anchors when giving the candidate a score.

5	4	3	2	1	0
SUPERIOR EVIDENCE	STRONG EVIDENCE	GOOD EVIDENCE	FAIR EVIDENCE	MARGINAL EVIDENCE	UNSATISFACTORY
COMPETENCY IS	COMPETENCY IS	COMPETENCY IS PRESENT	COMPETENCY IS	COMPETENCY IS	(STRONG EVIDENCE
PRESENT	PRESENT		PRESENT	PRESENT	COMPETENCY IS
					NOT PRESENT)

EVALUATION OF COMMUNICATION SKILLS Candidate's replies are well organized, responsive, persuasive and concise. SUPERIOR: Statements reflect an outstanding ability to communicate with others in a thoughtful, tactful and effective manner. Use of vocabulary and grammar are appropriate. **STRONG**: Candidate's replies are generally well-organized and persuasive, but may not be concise at all times. Candidate may occasionally repeat ideas, but is able to communicate responsively, thoughtfully and effectively. Use of vocabulary and grammar are appropriate. **GOOD**: Candidate's replies are generally responsive and thoughtful, but may occasionally appear uncertain or disorganized. Candidate may occasionally ramble or repeat ideas, but is able to communicate effectively. Use of vocabulary and grammar are appropriate. FAIR: Candidate's replies are responsive and understood, but candidate may ramble or repeat ideas several times. Candidate may also gloss over important points or be overly brief. Some statements may include inappropriate vocabulary or poor grammar. **MARGINAL**: Candidate's replies are partially responsive to questions asked, but are not clear, concise or well-organized. Candidate repeatedly rambles, goes off on tangents, is too brief to convey an idea, or makes argumentative or contentious statements in presenting ideas. Some statements may include inappropriate vocabulary or poor grammar. UNSATISFACTORY: Candidate's replies are not responsive to questions asked. Candidate is unable to clearly explain ideas and may make inappropriate remarks for an interview situation. Many statements include inappropriate vocabulary or poor grammar. Communication skills are seriously deficient.

TOTAL SCORE FOR APPLICANT

Anchors are guidelines. Candidates may provide relevant responses not listed above, or may describe an ability using different words than used in the anchors. Listen to the entire context of the answer. Use judgment based on your professional understanding of job skills in addition to suggested anchors when giving the candidate a score.

5	4	3	2	1	0
SUPERIOR EVIDENCE	STRONG EVIDENCE	GOOD EVIDENCE	FAIR EVIDENCE	MARGINAL EVIDENCE	UNSATISFACTORY
COMPETENCY IS PRESENT	COMPETENCY IS PRESENT	COMPETENCY IS PRESENT	COMPETENCY IS PRESENT	COMPETENCY IS PRESENT	(STRONG EVIDENCE COMPETENCY IS NOT PRESENT)