
Vocational Assessment Handbook

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JTK
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VOCATIONAL ASSESSMENT HANDBOOK

Table of Contents

SECTION	PAGE
Acknowledgments	ii
I. Vocational Assessment Handbook: Background and Overview	
Background	I- 1
The Handbook Creation Process	I- 2
Content Overview	I- 4
II. Career Assessment and Guidance of Handicapped Persons	
Legislation and Policies	II- 4
Career Development of the Handicapped	II- 7
A Three-Level Model of Vocational Assessment	II- 8
Level I Assessment	II- 9
Level II Assessment	II-10
Level III Assessment	II-12
Using Vocational Assessment Data	II-15
The IEP Process	II-15
Educational Placement and Training	II-15
Occupational Placement	II-16
References	II-18
III. Federal and State Requirements for Vocational Assessment	
Introduction	III- 1
Definition	III- 2
Who to Assess	III- 3
When to Assess	III- 4
Who completes the Assessment	III- 5
Level I Assessment	III- 6
Level II Assessment	III- 7
Level III Assessment	III- 8
References	III- 9
IV. Available Assessment Instruments	
Introduction	IV- 1
Instrument Review Outline	IV- 3
Multiple Aptitude Tests	
Armed Services Vocational Aptitude Battery (ASVAB)	IV- 4
Career Ability Placement Survey (CAPS)	IV- 6
Differential Aptitude Tests (DAT)	IV- 8
USES General Aptitude Test Battery (GATB)	IV-10
Interest Surveys and Inventories	
Career Occupational Preference System (COPS)	IV-12
Harrington O'Shea Career Decision-Making System (CDM)	IV-14

SECTION

PAGE

Interest, Determination, Exploration and Assessment Section (IDEAS)	IV-16
Ohio Vocational Interest Survey: II (OVIS II)	IV-18
Pictorial Inventory of Careers (PIC)	IV-20
Reading Free Vocational Interest Inventory - Revised (R-FVII)	IV-22
Self-Directed Search (SDS)	IV-24
USES Interest Inventory (USES II)	IV-26
Vocational Interest, Experience, and Skill Assessment (VIESA)	IV-28
Wide Range Interest-Opinion Test (WRIOT)	IV-30
Adaptive Behavior Measures	
Program for Assessing Youth Employment Skills (PAYES)	IV-32
Social and Prevocational Information Battery - Revised (SPIB-R)	IV-34
Street Survival Skills Questionnaire (SSSQ)	IV-36
Valpar-17 Pre-Vocational Readiness Battery (P-VRB)	IV-38
Vocational Adaptation Rating Scales (VARs)	IV-40
Combined Instruments and Work Samples	
Apticom	IV-41
Career Evaluation System Series 100 (CES)	IV-41
Comprehensive Occupational Assessment and Training System (COATS)	IV-46
McCarron-Dial System (MDS)	IV-47
Microcomputer Evaluation and Screening Assessment (MESA)	IV-49
Micro-TOWER	IV-51
Occupational Aptitude Survey and Interest Schedule (OASIS)	IV-53
Purdue Pegboard	IV-55
Singer Vocational Evaluation System (SINGER)	IV-57
Skills Assessment Module (SAM)	IV-59
System for Assessment and Group Evaluation/Compute-A-Match (SAGE)	IV-61
Talent Assessment Program (TAP)	IV-63
Valpar Component Work Sample System (VALPAR)	IV-65
Vocational Information and Evaluation Work Sample (VIEWS)	IV-67
Wide Range Employability Sample Test (WREST)	IV-69
World of Work Inventory (WOWI)	IV-71
Locally Developed Assessment Materials	
Student Interview Forms	IV-73
Parent Interview Forms	IV-78
Teacher Interview Forms	IV-83
Interest or Preference Surveys	IV-88
Work Adjustment Checklists	IV-95

SECTION	PAGE	
V.	Locally Developed Performance Samples:	
	Measurement and Procedural Concepts	
	Measurement Concepts	V- 3
	Norms	V- 3
	Reliability	V- 4
	Validity	V- 7
	Resources and Examples	V- 7
	Resources	V- 7
	Examples	V- 8
	Performance Samples	V- 9
	Rating Scales	V-12
	References	V-14
VI.	Writing Vocational Assessment Reports	
	Introduction	VI- 1
	References	VI- 4
	Vocational Assessment Report Format	VI- 5
	Computer Report - Level II Example	VI- 6
	Brief Narrative Report - Level II Example	VI-20
	Full Narrative Report - Level III Example	VI-22
VII.	Interpreting and Using Vocational Assessment Data	
	Introduction	VII- 1
	Levels I and II Vocational Assessment	VII- 2
	Level I Summary of Records	VII- 3
	Level I Summary of Interviews	VII- 3
	Level II Aptitude and Interest Summary	VII- 3
	Summary of Strengths and Limitations	VII- 4
	Implications for Programming	VII- 4
	Level III Vocational Assessment	VII- 4
	In Summary	VII- 5
	References	VII- 6
	Student Vocational Assessment Module	VII- 7
VIII.	Appendices	
	Appendix A	
	A-1 TEA Guidelines for Serving Special	
	Education Students in Vocational	
	Education	
	A-2 Letter from William Bennett	
	A-3 Overview of SCR 129	
	Appendix B	
	B-1 Table 1: Instruments Which May Be	
	Useful for Level II Vocational	
	Assessment of Handicapped Students	
	B-2 Table 2: Work Samples Which May Be Useful	
	for Level III Assessment of Handicapped	
	Students	
	B-3 Alphabetical Listing of Career Assessment	
	Instruments By Category and Level of Use	

SECTION

PAGE

Appendix C
Easy Measurement User Documentation

Appendix D
Annotated Bibliography of Resources for
Vocational Assessment

Section I

VOCATIONAL ASSESSMENT HANDBOOK: BACKGROUND AND OVERVIEW

Background

The purpose of this handbook is to provide resources for individuals engaged in the vocational assessment process under the requirements of the Carl D. Perkins Vocational Education Act (CPA) (P. L. 98-524). These requirements designate some of the funds provided to each state by the Act be set aside for handicapped (10%) and disadvantaged (22%) students. In addition, the CPA also requires that handicapped and disadvantaged students enrolled in vocational programs receive an "assessment of their interests, abilities, and special needs with respect to completing successfully the vocational education program".

What all of this means to those who work in vocational education at the secondary or post-secondary level is that they may need to do some things they were not previously doing. Given that the CPA has been in effect for several years it is likely that most school districts and community colleges that receive federal vocational education funding have been attempting to meet the vocational assessment requirement of the Act. However, because of the sheer magnitude of the effort required, it is just as likely that the level of implementation to date is short of totally satisfactory to either those responsible for, or those receiving, this service.

There are several reasons why these new requirements may present a difficulty at the local level. First of all, including disadvantage students in the requirements represents a totally

new approach to serving this group. While it has been common practice to assess all handicapped students for the purpose of establishing an Individualized Educational Plan (IEP), this was not necessary for disadvantaged students. Also, there are many more disadvantaged students than handicapped students enrolled in the public schools, both secondary and post-secondary. The inclusion of the disadvantaged in this requirement is further complicated by the distinction made in the Act between, and among, the academically and economically disadvantaged, as well as the limited English proficient (LEP) student.

A second reason this assessment requirement may be hard to implement well is the shortage of individuals who are knowledgeable of, and skilled at, administering the many instruments that may be used with the diverse clientele included under the handicapped and disadvantaged rubric. From the magnitude of the task it is evident that many individuals would need to become involved in both the administration and the interpretation of assessments if the outcome of this enormous effort is to result in anything of worth to the individual assessed.

It is with a recognition of the needs of those charged with carrying out the vocational assessment provisions of the CPA and with an understanding of the problems inherent in the mission that this Handbook was developed.

The Handbook Creation Process

The Handbook creation process itself began in the spring of 1986 when the senior authors/editors (Kapes and Parrish) agreed to attempt to develop a document of this type for Region VI

Education Service Center as part of a planned inservice activity which was to take place the following summer. Working with a School Psychology graduate student at Texas A&M (Charlotte Kimmel), a draft Handbook was developed by the Spring of 1987. Given that TEA also proposed the development of a similar handbook for use across the state as part of regional service center workshops, the Texas A&M Vocational Special Needs Program sought and received project funding for this purpose.

The development activities as part of the funded project began in early July based on experience gained using the draft Handbook in a Region VI inservice activity. The project advisory committee met in September and provided guidance on what needed to be added to, deleted, or changed from the original draft. Some of the major additions to the initial draft include the creation of IBM compatible microcomputer software to undertake some of the technical analysis necessary when local instruments are developed or commercial instruments are modified; the description of many more commercially available instruments, and the addition of a section on interpreting and using assessment data. In adding to the instrument descriptions and creating the new section the project received support from a companion project at North Texas State University which is assessing Texas guidance and counseling practices, activities, and services. The decision on which instruments to include for description was particularly difficult since to include or exclude an instrument may be viewed as a bias on the part of the editors. For this reason, this decision was made using the combined nominations of the entire

advisory committee based on their perception of current or potential use.

The content of the Handbook itself is made up of sections authored by those working on the project as well as contributions from other sources which were adapted and edited for use in the Handbook. In each case where other materials are used in their original or edited form credit is given to the original source as a footnote to the material. Credit for other major contributions also goes to Charlotte Kimmel who was a co-author/editor of the initial draft and Tamara Banning, Marty Barbieri, and Marj Patton who contributed initial draft material for parts of Section IV and VII.

Content Overview

To assist the users of this Handbook to gain quick familiarity with what is contained inside, a brief description of each section is provide here. The Table of Contents and section tabs should also make access to particular information relatively easy.

Section II provides an overview of the entire process of assessment with handicapped individuals from a career guidance perspective. It includes a review of relevant legislation and literature as well as a global view of the three level model of assessment which was developed in Texas. The use of assessment data for educational and occupational placement is also discussed in some detail. The major purpose of this section is to provide a broad view and set a philosophical tone for the role of assessment in what needs to be a career development process.

Section III describes the procedures for implementing vocational assessment in Texas under the Carl Perkins Act (CPA). Both the federal and state requirements for vocational assessment are incorporated into this description of current Texas operating procedures. Support materials for this section are contained in Appendix A. Individuals who are already familiar with the Texas approach will not find this section as necessary as those who are relatively new practitioners of vocational assessment in Texas.

Section IV contains brief (one to two page) descriptions of currently available commercial assessment instruments, as well as a sampling of locally developed materials. This section is divided into five parts which include: four aptitude tests, ten interest inventories, five adaptive behavior measures, sixteen combined measures or work samples, and seventeen locally developed materials. The information contained here is supplemented with three tables in Appendix B that list and/or briefly describe over 130 additional instruments which could be appropriate for vocational assessment.

Section V provides a brief overview of the measurement techniques that would be necessary to develop norm, reliability, and validity data for either locally developed performance samples or the modification of commercial instruments. Contained within this section are examples of simple performance samples and rating scales to be used with them. The computer software developed to be used in conjunction with this section is provided in an envelope at the front of the Handbook while the user documentation is included in Appendix C. Sample data analysis

exercises are also provided.

Section VI deals with report writing as a means to communicate the results of vocational assessment. A suggested report writing format is provided along with examples of a computer generated report and narrative reports for Level II and III assessment.

Section VII attempts to bring all of the information in the Handbook together by describing how to interpret and use the data obtained. Included here is a Student Vocational Assessment Module to be used in aggregating the data available on a student and converting it into strategies for remediation and accommodation. Many workshop activities could be planned around this module.

Section VIII contains the appendices which include much additional useful information to support several of the sections as described above. Appendix D contains an Annotated Bibliography of Resources which should be very beneficial to both experienced and novice vocational assessment practitioners.

Section II

CAREER ASSESSMENT AND GUIDANCE OF HANDICAPPED PERSONS

Handicapped people do not form a single homogeneous group. Thus, it may be helpful to clarify definitions of who they are and how various approaches to career assessment are responsive to their special needs. However, classifications are imperfect because each person is unique. Therefore, classifications must be used cautiously, and they cannot substitute for sensitivity to the uniqueness of the individuals. The benefit of classifications is that they focus on particular types of handicapping conditions and suggest adjustments that can improve the usefulness of career assessment for many individuals.

Eleven handicapping conditions are defined by Public Law 94-142, the Education for All Handicapped Children Act of 1975. According to the federal legislation, two criteria must be met. First, students must be evaluated and found to have one or more of the eleven handicapping conditions. Second, students must require special education services to overcome these impairments. Not all handicapped students need or receive special services. Obviously, assessment is an essential part of identifying handicapped students and of determining how to meet their needs. The Office of Education (1977) identified the eleven handicapping conditions as follows:

Adapted from: Kapes, J. T., & Parrish, L. H. (1983). Career guidance and assessment tools for handicapped persons. In R. C. Rodgers (Ed.), Measurement trends in career and vocational education (pp.47-61). San Francisco: Jossey-Bass.

1. Mental Retardation - significantly subaverage intellectual development and functioning coupled with adaptive behavior deficits.
2. Specific Learning Disability - a disorder that affects the ability to understand and use written or spoken language. This condition is not caused by a sensory loss, such as visual or hearing impairments.
3. Orthopedic Impairment - a physical disability caused by congenital anomaly, disease, or accident resulting in absence, modification, or loss of control of muscle function.
4. Serious Emotional Disturbance - an unexplained inability to learn, maintain relationships, or predict behavior under normal circumstances. The symptoms must be exhibited over a long period of time and to a marked degree.
5. Deafness - a severe hearing impairment.
6. Hearing Impairment - a hearing impairment that inhibits the student's performance.
7. Deafness and Blindness - the combination of the two severe impairments.
8. Visual Handicap - includes partially sighted and blind persons.
9. Speech Impairment - a communication disorder such as stuttering, articulation inaccuracy, or language/voice disorder.

10. Other Health Impairment - an inability to perform because of limited strength or alertness due to a health-related condition.
11. Multihandicappedness - the combination of two or more handicapping conditions.

Each of these eleven conditions is defined in relationship to its effect on educational performance. It is important to remember that it is possible for an individual to have an identified handicapping condition and not to require special services. If one understands this concept, then it becomes easier to accept the fact that career assessment, as well as curricula modifications, should be undertaken only to the extent necessary to enable each individual to participate fully in the educational process.

In addition to defining who the handicapped are, it is also useful to clarify the notion of career guidance and assessment. For the purpose of this handbook, we use the term assessment for what is often referred to in the literature as vocational evaluation or vocational assessment. According to Nadolsky (1981, p. 6) "vocational evaluation is a specialized type of vocational guidance service designed to assist individuals with special needs in determining their vocational potential... It is the experiential phase of vocational evaluation and its practical, realistic work-related techniques and procedures provide the core content for vocational evaluation and set it apart from traditional programs of vocational assessment and guidance".

Both the term vocational evaluation and many of its techniques were developed by those who worked with adults in the field of vocational rehabilitation. When it became apparent that the public schools needed to provide a free and appropriate education to all handicapped youth, many methods of vocational rehabilitation were adapted for that part of the appropriate education that had to do with preparation for employment (Krantz, 1979). In adopting and adapting the methods of vocational rehabilitation, public school educators chose the term vocational assessment to refer to their version of the individual evaluation process. Salvia and Ysseldyke (1978), Albright and others (1978), Sitlington (1980), and Peterson (1981) all use the term to indicate appraisal of a student's vocational potential.

The term career is used in preference to vocational as a modifier for guidance and assessment because it has greater breadth and scope and because the purpose of assessment is to appraise potential for work. Although we agree with the distinction between career and vocation proposed by Hoyt (1974), they are not greatly different for the purposes of this handbook and we use them interchangeably.

Legislation and Policies

Over the past decade, the legislation dealing with the rights of handicapped individuals has proliferated. In concert, these acts have created a significant emphasis on providing appropriate educational experiences for students who had not been served or who had been served inadequately in the past. The most important legislation for this topic is the Vocational Rehabilitation Act

of 1973 (Public Law 93-112), the Education for All Handicapped Children Act of 1975 (Public Law 94-142), and its amendments, the Carl D. Perkins Vocational Education Act (Public Law 98-524), and the Office of Civil Rights (OCR) (Office of Civil Rights, 1979) Vocational Education Programs Guidelines.

One major theme is common to all. The Vocational Rehabilitation Act of 1973 prohibits discrimination against handicapped persons in regard to employment, education, program accessibility, health, welfare, or social services. The Office of Civil Rights (1979) guidelines address vocational counseling of handicapped persons as it pertains to admission criteria, recruitment, and placement into vocational programs (Kapes and Greenwood, 1979). The Education for all Handicapped Children Act of 1975 and its amendments states specific guidelines to assure basic rights for handicapped students regarding testing and evaluation procedures. In addition to providing for full evaluation of a student's educational needs before the student is placed in a special education program, P.L. 94-142 insists that tests and evaluation materials should not be racially or culturally discriminating, they should not be merely single tests of intelligence, and they should not be discriminatory because of the student's handicap. Moreover, the materials should be administered in the student's primary mode of communication, they should be validated for the purpose for which they are used, they should be administered by trained personnel and they should be evaluated by a multidisciplinary team. The Carl Perkins Act addresses vocational education and reinforces the other

assurances by requiring vocational programming in each state to be consistent with the state plans required by P.L. 94-142. This regulation enhances support by ensuring that 10 percent of vocational funding is spent for services that are in excess of expenditures for the nonhandicapped student. The Act further states that each handicapped student enrolled in vocational programs shall receive:

- (1) Assessment of their interests, abilities, and special needs with respect to completing successfully the vocational education program.
- (2) Special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the equal access rights of each student.
- (3) Guidance, counseling, and career development activities conducted by professionally trained counselors who are acquainted with the provision of such special services.
- (4) Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

All of this legislation has many implications for those involved in career guidance and assessment. It is imperative for assessment to be sensitive to a student's disability so that the handicap does not bias his or her performance. Some instruments can be used with no modification, but others may require adjustments, such as special answer sheets, longer time periods, or interpreters. Finally, some tests and inventories may not be useful at all with certain populations. For example, a student

with limited mobility and manual dexterity may be unable to complete physical manipulation tasks in a work sample, and a hearing-impaired student cannot compete fairly on a test of sound discrimination or listening skills. In situations like these, assessment tools must be sensitive to the special needs of the individual student to assure that what is measured is valid, fair, and appropriate for the individual.

Career Development of the Handicapped

In most respects, career development of the handicapped is not different from career development for people in general. Clark (1980, p. 15) makes the point that "a developmental approach to establishing a rationale for career education programming for the handicapped is justified by the delayed, disordered, or uneven development in learning skills for daily living, personal-social, school, or occupational activities among handicapped children and youth". This position, with which we agree, suggests that the vocational development theories proposed by Ginzberg and others (1951) and by Super and others (1957) also apply to the handicapped. These theories need to be applied differently to the extent that the particular handicapping condition interferes with the developmental tasks to be accomplished.

Brolin and Kokaska (1979) take a traditional approach to career education by defining four stages of career development: career awareness; career exploration; career preparation; and career placement, follow-up, and continuing education. The competencies that must be attained during these stages are defined in three broad categories: daily living skills, personal

social skills, and occupational guidance and preparation. In contrast, Clark (1980) focuses on four developmental areas: values, attitudes, and habits; human relationships; occupational information; and acquisition of actual job and daily living skills. From the perspective of these two approaches, it is evident that much of the school curriculum for the handicapped is devoted to work and life adjustment skills as well as to cognitive capacity and affective orientation for work. A second major theme of the literature on handicapped persons is that mastery of these skills can be expected to occur at a slower rate or to a lesser degree for some, but not all, handicapped people. It is the true function of vocational assessment of the handicapped to ascertain the rate and amount of development that has occurred, or that can occur, in the several areas described above.

A Three-Level Model of Vocational Assessment

Given the federal incentives to conduct vocational assessment, some states have taken the initiative in developing guidelines for implementing a comprehensive evaluation system. The comprehensive Texas model (Texas Education Agency, 1980, 1985) has proven effective in practice. The discussion that follows adapts many elements of its approach to vocational assessment. The Texas model, as modified by the writers, contains three levels of assessment information: Level I information includes special education data; information acquired from interviews with student, parents, and teachers; and information from review of cumulative school records. Level II information includes Level I and information from vocational aptitude tests, vocational

interests and values inventories, and work adjustment competencies measures. Level III information includes Level I and Level II plus information from work samples, vocational course tryout, and job tryout.

This model allows appropriate educational placement decisions to be made at each level while providing for a more in-depth evaluation as it is required. The procedure aids in determining which students can benefit from vocational education and which occupational areas should be investigated prior to placement. As with all evaluation of handicapped students, the process should serve not to screen handicapped students out of skills training programs, but to determine appropriate vocational placement.

Level I Assessment

The special education data typically found in the files of handicapped students consist of reports on such factors as language, emotional and behavioral development, intelligence, physical development, and academic development. The review will include results of standard speech, vision and audiology tests, as well as results on such education performance tests as the Wide Range Achievement Test (WRAT). Social and developmental ratings may be available on standardized instruments such as the Vineland Social Maturity Scale, the Brigance Test of Essential Skills, and the American Association of Mental Deficiency (AAMD) Adaptive Behavior Scales. Results of tests assessing physical strength and the Purdue Pegboard or Minnesota Rate of Manipulation Test to determine dexterity are also typical of data found in this category.

Interviews with student, parents, and teachers are the second type of Level I data. From the student, helpful information can be obtained regarding career expectations and attitudes toward vocational education and work in general. Parents can corroborate this information and provide additional information about interests and work habits at home. Teachers of both academic and prevocational courses can attest to work-relevant attitudes and habits as well as to aptitude and interests.

Cumulative school records provide data that can be invaluable for determining vocational options. Such information includes I.Q. test results, attendance patterns, grades, and disciplinary actions. Intelligence tests that have both verbal and performance components, such as the Wechsler Intelligence Scale for Children - Revised (WISC-R) or the Wechsler Adult Intelligence Scale - Revised (WAIS-R), are often used in this manner. The Slosson Intelligence Test, a verbal I.Q. test that requires no reading, is often a part of the cumulative record for students who have a reading handicap.

Level II Assessment

A number of guides have been developed to help with selection of instruments for use in what we have characterized as Level II assessment. Kapes and Mastie (1988), Grisafe (1983), and Getzel and Tindall (1983) provide examples of these guides that are all very useful. Three types of information are most useful for Level II assessment: information on aptitudes and basic skills (what the person can learn or what the person has learned that is basic to future learning), information on interests and work

values (what the person likes to do or values doing), and information on work adjustment competencies (attitudes and behaviors that contribute to success on the job).

Aptitudes and basic skills are ascertained to some degree in Level I assessment, but they need to be reassessed in the present because they continue to develop and because of their specific relationship to work and work training. Getzel and Tindall (1983) define five categories of skill competencies: quantitative and numerical skills, verbal skills, perceptual skills, language skills, and psychomotor skills.

Interests and work values are placed together, but they approach the individual's affective orientation to work from different perspectives. Interests are work preferences stated in terms of activities, while work values are reinforcements or needs that one hopes to satisfy from work. Measures of interest can be given as homogenous clusters (for example, outdoor, mechanical, social, artistic) or as empirical similarities between a person and a group of persons working in an occupation who are successful and satisfied (for example, auto mechanics, accountants, nurses, school teachers). Work values are generic. They are thought to be outer manifestations of inner needs (Katz, 1963) (for example, salary, recognition, prestige, achievement).

Work adjustment competencies are largely affective, but they incorporate aptitude and basic skills into self-concept as it relates to work. They are skills, and they have a cognitive component, but they are mediated through the affective self. These competencies may in fact be the difference between those

who succeed on the job and those who do not. They are what employers are always telling educators (especially vocational educators) they want taught, but they are also the skills or attitudes that we know the least about teaching. Getzel and Tindall (1983) list four categories containing these competencies: job readiness competencies, work attitude competencies, work performance competencies, and work tolerance competencies.

Table 1 in Appendix B of this handbook briefly describes, and comments on instruments that can be useful in obtaining data for each of the three areas of information included in Level II assessment. Further information on many of the instruments included in Table 1 is available in Kapes and Mastie (1988).

Level III Assessment

Vocational assessment of the type described in this section is employed after Level II assessment and on an as needed basis. This is not to imply that a person needs to have a greater handicap in order to qualify for Level III assessment, but only that there needs to be a clear reason for prescribing it. Although Level III consists of three different types of measures or experiences, all three types do not need to be employed.

Of the three types of measures, work samples most nearly represent assessment of a classical measurement nature applied to a clinical behavior sample. According to the Texas Education Agency (1980, p. 12) guidelines, work samples are "tasks or activities that simulate a specific job and [that] are used to assess skills, aptitudes, and abilities similar to those required in

competitive employment situations". Although a great deal of training and experience is required to administer work samples correctly, they vary considerably from specific job elements to general career cluster exploratory activities. From a psychometric point of view, most commercially available work samples are still quite crude, and in many cases, the data on norms, reliability, and validity are inadequate. Table 2 in Appendix B lists most of the commercially available work samples together with publisher information and a brief description and comments on use. Botterbusch (1980,1987) can provide more information on most of the work samples listed here.

Beyond the commercially available work samples, there is still much room for locally developed work samples. In fact, it is likely that a locally developed work sample, constructed and administered by the vocational teacher who will teach the student for whom the assessment is conducted, will be more content-valid than any work sample that can be purchased. This does not eliminate the need for obtaining measurement data, and it is recommended that those who develop their own work samples work closely with a professional educator trained in measurement techniques.

Vocational course tryout is one step removed from locally developed work samples, and it may be preferable when circumstances permit, since there is probably no better way of finding out whether a person can learn a vocational skill and whether the person is interested in learning that skill than to give the person a chance to give it a try. In this approach, exploration

and assessment become almost indistinguishable. However, with the help of locally developed checklists and rating sheets and a person knowledgeable in clinical observations of persons with handicaps, this type of assessment can be quite satisfactory. Even without sophisticated methods, this approach can work well when adequate supervision is available.

Job tryout is the third approach in Level III assessment, and it is the least measurement-oriented of all the assessment approaches. However, it also holds the most promise for providing good data on questions concerning a person's capacity, interest, and work adjustment. It is closest to the ultimate criteria against which all other assessment must be validated; that is, a successful and satisfied employed worker. The most profitable approach to this type of assessment is through vocational cooperative education using legally constituted training agreements and training plans. Over the years, this approach to vocational education for all students, handicapped and otherwise, has been found to be most successful in placing students in jobs for which they have been trained. Through cooperative education the employer becomes a partner in the vocational assessment process. Moreover, evaluation data makes it possible to facilitate changes in student behavior in a formative approach that shapes the student to the needs of the job while also fulfilling the student's needs.

Using Vocational Assessment Data

The IEP Process

The development of an individualized education program (IEP) for a handicapped student is an extremely important component of the guidance and assessment process. Public Law 94-142 requires a written plan, based on assessment information, to be developed and implemented for every handicapped student. This plan (Office of Education, 1977) includes a statement of the student's present levels of educational performance, annual goals and short-term instructional objectives, a description of specific special education services to be provided, a statement regarding the extent of the student's participation in regular educational programs, the anticipated dates for initiation and duration of services, and evaluation criteria and procedures to be reviewed at least annually.

The team that develops the IEP (ARD Committee) consists of an agency representative qualified to provide or supervise special education (usually a school administrator); the student's teacher; the student's parents; the student, when appropriate; and other individuals at the discretion of the parent or the school. Often, schools require the receiving vocational teacher or vocational administrator to be present for considerations of vocational placement. This recommendation gives the IEP team information about entry-level competencies that the prospective student needs for successful integration into the program.

Educational Placement and Training

Based on the assessment information and the interaction of

the interdisciplinary team, informed decisions about educational placement can be made. Students should be provided with a continuum of vocational educational options which can range from placement in regular vocational programs to institutional settings. To the maximum extent possible, handicapped students should be placed with nonhandicapped peers. However, if students require a more homogenous grouping, smaller teacher-student ratio, or significantly modified vocational goals, an appropriate placement can be made in a more restrictive setting. Careful and frequent reviews should be carried out to determine whether the best decision has been made for each student.

Vocational educators who provide skills training for handicapped students should work closely with special education personnel. Support services from special education teachers can include cooperative teaching arrangements; technical assistance, such as reading examinations or teaching vocabulary and concepts; development of behavioral management systems; and coordination of work study activities. Related services can include transportation, speech pathology, physical or occupational therapy, counseling, and medical and psychological services. The ultimate service, however, is a coordinated effort by professionals from two vital educational areas, special education and vocational education, to obtain occupational proficiency for handicapped students in a cooperative fashion.

Occupational Placement

After the handicapped student has mastered vocational skills in the instructional setting, occupational placement is the next

step. Parnicky (1964) concludes that an ill-trained, well-placed mentally retarded employee can make a better work adjustment than a well-trained but ill-placed employee. Counselors and placement coordinators can improve chances of successful work adjustment by gathering employment information such as; work requirements, employee working conditions, hiring and firing procedures, and a map of the facilities. A clear understanding of the technical, adaptive, and social requirements of specific jobs will enable the student to begin work with confidence. Careful evaluation of the job requirements, the job site, and the student's work-related behaviors is needed. Employers can expect to teach new employees skills that they may lack, but students with special needs will not always respond to this expectation very quickly. Therefore, the special needs student is in a better position if he or she has the necessary skills prior to entering the job. When this is not possible, the cooperative education approach described in Level III assessment is an excellent way of making initial placements while continuing the assessment and education process.

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Section III

FEDERAL AND STATE REQUIREMENTS FOR VOCATIONAL ASSESSMENT

Introduction

The purpose of this section is to provide a brief overview of the requirements for vocational assessment based on pertinent federal and state laws and regulations. Included among the documents which contain or explain these regulations are:

1. The Carl D. Perkins Vocational Education Act of 1984.
2. The Texas Education Agency (TEA) guidelines for serving special needs students in vocational education -- dated 1985. (See Appendix A-1.)
3. A letter from William Bennett, Secretary of the U.S. Department of Education, clarifying vocational assessments responsibilities. (See Appendix A-2.)
4. Texas Senate Concurrent Resolution (SCR) 129 which requires cooperation and sharing of assessment information among the Texas Rehabilitation Commission, the Texas Education Agency, and the Texas Department of Mental Health and Mental Retardation. (See Appendix A-3.)

This section covers such information as definitions, who to assess, when to assess, who completes the assessment, and TEA Levels I, II, and III assessment provisions.

Definition

Vocational assessment is a comprehensive student-centered process conducted over a period of time involving a multi-disciplinary team approach, with the purpose of identifying individual characteristics, strengths and limitations, as well as education, training, and placement needs. A comprehensive vocational assessment involves, but is not limited to, the following six major components (Texas Education Agency, 1985):

1. Basic Skills:

Reading comprehension, spelling, grammar, functional math, measurement, and money handling.

2. Sensory and Motor Skills:

Dexterity, coordination, strength, mobility, range of motion, visual acuity, and auditory acuity.

3. Learning Preference:

How the student best learns (i.e., visually, auditorily, or tactually).

4. Vocational Skills and Aptitudes:

Use of tools, materials, equipment, and general potential for work.

5. Career Awareness and Interest:

Knowledge of jobs, expressed career goal, observed interests, employment history, etc.

6. Personal Behavior:

Worker characteristics and habits, communication skills, job keeping skills, social and inter-personal relations.

Who to Assess

According to the Carl D. Perkins Vocational Education Act of 1984, the following students must have an assessment of their vocational interests and aptitudes prior to participating in vocational education programs:

Handicapped students are those individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special assistance.

Educationally disadvantaged students are individuals who are one or more years below grade level in achievement in three or more academic classes or have a composite score on a standardized test indicating below grade level performance. An academically disadvantaged student in vocational education will be determined at the secondary level as those students enrolled in remedial programs in mathematics, English, language arts, or reading. These students are eligible for CVAE programs.

Economically disadvantaged students are members of economically disadvantaged families whose annual income is at or below the official poverty line and/or are eligible for free or reduced-price school lunch. To be eligible for work study, each student must have a vocational assessment which is administered under the supervision of certified counselors.

Limited English Proficient (LEP) students are individuals who are members of a national minority and who do not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. These persons may include (1) individuals who were not born in the U.S. or whose native tongue is a language other than English and (2) individuals who come from environments where a language other than English is dominant and thus have difficulties speaking and understanding instruction in the English language. A person with "limited English proficiency" can be identified as a student participating in an English as a second language (ESL) or bilingual program or scoring low on an English proficiency test.

When to Assess

In order for vocational assessment to be effective, it should begin during junior high school and continue as long as the student participates in vocational programs. The following four guidelines are recommended by the Texas Education Agency for determining when to conduct a comprehensive vocational assessment (Texas Education Agency, 1985):

1. A student entering vocational programs during the seventh or eighth grades will have a basic vocational assessment during the first year of participation in the vocational program. During such courses as prevocational, occupation orientation, occupational investigation, CVAE or VEH, special needs students will be administered vocational interest and aptitude assessment by qualified personnel.
2. A student planning to enter a vocational program in high school will have a basic vocational assessment during the year prior to entry into a vocational program.
3. For those students who participate in vocational programs at the seventh and eighth grade level but do not enroll in vocational programs until the tenth or eleventh grade in high school, an additional vocational assessment to update records may be necessary during the year prior to entry into vocational education at the high school level.
4. Further assessment should occur during participation in vocational programs as the vocational teacher observes student behaviors in the pre-employment laboratories.

Who Completes the Assessment

A comprehensive vocational assessment should be a cooperative effort among the student, parents/guardians, and a variety of professionals (including vocational, special, and regular educators). In other words, the vocational assessment process should not be limited to a vocational evaluator who conducts an in-lab assessment, collects information from outside sources, and then synthesizes the data into an assessment report (Cobb & Larkin, 1985). If the assessment involves the student, parents/guardians, and a variety of professionals and specialists, the result can be a far richer evaluation, one which leads to better programming and realistic employment opportunities for the student. An example of professionals and specialists which could be a part of the cooperative assessment process are as follows (Sarkees & Scott, 1985):

1. Administrators (Special education/Vocational education)
2. Special education teachers
3. Vocational teacher(s)
4. Vocational/Guidance counselor
5. Vocational evaluator(s)
6. Occupational therapist
7. Vocational rehabilitation personnel
8. Clinicians (as appropriate)
9. Psychologist
10. Medical personnel
11. Social worker(s)
12. Parents/Guardians
13. Special needs learner

Basic Vocational Assessment (Level I)

A Level I assessment consists of summarizing existing information about a student's educational background, abilities, level of functioning, and other pertinent facts. This level of assessment requires the collection of data for interpretation from the following five sources:

1. Cumulative records, transcripts, and/or other permanent records.
2. Special education data found in the student's eligibility folder.
 - A. Assessment of language, physical, sociological, emotional/behavioral, and intellectual factors, including an assessment of adaptive behavior.
 - B. Assessments of the student's academic, developmental, and/or behavioral performance.
 - C. Assessments of the student's specific competencies in areas of educational needs and competencies related to vocational education where appropriate.
 - D. Specific modifications of instructional content, setting, methods, or materials required by the student to achieve and maintain satisfactory progress, including those that can be provided only through special education services and those adaptations necessary for the student's progress in regular classes.
3. Informal interview with the student by a teacher or counselor who has a good rapport with the learner to determine:
 - A. Interest in vocational education.
 - B. Social competence.
 - C. Adaptive behavior related to performance in vocational education.
4. Informal conference or interview with the student's parents/guardians (if the student is under 18) to determine:
 - A. Career expectations for the student.
 - B. Perceptions of the student's social competence or adaptive behavior as it relates to performance in vocational education.
5. Interview with former teachers to collect information related to:
 - A. Personal characteristics.
 - B. Interpersonal skills.

Basic Vocational Assessment (Level II)

Level II assessment involves the collection of data related to the student's vocational interests and aptitudes. The purpose of this assessment level is to collect and interpret additional information addressing the student's vocational interest, ability and aptitude, vocational awareness, and work-related behaviors.

There are a number of assessment instruments which can be used for this purpose and it is important that information about a special needs learner (i.e., interest, aptitude, dexterity) be gathered from a variety of sources so that appropriate planning can be implemented (Sarkees & Scott, 1985). However, according to Texas Education Agency Guidelines, if one test provides adequate information for planning purposes, then that may be the only test administered (Texas Education Agency, 1985).

TEA guidelines clearly define the two types of data that should be collected in a Level II assessment:

1. Vocational interest assessment is a measure which assesses a student's preferences for activities or topics. Responses are analyzed by comparing them with the responses of people in a particular occupation. This type of test may require the student to look at pictures or it may be in a written format.
2. Vocational aptitude assessment is a measure of a student's ability to profit from training or experience in an occupation or skill. The test may be of the paper/pencil type or it may require performance tasks. Vocational aptitude information is essential in planning an appropriate vocational placement for special needs students. Aptitude will include such things as manual dexterity, spatial ability, eye-hand coordination, physical strength, perceptual abilities, and physical attributes.

Additional Vocational Assessment (Level III)

A Level III comprehensive vocational assessment is conducted when school personnel cannot identify long-range goals or place a student in a vocational program based on the information gathered from Level I and Level II evaluations. Additional data may be needed including observation of a student's use of work samples, and/or their performance in vocational classroom exploratory experiences (Texas Education Agency, 1985).

1. Observation of exploratory experiences may take place in a classroom, on campus, or at a community training site. A process for observation of exploratory experiences and evaluation of the student's work behaviors should be designed. Several types of settings may be used:
 - A. Special Education Vocational Readiness Training which incorporates a simulated exploratory setting as an integral part of the instruction curriculum.
 - B. On-Campus Exploratory Experiences which provides students job experience on a trial basis in a school setting.
 - C. Vocational Education Classes at the junior high school level including Exploratory Industrial Arts and Occupational Investigation may be used for observation and evaluation of student work habits, behaviors, and skills.
 - D. Vocational Education Facilities at the high school level may be used for observation and evaluation.
2. Work samples simulate an occupational task, business operation, or a component of an occupational area. By using this method, the evaluator can test for particular capabilities while the student directly experiences some aspects of an occupation. Work sample systems may be purchased or locally developed to match the needs of individual schools. Locally developed work samples require time to develop, lack standardized administration and scoring techniques, and lack validity data. However, if developed correctly, they are valuable because they can directly relate to employment opportunities in the community and local area.

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Section IV

AVAILABLE ASSESSMENT INSTRUMENTS

Introduction

The primary purpose of this section is to provide brief descriptions of commercially available instruments likely to be useful with handicapped or disadvantaged populations. While many of the instruments used with handicapped individuals are designed specifically for that purpose, this is not always the case. Also, there are even fewer instruments designed for use with disadvantaged individuals. For this reason, many instruments are included here that are not specifically intended for any particular handicap or for disadvantaged individuals. The commercial instruments described were selected by a panel of judges familiar with the instruments and the needs for assessment under federal and state regulations. Instruments targeted for the college bound were specifically excluded.

The 35 commercial instruments are grouped into four categories as follows: Multiple Aptitude Tests (4), Interest Surveys and Inventories (10), Adaptive Behavior Measures (5), and Combined Instruments and Work Samples (16). The last category contains combined measures of aptitude and interest, as well as the traditional work samples which may assess one or more of the traits of aptitude, interest, or adaptive behavior. A more complete listing of commercial instruments that might be useful for vocational assessment is contained in Appendix B.

In addition to commercially published instruments it is often useful and appropriate to develop local assessment instruments

and materials for vocational assessment. For this reason, a selection of 17 locally developed instruments is provided here as a fifth category. These materials include parent, student, and teacher interview forms, interest or preference surveys, and work adjustment checklists. The materials included were obtained from local school districts in the Houston Area or from Brazos Valley MHMR and the source is clearly marked on each one. They may be copied as is or modified for local use, but credit should be given to the source.

By selecting instruments to describe or include in this section no recommendation for use is implied or intended. Decisions as to appropriateness of use for any instrument must be made at the local level. Many resources are available to help local users make these decisions and some of the most prominent are included in the annotated bibliography in Appendix D.

The outline used to describe the commercial instruments is included on the following page. The reader may want to add to the instruments described here using the outline as a guide to the important information that should be included.

MULTIPLE APTITUDE TESTS

Instrument Review Outline

TITLE	Full name of the test and its acronym or commonly used name.
PUBLISHER	Name and address of the publisher where the test may be purchased.
POPULATION	Target populations for which the test is designed to be used.
PURPOSE AND DESCRIPTION	Description of the information the instrument can provide including specific aptitudes or traits that are measured.
ADMINISTRATION AND SCORING	Information about whether the test is individual, group, or self-administered. Administration and scoring time, as well as type of scoring required: machine, hand scored, stencils.
SCALES/SCORES	Types of scores that are reported, such as standard scores and percentiles. Use of profiles is noted.
NORMS	A brief description of the norm population, including age, sex, and groups.
RELIABILITY AND VALIDITY	Types of reliability data that are available and reliability coefficients. Results of validity research that have been conducted.
COMMENTS	Specific strengths and limitations of the instrument. Particular value of the test for handicapped or disadvantaged populations.
COST	Cost information for specimen sets, the instrument and manuals, as well as counselee materials.

TITLE Armed Services Vocational Aptitude Battery (ASVAB)

PUBLISHER Department of Defense
Headquarters, U.S. Military Entrance Processing Command
2500 Green Bay Road
North Chicago, IL 60064-3094

POPULATION Youth ages 16 and up.

PURPOSE AND DESCRIPTION Used (by the military services) to identify eligible graduates for possible recruitment, ASVAB evaluates high school students' vocational aptitudes. The factors measured indicate abilities in the following areas: verbal, math academic, mechanical and crafts, business and clerical, electronics and electrical, and health, social, and technologies. Information gathered can be used by high school counselors as a tool for career counseling.

ADMINISTRATION AND SCORING A military service recruiter will assist each school in administering the ASVAB and the U.S. Military Entrance Processing Command provides the examiner. ASVAB is suitable only for group use. The total administration time is 180 minutes. Individual test results are delivered to school counselors and copies of the scores are given to the recruiting services.

SCALES/SCORES Nationally representative percentile scores for each composite are provided to students and counselors, by grade level, sex, and opposite sex. In addition, standard scores for each subtest (based on youth samples) are provided to counselors.

NORMS Norms are available for 11th graders, 12th graders, 2-year college students, and a composite group.

RELIABILITY AND VALIDITY Internal consistency reliabilities range from .81 to .92 for various subtests. Alternate-forms reliability coefficients for the seven ASVAB composites range between .90 and .95. Internal consistency reliabilities are approximately the same. Validity coefficients on the whole are high, averaging .50 to .60, or near the upper range of validity coefficients for most selection tests used in the civilian sector.

ASVAB

COMMENTS

The ASVAB requires a reading level of 6th to 8th grade. A major concern of most users is the lengthy test administration and its connection to military recruiting. The ASVAB is not appropriate for most handicapped students, but is very appropriate for disadvantaged students.

COST

No charge to schools for administration, materials, and scoring.

TITLE	Career Ability Placement Survey (CAPS)
PUBLISHER	Educational and Industrial Testing Service P.O. Box 7234 San Diego, CA 92107
POPULATION	Students grades 7 through 12 and adults.
PURPOSE AND DESCRIPTION	A multiple aptitude test battery which assesses potential for success in specific occupations. CAPS is divided into eight tests which include: Mechanical Reasoning, Spatial Relations, Verbal Reasoning, Numerical Ability, Language Usage, Word Knowledge, Perceptual Speed and Accuracy, and Manual Speed and Dexterity.
ADMINISTRATION AND SCORING	CAPS may be administered in a group or individually in approximately 45 minutes to one hour. Each of the eight tests is printed on a separate form with instructions written on one side and test items on the reverse side. CAPS can be hand scored, or machine scored locally or through the publisher.
SCALES/SCORES	Scores are presented in two ways: an ability profile based on norms for each of the eight tests and the career profile keyed to occupational clusters in the COPS Interest Inventory. Individuals can then use the COPS System Career Briefs and Career Cluster Booklets, which link results to the Dictionary of Occupational Titles (DOT) and Occupational Outlook Handbook (OOH).
NORMS	The norms are based on a National sample of about 7,000 students in grades 8 through 12 and 1,700 community college students.
RELIABILITY AND VALIDITY	Split half reliability estimates range from .76 to .95 and test/retest reliability coefficients range from .70 to .95. The validity coefficients ranged from the upper .40's to the .80's for achievement test comparisons.

CAPS

COMMENTS

The CAPS may be a good alternative to the longer aptitude tests for average or below average individuals with about an eighth grade reading level. Its use as a screening battery is suggested.

COST

Specimen set (one copy of each test, manual):
\$6.50.

TITLE Differential Aptitude Test (DAT)

PUBLISHER The Psychological Corporation
Harcourt Brace Jovanovich, Inc.
555 Academic Court
San Antonio, TX 78204

POPULATION Grades 8 through 12.

PURPOSE AND DESCRIPTION An integrated battery of aptitude tests designed for educational and vocational guidance in junior and senior high schools. Items are in a multiple choice format except for the spelling subtest. There are 2 forms available: Forms V and W. The battery consists of 8 subtests:

1. Verbal Reasoning
2. Numerical Ability
3. Abstract Reasoning
4. Clerical Speed and Accuracy
5. Mechanical Reasoning
6. Space Relations
7. Spelling
8. Language Usage

ADMINISTRATION AND SCORING The DAT is a group administered paper and pencil test requiring approximately four hours. Administration and scoring may be completed by teachers who have been prepared for this task. Testing may be divided into sessions. It can be hand or machine scored. Hand scoring requires stencils and takes about 20 minutes.

SCALES/SCORES Raw scores are converted to national percentile ranks and stanines for males and females separately. Scores are given for each subtest and the composite of verbal reasoning and numerical ability.

NORMS Separate grade and sex norms are provided. Sampling was based on 64 school districts in 32 states. Norms tables are presented by grade and sex for fall and spring administrations.

RELIABILITY AND VALIDITY Split-half and test-retest reliability coefficients average in the low .90 range. The DAT has been successfully validated against a variety of secondary school grades, as well as achievement, and aptitude tests.

DAT

COMMENTS

The DAT is an excellently constructed test battery and is useful in planning education and training. While it provides a sound basis for predicting academic performance, there is a lack of validation data using job or occupational training as the criteria.

Limitations include the test length and need for 6th grade reading skills.

The DAT is also available with a Career Planning Questionnaire. In addition, a computer adaptive version has recently been developed.

COST

Specimen set:

\$12.00 for paper and pencil version.

\$30.00 for computer adaptive version.

Counselee materials:

Test booklet (package of 35 reusable) \$85.00.

MRC and NCS machine-scorable answer documents with the Career Planning Program (package of 100) \$83.00.

Hand scoring keys \$10.00.

Handbook \$10.00.

Counselor's manual \$10.00.

Computer adaptive testing start-up package (for Apple) \$95.00.

TITLE USES - General Aptitude Test Battery (GATB)

PUBLISHER U.S. Employment Service
Employment and Training Administration
200 Constitution Ave.
N.W. Washington, D.C. 20210

POPULATION Grade 9 through adult.

PURPOSE AND DESCRIPTION The GATB is used to measure vocational aptitudes of literate individuals in order to determine qualifications for the wide range of occupations for vocational guidance and selection. It is a 434-item paper-pencil test consisting of 284 multiple-choice questions, 150 dichotomous choice questions, and two dexterity form boards. Twelve subtests measure nine vocational aptitudes:

1. (G) General Learning Ability
2. (V) Verbal
3. (N) Numerical
4. (S) Spatial
5. (P) Form Perception
6. (Q) Clerical Perception
7. (K) Motor Coordination
8. (F) Finger Dexterity
9. (M) Manual Dexterity

ADMINISTRATION AND SCORING A trained examiner is required to administer this timed paper-pencil and performance battery which is suitable primarily for group use. The total administration time is approximately 2 1/2 hours. When administered in the United States, the GATB must be authorized by State Employment Service Agency. After administration, the test may be hand scored or machine scored.

SCALES/SCORES Raw scores are converted to aptitude scores by use of conversion tables. Each aptitude score has a mean of 100 and a standard deviation of 20. The counselor compares scores to Occupational Aptitude Patterns (OAPs) which are three aptitudes for clusters of similar occupations. Furthermore, these patterns relate to specific occupations in the Dictionary of Occupational Titles (DOT). A letter grade of "H" (high), "M" (median), or "L" (low) is specified for each OAP.

GATB

NORMS

The norms are based on employed workers in more than 460 occupations. Form A of the GATB was normed on a representative sample of 4,000. Form B, which is used in the schools, is a parallel form that is matched to Form A through a conversion table.

RELIABILITY AND VALIDITY

Extensive test-retest reliability data are presented with coefficients ranging from the mid-.70s to .90. Validity studies are presented on over 400 occupations. Cutoff scores were established for OAPs. Tables of validity studies typically show modest, but significant, relationships between GATB predictors and actual occupational outcomes.

COMMENTS

Because the GATB tests are timed, scores are likely to be depressed for older adults or those with little testing experience.

COST

Form B:

Book 1 (Parts 1-4) \$3.50.
Book 2 (Parts 5-7) \$2.25 each.
Part 8 (not reusable): \$6.50 per pad of 100.
Pegboards & Pegs: (Parts 9-10)
Plastic \$26.50 each.
Wooden \$19.50 each.
Finger Dexterity Board: (Parts 11-12) \$15.50 each.

TITLE	Career Occupational Preference System (COPS)
PUBLISHER	EDITS P.O. Box 7534 San Diego, CA 92107
POPULATION	Targeted at junior and senior high school students as well as college and adult populations. May be used with upper range of EMR and LD students as well as other handicapped persons with average mental capacity.
PURPOSE AND DESCRIPTION	The COPS is designed to assist individuals in career decision making. It yields 14 job activity interest scores based on clusters of meaningfully related occupations at both the professional and skilled levels. The 14 scales include: business, science, technology, service and arts (both professional and skilled) and outdoor, clerical, communication, and consumer economics (one level only). The entire system is keyed to the Dictionary of Occupational Titles (DOT) and the Occupational Outlook Handbook (OOH) and can be used with Career Briefs and other sources of occupational information.
ADMINISTRATION AND SCORING	The COPS interest inventory contains 168 items in a test booklet which also provides for the answer on an attached sheet. There are four choices for each item from Like to Dislike. Actual test time is estimated at 20 to 30 minutes with scoring taking an additional 15 to 25 minutes. Each item score can range from 0 to 3 points and each scale has 12 items yielding a total possible raw score ranging from 0 to 36. Hand scoring consists of counting the responses for each item in a scale and summing up the total. Reusable booklets and machine scoring are also available.
SCALES/SCORES	Raw scores are translated to percentiles on a separate scoring sheet which converts the 14 scales to a profile by connecting the point represented by each score.
NORMS	Separate norms are provided for males and females on each profile sheet. There are three different profile sheets available for junior high, high school, and college. There are no separate norms for any handicapped group.

COPS

RELIABILITY AND VALIDITY

Reliabilities reported for the COPS are of the test-retest type and are generally adequate and of the same magnitude as reliabilities for other prominent interest inventories. Validity information is lacking. There is little evidence in the technical manual of studies that show the relationship between scores on the COPS and entry or success in various occupations. Particularly lacking are studies that demonstrate validity for use of the COPS with handicapped students.

COMMENTS

Although the COPS is often cited as an interest inventory which is used successfully with handicapped individuals, there are some cautions that need to be mentioned. The reading level is somewhat high for some seventh and eighth graders and therefore probably too high for handicapped individuals with limited mental ability. Also, the fairly general nature of the scales and lack of validity information make the COPS less useful for making decisions about specific occupational placements.

On the positive side, the COPS is relatively inexpensive and is well connected to sources of occupational information.

COST

Specimen set: \$6.25.

Counselee materials:

Self-scoring booklets and profile sheet per student: 25/\$.64; 100/\$.62; 500/\$.59.

Machine scoring booklet non-reusable and scoring: 25/\$1.36; 100/\$1.32; 500/\$1.30.

TITLE	Harrington O'Shea Career Decision-Making System (CDM)
PUBLISHER	American Guidance Service Publisher's Building Circle Pines, MN 55014-1796
POPULATION	Grade 7 through adult.
PURPOSE AND DESCRIPTION	The CDM system is a vocational interest inventory that assesses preferences and plans in five related areas: occupational preferences, school subject preferences, future education plans, job values, and abilities. It provides individuals with information to help in choosing a career and selecting a course of study or a job.
ADMINISTRATION AND SCORING	The CDM system is a self-administered 120-item questionnaire. The counselee answers with one of three responses: "like", "undecided", or "dislike". The CDM system is untimed and takes approximately 30-40 minutes to complete. Answers may be self-scored using an Interpretive Folder that shows the counselee how to compare career clusters to the survey results. On the other hand, machine-scored editions can produce a Profile Report or a Narrative Report. The Profile Report is similar to the Interpretive Folder which is used in the self-scored edition. The Narrative Report is more detailed and is utilized by the counselee and counselor to discuss appropriate careers. The machine scoring is completed through the publisher and takes about one week plus mail time. The CDM system is suitable for individual or group use. The CDM system is also available for computer administrations on Apple and Radio Shack systems.
SCALES/SCORES	The responses contribute to one of six interest scales: Crafts, Science, Arts, Social, Business, and Clerical. The raw scores on the highest two interest scales are used to identify three or four career clusters for exploration. A Career Clusters Chart shows typical jobs in each cluster, as well as related school subjects and abilities. Occupational outlook and training requirements are also provided. Each job within a cluster is keyed to the Dictionary of Occupational Titles.

NORMS	Norms are based on students in grades 7 through 12 from randomly selected school districts.
RELIABILITY AND VALIDITY	Internal consistency reliability coefficients range from .84 to .90 for the 6 interest scales. Test-retest reliability (30 day) correlations range from .75 to .94. The CDM system scores correlate highly with the Vocational Preference Inventory (VPI) and the Self Directed Search (SDS). No predictive validity evidence is presented in the technical manual.
COMMENTS	The CDM system has consistently updated its occupational information. An audio tape is available for use with slow learners, which makes this test appropriate for some special populations.
COST	Specimen set: \$3.00. Other materials: CDM self-scored package of 25: 1-4 each at \$32.25. 5-19 at \$29.00. 20+ at \$27.50. CDM Machine-scored Profile Report (for 25 students): 1-4 at \$66.00. 5-19 at \$59.50. 20+ at \$57.50. Micro CDM (50 administrators): \$165.00 (can reorder diskettes at \$49.00 for 25 administrations).

TITLE	Interest, Determination, Exploration and Assessment System (IDEAS)
PUBLISHER	NCS Professional Assessment Services P.O. Box 1416 Minneapolis, MN 55440
POPULATION	Grades 6 through 12.
PURPOSE AND DESCRIPTION	IDEAS is an interest inventory that serves as an introduction to career planning. It measures career-related interests of junior high and early high-school students. Career interests which are assessed include: mechanical/fixing, electronics, nature/outdoors, science/numbers, writing, arts/crafts, social service, child care, medical service, business, sales, office practices, and food service. The inventory booklet includes DOT/OOH references and suggested school courses.
ADMINISTRATION AND SCORING	Requiring a sixth-grade reading level, IDEAS is self-administered and suitable for group use. This paper-pencil test consists of 112 items on a five point scale: "Like very much" to "Dislike very much". Also, it can be hand scored and interpreted by the student or counselee. The entire test administration and scoring requires approximately 30 to 40 minutes.
SCALES/SCORES	Both raw and standard scores are provided on the 14 basic interest scales. The scores are recorded on a profile sheet that help students identify and explore occupational areas of interest in the DOT and OOH.
NORMS	Combined sex norms based on grades 6-8 and 9-12 samples are provided. Demographic information on the samples used is limited to sex and grade.
RELIABILITY AND VALIDITY	Test-retest correlation coefficients range in the high .80s and .90s. The correlations between the IDEAS scales and similar scales on the CAI were quite high ($r = .91$ or above for all scales). Correlations with the Strong-Campbell and the Minnesota Vocational Interest Inventory were in the .80s.

IDEAS

COMMENTS

IDEAS is an interest inventory which is easy to administer, score, and interpret. It is a shorter version of the Career Assessment Inventory (CAI) by the same author. Both the CAI and IDEAS emphasize semi-skilled, skilled, and technical occupations that do not require a four year college degree.

COST

Specimen set including manual: \$4.75.
IDEAS booklets (pkg. of 25): \$23.00.

TITLE Ohio Vocational Interest Survey: Second Edition (OVIS II)

PUBLISHER The Psychological Corporation
Harcourt Brace Jovanovich, Inc.
555 Academic Court
San Antonio, TX 78204-0952

POPULATION Grades 7 through adult.

PURPOSE AND DESCRIPTION OVIS II assesses students interests in 23 occupational clusters in order to assist students with occupational and vocational decisions. The 23 clusters are: Manual Work, Basic Services, Machine Operation, Quality Control, Clerical, Health Services, Crafts and Precise Operations, Skilled Personal Services, Sports and Recreation, Customer Services, Regulations Enforcement, Communications, Numerical, Visual Arts, Agriculture and Life Sciences, Engineering and Physical Sciences, Music, Performing Arts, Marketing, Legal Services, Management, Education and Social Work, and Medical Services.

ADMINISTRATION AND SCORING An examiner is required to administer this paper-pencil inventory. Although untimed, it takes approximately 45 minutes to complete the OVIS. Responses can be hand or machine scored through the publisher with approximately a 3 week turn-around. Also, machine scoring can be done locally using an NCS scanner. An OVIS II microcomputer version is also available. The hand and machine scored versions are suitable for groups, but the microcomputer version must be administered on an individual basis.

SCALES/SCORES Items are job activities to which the student responds on a 5-point scale ranging from "like very much" to "dislike very much". Used in conjunction with the Dictionary of Occupational Titles (DOT), OVIS II classifies occupations according to three elements; data, people, and things. Types of scores reported are percentile ranks and scale clarity indexes. Other materials include a Career Planner Workbook, Handbook for Exploring Careers, and filmstrips to aid counselors in administering and interpreting the test.

OVIS II

NORMS	Norms for the OVIS II are based on a large norming population composed of students enrolled in grades 8 through 12 in 10 geographical regions of the country. The sample was subdivided by sex for different age groups.
RELIABILITY AND VALIDITY	Available reliability estimates of internal consistency range from .88 to .90. Median test/retest (1 month) correlations range from .76 to .82. Scale intercorrelations are provided by sex and grade to support the construct validity of OVIS II. The manual provides a brief discussion of content validity that is based on how well OVIS II relates to the world of work. Predictive validity data are not available.
COMMENTS	OVIS II provides for relating interest scores to occupational information and the DOT. Furthermore, supplementary materials can be adapted for use with special populations.
COST	Specimen set: \$7.50. Counselee materials: Test Booklet (pkg. of 35 reusable) \$37.00. Hand-scorable answer documents (pkg. of 35) \$32.00. MRC or NCS machine-scorable answer documents (pkg. of 35) \$20.00. Manual for interpreting \$15.00. Microcomputer Version: Complete package for 35 \$198.00. Replacement package for 35 \$95.00.

TITLE The Pictorial Inventory of Careers (PIC)

PUBLISHER Talent Assessment, Inc.
P.O. Box 5087
Jacksonville, FL 32247-5087

POPULATION Emotionally, physically and academically handicapped populations.

PURPOSE AND DESCRIPTION The Pictorial Inventory of Careers (PIC) is an audio-visual instrument designed to measure vocational interest and identify areas for potential occupational exploration and training. A series of 119 slides, depicting vocational-technical careers, are presented in 17 job clusters:

1. Agriculture/Environmental
2. Business - Data Processing
3. Business - Retailing/Sales
4. Business - Secretarial
5. Communication - Art/Graphics
6. Criminal Justice
7. Electrical/Electronics
8. Engineering Technology
9. Food Services
10. Health Services
11. Science and Laboratory
12. Service - Barbering/Cosmetology
13. Service - Fire Science
14. Service - Personal
15. Trade and Industry/Construction
16. Trade and Inventory/Mechanical
17. Trade and Industry/Metal Trades

ADMINISTRATION AND SCORING The PIC is easy to set up and administer and requires approximately 30 minutes. It can be used individually or with a group and can be self-administered and scored. No training is needed. There are two program levels in the PIC. Program 1 consists of all 119 slides and an additional section in which examinees are presented with 11 definitions of work environments to which they express their preferences ranging from "strongly dislike" to "strongly like". Program 2 consists only of the 119 slides and examinees respond by simply indicating "yes," "?" or "no" as to their degree of interest.

PIC

SCALES/
SCORES

The PIC (Program 1) provides three types of results: 1) preference scores, 2) percentile ranks, and 3) stated interest preference. The preference scores are based on raw scores and represented as positive (+) (scores 26-35), negative (-) (scores 16 or below), or neutral (0) (scores 17 to 25).

NORMS

No information is provided in the manual concerning the norms on which the percentile ranks are based. The sample was a random group of 200 men and women enrolled in orientation courses for new students at a California Community College. The group was reportedly "ethnically and socio-economically heterogeneous and ranged in age from 17 to 55."

RELIABILITY
AND VALIDITY

Reliability was determined by the test-retest method. The PIC was readministered three weeks later to a sample (23 males and 23 females) of the original 200 community college students. Correlations ranged from .61 (Food Services) to .93 (T&I Construction). The manual claims these correlations are similar to those obtained in the 30 day test-retest reliability of the SCII, and level of correlations are "adequate". No validity data are provided.

COMMENTS

Although the inventory is considered non-reading, it does not focus on occupations that require no reading. In addition, some of the depicted scenes are somewhat vague, and a person might express an interest in the perceived occupation rather than the actual one. A computer program is available with the PIC that creates a printout useful for counseling examinees. The printout is very impressive visually, but the graphic profile of percentile ranks uses letters as symbols that are not explained in the manual. The directions for the program's use are clearly explained in the manual; however, the manual does not state how much memory is required to run the program. If, for example, an Apple computer with 64K is used, the program will stop in the middle because of insufficient space.

COST

Specimen set: No cost, preview for 10 days.
Counselee Materials (total package):
\$495 to \$795 depending on the format
(filmstrip or video).

TITLE Reading Free Vocational Interest Inventory (R-FVII)

PUBLISHER American Association on Mental Deficiency
5101 Wisconsin Avenue, Suite 405
Washington, DC 20016

POPULATION Persons who are mentally retarded (MR) and/or learning disabled (LD) from ages 13 through adult.

PURPOSE AND DESCRIPTION The R-FVII is a nonreading vocational preference test consisting of 55 pictorial triads illustrating occupational activities. The inventory provides scores in 11 interest areas for males and females including:

1. Automotive
2. Building Trades
3. Clerical
4. Animal Care
5. Food Service
6. Patient Care
7. Horticulture
8. Housekeeping
9. Personal Service
10. Laundry Service
11. Materials Handling

ADMINISTRATION AND SCORING The R-FVII can be administered individually or in groups and generally requires 20 to 45 minutes to complete. Scoring involves transcribing client responses onto a score sheet which is time consuming and somewhat tedious.

SCALES/SCORES Raw scores in each interest area are converted into T-scores, percentiles, and stanines. Raw scores and transformed scores can be placed on a profile sheet that allows for the plotting of percentiles into a graph. Interest areas are designated as high and low.

NORMS Norms were developed during the 1980-81 school year in a nationwide administration. Norm tables for the following groups are provided in the manual:

1. Public school EMR, males, ages 13 to 15-11 (N = 1080)
2. Public school EMR, males, ages 16 to 22 (N = 1052)
3. Public school LD males, ages 13 to 15-11 (N=1015)

R-FVII

4. Public school LD, males,
ages 16 to 19-11 (N = 1019)
5. Adult sheltered workshop, males,
no age given (N = 1121)
6. Public school EMR, females,
ages 13 to 15-11 (N = 1098)
7. Public school EMR, females,
ages 16 to 21-11 (N = 1065)
8. Public school LD, females
ages 13 to 15-11 (N=994)
9. Public school LD, females
ages 16 to 19-9 (N = 973)
10. Adult sheltered workshop, females,
no ages given (N = 1106)

RELIABILITY
AND VALIDITY

Test-retest reliabilities range from the high .70's to the .90's. Internal consistency reliabilities range from .61 to .94 with a median of .82. Content validity was incorporated into the test after a complete search of all jobs appropriate to MR and LD individuals was made. Concurrent validity was obtained by administering the R-FVII and the Geist Picture Inventory to subjects. Correlations ranged from .10 to .79. Occupational validity is based on a study of MR males and females in occupational groups comparable to the 11 scales. Occupation groups scored higher on their own scales than on the other 10 scales.

COMMENTS

The R-FVII is valuable in helping determine vocational interests of LD and MR individuals. Validity information represents a weakness and further research needs to be completed in this area.

COST

Specimen set (10 test booklets and 1 manual): \$19.85.
Counselee Materials:
Manual \$8.30.
Occupational Title Lists \$11.90.

TITLE Self Directed Search (SDS)

PUBLISHER Psychological Assessment Resources, Inc.
P.O. Box 998
Odessa, FL 33556

POPULATION Grades 7 through 12, college, and adults.

PURPOSE AND DESCRIPTION The SDS is a self-administered, self scored, and self-interpreted vocational counseling instrument that provides an occupational code which can be used to explore appropriate career choices. The SDS has 6 scales: realistic (R), investigative (I), artistic (A), social (S), enterprising (E), and conventional (C). It consists of 2 booklets: the Occupational Finder and the Self-assessment Inventory which has five parts:

1. Occupational Daydreams - the student lists jobs which have been thought about.
2. Activities - describes activities in the six RIASEC categories.
3. Competencies - various skills are self-evaluated by the test taker.
4. Occupations - occupational titles are ranked as liked or disliked.
5. Self Estimates - 12 abilities are ranked on seven-point scales.

ADMINISTRATION AND SCORING The SDS is self-administered and self-scored and requires about 40 to 50 minutes to complete including scoring time. Instructions are provided in the booklets.

SCALES/SCORES A summary code is calculated by adding codes for each letter from the five sections. The three letters with the highest scores make up the summary code. Occupations related to the summary code are located in the Occupation Finder. Jobs related to similar summary codes are also investigated.

NORMS Normative studies were completed in the 1970's on 4675 high school students and 3355 college students. Comparisons to employed adults are based on 1970 census data.

SDS

RELIABILITY
AND VALIDITY

Internal consistency correlations range from .67 to .94 for samples of 2000-6000 college freshmen. Kappa reliability, based on agreement between machine and student scored results, was .81 and .82 for males and females respectively. There is considerable adequate research on construct validity, but few predictive validity studies.

COMMENTS

The SDS is somewhat time-consuming, but does help clients begin focusing on career choices. Mentally handicapped clients will probably require assistance in completing the test. A fourth grade reading level is required.

COST

Specimen set: \$3.75.

Manual: \$10.00.

Counselee materials:

Assessment Booklet \$.84.

Occupations Finder (reusable) \$.78.

You and Your Career \$.24.

Spanish and Vietnamese Edition (Assessment Booklet and Occupation Finder) \$1.80.

TITLE	United States Employment Service Interest Inventory (USES II)
PUBLISHER	USES, Employment and Training Administration 200 Constitution Ave. N.W. Washington, DC 20210
POPULATION	Grade 9 through adult.
PURPOSE AND DESCRIPTION	The Interest Inventory is used to relate occupational interest to the Guide for Occupational Exploration's Interest Areas. Identification of the two or three highest interest areas for a counselee provides a basis for focusing occupational exploration. Also, the Interest Inventory was designed to be given with the General Aptitude Test Battery to provide information on both aptitude and interest. The 12 interest areas measured are: artistic, scientific, plants and animals, protective, mechanical, industrial, business retail, selling accommodating, humanitarian, leading-influencing, and physical performance.
ADMINISTRATION AND SCORING	An examiner is required to administer this untimed, paper-pencil test. It takes approximately 20 minutes to complete the 162-items. The Interest Inventory is suitable for group or individual use. The inventory may be scored with a hand key or by computer service.
SCALES/SCORES	Score reports list raw scores, standard scores, and percentile ranking for each of the 12 interest areas. If the Interest Inventory is administered in conjunction with the GATB, score reports give the individual aptitude profile, the interest profile, and Occupational Aptitude Patterns that correspond to each of the 12 Interest Areas.
NORMS	Norms are based on 6,530 high school seniors, trade school or college students, out-of-school job applicants, employed workers, or adults in occupational training programs. Minorities and equal numbers of males and females from both urban and rural areas are included.

USES II

RELIABILITY AND VALIDITY

Hoyt reliability coefficients range from .84 to .92 for the 12 scales. Scale intercorrelations are typically in the .30s and .40s. Correlations between the 12 interest scales and other measures or occupational criteria are not currently available. Content validity appears well established.

COMMENTS

The USES Interest Inventory is only available to State Employment Security agencies and organizations which have obtained approval from these state agencies. Public schools and community colleges may receive approval for use through their local Employment Commission.

The USES II was designed to be sex fair based on the NIE guidelines. Also, some research with adult handicapped persons has shown the 12 interest categories to be usable with this group.

COST

USES II: \$11.00 per 100.
Manual: \$4.50 (reusable).

TITLE Vocational Interest, Experience, and Skill Assessment (VIESA)

PUBLISHER American College Testing Program (ACT)
Career Services Area
P.O. Box 168
Iowa City, IA 52243

POPULATION Grades 8 through adult.

PURPOSE AND DESCRIPTION Used in career counseling to summarize high school students' and adults' career interests, experiences and skills. The three sections of VIESA are: Vocational Interests (UNIACT) which results in occupational preference scores; Work Related Experiences which generates 60 scores translated into high activity areas, and Skills Assessment that contains 16 skill areas from which the "best" area is selected. All results are translated to the data, ideas, people, and things dimensions of the World-of-Work map.

ADMINISTRATION AND SCORING The total administration time for this untimed test is 45 minutes. VIESA may be self scored by the counselee.

SCALES/SCORES When the scales are completed, relationships are drawn from the profile (on the World-of-Work map) to a large number of specific jobs in the job family charts. Specific steps are given to the counselee to continue career exploration.

NORMS Normative groups for VIESA scores are based on nationally representative samples consisting of approximately 15,000 8th, 10th, and 12th graders in 115 schools.

RELIABILITY AND VALIDITY The UNIACT interest inventory has fairly good psychometric characteristics. Stability coefficients for the Data-Ideas and People-Things scales are reported to be .87 and .82 respectively. Internal consistency reliability for the Work Related Experience scales was somewhat lower (.68 to .87). Little validity data are available on the VIESA except for that reported on the UNIACT interest inventory.

VIESA

COMMENTS

The manual provides extensive information regarding administration and interpretation. Anyone preparing to use VIESA should be familiar with the "User's Handbook". The VIESA is primarily intended for persons in the early stages of educational or vocational planning.

COST

Specimen set (including User's Handbook):
\$5.00 per level.
Counselee materials: \$23.75 per level for
package of 25 Career Guidebooks and Job
Family Charts.

TITLE Wide Range Interest Opinion Test (WRIOT)

PUBLISHER Jastak Associates, Inc.
1526 Gilpin Ave.
Wilmington, DE 19806

POPULATION Individuals who are mentally retarded or handicapped. Grade 8 through adult.

PURPOSE AND DESCRIPTION Designed to determine interests and attitudes of individuals regardless of age, sex, mental ability, cultural background, or educational level. The items represent jobs which range from the unskilled to the professional level. The test consists of 150 sets of three pictures which are bound in a test booklet. The test taker indicates the most and least liked pictures on a separate answer sheet. Scores are obtained in seven opinion clusters: sedentariness, risk, ambulation, chosen skill level, activity by sex, agreement, interest spread; and 15 cluster areas:

1. Art
2. Literature
3. Music
4. Drama
5. Sales
6. Management
7. Office Work
8. Personal Service
9. Protective Service
10. Social Service
11. Social Science
12. Biological Science
13. Physical Science
14. Numbers
15. Mechanics

ADMINISTRATION AND SCORING This test can be administered individually or in groups in 40 to 60 minutes. Protocols can be handscored in about 20 minutes using stencils or machine scored.

SCALES/SCORES The results are converted to T-scores and plotted on a profile consisting of interest areas and attitudes about working conditions. Job titles which are associated with high scores on the scale can be listed.

WRIOT

NORMS

Norms were revised in 1979 and are available by sex for the following age groups:

1. 5-7
2. 8-11
3. 12-15
4. 16-18
5. 20-24
6. 25-34
7. 35+

RELIABILITY
AND VALIDITY

Split half reliabilities are in the low 90's for most scales. Validity is based on correlations with the Geist Picture Interest Inventory and range from -.01 to .55.

COMMENTS

The WRIOT is useful in determining work interests of mentally retarded individuals and other handicapped populations due to its picture format. However, normative information is lacking as well as reliability and validity data. Interpretation of the results requires experience due to the lack of specific rules to follow.

COST

Specimen set (manual, picture booklet, answer sheet, report form, job title list): \$35.65.

Counselee materials:

- Picture Booklet (reusable) \$10.90.
- Answer Sheets (50) \$8.75.
- Report Forms (50) \$8.75.
- Filmstrip \$80.00.
- Job Title List \$39.95.

ADAPTIVE BEHAVIOR MEASURES

TITLE Program for Assessing Youth Employment Skills (PAYES)

PUBLISHER Cambridge Book Co.
888 Seventh Avenue
New York, NY 10106

POPULATION Adolescents and young adults in work training and vocational education programs who display low verbal skills.

PURPOSE AND DESCRIPTION PAYES was designed to provide counselors with a structured approach to help them diagnose and develop job attitudes, job seeking, job holding, job knowledge and vocational interest skills in their clients.

PAYES measures are contained in three separate booklets:

Booklet I - Attitudinal Measures

- a. Job Holding Skills
- b. Attitude Toward Supervisors
- c. Self Confidence

Booklet II - Cognitive Measures

- a. Job Knowledge
- b. Job Seeking Skills
- c. Practical Reasoning

Booklet III - Vocational Interest Measures

Assesses interest in seven occupational areas:

1. Clerical
2. Service
3. Business
4. Technical
5. Aesthetic
6. Outdoor
7. Science

ADMINISTRATION AND SCORING Tests are administered by counselors by reading questions aloud to individuals or small groups of students. The test is untimed, but generally takes about 75 minutes. Responses are marked in the test booklets or on a separate answer sheet, and are hand scored by counselors.

PAYES

SCALES/SCORES

Scores are obtained for each of the measures in Booklets I and II. The scores from the interest inventory, are plotted on profile charts to determine individual strengths, deficits, and interest areas that will assist in vocational planning and programming.

NORMS

The normative sample includes over 1300 students and trainees in vocational education special needs classes, CETA centers, and correctional institutions located in urban centers in the north, east, and midwest.

RELIABILITY AND VALIDITY

Reliability coefficients representing estimates of internal consistency range from .59 for Job-Holding Skills to .85 for the Practical Reasoning measure. Validity is based on the correlation of each subtest with counselor, instructor and work-site supervisor ratings. While the manual reports statistically significant correlations, they range from .10 to the mid .20's.

COMMENTS

PAYES appears to be a useful tool for vocational guidance. The test can be utilized in a structured interview to help counselors learn about their clients and stimulate discussion about vocational planning.

Validation studies need to be updated through research with special education students, limited English proficient, and other groups.

COST

Specimen set: Only sold in sets of 10;
Pkg. of 10 score sheets \$4.95.
User's Guide \$2.95.
Administrator's Manual \$5.20.
Technical Manual \$6.30.
Counselee materials:
Pkg. of 10 for each of 3 test booklets \$23.30.
Whole Set for 10 clients \$55.30.

TITLE Social and Prevocational Information Battery - Revised (SPIB-R)

PUBLISHER CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

POPULATION This instrument is designed to be used with junior and senior high school students who are mildly retarded.

PURPOSE AND DESCRIPTION The SPIB-R is a paper and pencil test designed to measure social and prevocational knowledge regarded as important for the community adjustment of junior and senior high school students with mild mental retardation. There are nine subtests representing five long range goals:

1. Employability
Job Search Skills
Job Related Behavior
2. Economic Self-Sufficiency
Banking
Budgeting
Purchasing Habits
3. Family Living
Home Management
Health Care
4. Personal Habits
Hygiene and Grooming
5. Communication
Functional Signs

ADMINISTRATION AND SCORING There are 277 items (236 true-false and 41 multiple choice) which are verbally administered to individuals or small groups. Students mark an "X" in their test booklet over the words "TRUE" or "FALSE" or in a box under the correct picture. Each subtest is untimed but generally requires 15-25 minutes to complete. It is recommended that testing be divided into three sessions during a one week period. The SPIB-R can be hand or machine scored.

SCALES/SCORES Correct responses are totaled for each subtest and the entire battery to obtain raw scores. Raw scores are converted to percent correct scores or percentile equivalents using norms tables in the manual.

NORMS

No new normative data was collected on the SPIB-R. The original SPIB norm group consisted of 453 junior high and 453 senior high educable mentally retarded students in Oregon.

RELIABILITY
AND VALIDITY

Kuder-Richardson formula 20 and test-retest reliability coefficients for the subtests range from the low .60's to the high .80's. Reliabilities are in the low to middle .90's for the total battery score.

Predictive validity ranges from .13 to .35 when counselor ratings are compared with SPIB-R scores. Canonical correlation between counselors ratings and test scores was .58.

A concurrent validity study correlated 3 SPIB subtests (Banking, Purchasing and Job Search Skills) with behavior performance tests administered to students. Correlations ranged from the middle to upper .70's.

COMMENTS

While the original SPIB was technically adequate, caution should be used in applying this data to the SPIB-R. New normative, reliability, and validity data should be collected. The restriction of norms to Oregon and Caucasian groups limits the generalizability of this instrument.

The SPIB-R is particularly useful to special education teachers in curriculum development.

COST

Specimen set: \$10.00.

Counselee materials:

Manual \$8.50.

Test Booklets \$32.50 per pkg. of 20.

TITLE	Street Survival Skills Questionnaire (SSSQ)
PUBLISHER	Common Market Press P.O. Box 45628 Dallas, TX 75245
POPULATION	Mentally disabled adolescents and adults.
PURPOSE AND DESCRIPTION	<p>The SSSQ was designed to provide an objective and reliable method of assessing adaptive behaviors. Information is obtained by use of a multiple choice pictorial format that requires pointing to the correct choice. It predicts an individual's probable success in adapting to community living conditions and vocational placement. The SSSQ can provide a baseline measure of adaptive behavior, individual training programs may be developed, and progress evaluated. Information is assessed in the following areas by using 9 separate test booklets:</p> <ol style="list-style-type: none"> 1. Basic concepts 2. Functional signs 3. Tools 4. Domestic Management 5. Health, Safety, First Aid 6. Public Service 7. Time 8. Money 9. Measurement
ADMINISTRATION AND SCORING	The SSSQ is individually administered and requires about 30-45 minutes to complete. The examiner presents questions orally and the subject responds by pointing to one of four pictures.
SCALES/SCORES	Raw scores for each section are obtained by summing the number of correct responses. Raw scores are converted to scaled scores by using the appropriate norms table in the manual. An individual's performance on the subtests can be profiled on the test protocol. Comparisons between SSSQ scores and IQ scores can be made when both are converted to a standard score. A Master Planning Chart is provided to complete an item-by-item analysis of the student's performance which can be used as a guide for structuring curriculum.

NORMS

Norms are available for neuropsychologically disabled adults and average adults. The neuropsychologically disabled group consisted of 200 males and 200 females with an age range from 15 to 55 ($x = 25$). The subjects were from state institutions for the mentally retarded and five sheltered workshops and community employment programs in Illinois, Indiana, New York, Ohio, and Texas. Data was also collected on an adolescent group of 100 males and 100 females from secondary school prevocational programs in Indiana and Texas. The mean IQ was 97. The average adult group ranged in age from 16 to 40 years old. No other data is available on this group.

RELIABILITY
AND VALIDITY

Test-retest reliability ranged from .87 on Tools and Measurement to .95 for Basic Concepts and Functional Signs. Internal consistency reliability using the KR-20 was .97.

Concurrent validity between the SSSQ and the San Francisco Vocational Competency Scale was .60. Correlations with the Progress Assessment Chart, another measure of adaptive behavior, were also high.

COMMENTS

The SSSQ is easy and relatively quick to administer. It holds the interest of the counselee. Recent studies suggest the SSSQ is significantly correlated with IQ. However, it does provide practical information for individual programming. Data on the average adult norm group is lacking.

COST

Complete kit: \$195.00.

TITLE	Valpar-17 - Pre-Vocational Readiness Battery (P-VRB)
PUBLISHER	VALPAR International Corporation P.O. Box 5767 Tucson, AZ 85703-5767
POPULATION	Special needs populations, including learning disabled and trainable mentally retarded, ranging from junior high students to adult populations.
PURPOSE AND DESCRIPTION	<p>The P-VRB is designed both as an assessment tool related to the functional skills and abilities of individuals in educational and vocational settings. The instrument is designed to assist users in the development of Individual Educational/Vocational Plans. The P-VRB has four subtests:</p> <ol style="list-style-type: none"> 1. Developmental Assessment 2. Workshop Evaluation 3. Interpersonal/Social Skills 4. Money-Handling Skills <p>The subtests provide time scores, error scores, time/error scores, and point scores.</p>
ADMINISTRATION AND SCORING	The P-VRB can be administered by anyone with a testing background. However, since interpreting behaviors observed during the evaluation are very important, beginning evaluators should work under the supervision of an experienced administrator. It may require 50 or more administrations before an evaluator becomes accomplished enough to differentiate "normal" responses to questions from "abnormal" responses. The P-VRB is hand scored.
SCALES/SCORES	Types of scores presented are percentile ranks, MTM standards, and DOT Worker Qualifications Profile Factor Scores. An Individual Exit Profile Form on which are recorded the percentiles and/or MTM standards for each subtest is given. Also, a narrative report based on Individual Exit Profile results and information presented in the Report Writing section in the manual is available.

P-VRB

NORMS Scores are based on the following norms: MTM Standards, Research Norms (Sheltered-Independent Living Groups), and Schools for Exceptional Children.

RELIABILITY AND VALIDITY Test-retest or other types of reliability estimates are unavailable. Also, studies have not been undertaken to determine content, concurrent, predictive, or construct validity.

COMMENTS The major deficit of the P-VRB is the lack of reliability, validity, and norm information. However, it is recommended for centers with mentally retarded clients.

COST Complete package: \$4,595.00 (Materials for all subtests are reusable).
Score sheets and Individual Exit Profile Forms are purchased in pads of 100 at \$13.75 each.

TITLE	Vocational Adaptation Rating Scales (VARS)
PUBLISHER	Western Psychological Services 12031 Wilshire Blvd. Los Angeles, CA 90025
POPULATION	Mentally retarded individuals.
PURPOSE AND DESCRIPTION	VARS measures problem behaviors among mentally retarded adolescents and adults in vocational settings. It is used for curriculum development, Individualized Education Program placement, and evaluating readiness for mainstreaming. Six scales are measured: Verbal Manners, Communication Skills, Attendance and Punctuality, Interpersonal Behavior, Respect for Property, Rules and Regulations, and Grooming and Personal Hygiene.
ADMINISTRATION AND SCORING	An examiner is required to administer this 133-item paper-pencil inventory. The inventory is untimed, but usually requires 20 to 30 minutes for completion. VARS is scored using a hand key.
SCALES/SCORES	The examiner uses a scale ranging from "never" to "regularly" to indicate the frequency with which the individual displays the behavior described in the statement. All six scales and the total score are profiled for both frequency and severity (a useful indicator of potential job impairment) in deciles and T-scores.
NORMS	Norms are based on 606 retarded workers from Monroe and Rockland Counties in New York. Only combined sex norms are provided since no sex differences were observed during the norming process. The norm sample had a mean IQ of 53 and a standard deviation of 13 with an age range between 13 and 50 although 71% were between 13 and 20. The norm tables provide both decile and T-score norms for the six scales.
RELIABILITY AND VALIDITY	Reliability studies consist primarily of item correlations with total scale scores which provide some measure of internal consistency. Validation studies are extensive and include scale correlations with the AAMD Adaptive Behavior Scale and the San Francisco Vocational Competency Scale as well as factor analysis of scales and correlations between

VARs

scale scores and placement decisions. A measure of test-retest reliability appears to be lacking, but given the solid criterion-related validity, the VARs can be assumed to have stability.

COMMENTS

The manual for the VARs is impressive for the information it provides on both the technical aspects of the instrument and on case studies which should be helpful for clinical interpretation.

COST

Complete kit: (25 booklets, manual) \$25.00.

COMBINED INSTRUMENTS AND WORK SAMPLES

TITLE	APTICOM
PUBLISHER	Vocational Research Institute 2100 Arch Street Philadelphia, PA 19103
POPULATION	English and Spanish speaking disadvantaged job applicants, high school and special education students as well as rehabilitation clients.
PURPOSE AND DESCRIPTION	<p>The Apticom is a computerized assessment system which is based on three of the U.S. Department of Labor Employment Service instruments. The aptitude measure assesses 10 aptitudes using 11 specific tests that closely resemble the General Aptitude Test Battery (GATB). The Occupational Interest Inventory assesses twelve interest areas based on the USES Guide for Occupational Information and the related USES Interest Inventory. The Educational Skills Development Battery was derived from the USES General Educational Development (GED) Language and Mathematics scales. The resulting output of the Apticom can be matched to the Occupational Aptitude Patterns (OAPs) and the Guide for Occupational Exploration (GOE) work groups of the Department of Labor.</p> <p>The system itself is a dedicated computer with several add on devices. Items are presented on plastic overlays on an 18 by 24 inch plastic board with holes. The examinee selects alternative answers by inserting a wand into the holes.</p>
ADMINISTRATION AND SCORING	Each test is administered using oral instructions read directly from the manual. Only tests assessing aptitude and language skills require reading beyond the fourth grade level. The examinee is given a brief practice session after a demonstration. The computer times and scores all tests except the Interest Inventory. The Aptitude battery requires 28 minutes and the Educational Skills section requires 25 minutes of timed tests. The Interest Inventory is untimed, but takes about 20 minutes.
SCALES/SCORES	The Aptitude test yields an aptitude profile of the nine GATB aptitudes plus eye-hand coordination. The Interest Inventory profile

APTICOM

plots the 12 GOE interest areas based on frequency of "Like" responses. The Educational Skills Development Profile contains scores on each of the four GED scales. Aptitudes and Interests are presented in standard scores and percentile form through a computer produced printout. A vocational recommendation section provides suggested occupations based on all of these measures.

NORMS

The Aptitude battery norms are based on adults in the U.S. and Canada. The interest inventory uses norms for two groups: secondary students and employed adults. The educational battery is criterion referenced and does not have norms.

RELIABILITY AND VALIDITY

Test-retest reliability for the aptitudes range from .65 to .89 with most above .80. Alpha coefficients and test-retest reliabilities for the Interest Inventory are in the .80's and compare favorably to the USES Interest Inventory. No reliability data are available for the educational skills test.

Validity is based primarily on correlations between the aptitude and interest measures of the Apticom and their corresponding GATB and USES Interest Inventory equivalents. Correlations were highest for the cognitive aptitudes (.80's) and lowest for the manipulation aptitudes (.60's). The interest correlations ranged from .67 to .90. The educational skills tests are based only on content validity.

COMMENTS

The Apticom has become a popular tool for vocational assessment of handicapped persons. The tests are shorter and quicker than their Department of Labor counterparts but yield remarkably similar results. The major drawback is the \$6,000 price of a unit with a printer.

COST

Single Apticom unit (without printer): \$5,350.
Single Apticom unit (with printer): \$6,000.
Midi System (2 Apticom units, master control, 2 printers): \$12,400.
Maxi System (4 Apticom units, master control, 4 printers): \$22,300.
Spanish/Bilingual Kit (overlays/manual): \$495.

TITLE	Career Evaluation System Series 100 (CES)
PUBLISHER	Career Evaluation Systems, Inc. 7788 Milwaukee Ave. Niles, IL 60648-4794
POPULATION	Age 16 through adult.
PURPOSE AND DESCRIPTION	The Career Evaluation System Series 100 is an integration of a battery of nationally-published tests (both physical and psychometric) which measure 19 human factors and abilities in order to provide an ability profile. The factors and abilities measured are: abstract reasoning; verbal, numerical reasoning; spatial perception; following directions; reading level; arithmetic level; perceptual accuracy; decision speed; leadership structure, consideration; sales/people persuasion; finger-dexterity; wrist-finger speed; arm-hand steadiness and precision aiming; manual dexterity; two-arm coordination; two-hand coordination; and hand strength.
ADMINISTRATION AND SCORING	The test series needs to be administered by a certified tester. Total administration time is 220 minutes. Hand scoring is not available. The tests are scored by machine at the CES headquarters.
SCALES/SCORES	The computer print-out provides norm referenced scale scores for each ability subtest on a six point scale. A criterion referenced scale score for each of the measured abilities is produced. These relate to the counselee's General Educational Development and the components of the Data, People, Things factors developed by the Department of Labor in addition to the listing of specific occupations. The scores are used to determine the counselee's functioning ability on the Data, People, and Things dimensions as defined by the 1977 edition of the Dictionary of Occupational Titles.
NORMS	No information concerning norms is given in the manual.

CES

RELIABILITY
AND VALIDITY

Many of the tests utilized by CES are from nationally known test publishers and are widely used to measure single factor traits. Therefore, the CES publishers conclude that each individual test has acceptable and published reliability and validity data.

COMMENTS

Expanded test batteries are available for use with physically-impaired (Series 200), low reader, and mentally retarded (Series 300) populations. Information concerning reliability and validity for the CES developed tests is lacking.

COST

Specimen set: not available.

License Fee: (one time fee which includes start-up costs, training cassettes, system manual, test manuals, scoring keys, data entry forms, and newsletter subscription) \$2,500.00.

Package A:

Telecommunication Software For Series 100, 200/230, and 300 \$1,9990.00.

Series 100 \$650.00.

Series 200/300 \$950.00.

Series 300 \$650.00.

Package B: (instruments used with master control unit for automatic scoring)
\$2,090.00.

Package C: (apparatus tests) \$2,050.00.

Package D: (paper-pencil tests) \$370.00.

Optional non-mobile test apparatus (total):
\$2,835.00.

Complete Systems without Package A:

Series 100 \$6,800.75.

Series 200/230 \$6,985.25.

Series 300 \$6,935.90.

TITLE	Comprehensive Occupational Assessment and Training System (COATS)
PUBLISHER	Prep, Inc. 1575 Parkway Avenue Trenton, NJ 08628
POPULATION	Disadvantaged and handicapped high school students and adults in training programs and secondary education systems.
PURPOSE AND DESCRIPTION	COATS identifies interests, skills and experiences, and deficiencies to assist individuals in setting occupational goals. It consists of four components: Job Matching System I or II, 27 Work Samples, Employability Attitudes, and Living Skills.
ADMINISTRATION AND SCORING	All components are presented in an audio-visual format which can be administered independently or as a battery in a 52 hour period. COATS is computer scored through the publisher in approximately one week. Additional interpretation data are available in the manuals. The Work Samples Component has a four-page format for hand scoring, which can be used in addition to the computer scoring.
SCALES/SCORES	One to five ratings of work behavior and codes are reported to match levels provided in the Dictionary of Occupational Titles (DOT).
NORMS	Norms are based on work performance and completion time for disadvantaged and handicapped individuals.
RELIABILITY AND VALIDITY	Reliability coefficients are adequate. Content validity is high, especially in the work samples. Extensive data is given in the manuals.
COMMENTS	Printed materials require an eighth-grade reading level. The separate answer sheets used with the audio-visual format may be a problem for some handicapped individuals.
COST	Information not available.

TITLE McCarron-Dial System (MDS)

PUBLISHER Common Market Press
P.O. Box 45628
Dallas, TX 75245

POPULATION Used with mentally and neuropsychologically impaired including mentally retarded, emotionally disturbed, cerebral palsy, stroke and head trauma, visually impaired, hearing impaired and learning disabled. Ages 16 to adult.

PURPOSE AND DESCRIPTION The McCarron-Dial System uses a neuropsychological approach to clinical, vocational, and educational evaluation, planning and training. The system describes the individual's abilities and limitations in five factor areas: verbal, cognitive, sensory, motor, emotional, and integration-coping. Evaluation in these areas is used to predict vocational competency, suggest strategies to use in rehabilitation, and provide information about response to an education and rehabilitation program.

ADMINISTRATION AND SCORING The McCarron-Dial System is individually administered and scored by a qualified vocational evaluator, educational diagnostician, or psychologist. Three-day training sessions are provided by MDS in Dallas when the system is purchased.

Time to administer the full battery is 1 week, due to the necessity of observations in a work setting. The abbreviated battery, which includes the first 3 factors and the SSSQ, requires approximately one half day of testing.

Data from the individual tests can be submitted to MDS, which results in a computer printed profile and narrative report. Software can be purchased for scoring also.

SCALES/SCORES Scores are obtained on the instruments in each factor area:

Verbal/Cognitive
WAIS-R - Wechsler Adult Intelligence Scale - Revised
PPVT-R - Peabody Picture Vocabulary Test - Revised

Sensory

BVMGT - Bender Visual Motor Gestalt Test
 HVDT - Haptic Visual Discrimination Test

Motor

MAND - McCarron Assessment of Neuromuscular
 Development

Emotional

OEI - Observational Emotional Inventory

Integration-Coping

BRS - Dial Behavior Rating Scale
 SSSQ - Street Survival Skills Questionnaire

The score from each instrument is plotted on the Individual Evaluation Profile and converted to a T-Score. In addition the MAND, OEI, and SSSQ protocols have their own detailed profile.

NORMS

The original normative sample for the entire system was 200. Norms for the WAIS, PPVT, MAND, and HVDT involve 2000 or more observations. Deaf, blind and aged norms are available for the HVDT, HMMT (the version of the Haptic for the blind), and MAND.

RELIABILITY
AND VALIDITY

Most data are presented in terms of test-retest reliability coefficients with correlations in the high .80's and .90's. Construct and predictive validity data are provided. Predictive validity is based on the ability to predict the level of vocational functioning after 1 year of training. The data are generally adequate.

COMMENTS

This system is valuable as a screening device to help determine appropriate program placement. However, it should be used with other work samples to determine particular vocational skills. The manuals provide excellent examples of reports and case studies.

While this system has many uses and appears technically adequate, little independent research has been conducted on it. Most published studies have been completed by McCarron, Dial, and/or Associates.

COST

Specimen Sets are not available.

The cost of the MDS is \$1,525.

(The only expendable items are the various test answer sheets, behavioral observation forms and report forms.)

TITLE	Microcomputer Evaluation and Screening Assessment (MESA)
PUBLISHER	Valpar International 3801 E. 34th Street Tucson, AZ 85713
POPULATION	Special needs students and adults.
PURPOSE AND DESCRIPTION	MESA provides baseline data for the development of an individual's education, training, or employment plan by assessing physical and functional skills. It measures 21 factors of the Worker Qualifications Profile as defined in the U.S. Department of Labor DOT. The MESA consists of the following subtests: Hardware Exercises (ability to use tools, etc.); Computer Exercises, which assesses vision, size-color-shape discrimination, eye-hand coordination, and academic skills; Perceptual Screening; Talking/Persuasive Screening; Physical Capacities and Mobility; Working Condition; Specific Vocational Preparation, and Vocational Interest/Awareness.
ADMINISTRATION AND SCORING	This multiple-item computer-administered test allows the evaluator to test 5-10 students at one time for Parts I-III. However, Part IV is administered individually. The test requires 4 1/2 hours for completion. Parts I-III are hand scored, then entered into the computer and combined with Part IV which is computer scored. Computer requirements include Apple II or IBM-PC with 128k RAM and printer. MESA provides add-on devices such as a control box, eye/hand/foot peddles, and control and clock cards.
SCALES/SCORES	Scores are related to the Dictionary of Occupational Titles (DOT) worker trait definitions and yield a Worker Qualifications Profile.
NORMS	Norms are based on 491 male and female students and employed workers in Arizona. Students ranged in age from 10 to 33. Workers ranged in age from 20 to 55. The manual does not contain information concerning sample selection, methods used, or sample characteristics.

MESA

RELIABILITY
AND VALIDITY

The manual presents a single test-retest reliability study over one month with coefficients ranging from .79 to .96; however, adequate explanation is lacking. Also, the MESA lacks clear information on validity although the manual presents 17 tables of correlations between MESA subtests and the 17 factor scores in the Worker Qualifications Profile.

COMMENTS

MESA is more of a screening than a diagnostic tool. Because of the lack of validity information it is difficult to know how useful the Worker Qualifications Profile is for counseling and placement decisions.

COST

MESA can be purchased with or without computer to test 1, 2, or 4 persons. Costs for 1 station with and without computer are as follows:

1 station and Apple computer \$7,325.00.
1 station and IBM computer \$8,925.00.
1 station without computer \$3,975.00.

TITLE	Micro-TOWER
PUBLISHER	ICD Rehabilitation and Research Center 340 East 24th Street New York, NY 10010
POPULATION	Special needs and general rehabilitation populations.
PURPOSE AND DESCRIPTION	Micro-TOWER is a work sample which assesses aptitude. This battery of 13 work samples measures 5 aptitude areas: motor, verbal, numerical, spatial, and clerical perception. The work samples were designed to measure aptitudes used in the Dictionary of Occupational Titles (DOT).
ADMINISTRATION AND SCORING	Most of the work samples are a combination of paper-and-pencil and apparatus tasks. Each sample is divided into a learning and practice, and evaluation periods. Micro-TOWER can be administered individually or in a group. The system takes 3-5 days to complete. It is suggested that counselees complete all 13 samples for an accurate profile; however, this is not required. Scoring is completed by hand.
SCALES/SCORES	The system is scored on a 5 point rating scale. Emphasis is placed on quality plus behavior observations.
NORMS	Micro-TOWER was standardized on a population of over 1,200. Subgroup norms are available by sex, ethnic group, left and right handedness, disadvantaged, and disability.
RELIABILITY AND VALIDITY	Test/retest, alternate form, and internal consistency estimates were methods used to calculate reliability. Coefficients range from .74 to .97. Construct and concurrent validity is reported.
COMMENTS	One excellent feature of the Micro-TOWER is the separation of learning and performance. It is appropriate for use with a number of special populations. Special attention was given to the issue of sex bias.

Micro-TOWER

COST

Depends upon the number of clients being tested in the group - each client requires a complete set of equipment.

Cost based on number of persons tested:

- 4 - \$8,737.00.
- 7 - \$9,925.00.
- 10 - \$11,113.00.
- 20 - \$15,073.00.
- 30 - \$19,033.00.

TITLE Occupational Aptitude Survey and Interest Schedule (OASIS)

PUBLISHER PRO-ED
5341 Industrial Oaks Blvd.
Austin, TX 78735

POPULATION Grades 8 through 12.

PURPOSE AND DESCRIPTION The OASIS is composed of both an Aptitude Survey (AS) and an Interest Schedule (IS). The AS is composed of five subtests measuring Verbal, Numerical, Spatial, Perceptual, and General Ability. The IS uses a "Like", "Neutral", "Dislike" response set for 240 items to measure 12 interest scales. The general purpose of the OASIS is to provide a short and easy to use measure of both aptitude and interest for use with junior and senior high school students in career exploration.

ADMINISTRATION AND SCORING The AS requires approximately 35 minutes to administer with two speeded and three power tests. The IS is not timed and should take approximately 30 minutes to complete. Administration of the OASIS requires an examiner and is most appropriate for group use although it can be given on an individual basis. Both parts can be easily scored. No provisions are made for scanning or computer scoring in keeping with the intention to make the use of the OASIS uncomplicated.

SCALES/SCORES The AS is scored by counting the number correct and converting it to five point score percentiles and stanines using a student profile sheet on the back of the answer booklet. The IS scores are converted to percentiles for males, females, and combined by following relatively simple procedures considering that 240 items are involved. Scores for both AS and IS are keyed directly to the Dictionary of Occupational Titles (DOT) and the Guide to Occupational Exploration.

NORMS Norms are based on 1,398 students from grades 8 through 12 in 11 states. Supporting data suggests that the norming sample was reasonably representative. Suggestions are made for the development of local norms for the AS. Separate sex or combined norms may be used with the IS.

OASIS

RELIABILITY AND VALIDITY

Reliability estimates for the AS range from .70 to .94 and varies by subtest and grade level. Profile reliability is not provided. Validity for the AS is based on similarity to some of the GATB aptitudes, but little data is available to support the claim.

Test-retest reliabilities over five weeks are reported for the IS to range between .66 and .91. Internal consistency measures range from .78 to .94. Content validity for the IS is based on its relationship with the USES interest categories. Factor analysis confirms the 12 scale structure.

COMMENTS

Given that the OASIS is relatively new it is lacking in good technical data. However, its relative ease of use and local scoring should make it worth exploring where a combined aptitude and interest measure is desired. Care has been taken to make the IS sex fair.

COST

Specimen set: \$19.00.
Complete kit: \$49.00.

TITLE	The Purdue Pegboard
PUBLISHER	Science Research Associates, Inc. (SRA) 155 North Wacker Drive Chicago, IL 60606
POPULATION	Revised version ages 5 - 15 years 11 months; original, adult; including deaf and mentally retarded.
PURPOSE AND DESCRIPTION	The test measures gross and fine motor movements of hands, fingers, arms, and finger tips. The test is used to measure dexterity needed for assembly work, electronic production, and similarly related jobs. The materials consist of a test board with two vertical rows of holes and four storage wells holding 50 pegs, 40 washers, and 20 collars. There are four subtests: (1) right hand only, (2) left hand only, (3) both hands simultaneously, and (4) assembly.
ADMINISTRATION AND SCORING	An examiner is required to administer the test individually or in groups of up to ten. The test takes about 10 minutes. Oral instructions are given to the subject along with a trial session before administering the test. Separate scores are provided for right hand, left hand, and both hands dexterity. Right hand dexterity is tested by requiring the subject to place as many pegs as possible in the holes for 30 seconds beginning with the top right hand row. The left hand test uses the left row beginning at the top for the same period of time. Both hands dexterity is tested by requiring the subject to make an assembly using the pegs, washers, and collars. Assemblies are made in both rows top to bottom by putting together on the board the pins, collars, and washers in a certain order for one minute.
SCALES/SCORES	The scores are reported in percentile form for the four subtests: (1) right hand, (2) left hand, (3) both hands, (4) right plus left plus both hands, and (5) assembly. Scoring is acquired by counting the numbers of pins placed or assemblies completed within the time allotted. The score is totaled for each subtest after each section is completed.

NORMS	Eight groups of male and female industrial workers along with two general groups of job applicants and college students represent the norm group. The manual describes several characteristics of these groups. Not included in the description are job experience, test date, and minority representation.
RELIABILITY AND VALIDITY	According to the 1968 manual, test-retest reliability correlations yield results between .60 and .76 for single trial scores. These correlations are low for a standardized test, and caution should be used in interpreting the results. Limited validity information is available and the manual recommends validity be established locally.
COMMENTS	In order to complete the tasks, the subject needs to be able to hear and follow oral directions and be able to have use of his/her fingers, hands, wrists, and arms. In the test's present form, it is not recommended for use with the blind. The test can be used with the deaf and the mentally retarded. Since the test has low reliability and limited validity information is available, it is suggested that the information received from the test not be used alone for selecting people for assembly jobs. The Purdue Pegboard score should be combined with other test scores and work samples.
COST	Information not available.

TITLE Singer Vocational Evaluation System (SINGER)

PUBLISHER Singer Education Division
Career Systems
80 Commerce Drive
Rochester, NY 14623

POPULATION Ages 17-30 and special needs populations.

PURPOSE AND DESCRIPTION The SINGER is used for vocational assessment and occupational exploration. It contains 28 work samples presented in an audio-visual format which evaluate vocational abilities, interests, and work tolerances as they relate to specific job areas.

ADMINISTRATION AND SCORING Each work sample is self-contained in a carrel with audio-visual instructions in which the individual is able to control the pace of the simulations. The average time for completing a work sample is 2 1/2 hours. Clients may repeat work samples. The number and sequence of samples completed is at the discretion of the evaluator. After completing the work samples, the final step consists of a self-evaluation and an objective rating from the evaluator.

SCALES/SCORES The Task Observation Record, Work Activity Rating Form, MTM Rating Form, Industrial Rating Form and a summary sheet for time and quality scores are to be completed for scoring. However, the manual does not contain recommendations for consolidating the scored forms into a final report.

NORMS The norm population consisted of an average of 192 persons per sample. The samples are described by age, sex, race, highest grade completed, IQ score, reading and math achievement scores, and major disabilities. Employed worker norms are available on some work samples.

RELIABILITY AND VALIDITY The test-retest reliability is reported to range from .61 to .71. Predictive validity studies report widely differing results.

TITLE Skills Assessment Module (SAM)

PUBLISHER Piney Mountain Press, Inc.
P.O. Box 333
Cleveland, GA 30528

POPULATION Mildly handicapped and disadvantaged youth.

PURPOSE AND DESCRIPTION The SAM is an assessment device for placement in various training programs. The sub-components are:

1. Revised Beta
2. PTI Oral Directions Test
3. Learning Styles Inventory
4. Mail Sorting
5. Alphabetizing
6. Etch-A-Sketch
7. Payroll
8. Patient Memo
9. Small Parts A, B1, B2
10. Ruler Reading
11. Pipe Assembly
12. O-Rings
13. Block Design
14. Color Sort
15. Circuit Boards

ADMINISTRATION AND SCORING The SAM can be administered individually or in groups with a maximum of 5 evaluatees. The test requires 2-3 hours for administration. Scoring may be completed by hand or machine.

SCALES/SCORES Percentiles based on time and errors are converted to a 5 point rating scale.

NORMS The SAM has predetermined time study and psychometric norms. The three samples for the psychometric norms were "average students", "handicapped students", and "disadvantaged students" at "eight data collection sites in urban, suburban, and rural secondary and post secondary schools." Age, sex, education level, and area of residence are given for each sample. Although all norms are from Georgia, the specific sample sites, procedures and methods were not given.

SAM

RELIABILITY
AND VALIDITY

Test-retest reliability over a 3-5 day period ranges from .80 to .95. Validity is discussed in the manual, but not supported with data.

COMMENTS

One advantage of the SAM is the short administration time. Also, it has the advantage of allowing the evaluator to readminister work samples as a student training experience. However, the problems of the SAM center on the technical aspects of the system especially validity.

COST

The Skills Assessment Module: (includes Manual, Revised Beta, Learning Styles Inventory, 12 work samples, scoring and disk for Apple or IBM computers and on-site training) \$1,695.00.
Local Norm Development System: (includes 1 disk and documentation) \$195.00.

TITLE System for Assessment and Group Evaluation /
Compute-A-Match (SAGE)

PUBLISHER Train-Ease Corporation
47 Marble Avenue
Pleasantville, NY 10570

POPULATION EMR, TMR, LD, Disadvantaged, Displaced
workers, persons with various disabilities
with some test modifications; suggested for
use with persons 15 years and older.

**PURPOSE AND
DESCRIPTION** SAGE was developed in order to match the
aptitudes, educational level, attitudes, and
temperaments of people to jobs and training.
It is composed of five separate components
which, when combined, form a total vocational
assessment package. The components consist of
a vocational aptitude battery (consisting of
11 subtests), a vocational interest inventory,
a measurement of General Educational
Development, an assessment of attitudes toward
others in the working environment, and an
assessment of temperament. When taken
together, the testing units address all of the
characteristics described by the Dictionary of
Occupational Titles (DOT).

**ADMINISTRATION
AND SCORING** As many as six to eight evaluatees can be
tested as a group in approximately 2 1/2 - 3
hours by an evaluator. The evaluator should
be trained prior to using the system.
Although machine scoring is not available, the
test may be scored by the evaluator in 30
minutes.

SCALES/SCORES Raw scores are converted to the GED aptitude
levels of 1 to 5 used by the Department of
Labor. A hand-written report can easily be
developed from conversion tables.
Interpretation to students is done using a bar
graph which depicts their performance on a
five point scale of which point three is
average. A computer job matching system is
available at an additional cost for the
creation of a detailed report on feasible jobs
and training opportunities. However, SAGE
itself is not dependent upon the Compute-A-
Match computer program.

SAGE

NORMS

The four norm groups for SAGE are: (1) low functioning individuals with a sample size of 240, (2) successfully employed workers with a sample size of 400, (3) vocational-technical students with a sample size of 650, and (4) the general working population with a sample size of 1800. The manual does not contain information as to the source and characteristics of the samples.

RELIABILITY AND VALIDITY

Test-retest coefficients reported for the manipulative tests, color discrimination, and motor coordination range from .63 to .90. KR-20 reliability coefficients are reasonably high. The majority of validity data which include correlations with ratings and other tests are at acceptable levels.

COMMENTS

Most users of SAGE agree that the ease and speed of testing are the major selling points of this instrument. However, it is best used as a broad screening and general tendency indicator. It should not be relied upon for discrete occupational/vocational placement.

COST

Total component cost: \$7,370.00.
(Additional costs for on-site training, timers, carrying cases, and Job Opportunity Based Search.)

TITLE	TALENT ASSESSMENT PROGRAM (TAP)
PUBLISHER	Talent Assessment, Inc. P.O. Box 5087 Jacksonville, FL 32207
POPULATION	Intended for trainable mentally retarded and above, also useful with the disadvantaged. Ages 13 and over or Grade 8 and over.
PURPOSE AND DESCRIPTION	<p>The purpose of the TAP is to assess vocational aptitudes. By identifying the specific aptitudes that are strengths within an individual, TAP can relate those strengths to training areas and job areas that utilize those strengths.</p> <p>The TAP is a battery of 10 instruments which measure dexterity, visual and tactile discrimination, and memory as they relate to the functional level of career-related attributes. These attributes in turn relate to worker trait factors which the Dictionary of Occupational Titles uses in describing jobs. The 10 separate tests are:</p> <ol style="list-style-type: none"> 1. Structural and Mechanical Visualization 2. Discrimination by Size and Shape of Objects 3. Discrimination by Color 4. Discrimination by Touch 5. Dexterity Without Tools 6. Dexterity Without Tools - Large 7. Dexterity With Small Tools 8. Dexterity With Smaller Tools 9. Visualizing Flow Paths 10. Retention of Structural and Mechanical Detail
ADMINISTRATION AND SCORING	<p>The TAP is a completely non-reading assessment instrument. It can be administered in approximately two hours in individual or small group settings. In-service training for evaluators is provided. This training is done on-site and takes one and one-half days. Publishers of the TAP note that para-professionals can administer the instrument, but trained personnel would be necessary for the interpretation of the data. The TAP can be hand scored by a counselor.</p>

TAP

SCALES/SCORES

The emphasis in scoring the subtests is on time scores. Timing begins when the client understands the tasks and stops when the task is completed. Timing is calculated to the nearest tenth of a minute on a clock that is included with the instrument.

A TALENT QUOTIENT (T.Q.) is obtained as the result of a composite score. The T.Q., as defined by the publishers, relates to functional academic potential.

NORMS

Norms are available for the following populations: twelfth grade male and female students; junior high male and female students, a mentally retarded mixed sex group; male alcoholics, and employed young adults.

RELIABILITY AND VALIDITY

The developers claim a coefficient of stability in limited retesting situations of .86 after a six-month interval. Because of the nature of each subtest, it is not possible to calculate an internal consistency or split-half reliability. Also, there is not a parallel test available for a correlation across forms. Validity data is not available.

COMMENTS

The non-reading aspect of the instrument is cited most often by users as its primary asset.

COST

Complete Kit (includes all testing components, computer scoring, 3 carrying cases, 1 1/2 day training): \$5,360.

TITLE Valpar Component Work Sample System (VALPAR)

PUBLISHER Valpar Corporation
3801 E. 39th Street
Tuscon, AZ 85713

POPULATION Disabled and non-disabled, but especially useful for the physically handicapped. All age groups.

PURPOSE AND DESCRIPTION The Valpar work sample system is designed to assess vocational and functional skills in conjunction with other instruments. The system produces both scores and clinical observations required for job placement and the design of educational and rehabilitation plans. The Valpar consists of the following 16 separate work samples designed to measure certain universal worker characteristics:

1. Small Tool
2. Size Discrimination
3. Numerical Sorting
4. Upper Extremity Range of Motion
5. Clerical Comprehension and Aptitude
6. Independent Problem Solving
7. Multi-Level Sorting
8. Simulated Assembly
9. Whole Body Range of Motion
10. Tri-Level Measurement
11. Eye-Hand-Foot Coordination
12. Soldering and Inspection
13. Money Handling
14. Integrated Peer Performance
15. Electrical Circuitry and Print Reading
16. Drafting

ADMINISTRATION AND SCORING Each work sample must be administered separately by a trained counselor or evaluator and takes one to two hours to complete. Verbal instruction and demonstration are given to the client and no reading is necessary except when required by the nature of the task. Time, error and, total scores are produced for each work sample.

SCALES/SCORES Raw scores are converted to percentiles using norm tables for time, error, and total score. Observations of work behavior are also recorded on a five point Likert scale. No overall profile is provided.

VALPAR

NORMS	While not all work samples are normed on all populations, groups include: institutional retarded/sheltered and community living, community college disadvantaged, military, employed worker, industrial worker, skill center employed, deaf, and other.
RELIABILITY AND VALIDITY	Very little data is available on the reliability and validity of the various work samples. Local studies of reliability and validity are encouraged by the publisher. Some content validity information is provided using the Dictionary of Occupational Titles (DOT) worker trait groups.
COMMENTS	<p>The Valpar units are relatively expensive and many are quite large and require significant space to set up and use. Therefore, many users may want to acquire only those units which are related to the type of assessment information needed.</p> <p>The tasks required by each work sample are relatively abstract and do not directly relate to most jobs.</p>
COST	<p>Components: Priced individually - expensive. Counselee materials: VOICE and Job Readiness Training require take-home workbooks. All others consume 1 to 5 answer sheets per administration - virtually no consumables other than simple one-page answer sheets.</p>

TITLE	Vocational Information and Evaluation Work Sample (VIEWS)
PUBLISHER	Vocational Research Institute (VRI) 2100 Arch Street Philadelphia, PA 19103
POPULATION	Moderate and severely mentally retarded adults.
PURPOSE AND DESCRIPTION	<p>The VIEWS is based on four worker skill groups from the <u>Dictionary of Occupational Titles</u> which are considered most appropriate for the training and employment of mentally retarded persons. There are a total of 16 work samples organized within the four groups as follows:</p> <p><u>Materials Sorting</u> - Tile sorting, nuts, bolts and washer sorting, valve disassembly, stamping, mail sort, mail count, collating and stapling, nut weighting, nut, bolt and worker assembly, screen assembly.</p> <p><u>Machine Feeding</u> - machine feeding.</p> <p><u>Routine Tending</u> - Paper cutting, drill press.</p> <p><u>Fabricating</u> - Budgetette assembly, valve assembly, circuit board assembly.</p>
ADMINISTRATION AND SCORING	The work samples are administered from the least to the most complex in three phases: Demonstration, Training, and Production. No reading is required of the client and all instructions are provided orally by the test administrator. Client assistance is provided during the training phase with scoring taking place during the production phase. Training begins when the client enters the production phase.
SCALES/SCORES	For each work sample, the time score is obtained from a three point scale based on predetermined standards. The quality score is based on number of errors also converted to a three point scale. Time and quality are given equal weight in the total score. Behavior observations are also recorded for each work sample on a client record form.

VIEWS

NORMS The VIEWS was normed in 1979 on 952 mentally retarded persons with a mean IQ of 53 and an age range of 15 to 61. All norms are reported only for the 1, 2, 3 categories used to describe time and quality (i.e., 1 = top 40%, 2 = middle 20%, and 3 = bottom 40%).

RELIABILITY AND VALIDITY No reliability or validity data are provided as part of the publisher materials.

COMMENTS The VIEWS is a relatively expensive system costing approximately \$10,000 for the work sample, manuals, forms, and tuition for training at the VRI in Philadelphia.

The relatively scant norms and total absence of reliability and validity information must be considered as shortcomings of the VIEWS.

COST Complete package: \$7,675 including hardware and tools for 16 work samples, training for one evaluator, and a 2-day consultation visit.

Counselee materials: Consumables are estimated at \$3.50 per client. Ninety-five percent of all hardware, tools, and machines are non-consumable.

TITLE Wide Range Employability Sample Test (WREST)

PUBLISHER Jastak Associates, Inc.
1526 Gilpin Avenue
Wilmington, DE 19806

POPULATION General population, as well as sheltered workshop and industrial settings. Ages 16 through adults.

PURPOSE AND DESCRIPTION The main purposes of the WREST include: measuring technical skills, providing a standardized method of job skill learning, and assisting in job selection or employability level. Work productivity is measured on the basis of quantity and quality. It is primarily used when placement in competitive employment is doubtful. There are ten work samples:

1. folding
2. stapling
3. packaging
4. measuring
5. stringing
6. gluing
7. collating
8. color matching
9. pattern matching
10. assembling

ADMINISTRATION AND SCORING The WREST can be administered individually or in small groups of three to six persons. Instructions are given verbally and demonstrated. A photograph is provided to ensure the materials are laid out correctly. Task completion time, as well as number of errors, is recorded.

SCALES/SCORES Raw scores for time are converted to scale scores. Raw scores are totaled across tasks and converted to standard scores. Ten general work behaviors are rated. All scores are plotted on the summary profile.

NORMS Time and quality norms are available for the general population, sheltered workshop employees, and an industrial sample. The sheltered workshop and industrial samples include both sexes and an age range from 16 to 55. General population norms are given for six age groups in each sex.

WREST

RELIABILITY
AND VALIDITY

Test-retest reliability correlations over a three month period were in the .90's. Internal consistency coefficients were .82 for males and .83 for females. Validity is based on correlations between supervisor's ratings and time and error standard scores. The WREST correlated .86 (time) and .92 (quality) with the ratings.

COMMENTS

The WREST appears useful in deciding work placement within a sheltered workshop. Ability to learn work tasks can be assessed since instructions and performance on tasks can be repeated.

More validity data is needed with handicapped populations. Behavioral observations need to be operationalized and rated more objectively.

COST

Specimen set: \$26.45 (manual & summary profile).

Counselee materials:

Employability Sample set without cabinet (reusable) \$995.00.

Employability Sample set with cabinet (reusable) \$1,295.00.

Resupply Kit: (Consumable)

Kit (pkg. of 50) \$110.00.

Summary Profile Forms (pkg. of 50) \$8.75.

TITLE World of Work Inventory (WOWI)

PUBLISHER World of Work, Inc.
2923 North 67th Place
Scottsdale, AZ 85251

POPULATION Grade 8 through adult.

PURPOSE AND DESCRIPTION Used for employee selection, career counseling, vocational rehabilitation, and adult/career education classes. WOWI measures temperaments and aptitudes related to career and vocational interests. The 98 multiple-choice items assess the following 6 achievement-aptitude areas: abstractions, spatial-form, verbal, mechanical, electrical, and clerical. Interests are assessed with a 238 item inventory to which the counselee responds "Like", "Neutral", or "Dislike". Scores are reported for 17 career families. Job satisfaction indicators are measured with 180 similar items yielding 12 temperament factors related to those used with the DOT.

ADMINISTRATION AND SCORING The WOWI may be self-administered or given in a group. It requires 2 hours, 15 minutes for the paper pencil administration and 1 1/2 hours for the computer administration. The test is untimed. A cassette tape is available with instructions for examiners. The answer sheet must be machine scored by the publisher to obtain the Inventory Profile.

SCALES/SCORES The profile lists client preferences, temperaments, and aptitudes. It also offers a brief summary of the highest scored areas. A guide to the various scales is provided on the reverse side. Clients are given an occupational exploration worksheet to record pertinent data for each area they wish to explore further.

NORMS Normative groups were developed by sex, age (youth through adult), and educational levels (grades 8-12 plus community, technical, and 4 year college). However, specific information concerning the norm samples is not found in the manual.

RELIABILITY AND VALIDITY Split-half reliability was determined for each scale. Coefficients for the career interest activity scale and vocational training potentials ranged from .81 to .94 and .89 to .94, respectively. WOWI is lacking in validity data.

WOWI

COMMENTS

The major disadvantage of WOWI is its length. The aptitude measure appears to be geared toward counselees with less than a high school education. Therefore, it would be most useful for that population. WOWI is also available for an IBM PC-compatible with 128K of RAM.

COST

Basic service per counselee:

Non-profit organizations \$2.50 per person.

Profit making organizations \$6.50 per person

Statistical summary \$10.00.

Narrative summary \$10.00.

Microcomputer version: \$3.40 per person plus cost of reusable booklet.

LOCALLY DEVELOPED ASSESSMENT MATERIALS

Student Interview Forms

Parent Interview Forms

Teacher Interview Forms

Interest or Preference Surveys

Work Adjustment Checklist

Student Interview

Name of Student _____ I.D.# _____ Grade _____

DOB _____ Observer _____ Date _____

I. Background

1. How do you spend your spare time? _____
2. Do you have any hobbies? _____
3. Name two or three things you do well. _____

4. Name any clubs or organizations you belong to.(i.e. church groups, scouts, etc.) _____
5. What are your educational plans? _____

II. Skills

1. Have you ever worked before? _____ If so, where? _____

2. What kind of machines or equipment have you operated in the past?
(i.e. electrical, mechanical, etc.) _____

3. What subject do you like best in school? _____
4. What are your talents? _____

III. Career Goals

1. What type of work do you think you can do? _____

2. Do you like to work with people, data or things? _____
3. What kind of working conditions do you prefer? _____
4. What job do you want to be doing in five years from now? _____

5. What salary do you hope to make? _____
6. Would you prefer to work inside or outside? _____

IV. Other Observations: _____

STUDENT _____ DOB: ____/____/____ SCHOOL: _____

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
Special Education Department

VOCATIONAL ASSESSMENT
LEVEL I

II. STUDENT INTERVIEW

A. What types of jobs are you interested in?

B. What things can you do best?

C. What do you like to do? (hobbies, interests, etc.)

D. What kind of training do you think you need?

Student's Signature

Interviewer's Signature

Date

VOCATIONAL ASSESSMENT
Department of Special Education
INFORMATION FROM STUDENT

Form 10v
Rev 7/85

Student: _____ Date: _____

- | | | |
|--|-----|----|
| 1. Do you usually get along well with most people? | Yes | No |
| 2. Do you enjoy working with other people? | Yes | No |
| 3. Have you ever had a part time or summer Job? | Yes | No |
| If yes, did you like it? | Yes | No |
| 4. Would you like to have a job this next summer? | Yes | No |
| 5. What type of work would you like to do? | | |
-

Circle the letter that best describes your behavior or preference.
Only circle one letter in each group.

- a. I like to work outdoors.
- b. I like to work indoors.

- a. I like to work with people.
- b. I like to work with machines.

- a. I like to finish a job as quick as I can.
- b. I like to take my time and not hurry on a job.

- a. I like to watch television.
- b. I like to play games or sports.

- a. I don't like people who yell at me.
- b. I don't like people who lie to me.

- a. I feel most people work hard at their jobs.
- b. I feel most people do not work hard at their jobs.

- a. I get in trouble at school some time.
- b. I never get in trouble at school.

LA PORTE INDEPENDENT SCHOOL DISTRICT
SPECIAL SERVICES DEPARTMENT
VOCATIONAL ASSESSMENT

STUDENT INTERVIEW

USE ONLY BLACK INK

Name of Student _____ School _____

Date of Birth _____ Age _____ Date of Interview _____

1. What kinds of things do you like to do in your spare time?

2. Do you have any hobbies?

3. Do you watch much television? What is your favorite show?

4. Do you have any chores at home? List them.

5. How do you feel about doing these chores?

6. Do you usually do the chores without your parents reminding you to do them?

7. Are there jobs or types of work that you would like to do when you complete school?

8. Are there any jobs that you know you would not like?

9. What are your favorite classes in school, either now or in the past?

10. What are your least favorite classes?
 1. Are there any courses you have not had, but would like to take?

Student

12. Do you take part in any school activities? (For example, clubs, sports, office worker) Which ones?
13. In class/on the job, do you prefer working by yourself, with one other person, in a small group, or in a large group?
14. Would you rather have a job where you sat in one place most of the time or a job where you move around most of the time?
15. Would you rather work inside or outside?
16. Would you be willing to work when it is: (Write yes or no)
- | | |
|--------------------|----------------------|
| a. _____ cold | e. _____ dirty |
| b. _____ hot | f. _____ open space |
| c. _____ wet | g. _____ closed area |
| d. _____ dangerous | |
17. Do you have a job outside your home now? What is it?
18. Of any outside jobs or work you have done, what are your favorites?
19. What job/career would you choose
- now _____
- in the future _____

Signature of Interviewer

Parent Interview

Name of Student _____ I.D.# _____ Grade _____

DOB: _____ Observer: _____ Date: _____

I. Social Competence in Vocational Education

1. What are _____ hobbies? _____

2. Name two or three things _____ does well? _____

3. Does _____ belong to any clubs or organizations? _____

4. How well does _____ get along with other teenagers/children? _____

5. Is _____ regular in promptness for arriving at school? _____

6. Does _____ respond well to authority? _____

7. Is _____ interested in earning money? _____ In what way? _____

8. When asked to do a chore at home, does _____ usually complete

it? _____

9. Is _____ able to make correct change for everyday purchases? _____

II. Career Expectations

1. Has _____ worked before? _____ Where? _____

2. Any machines or equipment _____ can operate? _____

3. Where do you feel _____ strengths are? _____

4. Does _____ have any limitations which might hamper him/her
in job situations? _____

5. What type of job do you plan for _____ in relation to his/
her abilities? _____

6. What lifelong job would you be happy for your child to have? _____

7. What are your educational plans for your child?

a. Total academically oriented? _____

b. Vocationally oriented? _____

c. Combination of both of these? _____

III. Other Observations: _____

STUDENT: _____ DOB: ___/___/___ SCHOOL _____

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
Special Education Department

VOCATIONAL ASSESSMENT
Level I

III. PARENT INTERVIEW

A. What kinds of jobs do you see your child having after he/she gets out of school?

B. What things do you think he/she does best?

C. What limitations, if any, do you think he/she has?

D. Do you think your child will go to college?

E. Do you think your child will go to a Vocational Training School?

F. What kind of skills do you think your child needs?

G. When do you expect your child to be self-supporting?

Parent/Legal Guardian Signature

Date

VOCATIONAL ASSESSMENT
Department of Special Education

Form 9v
Rev 7/85

INFORMATION FROM PARENT

Student: _____

Date: _____

Dear Parent:

We are in the process of collecting information that will help us plan for your child's educational program at Ball High School. It is very important that you answer the following questions and return this form to us as soon as possible.

To complete the form simply circle the appropriate answer to each question. Thank you for your help and cooperation.

- | | | |
|---|-----|----|
| 1. Is your child cooperative and able to work with other people? | Yes | No |
| 2. Does he/she seem to have a positive attitude regarding school? | Yes | No |
| 3. Does your child have assigned chores around the home? | Yes | No |
| If yes, does he/she usually complete all chores without being reminded? | Yes | No |
| 4. When your child is assigned a task, does he/she usually continue the task until it is properly done? | Yes | No |
| 5. Has your child ever had a part time or summer job? | Yes | No |
| 6. Do you believe that your child is mature for his/her age? | Yes | No |
| 7. Has your child ever expressed a desire to learn a skill or trade? | Yes | No |
| If yes, what skill or trade: _____ | | |
| 8. Does your child usually obey your rules? | Yes | No |
| 9. Does he/she generally exhibit good behavior in the community? | Yes | No |

LA PORTE INDEPENDENT SCHOOL DISTRICT
SPECIAL SERVICES DEPARTMENT
VOCATIONAL ASSESSMENT

PARENT INTERVIEW

USE ONLY BLACK INK

Name of Student _____ School _____

Date of Birth _____ Age _____ Date of Interview _____
(_____ telephone _____ mail _____ in person)

Does he/she have any chores at home?

_____ yard work _____ take out trash
_____ clean room _____ make home repairs
_____ help with cooking/dishes OTHER _____

Does he/she accept responsibility at home?

_____ job assignments _____ getting up in the morning
_____ dressing for school on time _____ getting to school on time
_____ prepares homework assignments OTHER _____

Has he/she ever had or presently have a job outside the home? If so, list:

Does he/she seem to prefer working?

_____ by himself _____ with small group (3-5 people)
_____ with one person _____ with large group (4-6 people or more)

Would he/she rather work:

_____ inside
_____ outside

Would he/she rather work:

_____ where he/she sat in one place most of the time
_____ where he/she moved around most of the time

Is he/she able to stay with an assigned job long enough to complete it?

_____ yes If yes, approximate length of time: _____
_____ no

Name of Student _____ I.D.# _____ Grade _____
 DOB _____ Observer _____ Date _____

I. Circle the number which appropriately describes the student.

1. Poor 2. Fair 3. Average 4. Above Average 5. Excellent

- | | | | | | |
|---|---|---|---|---|---|
| 1. On time for class | 1 | 2 | 3 | 4 | 5 |
| 2. Turns in assignments on time | 1 | 2 | 3 | 4 | 5 |
| 3. Completes assigned tasks | 1 | 2 | 3 | 4 | 5 |
| 4. Does neat and orderly work | 1 | 2 | 3 | 4 | 5 |
| 5. Organizes time and materials | 1 | 2 | 3 | 4 | 5 |
| 6. Neat and clean personal appearance | 1 | 2 | 3 | 4 | 5 |
| 7. Displays interest in tasks | 1 | 2 | 3 | 4 | 5 |
| 8. Exhibits enthusiasm for tasks | 1 | 2 | 3 | 4 | 5 |
| 9. Regular in attendance | 1 | 2 | 3 | 4 | 5 |
| 10. Displays special ability in one or more areas: _____ | 1 | 2 | 3 | 4 | 5 |
| 11. Displays special interests in one or more areas: _____ | 1 | 2 | 3 | 4 | 5 |
| 12. Seems confident of ability to work with others | 1 | 2 | 3 | 4 | 5 |
| 13. Shows ability to adapt to new situations | 1 | 2 | 3 | 4 | 5 |
| 14. Does he/she show a positive attitude | 1 | 2 | 3 | 4 | 5 |
| 15. Is honest in his dealings with others | 1 | 2 | 3 | 4 | 5 |
| 16. Responds well to authority | 1 | 2 | 3 | 4 | 5 |
| 17. Prefers activities in groups | 1 | 2 | 3 | 4 | 5 |
| 18. Prefers individual activities | 1 | 2 | 3 | 4 | 5 |
| 19. Displays social adaption, accommodation to <u>all</u> peers | 1 | 2 | 3 | 4 | 5 |

II. Other Observations: _____

STUDENT _____ DOB ___/___/___ SCHOOL _____

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
Special Education Department

VOCATIONAL ASSESSMENT
Level I

IV. TEACHER INFORMATION

A. Subject: _____

B. What are the student's work habits?

C. What are the student's attitudes toward vocational education?

D. Briefly describe the student's vocational abilities and aptitudes. (Ex: money, handwriting, communication, fine and gross motor, personal hygiene, temperament, responsibility, motivation, etc.)

Teacher's Signature

Date

VOCATIONAL ASSESSMENT
 Department of Special Education

Form 8v
 Rev 7/85

INFORMATION FROM TEACHER

Student: _____ Date: _____

Teacher: _____ Position: _____

Please complete this form by indicating your evaluation of the student in each category. Carefully read the descriptor for each category and circle the rating, using the scale shown below. Ratings should be based upon your judgement of the student's performance, abilities and/or capabilities.

Thank you for your help.

SCALE: 1 = Lowest 2 = Average 3 = Above Average

Category	Descriptor	Score		
1. Attitudes	Attitude is positive and cooperative	1	2	3
2. Work Habits	Follows instructions Stays on task Attempts to complete all tasks	1	2	3
3. Job Readiness	Exhibits appropriate maturity	1	2	3
4. Behaviors	Obeys rules and conducts himself appropriately.	1	2	3

Please return form to _____

USE ONLY BLACK INK

Name of Student _____ School _____

Date of Birth _____ Age _____ Date of Assessment _____

LANGUAGE:

EXPRESSIVE

	Needs Improvement	Satisfactory	N/A
Clarity of articulation.....			
Use of standard sentences.....			
Use of correct grammar.....			
Rate of speech.....			
If nonverbal, communicates with few words/gestures.....			
Will make some sort of verbal response when spoken to.....			

RECEPTIVE

Ability to listen without interrupting frequently.....			
Ability to understand standard conversation/instructions.....			
Participation in informal conversation with regular education peers.....			

PHYSICAL:

General mobility.....			
Gross motor coordination state 2 of highest level activities (i.e., reg. P.E., extra-curricular sports):			

Fine motor coordination state 2 of most refined tasks student can perform (i.e., cursive writing, builds models, typing, etc.):.....			
--	--	--	--

General appearance.....			
Hygiene and Grooming			
Appropriateness of general attire.....			
Estimated physical ability to remain on assigned work job task (1) (2) (3) hours (circle one).....			

State any special medical condition, special assistance, special equipment, etc. needed during day:

**MOTIVATED
CHARACTERISTICS:**

	Needs Improvement	Satisfactory	N/A
Positive response to praise.....			
Positive response to tangible reward (money, points, prizes, etc.).....			
Positive response to competition.....			
Positive response to joking/teasing/remarks.....			
Positive response based on social value/self satisfaction (helping others, doing a good job)			
State any special positive and/or negative reinforcers found to be effective: _____			

Ability to accept change.....			
Ability to work with general public.....			
Ability to work in small group (3-5).....			
Ability to work in large group setting/open area			
Ability to work alone.....			
Ability to work in open, busy area.....			
Ability to work in small closed area.....			
Ability to work inside.....			
Ability to work outside.....			
Willingness to ask for help when appropriate....			
General reaction to stress/pressure.....			
Ability to work without consistent complaints...			
State any consistent unusual characteristic/ behaviors which would stand out as inappropriate			

ACADEMIC:

Functioning math level.....			
Functioning reading level.....			
Functioning spelling level.....			
Functioning writing level.....			

Time:

Ability to read standard clock/digital.....			
Ability to work time clock.....			
Ability to compute own hours/breaks.....			

Money: (may be estimated)

Ability to count accurately in dollars _____ cents.....			
Ability to compute change accurately.....			
Ability to complete sales ticket.....			
Ability to work cash register.....			
Ability to complete charge card tickets.....			
Ability to compute own wage if hourly.....			
Ability to be responsible for own money.....			
Understanding of the value of money.....			

Teacher's Signature

STUDENT OCCUPATIONAL INTEREST SURVEY

1. SPRAY CROPS FROM A PLANE.
2. TAKE DICTATION AND TYPE.
3. BE A DISC JOCKEY OR RADIO ANNOUNCER.
4. OPERATE HEAVY MACHINERY TO CLEAR LAND.
5. TEACH IN A NURSERY SCHOOL.
6. TEST WATER FOR POLLUTION.
7. INTERPRET FOREIGN LANGUAGES.
8. FILL PRESCRIPTIONS IN A DRUG STORE.
9. BE A PROFESSIONAL ATHLETE.
10. WORK ON AN AUTO ASSEMBLY LINE.
11. CATCH AND SELL FISH.
12. WORK IN A SERVICE STATION.
13. STYLE AND CUT HAIR.
14. BE A POLICEMAN.
15. REPAIR TRUCKS AND CARS.
16. RAISE FISH IN A HATCHERY.
17. KEEP RECORDS OF MONEY EARNED AND SPENT BY A COMPANY.
18. TAKE PICTURES FOR A MAGAZINE OR NEWSPAPER.
19. BE AN ELECTRICIAN.
20. MAKE ALTERATIONS ON CLOTHING.
21. ASSIST A VETERINARIAN.
22. ARRANGE AND BOOK APPEARANCES OF SINGERS AND ACTORS.
23. EXAMINE SOIL CONTENT FOR FARMERS AND CONTRACTORS.
24. BE A COACH OR RECREATION WORKER.
25. OPERATE SEWING MACHINES.
26. TRAIN AND CARE FOR ANIMALS.

27. SELL INSURANCE.
28. WORK IN A HEALTH STUDIO.
29. CLERK AT A POST OFFICE.
30. PILOT PRIVATE PLANES.
31. TEST ROCKS OR SOIL IN A LABORATORY.
32. OPERATE A COMPUTER.
33. INSTALL OR REPAIR TELEVISION, MOVIE PROJECTORS, TAPE RECORDERS, AND RADIOS.
34. BE A DRY WALL FINISHER, PAINTER, OR PAPER HANGER.
35. COOK OR BAKE IN A RESTAURANT.
36. FORECAST WEATHER.
37. DESIGN AND CARVE STATUES AND ORNAMENTS.
38. DRIVE AN AMBULANCE.
39. WORK IN SCOUTING OR YOUTH ORGANIZATIONS.
40. BE A DRAFTSMAN.
41. OPERATE SONAR EQUIPMENT ON A SHIP.
42. BUY FOR A DEPARTMENT STORE.
43. CHAUFFER CARS AND LIMOUSINES.
44. WORK IN CHILD WELFARE.
45. DRIVE TRUCKS.
46. PLANT SHRUBS, TREES, AND DO LANDSCAPING.
47. BE A RECEPTIONIST.
48. OPERATE A TV CAMERA.
49. LAY BRICKS OR POUR CONCRETE.
50. DECORATE STORE WINDOWS AND DISPLAYS.
51. BE A GAME WARDEN.

52. WRITE FOR A NEWSPAPER OR MAGAZINE.
53. LEARN TO BE A NURSE OR NURSE'S AIDE.
54. ARRANGE TRAVEL PLANS FOR OTHERS.
55. DRIVE A TRUCK.
56. WORK AS AN UNDERWATER WELDER.
57. BE A SHIPPING AND RECEIVING CLERK.
58. CLERK AT A HOTEL DESK.
59. WORK IN A LIBRARY.
60. DRIVE A BUS OR CAB.
61. FARM OR RAISE LIVESTOCK.
62. OPERATE OFFICE MACHINES.
63. INSTALL OR REPAIR TELEPHONES.
64. HELP BUILD HOUSES.
65. PREPARE MENUS FOR PATIENTS IN A HOSPITAL.
66. BE A FOREST RANGER.
67. ILLUSTRATE GREETING CARDS.
68. OPERATE AN X-RAY MACHINE.
69. WAIT TABLES OR BE A HOSTESS AT A RESORT.
70. DESIGN OR REPAIR JEWELRY.
71. WORK AS A COMMERCIAL OR SCUBA DIVER.
72. BE A SALESPERSON.
73. LAUNDRY AND DRY CLEAN CLOTHES.
74. OPERATE A CITY SEWAGE PLANT.
75. WORK AS A TRUCK OR RAILROAD DISPATCHER.
76. ARRANGE FLOWERS FOR A FLORIST.
77. MAKE CHANGE AND COUNT MONEY IN A BANK.

78. OPERATE AN OFFSET PRESS.
79. INSTALL AND REPAIR PLUMBING FIXTURES.
80. BE A COUNTY OR HOME AGENT.
81. EXTERMINATE PESTS.
82. PLAY GUITAR PROFESSIONALLY.
83. ASSIST A DENTIST AND CLEAN TEETH.
84. SELL TICKETS AND GUIDE TOURS.
85. WORK AS A WELDER.
86. BE A SAILOR OR SEA CAPTAIN.
87. WORK IN AN AUTO PARTS STORE.
88. BECOME A COSMETOLOGIST.
89. WORK AS A FIREMAN.
90. BE AN AIRLINE STEWARD OR STEWARDESS.

STUDENT OCCUPATIONAL INTEREST SURVEY

DIRECTIONS AND ANSWER SHEET

DIRECTIONS: Read each sentence on the Student Occupational Interest Survey. Circle your answer, Y of yes and N for no. Add the number of Y's circled in each row and put the number in the blank at the end of the row.

86-11

1. Y N	16. Y N	31. Y N	46. Y N	61. Y N	76. Y N	AN _____
2. Y N	17. Y N	32. Y N	47. Y N	62. Y N	77. Y N	BO _____
3. Y N	18. Y N	33. Y N	48. Y N	63. Y N	78. Y N	CM _____
4. Y N	19. Y N	34. Y N	49. Y N	64. Y N	79. Y N	CS _____
5. Y N	20. Y N	35. Y N	50. Y N	65. Y N	80. Y N	C\$ _____
6. Y N	21. Y N	36. Y N	51. Y N	66. Y N	81. Y N	EV _____
7. Y N	22. Y N	37. Y N	52. Y N	67. Y N	82. Y N	FH _____
8. Y N	23. Y N	38. Y N	53. Y N	68. Y N	83. Y N	HE _____
9. Y N	24. Y N	39. Y N	54. Y N	69. Y N	84. Y N	HR _____
10. Y N	25. Y N	40. Y N	55. Y N	70. Y N	85. Y N	MF _____
11. Y N	26. Y N	41. Y N	56. Y N	71. Y N	86. Y N	MS _____
12. Y N	27. Y N	42. Y N	57. Y N	72. Y N	87. Y N	MD _____
13. Y N	28. Y N	43. Y N	58. Y N	73. Y N	88. Y N	PS _____
14. Y N	29. Y N	44. Y N	59. Y N	74. Y N	89. Y N	PV _____
15. Y N	30. Y N	45. Y N	60. Y N	75. Y N	90. Y N	TR _____

NAME: _____

GRADE: _____

STUDENT OCCUPATIONAL INTEREST SURVEY

DISCOVERIES:

THE STUDENT OCCUPATIONAL INTEREST SURVEY SHOWED YOU WHICH CAREER CLUSTERS ARE INTERESTING TO YOU. PUT AN X BY THREE OF THE CAREER SYMBOLS FOR WHICH YOU SHOWED THE GREATEST NUMBER OF Y's.

- ___ AN = AGRI-BUSINESS AND NATURAL RESOURCES
Ex: Farmer, Geologist, Veterinarian
- ___ BO = BUSINESS AND OFFICE
Ex: File Clerk, Accountant, Computer Operator
- ___ CM = COMMUNICATIONS AND MEDIA
Ex: Copyreader, Radio Announcer, Camera Operator
- ___ CS = CONSTRUCTION
Ex: Roofer, Bricklayer, Plumber
- ___ C\$ = CONSUMER AND HOMEMAKING
Ex: Nurse's Aide, Fashion Coordinator, Tailor
- ___ EV = ENVIRONMENTAL CONTROL
Ex: Forester Aide, Game Warden, Park Ranger
- ___ FH = FINE ARTS AND HUMANITIES
Ex: Singer, Artist, Newswriter
- ___ HE = HEALTH
Ex: Nurse, Insurance Clerk, Dental Assistant
- ___ HR = HOSPITALITY AND RECREATION
Ex: Chef, Library Assistant, Theater Manager
- ___ MF = MANUFACTURING
Ex: Tool & Die Maker, Cabinetmaker, Stock Clerk
- ___ MS = MARINE SCIENCE
Ex: Deep Sea Diver, Fisherman, Motorboat Mechanic
- ___ MD = MARKETING AND DISTRIBUTION
Ex: Buyer, Advertising Manager, Sales Person
- ___ PS = PERSONAL SERVICE
Ex: Chauffeur, Baby Sitter, Horse Trainer
- ___ PV = PUBLIC SERVICE
Ex: Teacher, Bank Teller, Mail Carrier
- ___ TR = TRANSPORTATION
Ex: Truck Driver, Baggage Handler, Service Station attendant

VOCATIONAL PLANNING GUIDE

TO THE TEACHER OR COUNSELOR

Why and how to use the Vocational Planning Guide

The student's successful acquisition of skills which lead to economic independence is a major criteria by which society judges the school's effectiveness. By relating school subjects to career goals the student attaches value to his school experience and affects his own future. Therefore, it is important for school counselors and teachers to provide some structure to assist students in discerning the relationship between school and career goals and to enable students to participate in educational planning.

Because students mature, change, and attain a more realistic view of their capabilities in the progression from grades 6 through 12, the Vocational Planning Guide (V.P.G.) is on-going and flexible. Students are motivated to complete the guide because it is responsive to the universal adolescent developmental need for independence.

Counselors use the V. P.G. to monitor the evolving plans of students and provide suitable guidance in terms of course selection. The V.P.G. also identifies students who need additional counseling by revealing plans which are continually disparate with other test data and students who are unable to make plans.

Teachers use the V.P.G. to provide curriculum that meets individual student needs. Some examples of the guide's uses are: to generate composition assignments in honors English classes; to identify discrepancies between course outlines and student expectations in basic math classes; as a pre test/post test evaluation of course effectiveness in career awareness classes; as a guide for making reading recommendations based on student interests in reading classes; as a guide for relating science to student interests in science classes.

Guidelines for administering the V.P.G. are: 1) Students should be given an explanation of why they are completing the guide and how you as teacher or counselor will use the information. 2) Students should be informed that the guide may be shared with other teachers, counselors, and their parents. 3) Students should be informed that the guide is not binding and that it will be reviewed and revised periodically.

VOCATIONAL PLANNING GUIDE

STUDENT _____ GRADE _____ DATE _____

MY I.E.P. = INDEPENDENCE + EMPLOYMENT + PAYCHECKS

I. NAME 3 JOBS OR CAREERS THAT YOU WOULD LIKE TO TRY.

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II. NOW LIST THE THINGS YOU WILL HAVE TO DO OR LEARN IN ORDER TO BE SUCCESSFUL AT EACH JOB OR CAREER.

1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

III. CIRCLE THOSE ITEMS WHICH YOU THINK YOU CAN ACCOMPLISH IN A SCHOOL YEAR.

IV-96



WORK RELATED ENVIRONMENT INFORMATION

People like or dislike their jobs for many reasons. We will show you some of the things they like or dislike about jobs. As I read each one to you, check the answer on the sheet you have that best shows your feelings about the idea. For example, number one says "I would do jobs that are inside all the time." You would check Yes, No, or It Makes No Difference depending on your feelings. Okay, any questions? Let's go and do not get ahead of me.

- Y__N__ND__1. I would do jobs that are inside all the time.
- Y__N__ND__2. I would do jobs that are outside all the time.
- Y__N__ND__3. I would do jobs that happen where it is hot.
- Y__N__ND__4. I would do jobs that happen where it is cold.
- Y__N__ND__5. I would do jobs that happen where it is wet.
- Y__N__ND__6. I would do jobs that happen where it is dirty.
- Y__N__ND__7. I would do jobs that help take care of other people.
- Y__N__ND__8. I would do jobs that let me work with things and not with people.
- Y__N__ND__9. I would do jobs that let me work with people in large groups.
- Y__N__ND__10. I would do jobs that let me work with people in small groups.
- Y__N__ND__11. I would do jobs that let me do different things day after day after day.
- Y__N__ND__12. I would do jobs that let me do the same things day after day after day.
- Y__N__ND__13. I would do jobs that have me lift heavy objects.
- Y__N__ND__14. I would do jobs that have me do only light tasks.
- Y__N__ND__15. I would do jobs that do not have me count.
- Y__N__ND__16. I would do jobs that are noisy.
- Y__N__ND__17. I would do jobs that are quiet.

Environment Information (Pg. 2)

- Y__N__ND__18. I would do jobs that I can do with others.
- Y__N__ND__19. I would do jobs that I can do by myself.
- Y__N__ND__20. I would do jobs that I can do with people my own age.
- Y__N__ND__21. I would do jobs that I can do with girls.
- Y__N__ND__22. I would do jobs that I can do with boys.
- Y__N__ND__23. I would do jobs that have a man as the boss.
- Y__N__ND__24. I would do jobs that have a woman as the boss.
- Y__N__ND__25. I would do jobs that do let me have to read.
- Y__N__ND__26. I would do jobs that do not let me have to read.
- Y__N__ND__27. I would do jobs that do let me have to count to 10.
- Y__N__ND__28. I would do jobs that do not let me have to count to 100.
- Y__N__ND__29. I would do jobs that let me work with people and not with things.
- Y__N__ND__30. I would do jobs that have me work at night.
- Y__N__ND__31. I like to work.
- Y__N__ND__32. I would like to finish high school.
- Y__N__ND__33. I would like a job close by.
- Y__N__ND__33. I worry about what other people think.
- Y__N__ND__34. I am satisfied with the way I am.

If I could have any job in the world, I would choose: _____

NAME:

AGE:

BIRTHDATE:

MY BEST HAND:

Used at: Brazos Valley MHMR, New Trends Industries, Bryan, Texas

Behavior Observations

I. COOPERATION

- A. Works eagerly
- B. Readily attacks new problems
- C. Average willingness because expected to do task
- D. Performs reluctantly
- E. Refuses
- F. Cooperates consistently
- G. Cooperation varies with nature of problems

II. EFFORT

- A. Works to best of ability
- B. Above average in application of effort
- C. Average in effort
- D. Perfunctory effort: needs encouragement
- E. Refuses
- F. Cooperates consistently
- G. Effort varies with nature of task

III. ACTIVITY

- A. Hyperactive, constantly moving, agitated
- B. Considerable fidgeting
- C. Average activity
- D. Prefers quiet; only active as situation demands
- E. Apathetic
- F. Tempo of activity fairly constant
- G. Tempo varies with nature of task

IV. SKILL

- A. Fine coordination; good control
- B. Better than average coordination
- C. Average coordination
- D. Clumsy; poor coordination
- E. Lack of control; defective coordination

V. VERBALIZATION

- A. Very talkative; relevant, not relevant, avoidance mechanism
- B. Talkative
- C. Average; conversational; relevant to situation
- D. Does not speak spontaneously in strange situation
- E. Speaks reluctantly or only when urged or not at all

VI. SELF CRITICISM

- A. Extreme criticism of all behavior
- B. Critical of certain responses
- C. Recognizes failure or poor work occasionally
- D. Satisfied with poor, inadequate work
- E. Overemphasizes inadequacies
- F. Underestimates inadequacies; boastful

VII. ATTENTION TO INSTRUCTIONS

- A. Attends carefully; waits until completed
- B. Sufficiently attentive to grasp instructions
- C. Usually attends; inattentive to some instructions
- D. Does not attend
- E. Impulsive, does not wait for instructions

VIII. PERSERVERANCE

- A. Can concentrate on task for a long time
- B. Can be distracted only by unusual circumstance
- C. Can be distracted after short concentration
- D. Easily distracted
- E. Does not persevere for any length of time

IX. UNDERSTANDING

- A. Easily understands problem, anticipates
- B. Does not need elaboration to grasp problem
- C. Average, may require some elaboration
- D. Frequently needs elaboration
- E. Seldom understands problem

Used at: Brazos Valley MHMR
New Trends Industries
Bryan, Texas

2. Effect of foreman's correction on performance.
 - a. Performance always or almost always improves.
 - b. Performance sometimes remains the same; sometimes improves.
 - c. Performance generally remains the same.
 - d. Performance generally gets worse.

3. Client's attempts to control his own foreman or to manipulate the worker-foreman relationship.
 - a. Client generally accepts subordinate role in worker-foreman relationship.
 - b. Occasionally attempts to evade instructions and refuses to accept role of subordinate.
 - c. Frequently attempts to evade instructions and refuses to accept role of subordinate.
 - d. Almost always attempts to evade instructions and refuses to accept role of subordinate.

4. Client's requests for assistance from his own foreman.
 - a. Requests are appropriate.
 - b. Requests are usually appropriate, but occasionally unnecessary.
 - c. Many requests for unnecessary assistance.
 - d. Requests are typically inappropriate, and too demanding.

5. What type of supervision is most effective working with the client.
 - a. Permissive
 - b. Supportive
 - c. Matter-of-fact
 - d. Firm
 - e. Authoritative
 - f. Controlling

REACTIONS TO CO-WORKERS

- a. Is never or almost never annoyed or irritated by co-workers.
- b. Occasionally shows a mild annoyance or irritation with co-workers.
- c. Occasionally shows a moderate annoyance or irritation with co-workers.
- d. Occasionally shows considerable annoyance or irritation with co-workers, or frequently shows indications of a mild annoyance with them.

Criterion for Job Placement

QUANTITY AND QUALITY OF WORK

1. Organization of work method and ability to improve under guidance.
 - a. Follows orderly well-organized work method to accomplish tasks.
 - b. Follows moderately well-ordered work method.
 - c. Tends to become moderately slovenly and disorganized and show only minimal improvement when corrected.
 - d. Tends to become very slovenly and disorganized and does not improve when corrected.
2. Comprehension and carrying out of instructions.
 - a. Does not need attention or supervision in order to retain and incorporate instructions.
 - b. Occasionally needs attention or supervision.
 - c. Cannot retain and incorporate instructions without extremely close supervision.
 - d. Cannot retain and incorporate instructions even with close supervision.
3. Typical speed on production or non-production task.
 - a. Industrially acceptable output rates. (Above 85% of norm).
 - b. Minimally acceptable industrial output rates. (Above 70% of norm).
 - c. Somewhat below minimally acceptable industrial output rates. (40-70% norm).
 - d. Substantially below industrial average; below shop average. (0-40% norm).
4. Accuracy-quality of work on production or non-production job.
 - a. Generally excellent.
 - b. Generally acceptable.
 - c. Generally borderline.
 - d. Generally poor.

REACTION TO SUPERVISION

1. Amount of direct supervision required for performance.
 - a. Needs virtually no direct supervision.
 - b. Needs less than average amount of direct supervision.
 - c. Needs more than average amount of direct supervision.
 - d. Needs an extreme amount of direct supervision.

WORK ATTITUDES

1. Eagerness to work.
 - a. Appropriate: Approach is positive and well motivated toward assigned task.
 - b. Dutiful: Shows no signs of interest but does the assigned task.
 - c. Indifferent: Will do the assigned task but doesn't particularly want to.
 - d. Rebellious: Refuses altogether to do some assigned tasks.

2. Vitality and energy output: work drive.
 - a. vitality and energy output adequate for work.
 - b. some minor limitations on vitality and energy output.
 - c. major limitations on vitality and energy output.
 - d. no work drive or energy.

3. Steadiness of work: production task.
 - a. Very steady worker during entire daily work period.
 - b. Reasonably steady worker during entire daily work period.
 - c. Questionable or borderline steadiness during daily work period.
 - d. Inadequate or unsatisfactory steadiness during daily work period.

4. Complains about co-workers, foremen or tasks.
 - a. Never or almost never voices any complaints.
 - b. Voices complaints, but these do not create problems with either co-workers or supervisors.
 - c. Voices complaints which create problems with either co-workers or supervisors, but which are easily managed.
 - d. Voices complaints which create problems with either co-workers or supervisors and which are difficult to manage.

5. Acceptance of change in work assignments.
 - a. Accepts changes in work assignments and is easily moved from one task to another.
 - b. Rarely displays reluctance towards being shifted to another task.
 - c. Occasionally displays reluctance.
 - d. Frequently displays reluctance.

6. Observance of Safety Rules.

- a. Observes all safety rules without having to be told.
- b. Observes all safety rules but has to be reminded on occasion.
- c. On occasion will not obey a safety rule even after being told.
- d. Will seldom obey a safety rule even after a reprimand.

ASSETS AND LIABILITIES

1. Odd or inappropriate behavior.

- a. Appropriate behavior manifested.
- b. Mildly inappropriate behavior manifested, but this is without significance in the work situation.
- c. Moderately odd or inappropriate behavior manifested which has some adverse significance in the work situation.
- d. Bizarre behavior manifested which has considerable adverse significance in the work situation.

2. Willingness to work at tasks generally regarded as unpleasant.

- a. Willing to work at assigned task.
- b. Slightly unwilling.
- c. Moderately unwilling.
- d. Highly unwilling.

3. Punctuality: morning starting time.

- a. Never or almost never tardy.
- b. Rather rarely tardy.
- c. Occasionally tardy.
- d. Frequently tardy.

4. Punctuality: after rest break and lunch period.

- a. Never or almost never tardy.
- b. Rather rarely tardy.
- c. Occasionally tardy.
- d. Frequently tardy.

5. Conformity to workshop rules and regulations.

- a. Client always or almost always conforms.
- b. Client rather rarely fails to conform.
- c. Client occasionally fails to conform; his infractions, however are rather serious when they occur.
- d. Client frequently fails to conform, and his infractions are generally serious when they occur.

6. Manual dexterity as related to work requirements.
 - a. No impairment of manual dexterity as related to work requirements.
 - b. Slight impairment.
 - c. Moderate impairment.
 - d. Severe impairment.

7. Personal appearance and hygiene.
 - a. Appropriate dress.
 - b. Neat and clean clothes.
 - c. Cleanliness, shave, hair-cut, etc.
 - d. Body odor, halitosis, teeth, etc.

Used at: Brazos Valley MHMR
New Trends Industries
Bryan, TX 77802