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ABSTRACT

The guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, describes a rationale and model for implementing secondary/vocational assessment of students with disabilities that is integrated with curriculum and transition strategies. Assessment and curricular strategies are particularly intended for students in rural and sparsely populated areas and can be implemented at both the junior and senior high levels. The manual aids in the review of current vocational assessment strategies being used, the review of forms and procedures used in the curriculum, and the implementation of a longitudinal curriculum-based informal assessment process. Stressed throughout is the importance of assessment being continuous and longitudinal, beginning well before graduation, interacting with the curriculum, being criterion-referenced, and relying on direct observation and data. Specific curriculum phases are linked with specific assessment levels as follows: Phase I--Career exploration and assessment of functional skills; Phase II--Work exploration and assessment of career and vocational interests; and Phase III--Career focus and assessment of career and job employability. The major portion of the document consists of the appendix which contains an overview of the vocational assessment procedures as well as forms used at each of the assessment levels. (DB)

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# VOCATIONAL ASSESSMENT

## FOR SPECIAL EDUCATORS A CURRICULUM-BASED MODEL

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**VOCATIONAL ASSESSMENT IN THE SCHOOL SETTING  
A CURRICULUM BASED MODEL**

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## Table of Contents

How to Use the Manual.....	v
Abstract.....	vi
Vocational Assessment in the School Setting-- A Curriculum Based Model.....	1
Appendix .....	12
Level I: Assessment of Functional Skills.....	17

### Career Exploration--Mild

1. Student Interview
2. Parent Interview
3. Class Summary of Vocational Interests
4. Permission to Photograph
5. Career Values Activity Sheet
6. Student School Record Summary Form
7. Work Observation Site Development Log
8. Job Skill/Individual Skill Analysis
9. Student Job Analysis
10. Student Self Inventory

### Career Exploration--Moderate/Severe

1. Living Skills Checklist
2. Weekday Schedule (Option 3)
3. Weekend Schedule (Option 2)
4. Parent Permission Form
5. Initial Student Interview
6. Student Interview
7. Student Profile
8. Parent Interview (Option 1)
9. Parent Interview (Option 2)
10. Student Interest Summary
11. Work Observation Form (Option 1)
12. Work Observation Form (Option 2)
13. Student Self-Inventory
14. Job Skill/Individual Analysis Form (Option 1)
15. Job Skill/Individual Analysis Form (Option 2)
16. Informal Inventory of Community Businesses

Level II: Assessment of Initial Career and Vocational Interest and Skills.....	77
---	----

### Work Exploration--Mild/Moderate/Severe

1. Student Training Plan
2. Community Work Site Development Log
3. Student's Work Log

4. Resume Worksheet
5. Job Analysis Inventory:
  - Part I--General Information
  - Part II--Job Analysis
  - Part III--Supportive Skill Requirements
6. Training Agreement Cover Sheet
7. Training Agreement
8. Student Training Agreement (Option 1)
9. Student Training Agreement (Option 2)
10. Work Exploration--In-Class Activities:
  - Vocational Training Experience Summary--Part I (Option 1)
  - Vocational Training Experience Summary--Part II (Option 1)
  - Vocational Training Experience Summary--Part I (Option 2)
  - Vocational Training Experience Summary--Part II (Option 2)
11. Student's Self-Evaluation Form
12. Work Exploration Coordinator's Evaluation Form
13. Task Assessment Data Sheet
14. Total Task Sheet
15. Student Progress Report
16. Program Evaluation
17. End of the Year Evaluation

Level III: Assessment of Career and Job Employability.....106

Job Related Social Skills

1. Parent/Teacher Assessment of Job-Related Social Skills
2. Student Assessment 1
3. Student Assessment 2
4. Employer Assessment 1
5. Employer Assessment 2
6. Job-Related Social Skills Assessment
7. Social Skills Assessment: Data Summary Sheet
8. Transition Plan
9. Work Exploration Exit Interview

Measures of Career Awareness/Vocational Interests

10. AAMD-Backer Reading-Free Vocational Interest Inventory
11. California Occupational Preference System
12. Career Awareness Inventory
13. Career Orientation Placement and Evaluation Survey
14. Career Maturity Inventory
15. Comprehensive Career Assessment Scale
16. Geist Picture Interest Inventory
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18. Individual Career Exploration
19. Individual Career Exploration--Picture Form
20. Ohio Vocational Interest Survey
21. Picture Interest Exploration Survey

22. The Self-Directed Search
23. Valpar Vocational Interest Screening
24. Vocational Interest, Experience, and Skill Assessment
25. Vocational Interest and Sophistication Assessment
26. Vocational Preference Inventory
27. Wide Range Interest-Opinion Test

#### Measures of Achievement/Functional Skills

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36. Social and Prevocational Information Battery--Form T
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43. Purdue Pegboard
44. Minnesota Rate of Manipulation Test
45. Minnesota Spatial Relations Test
46. Bennett Mechanical Comprehension Test

#### Aptitude Tests

47. Career Ability Placement Survey
48. Dalley Vocational Tests
49. Minnesota Clerical Test
50. Personnel Tests for Industry--Oral Directions Test
51. Revised Minnesota Paper Form Board Test

## HOW TO USE THE MANUAL

This manual is designed for use by special education teachers, vocational education teachers, and school administrators for the following purposes.

1. Review the current vocational assessment strategies being used in the school district.
2. Review forms and procedures used in the curriculum.
3. Implement a longitudinal curriculum based informal assessment process.

A complete longitudinal curriculum based assessment is contained in the Secondary Transition Employment Project (STEP) manuals, Career Exploration, Work Exploration, Career Focus and Job Preparation.

## ABSTRACT

Devising and implementing secondary/vocational training curriculum for students with handicaps has emerged as a major goal of the 1980s. The purpose of vocational curriculum is to prepare students for employment, foster transition from school to work, and ensure academic skills learned enhance nonschool performance. This manual describes a rationale and model for implementing secondary/vocational assessment that is integrated with curriculum and transition strategies. The assessment and curricular strategies described are for students in rural and sparsely populated areas and can be implemented at both the junior and senior high school levels. Assessment is integrated into each phase of the vocational curriculum and is explained in detail in the text and attached appendix.



## VOCATIONAL ASSESSMENT IN THE SCHOOL SETTING

### A CURRICULUM-BASED MODEL

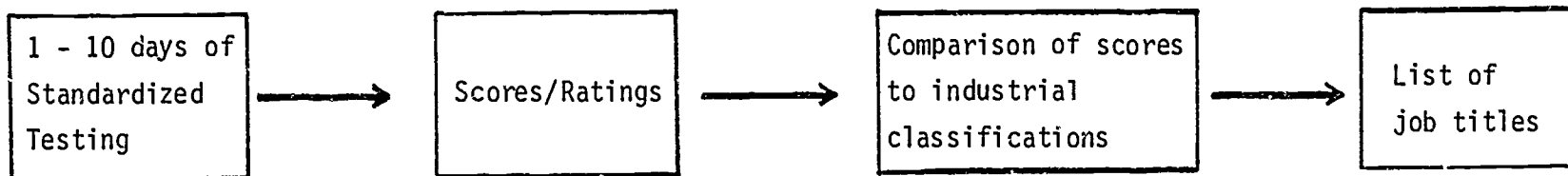
As more students with moderate and severe handicaps are served in vocational programs, the need for more information to determine program placement, curriculum content and long-term transition planning becomes paramount. Vocational assessment is a resource utilized by school personnel to make decisions about what and how to teach students with handicaps. The vocational assessment model typically used was developed by rehabilitation professionals for evaluation of industrially-injured persons. The limitations of the model make it ineffective for secondary students with handicaps; thus, an alternative is needed.

The vocational assessment model most commonly used by school districts is shown in Chart A. This assessment process usually consists of an evaluation period from one to ten days during which standardized tests are administered. These typically include interest inventories, aptitude tests, dexterity screening, and work samples. The results are reported in percentiles, percentages, rankings, or method-time-motion ratings and are compared to standardized worker trait characteristics, such as those found in the Dictionary of Occupational Titles (DOT). Using the DOT, job titles are located in the Occupational Outlook Handbook along with the availability of employment, pay rate, educational requirements, and worker traits for each job title. The report concludes with a list of recommended employment options.

Vocational assessment dependent upon standardized resource materials and tests implies an accurate prediction can be made about the individual's ability to perform a local job and infers that the person

Chart A

REHABILITATION VOCATIONAL ASSESSMENT MODEL



1. Interest inventories
2. Aptitude testing
3. Dexterity
4. Work samples

1. Percentile rankings
2. Quantity/quality ratings
3. Method Time Motion ratings

1. Dictionary of Occupational Titles

assessed can accurately discuss and evaluate the merits of different employment opportunities. While the rehabilitation profession has found this assessment model to be effective with the industrially injured, it has limited application in the school setting. The tests imply that all job tasks must be performed to obtain work, limited job training is needed, and a student with a limited work history can accurately determine career interests from pictures or written descriptions about jobs. Utilization of this vocational assessment model with a high school student is described below.

John, a 17-year-old student with moderate handicaps, was referred for vocational assessment by his classroom teacher in an effort to plan his vocational studies. John was evaluated over a two-week period with standardized interest inventories, aptitude and achievement tests, and a variety of dexterity test and work samples. John's evaluation report noted that his interests were in service occupations and machine operations. When asked about the type of job he would like to do, John stated he would like to fly planes. A review of his academic achievement tests placed John at the second grade level. Work sample results indicated difficulties in independently organizing his work and following written and verbal instructions: he completed a variety of sorting and assembling tasks, but his productivity was well below the competitive levels. The resulting evaluation report recommended that John engage in sorting and assembly tasks, probably at a sheltered workshop due to his low productivity. During his remaining years in school he should continue to develop his reading, writing and math skills and participate in a prevocational class to improve his productivity.

This model as used with John was ineffective for the following reasons:

1. The entire assessment is time limited, occurring within a ten-day period. It is not part of a longitudinal curriculum which provides experiences to help John or his teachers determine his interests;
2. The assessment occurs in a situation and with materials that are isolated from John's dally/weekly experiences;
3. The inference is made that a process designed for a different population is suitable or appropriate for students such as John;
4. The method used to measure John's performance is based on national standards and not those specific to actual jobs or parts of jobs in John's town; and
5. The assessment process does not evaluate critical social skills needed on the job or match social skills with work environment etiology.

A review of the learning characteristics of John and other students with handicaps reveals that performance on standardized tests often does not reflect student progress or capabilities. An alternative to this traditional assessment model is described below.

John was referred (at age 17) for vocational evaluation. Information was gathered from John and his parents about his job interests. John mentioned he liked planes and would like to be a pilot. His parents mentioned John "helped out" with some maintenance tasks with the family's crop dusting plane and that the pilot had befriended him. They felt John was most motivated when the work was of a physical nature

and not sedentary. From this initial information John's teacher and vocational evaluator summarized his vocational interests as directed toward physical activities with a particular interest in planes which could be extended to small and large engine maintenance or operation. In addition, the summary noted that John had information limited to jobs found on his parents' farm, and specifically those jobs where other employees were outgoing and friendly towards him. The report suggested that over the next year John should visit employment sites where planes and small and large engines are used and maintained. He should also visit sites where employees performed physical labor, such as the local feed and grain elevator, food processing plant, grocery stores, and hospitals where grounds and janitorial crews are employed. Sites which do not require physical work seemingly preferred by John would also be observed. These may include photocopying, mail sorting, microfilming and data entry. After these structured observations, which would be done by John and other students with the guidance of the leader, John would indicate what he liked and disliked about each site/job. He would then select a site and job task to try out for second semester. His job performance would be assessed and monitored as well as his performance of job-related skills, such as interacting with his coworkers, getting to and from work, and maintaining appropriate grooming and hygiene.

After this two-semester instructional unit, the evaluation report would be updated to include John's initial and final productivity levels, his confirmed interests, his ability to work alone and/or with others, recommendations for academic instruction to support job performance, and suggestions for additional on-site training or observation. The latter provides the basis for John's Transition Plan

for ongoing school preparation prior to leaving school and obtaining employment.

This assessment process is different from the traditional model for the following reasons:

1. The assessment is continuous and longitudinal, not episodic and time-limited;
2. The assessment begins early, at least 3-4 years prior to graduation;
3. The assessment interacts with the curriculum and is the basis of the transition plan;
4. The assessment is criterion-referenced, not norm-referenced; and
5. The assessment relies on direct observation and data rather than on inferential data.

This assessment strategy is illustrated in Chart B.

The assessment process for students with handicaps who have no work history or a poor work history could be conducted in the following way with the resulting outcomes:

1. Interviews with parents and students to determine their interests and expectations. This information can be summarized in a report regarding initial job/career possibilities, potential residential arrangements, and goals for recreation/leisure and community involvement.
2. Structure on-site observations at preferred and non-preferred jobs and sites. This activity can provide more indepth information about a student's preferences and ability to observe and record job performance and tasks of an employee.

John



Level I. Assessment  
Assessment of Functional Skills

DO

-----  
PARENT/STUDENT INTERVIEW



< GET >  
-----

List of student:

1. Work experiences
2. Career interests
3. Functional skills
4. Expectations
5. Resources

Level II. Assessment  
Assessment of Career & Vocational Interests

DO

-----  
ON-SITE OBSERVATIONS



< GET >  
-----

1. Student familiarity with community sites.
2. Employer expectations
3. Identification of functional and academic requirements.
4. Prioritized list of jobs.
5. Development of adaptive materials.

Level III. Assessment  
Assessment of Career & Job Employability

DO

-----  
ON-SITE TRAINING



< GET >  
-----

1. Identification of skill and deficit areas as related to the job.
2. Identification of potential job placement sites.
3. Identification of work related skills.
4. Identification of required functional, social and academic skills.

Discussions of employees observed can yield an assessment by each student of his or her abilities to perform each job task and/ or training that would assist him or her to perform each task.

3. Select a training site and place the student on the site for initial supervised work exploration. This can yield an assessment of productivity level, learning rate, and social skills of the student. The summary of this information can list the assets and remaining deficits and recommend instructional strategies, curriculum, and other types of work or environments in which the student might obtain training and later a job.
4. Interview students and parents again to determine their perceptions of the work experience. Administer standardized vocational and social skills assessments to determine wider interest areas and provide information that cannot be determined through on-the-job observations. This can provide parents, teachers, and students with an updated summary of work ability, career preferences, assets, and curricular strategies to assist the student to obtain additional training and job experience and/or work.
5. Write a summary of the above training activities and outcomes and initiate a transition strategy with the parents, students and adult agency personnel. This will result in a transition plan and a planned transition from school to work and other post- school environments and services as needed.



This process has been delineated and integrated into a vocational curriculum model. The levels of the assessment model and the overlap with the curriculum phases are delineated in Chart C.

Phase I. Career Exploration. This curriculum phase has as its outcomes a listing of student and parent preferences and concerns, available resources in the community, past work history, observations of a variety of job sites, self evaluations, and selection of initial on-the-job training sites.

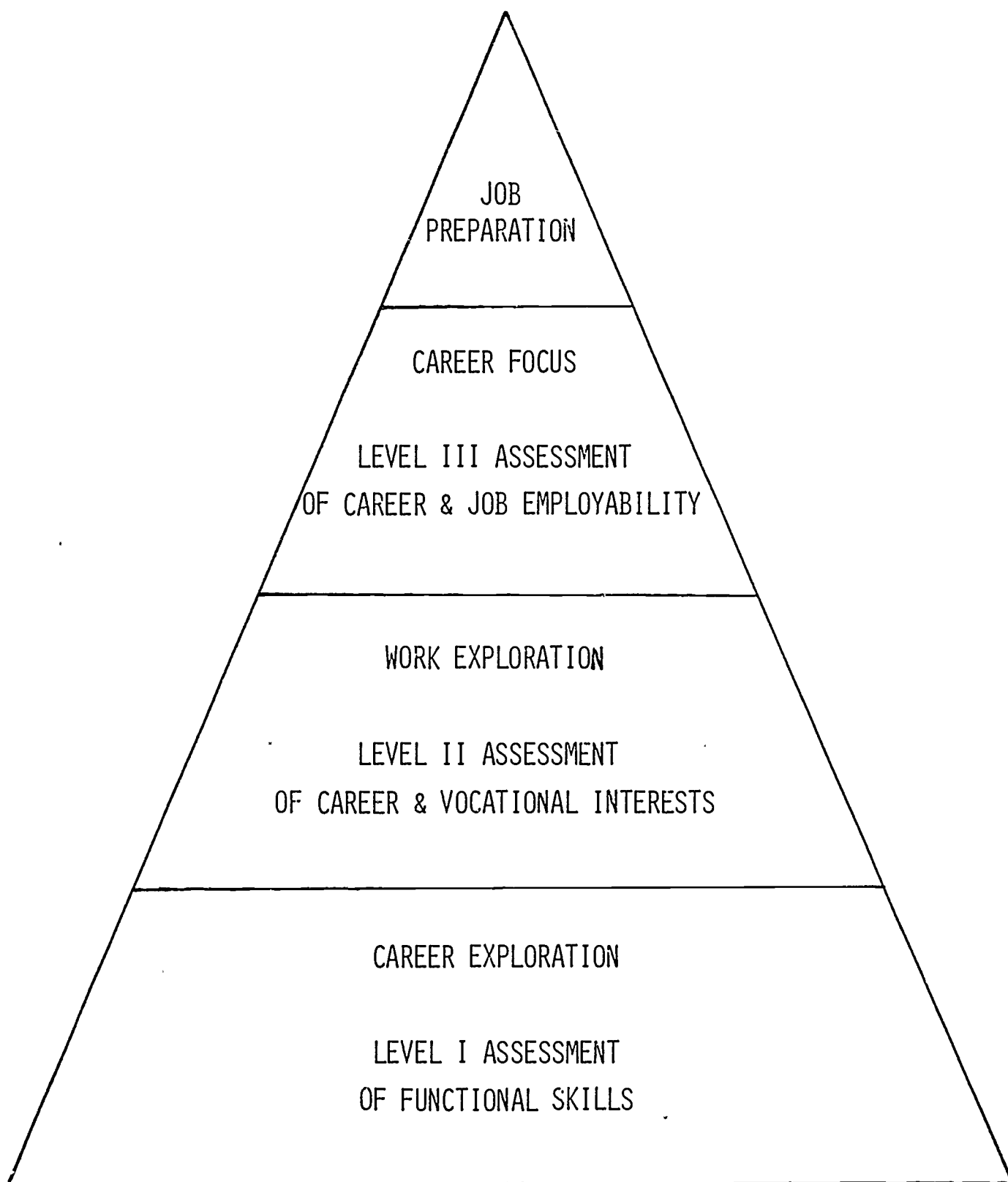
Phase II. Work Exploration. This curriculum produces the following outcomes through supervised on-the-job training: assessment of current and needed job and job-related academic and social skills and an evaluation of the learning rate and style of the student.

Phase III. Career Focus. This curriculum phase reviews past work training and experiences and identifies new job and skill areas and preferences. Assessment outcomes are the identification and selection of specific careers and job sites, standardized assessment information, and a transition plan for leaving school for employment and community adult living.

Phase IV. Job Preparation. Through extended nonschool on-the-job training and school-based related instruction, this curriculum phase produces assessments of specific job and job-related skills required at work, social skill generalization and evaluation, and evaluations of learning rates and styles, as well as placement opportunities and supervision requirements.

As presented above and in Chart C, the assessment is continuous, integrated and coordinated. The practices used in the past to assess the vocational aptitudes and interests of students with handicaps need

Chart C



to be supplemented with techniques that are longitudinal, interactive with curriculum, of low inference, criterion-referenced, and continuous in nature. The techniques and processes delineated here are an initial field-tested method to begin to implement this new practice. It is realized that many practitioners will rely on standardized measures partly because of their past training and partly because rules and regulations require utilization of such tools. It is hoped that the methods delineated here can assist school professionals to supplement the traditional assessment practices and thus enhance the preparation of all students with handicaps to obtain employment.

## APPENDIX

This appendix contains an overview of the vocational assessment procedures and forms that are embedded in the five vocational curriculum phases: Career Exploration, Work Exploration, Work Experience, Career Focus and Job Preparation. One or more versions of the same form are included. The additional forms have been adapted for students with moderate and severe handicaps. Each of these curriculum phases are discussed in more detail in separate STEP manuals.

It is hoped that by outlining the assessment procedures of this model and providing the forms that are used to collect the information, this integrated assessment model will be easier to peruse and comprehend. The following is a description of levels of assessment, ages at which they are implemented, assessment procedures and forms which are utilized, the curriculum phase in which they are conducted, purpose, description and sample forms.

### LEVEL I: Assessment of Functional Skills

Age of Student: Grade seven/eight or ages 11-13

Curricular Phase: Career Exploration

**Purpose:** The information is used to prioritize which skills will be taught and by whom. The skill assets and deficits identified by parents/guardians are used to discuss what training may assist a student to enter into desired high school and post high school programs. This discussion will provide the basic outline of the transition plan.

**Description:** Level I assessment evaluates those skills that typically fall within the domains of recreation/leisure, general community functioning, domestic, and traditional academic areas. This represents a very broad assessment area, but generally includes such skills as house cleaning, cooking, safety, shopping, browsing, using transportation, socializing, and the functional use of academics, such as money management, budgeting, time usage, and community- and job-related reading and writing.

**Forms:** Included in the Career Exploration curriculum are the following forms:

#### Career Exploration--Mild

1. Student Interview
2. Parent Interview
3. Class Summary of Vocational Interests
4. Permission to Photograph
5. Career Values Activity Sheet
6. Student School Record Summary Form
7. Work Observation Site Development Log
8. Job Skill/Individual Skill Analysis
9. Student Job Analysis
10. Student Self Inventory

Career Exploration--Moderate/Severe

1. Living Skills Checklist
2. Weekday Schedule (Option 3)
3. Weekend Schedule (Option 2)
4. Parent Permission Form
5. Initial Student Interview
6. Student Interview
7. Student Profile
8. Parent Interview (Option 1)
9. Parent Interview (Option 2)
10. Student Interest Summary
11. Work Observation Form (Option 1)
12. Work Observation Form (Option 2)
13. Student Self-Inventory
14. Job Skill/Individual Analysis Form (Option 1)
15. Job Skill/Individual Analysis Form (Option 2)
16. Informal Inventory of Community Businesses

**LEVEL II: Assessment of Initial Career and Vocational Interest and Skills**

Age of Student: Ninth and tenth grade or ages 14-16

Curricular Phases: Career Exploration and Work Exploration

Purpose: These assessment strategies are designed to:

1. Determine the student's concept of vocational training and work;
2. Delineate current and future concerns and/or expectations of the parents and student regarding work and curriculum;
3. Collect any past employment history of the student;
4. Assess the student's ability to evaluate the work tasks he/she can do and those that might require training;
5. Assess job-related and social skills needed for work;
6. Identify potential summer work options;
7. Initiate the discussion of future curriculum which would prepare a student to leave work and obtain a job, live separate from parents, and use community facilities and services;
8. Prescribe a combination of school and non-school instructional placement and strategies;
9. Describe the student's vocational and job-related strengths and weaknesses.

Description: Vocational assessment at Level II includes a combination of informal assessment tools aimed at identifying a variety of training options for the student. The process is initiated by performing a parent/guardian and student interview as described in the STEP Career Exploration manual. This curricular phase provides the process to

conduct student self-assessments of work ability, attitudes towards work, initial local job and work place priorities, as well as assessments of social and job-related skills. The curriculum phase of Work Exploration provides the process for placing a student on an initial job training site and supervising and evaluating his/her performance.

Forms: Included in the Career Exploration and Work Exploration manuals are the following forms:

Work Exploration--Mild/Moderate/Severe

1. Student Training Plan
2. Community Work Site Development Log
3. Student's Work Log
4. Resume Worksheet
5. Job Analysis Inventory:

Part I--General Information

Part II--Job Analysis

Part III--Supportive Skill Requirements

6. Training Agreement Cover Sheet
7. Training Agreement
8. Student Training Agreement (Option 1)
9. Student Training Agreement (Option 2)
10. Work Exploration--In-Class Activities:

Vocational Training Experience Summary--Part I (Option 1)

Vocational Training Experience Summary--Part II (Option 1)

Vocational Training Experience Summary--Part I (Option 2)

Vocational Training Experience Summary--Part II (Option 2)

11. Student's Self-Evaluation Form
12. Work Exploration Coordinator's Evaluation Form
13. Task Assessment Data Sheet
14. Total Task Sheet
15. Student Progress Report
16. Program Evaluation
17. End of the Year Evaluation

**LEVEL III: Assessment of Career and Job Employability**

Age of Student: Eleventh /twelfth grade or ages 17-21

Curricular Phases: Job Focus and Job Preparation

Purpose: The assessment information is used to:

1. Validate the student's vocational progress;
2. Generate employment options that are most suitable for the individual;
3. Formulate a specific transition plan from school to the community; and

4. Assess job-related social skills and target job-related social skill areas and types of problems for intervention and environmental matches.

**Description:** The vocational assessment at this level compiles information already gathered and focuses on the placement of the student in work experience or on-the-job training to gather additional information on the student's job skills, attitudes, interpersonal and social skills, and job/work preferences. The assessments at this level consist of informal observations of the student on the job, formal aptitude tests for specific careers, follow-up interviews with students and parents/caregivers, and/or work sample testing in instances where actual on-the-job experience is not possible. It is critical at this level that decisions regarding living arrangements and transportation needs are considered, since the work and career information being investigated can include both local and regional jobs.

**Forms:** Included in these curricular phases are the following:

#### Job-Related Social Skills

1. Parent/Teacher Assessment of Job-Related Social Skills
2. Student Assessment 1
3. Student Assessment 2
4. Employer Assessment 1
5. Employer Assessment 2
6. Job-Related Social Skills Assessment
7. Social Skills Assessment: Data Summary Sheet
8. Transition Plan
9. Work Exploration Exit Interview

#### Measures of Career Awareness/Vocational Interests

10. AAMD-Backer Reading-Free Vocational Interest Inventory
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50. Personnel Tests for Industry--Oral Directions Test
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LEVEL I

Assessment of Functional Skills

Career Exploration--Mild

Goal 2  
Activity 2

STUDENT INTERVIEW

To be completed by student:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

\*\*\*\*\*

What year are you planning to graduate? \_\_\_\_\_

Do you receive any special services at school? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, what kind? \_\_\_\_\_

\_\_\_\_\_

\*\*\*\*\*

Previous Work Experience

1. What jobs have you done around your house or school?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Have you ever had a job working for an employer? \_\_\_\_\_ Yes \_\_\_\_\_ No

Name of Employer	Type of Work	When
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Have you ever filled out a job application? \_\_\_\_\_ Yes \_\_\_\_\_ No

4. Have you ever been interviewed for a job? \_\_\_\_\_ Yes \_\_\_\_\_ No



Career Interests

1. What kind of job would you like to do when you graduate from high school or college?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What kinds of jobs are you interested in now? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Which of these jobs is the one you would most like to do?

First Choice: \_\_\_\_\_

Second Choice: \_\_\_\_\_

Third Choice: \_\_\_\_\_

4. What jobs would you like to find out more about? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What kind of work would you not like to do? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*

Skills

1. What would an employer like about you? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. What would an employer not like about you? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Do you have any skills you learned in school or elsewhere that would help you on a job? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*

Notes

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Interviewed By: \_\_\_\_\_ Date \_\_\_\_\_



Goal 2  
Activity 3

## PARENT INTERVIEW

General Student Information

Student's Name \_\_\_\_\_  
                                 First                                Middle                                Last

Birthdate \_\_\_\_\_ Age \_\_\_\_\_

Current Address \_\_\_\_\_ Phone \_\_\_\_\_

Parent/Caregiver \_\_\_\_\_ Phone \_\_\_\_\_

Parent/Caregiver Address \_\_\_\_\_  
 (If different from student's)

1. What kind of high school program would you like for your son or daughter (check all which apply)?
  - Classes preparing for college
  - Classes which teach basic reading, writing, and math
  - Classes which teach skills needed for independent living, such as cooking, budgeting, shopping, hygiene
  - Vocational classes such as business, mechanics, carpentry
  - Work/study or on-the-job training
  
2. What do you consider the most important skills for your son/daughter to learn in school (for example, math, reading, writing, spelling, job-seeking skills, job-keeping skills)?
  
3. When do you think your son/daughter will graduate? \_\_\_\_\_
  
4. In what kind of program would you like your son/daughter enrolled after finishing high school?
 

<input type="checkbox"/> College	<input type="checkbox"/> Junior College
<input type="checkbox"/> Military	<input type="checkbox"/> Industrial/trade school
<input type="checkbox"/> None	<input type="checkbox"/> Don't know
  
5. What do you see your son/daughter doing after leaving high school?
  - a. employment:
  
  - b. living arrangements:
  
  - c. leisure activities:

Page Two

6. What types of work do you think your son/daughter would like best? Why?
  
7. What types of work do you think your son/daughter might not like? Why?
  
8. What type of summer job do you think your son/daughter could perform this summer or next? Would he/she need training to do this?
  
9. What work behaviors/attitudes does your son/daughter have that an employer might like?
  
10. What specific job-finding or job-keeping skills would you especially like your son/daughter to learn?

Goal 2  
Activity 5

CLASS SUMMARY OF VOCATIONAL INTERESTS

Student Name	Prioritized Career/Job Interests	Math Level	Reading Level	Career Exploration Goals Needed (Circle)		
	1.			1	2	3
	2.			4	5	6
	3.			7	8	9
	1.			1	2	3
	2.			4	5	6
	3.			7	8	9
	1.			1	2	3
	2.			4	5	6
	3.			7	8	9
	1.			1	2	3
	2.			4	5	6
	3.			7	8	9
	1.			1	2	3
	2.			4	5	6
	3.			7	8	9

Class Summary of Vocational Interests  
Page Two

Student Name	Prioritized Career/Job Interests	Math Level	Reading Level	Career Exploration Goals Needed (Circle)		
	1.			1	2	3
	2.			4	5	6
	3.			7	8	9
	1.			1	2	3
	2.			4	5	6
	3.			7	8	9
	1.			1	2	3
	2.			4	5	6
	3.			7	8	9
	1.			1	2	3
	2.			4	5	6
	3.			7	8	9

Work observation sites needed:

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## PERMISSION TO PHOTOGRAPH

The vocational special education program offers students the opportunity to obtain job training in conjunction with classroom instruction in essential academic and social skills. Before students are placed on work sites, they participate in a series of activities designed to help them learn to carefully observe a job, identify the job skills and work behaviors required, and determine whether they have or could learn the necessary skills and behaviors.

Slides and videotapes of job sites help us train observational skills in the classroom. They may also be used for teacher training but will not be used commercially. If you will permit photographs or videotapes of specific job performance given advance notice and in compliance with your regulations, please sign below.

---

Signature

---

Date

---

Work Site

---

Taping Date

Goal 3  
Activity 3

## CAREER VALUES ACTIVITY SHEET

Here are 5 incomplete sentences to help you think about values. In the lists that follow each one, check every word that you want to finish the statement. If you like, you can add or change words.

After you mark all the words you want in a list, go back and number them in order of importance to you.

1. In my job, I want to \_\_\_\_\_

- |       |                      |       |                       |
|-------|----------------------|-------|-----------------------|
| _____ | make money           | _____ | take risks            |
| _____ | have fun             | _____ | follow directions     |
| _____ | be important         | _____ | work with others      |
| _____ | be physically active | _____ | be in charge          |
| _____ | make things          | _____ | do different things   |
| _____ | think                | _____ | be safe               |
| _____ | be independent       | _____ | make the world better |
| _____ | organize things      |       |                       |

2. In my job, I'd like to have \_\_\_\_\_

- |       |                   |       |                    |
|-------|-------------------|-------|--------------------|
| _____ | adventure         | _____ | money              |
| _____ | comfort           | _____ | power              |
| _____ | fun               | _____ | nice clothes, cars |
| _____ | happiness         | _____ | security           |
| _____ | free time         | _____ | peace and quiet    |
| _____ | nice surroundings | _____ | many friends       |

3. On the job, I want to be \_\_\_\_\_

- |       |                 |       |                |
|-------|-----------------|-------|----------------|
| _____ | brave           | _____ | honest         |
| _____ | smart           | _____ | caring         |
| _____ | confident       | _____ | competitive    |
| _____ | hard-working    | _____ | responsible    |
| _____ | creative        | _____ | free           |
| _____ | neat            | _____ | needed         |
| _____ | tough           | _____ | mature         |
| _____ | kind            | _____ | organized      |
| _____ | loyal           | _____ | powerful       |
| _____ | trusting        | _____ | funny          |
| _____ | easy to talk to | _____ | self-accepting |

4. In the world, I would like to work toward \_\_\_\_\_

- |       |                       |       |              |
|-------|-----------------------|-------|--------------|
| _____ | peace                 | _____ | brotherhood  |
| _____ | human rights          | _____ | arms control |
| _____ | developing technology |       |              |

Goal 3  
Activity 3

## CAREER VALUES ACTIVITY SHEET

WHO AM I?

Write words that describe you best in each box.

AM	WANT	NEED
HATE	DON'T	LOVE
HAVE	CAN	TRY

Adapted from Michelozzi, B.N. (1984). Coming Alive From 9 to 5.  
Palo Alto, CA: Mayfield Publishing.

Goal 2  
Activity 1

STUDENT SCHOOL RECORD  
SUMMARY FORM

Name \_\_\_\_\_ Social Security # \_\_\_\_\_  
Date of Birth \_\_\_\_\_ Age \_\_\_\_\_  
Parent/Caregiver \_\_\_\_\_  
Address \_\_\_\_\_ Phone \_\_\_\_\_

Career Interests:

Work Experience Placements:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

Assessment Data

Academic Ability

Reading Level _____	Test _____	Date _____
Math Level _____	Test _____	Date _____
Language _____	Test _____	Date _____

Intelligence

Verbal \_\_\_\_\_ Performance \_\_\_\_\_ Full Scale \_\_\_\_\_

Career Interests/Aptitudes

Test _____	Results _____
Date _____	_____
Test _____	Results _____
_____	_____

Motor Ability \_\_\_\_\_ Test \_\_\_\_\_ Date \_\_\_\_\_  
 Physical Capacities (taken from health record and observations)

	Yes	No
Climb/Balance	_____	_____
Stoop/Bend	_____	_____
Reach/Handle	_____	_____
Talk/Hear	_____	_____
Functional Vision	_____	_____
Lift/Carry (L) 10 lbs	_____	_____
(M) 20 lbs	_____	_____
(H) 50 lbs	_____	_____

Physical limitations \_\_\_\_\_

Health-Related Information \_\_\_\_\_

Learning Characteristics (from teacher observation):

- \_\_\_\_\_ Works well independently
- \_\_\_\_\_ Works well in a small group
- \_\_\_\_\_ Attends to large group instruction
- \_\_\_\_\_ Requires frequent change of activity
- \_\_\_\_\_ Responds best to reminders and organizers
- \_\_\_\_\_ Responds best to consistency in daily routine
- \_\_\_\_\_ Works well with peer tutors
- \_\_\_\_\_ Uses associational strategies to recall information
- \_\_\_\_\_ Requires assistance reading instructional materials
- \_\_\_\_\_ Responds best when materials are presented orally
- \_\_\_\_\_ Requires oral administration of tests
- \_\_\_\_\_ Can complete written assignments when given clear instructions
- \_\_\_\_\_ Responds best when materials are presented in writing
- \_\_\_\_\_ Responds to visual cues (highlighting, directional arrows)
- \_\_\_\_\_ Performs computations accurately (+ - \* division %)
- \_\_\_\_\_ Can determine the information needed and the operation required to solve a problem
- \_\_\_\_\_ Requires adaptations to perform computations (calculator)
- \_\_\_\_\_ Requires time extensions to complete work
- \_\_\_\_\_ Exhibits adequate oral communication skills in class

Areas in which student needs focused assistance (functional skills, expressive language, etc.) \_\_\_\_\_

Effective Reinforcers \_\_\_\_\_

Goal 6  
Activity 2

WORK OBSERVATION SITE DEVELOPMENT LOG

School:

City:

Contact Date	Site & Address	Contact Person/ Phone	Tasks	Observation Site	Training Site

Goal 6  
Activity 4

JOB SKILL/INDIVIDUAL SKILL ANALYSIS

Name \_\_\_\_\_ Date \_\_\_\_\_

Observation Site \_\_\_\_\_ Job \_\_\_\_\_

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I ALREADY HAVE.

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I DO NOT HAVE:

THESE ARE WAYS I COULD GAIN THE SKILLS I NEED:

THESE ARE POSSIBLE CHANGES IN THE WORKPLACE OR THE WAY THE JOB IS DONE THAT WOULD ALLOW ME TO DO THE JOB:

THIS JOB IS:                    \_\_\_\_\_ ONE I BELIEVE I COULD DO  
   \_\_\_\_\_ PROBABLY NOT RIGHT FOR ME

Goal 6  
Activity 1

STUDENT JOB ANALYSIS

Observer \_\_\_\_\_

Date \_\_\_\_\_

Job Site \_\_\_\_\_

Job \_\_\_\_\_

List each task you observed the worker perform to do this job:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_



B. Job Requirements: Check those observed and add comments, if needed.

- 1. Math  
Add \_\_\_\_\_ Subtract \_\_\_\_\_ Multiply \_\_\_\_\_ Divide \_\_\_\_\_  
Make Change \_\_\_\_\_ Tell Time \_\_\_\_\_ Measure \_\_\_\_\_
- 2. Reading  
Directions \_\_\_\_\_ Manuals \_\_\_\_\_ Labels/Signs \_\_\_\_\_
- 3. Writing \_\_\_\_\_
- 4. Speaking to:  
Supervisor \_\_\_\_\_ Coworkers \_\_\_\_\_ Customers \_\_\_\_\_ Others \_\_\_\_\_
- 5. Using the telephone to:  
Take messages \_\_\_\_\_ Give information \_\_\_\_\_ Make requests \_\_\_\_\_
- 6. Using hand tools \_\_\_\_\_
- 7. Operating machinery \_\_\_\_\_
- 8. Lifting, carrying, pushing, pulling \_\_\_\_\_
- 9. Other \_\_\_\_\_

C. Work behaviors: Check those observed and add comments, if needed.

- 1. Controls anger \_\_\_\_\_
- 2. Gets along with others \_\_\_\_\_
- 3. Gets to work on time \_\_\_\_\_
- 4. Finishes work on time \_\_\_\_\_
- 5. Works safely \_\_\_\_\_
- 6. Dresses appropriately \_\_\_\_\_
- 7. Shows enthusiasm for job \_\_\_\_\_
- 8. Maintains good grooming \_\_\_\_\_
- 9. Sticks to job until done \_\_\_\_\_
- 10. Works independently \_\_\_\_\_
- 11. Works neatly and accurately \_\_\_\_\_
- 12. Takes care of equipment \_\_\_\_\_
- 13. Asks for help when needed \_\_\_\_\_
- 14. Is honest \_\_\_\_\_
- 15. Accepts changes \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

D. Working conditions: Check those observed and add comments, if needed.

- |                           |                                  |
|---------------------------|----------------------------------|
| 1. Extremely hot _____    | 11. Good ventilation _____       |
| 2. Extremely cold _____   | 12. Tension and pressure _____   |
| 3. Humid _____            | 13. Distracting conditions _____ |
| 4. Wet _____              | 14. Hazardous _____              |
| 5. Dry _____              | 15. Working with others _____    |
| 6. Dusty and dirty _____  | 16. Working alone _____          |
| 7. Noisy _____            | 17. Working mostly inside _____  |
| 8. Supervised work _____  | 18. Working mostly outside _____ |
| 9. Independent work _____ | 19. Working many hours _____     |
| 10. Good lighting _____   | 20. Other _____                  |

Comments: \_\_\_\_\_

---

E. Interview an employee, supervisor, or manager to find out:

1. What training is required? Where can I get it?
2. What is the salary?
3. What are the hours?
4. Are there deadlines to meet?
5. How accurate does the work need to be?
6. What work habits are required to keep the job?

F. Self-Evaluation

1. Could you do this job with the skills you have?
2. Could you do this job with training? \_\_\_\_\_ What skills would you need to learn?
3. Is this a job you would like to do?

Goal 2  
Activity 2

STUDENT SELF INVENTORY

1. What do you do in your leisure time? (Sports, hobbies, etc.)
  
2. What jobs do you do at home? Do you get paid for them?
  
3. Have you ever worked for neighbors mowing lawns, weeding gardens, shoveling snow, baby-sitting, etc.?
  
4. What jobs do you do at school? (Office work, selling programs, tickets, concessions, manager of a team, etc.)
  
5. Have you ever done any volunteer work? If yes, please explain.
  
6. Have you ever had a job working for an employer? Where? How long?
  
7. What jobs do you think you would like to do?

8. What jobs do you think you are good at doing?
9. What job or jobs do you really think you would not like? Why?
10. Check the classes you like best:
- |   |   |                                      |
|---|---|--------------------------------------|
| <input type="checkbox"/> English        | <input type="checkbox"/> Agriculture    | <input type="checkbox"/> Typing      |
| <input type="checkbox"/> Math           | <input type="checkbox"/> Music          | <input type="checkbox"/> Art         |
| <input type="checkbox"/> Science        | <input type="checkbox"/> Home Economics | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Social Science | <input type="checkbox"/> Shop           | _____                                |
| <input type="checkbox"/> P.E.           | <input type="checkbox"/> Auto Mechanics | _____                                |
11. Check the classes you like least:
- |   |   |                                      |
|---|---|--------------------------------------|
| <input type="checkbox"/> English        | <input type="checkbox"/> Agriculture    | <input type="checkbox"/> Typing      |
| <input type="checkbox"/> Math           | <input type="checkbox"/> Music          | <input type="checkbox"/> Art         |
| <input type="checkbox"/> Science        | <input type="checkbox"/> Home Economics | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Social Science | <input type="checkbox"/> Shop           | _____                                |
| <input type="checkbox"/> P.E.           | <input type="checkbox"/> Auto Mechanics | _____                                |
12. Check the vocational courses you have taken:
- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Office Practices | <input type="checkbox"/> Consumer Ed    | <input type="checkbox"/> Food Preparation |
| <input type="checkbox"/> Shop             | <input type="checkbox"/> Typing         | <input type="checkbox"/> Other _____      |
| <input type="checkbox"/> Auto Mechanics   | <input type="checkbox"/> DECA           | _____                                     |
| <input type="checkbox"/> Agriculture      | <input type="checkbox"/> Home Economics | _____                                     |
13. Check as many kinds of jobs from the list as you want that you think you would enjoy doing if you had training.
- |  |   |
|--|---|
| <input type="checkbox"/> Maid                  | <input type="checkbox"/> Logger               |
| <input type="checkbox"/> Cook                  | <input type="checkbox"/> Carpenter            |
| <input type="checkbox"/> Waiter/Waitress       | <input type="checkbox"/> Gardener             |
| <input type="checkbox"/> House Painter         | <input type="checkbox"/> Librarian            |
| <input type="checkbox"/> Assembly Line Worker  | <input type="checkbox"/> Sales Clerk          |
| <input type="checkbox"/> Nurse's Aide          | <input type="checkbox"/> Mechanic             |
| <input type="checkbox"/> Delivery Service      | <input type="checkbox"/> Food Service Worker  |
| <input type="checkbox"/> Cashier               | <input type="checkbox"/> Laundry Worker       |
| <input type="checkbox"/> Day Care Worker       | <input type="checkbox"/> Truck Loader         |
| <input type="checkbox"/> Veterinarian's Aide   | <input type="checkbox"/> Janitor              |
| <input type="checkbox"/> Gas Station Attendant | <input type="checkbox"/> Receptionist         |
| <input type="checkbox"/> Dishwasher            | <input type="checkbox"/> Clean and Set Tables |
| <input type="checkbox"/> File Clerk            | <input type="checkbox"/> Stock Person         |
| <input type="checkbox"/> Grocery Store Worker  | <input type="checkbox"/> Other _____          |
| <input type="checkbox"/> Truck Driver          |   |

14. Check the things that you CAN do:

- |  |   |
|--|---|
| <input type="checkbox"/> Type                | <input type="checkbox"/> Use a calculator     |
| <input type="checkbox"/> Use a cash register | <input type="checkbox"/> Count money          |
| <input type="checkbox"/> Count Change        | <input type="checkbox"/> Change sheets on bed |
| <input type="checkbox"/> Clean a bathroom    | <input type="checkbox"/> Pump gas             |
| <input type="checkbox"/> Change a diaper     | <input type="checkbox"/> Feed a baby          |
| <input type="checkbox"/> Sweep               | <input type="checkbox"/> Mop                  |
| <input type="checkbox"/> Wash dishes by hand | <input type="checkbox"/> Load a dishwasher    |
| <input type="checkbox"/> Set a table         | <input type="checkbox"/> Ride a bicycle       |
| <input type="checkbox"/> Cook                | <input type="checkbox"/> Fold laundry         |
| <input type="checkbox"/> Lift heavy objects  | <input type="checkbox"/> Drive a car          |
| <input type="checkbox"/> Use a telephone     | <input type="checkbox"/> Use a vacuum         |
| <input type="checkbox"/> File by numbers     | <input type="checkbox"/> File alphabetically  |

15. List any other skills you have or things that you can do.

16. Circle the words that you think best describe you.

- |             |               |                |
|-------------|---------------|----------------|
| Honest      | Quiet         | Loud           |
| Dependable  | Hard Working  | Serious        |
| Cooperative | Joking        | Pleasant       |
| Happy       | Worried       | Afraid         |
| Hated       | Talkative     | Lazy           |
| Nervous     | Active        | Careful        |
| Capable     | Curious       | Easygoing      |
| Creative    | Considerate   | Energetic      |
| Emotional   | Trusting      | Trustworthy    |
| Strong      | Understanding | Cheerful       |
| Friendly    | Helpful       | Independent    |
| Intelligent | Kind          | Likeable       |
| Loyal       | Mature        | Outgoing       |
| Patient     | Quick         | Relaxed        |
| Reliable    | Responsible   | Self-Confident |
| Thoughtful  | Respected     | Leader         |
| Musical     | Artistic      | Perfectionist  |
| Competitive |               |                |

LEVEL I

Assessment of Functional Skills

Career Exploration--Moderate/Severe

Goal 1: Activity 1

LIVING SKILLS CHECKLIST

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Completed by: \_\_\_\_\_

Please check the skills that your child performs independently or with assistance and describe the type of assistance needed.

PERSONAL HYGIENE/GROOMING	I	W/Assistance (Describe)
<ol style="list-style-type: none"> <li>1. Washes hands</li> <li>2. Washes hair</li> <li>3. Washes body</li> <li>4. Uses deodorant</li> <li>5. Combs/brushes hair</li> <li>6. Brushes teeth</li> <li>7. Shaves using razor (electric or straight edge)</li> <li>8. Cleans/clips fingernails and toenails</li> <li>9. (Female) Handles feminine hygiene</li> <li>10. Uses kleenex/handkerchief</li> <li>11. Other _____</li> </ol>		
LAUNDRY/CLOTHING CARE	I	W/Assistance (Describe)
<ol style="list-style-type: none"> <li>1. Sorts clothes (light/white, dark/colored)</li> <li>2. Uses regular washer</li> <li>3. Uses regular dryer</li> <li>4. Folds/hangs clothes</li> <li>5. Other _____</li> </ol>		

## Goal 1: Activity 1

## Page Two

HOUSEKEEPING	I	W/Assistance (Describe)
<ol style="list-style-type: none"> <li>1. Dry mops/sweeps floor</li> <li>2. Wet mops floor</li> <li>3. Cleans bathroom</li> <li>4. Sets table for meal</li> <li>5. Clears dishes from table</li> <li>6. Washes dishes:               <ol style="list-style-type: none"> <li>a. Uses sink</li> <li>b. Uses dishwasher</li> </ol> </li> <li>7. Dries dishes</li> <li>8. Stores dishes/pans/utensils in proper place</li> <li>9. Cleans counter/table</li> <li>10. Disposes of garbage in garbage disposal or container</li> <li>11. Other _____</li> </ol>		
<p>MEAL PREPARATION/COOKING</p> <ol style="list-style-type: none"> <li>1. Assists with preparing meal</li> <li>2. Assists with preparing snacks</li> <li>3. Identifies kitchen utensils/cookware</li> <li>4. Identifies dishes</li> <li>5. Identifies appliances, etc. (stove, oven, refrigerator, dishwasher, cupboard, table, chair, sink, freezer)</li> <li>6. Other _____</li> </ol>	I	W/Assistance (Describe)
<p>TIME</p> <ol style="list-style-type: none"> <li>1. Distinguishes units of time:               <ol style="list-style-type: none"> <li>a. day/night</li> <li>b. morning/evening/afternoon</li> </ol> </li> <li>2. Distinguishes a.m./p.m.</li> <li>3. Distinguishes workdays/non-workdays</li> <li>4. Tells time by hour and 1/4 hour</li> <li>5. Sets and uses alarm clock</li> <li>6. Other _____</li> </ol>	I	W/Assistance (Describe)



Goal 1: Activity 1

Page Three

PERSONAL/SOCIAL SKILLS	I	W/Assistance (Describe)
<ol style="list-style-type: none"> <li>1. Carries identification (I.D.)</li> <li>2. Responds when spoken to</li> <li>3. Uses communication system if nonverbal</li> <li>4. Communicates basic needs: verbally, nonverbally</li> <li>5. Communicates full name: verbally, using I.D., written</li> <li>6. Communicates address, phone number: verbally, using I.D., written</li> <li>7. Communicates school or place of work: verbally, using I.D., written</li> <li>8. Expresses anger in acceptable manner</li> <li>9. Expresses fear in acceptable manner</li> <li>10. Expresses affection in acceptable manner at home, school and in the community</li> <li>11. Expresses dislike in acceptable manner</li> <li>12. Apologizes</li> <li>13. Initiates interactions with others</li> <li>14. Converses with family members and visitors</li> <li>15. Practices acceptable manners in/at:               <ol style="list-style-type: none"> <li>a. restaurant</li> <li>b. theater/spectator event</li> <li>c. party/dance</li> <li>d. church</li> <li>e. doctor</li> <li>f. dentist</li> </ol> </li> <li>16. Accepts/adjusts to situations that are contrary to own will or desire</li> <li>17. Accepts/adjusts to change</li> <li>18. Accepts/adjusts to novel situations: visitors, schedule change</li> <li>19. Uses acceptable table manners</li> <li>20. Engages in a passive activity: stereo, movie, etc. List preferences: _____</li> <li>21. Engages in solitary games List preferences: _____</li> <li>22. Engages in games with others List preferences: _____</li> <li>23. Engages in hobby/craft activity List preferences: _____</li> </ol>		

Goal 1: Activity 1  
Page Four

<p>MOBILITY</p>	<p>I</p>	<p>W/Assistance (Describe)</p>
<p>1. Crosses streets safely using traffic lights and pedestrian crossings 2. Knows way to selected locations</p>		
<p>COMMUNITY</p>	<p>I</p>	<p>W/Assistance (Describe)</p>
<p>1. Assists in making purchases at: a. Grocery stores b. Department stores/malls c. Convenience stores 2. Uses recreational facilities (bowling lanes, YMCA, parks, etc.)</p>		
<p>CHORES</p>	<p>I</p>	<p>W/Assistance (Describe)</p>
<p>1. Helps with household chores List: _____ _____</p>		

Goal 2: Activity 2

WEEKDAY SCHEDULE  
(Option 3)

Student \_\_\_\_\_ Date \_\_\_\_\_

Completed by \_\_\_\_\_

Directions: Please fill in the activities your child participates in during the week. Examples of completed weekday and weekend schedules are attached. This information will be used by your child's teacher to plan instructional activities that will benefit your family as well as the student.

Time	Activity	Present level of performance/ assistance necessary	Priority

Goal 2: Activity 2

WEEKEND SCHEDULE

Student \_\_\_\_\_ Date \_\_\_\_\_

Completed by \_\_\_\_\_

Directions: Please fill in the activities your child participates in during the week. Examples of completed weekday and weekend schedules are attached. This information will be used by your child's teacher to plan instructional activities that will benefit your family as well as the student.

Time	Activity	Present level of performance/ assistance necessary	Priority

Time	Activity	Present level of performance/ assistance necessary	Priority

PARENT PERMISSION FORM

I understand that my child will be participating in a work exploration program in the community that has been explained to me by school personnel. I also understand that there may be occasions when school personnel will transport my child to job interviews and job-related activities.

I hereby release the school and School District # \_\_\_\_\_ from any responsibility involved in:

\_\_\_\_\_ participating in a community work exploration program

\_\_\_\_\_ transportation by school personnel for job-related activities

Student accident or medical insurance is \_\_\_\_\_, is not \_\_\_\_\_ carried on my son or daughter \_\_\_\_\_  
(Name of student)

Name of insurance company: \_\_\_\_\_

Policy Number: \_\_\_\_\_

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

INITIAL STUDENT INTERVIEW

DIRECTIONS: The student interview form is used initially to find out how much the student knows about work and what work, if any, the student has performed in the past. The interview format is used in subsequent years to determine the student's job-related interests as she/he learns more about work and has a chance to try different jobs. The information obtained from the student interview is used when developing the IEP goals and objectives. The completed form may need to be evaluated by a person familiar with the student to check for accuracy.

To be completed by student:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ Age: \_\_\_\_\_

Street

City, State, Zip Code

Soc. Sec. #: \_\_\_\_\_

Graduation Date: \_\_\_\_\_

\*\*\*\*\*

Previous Work Experience

What jobs have you done:

At home \_\_\_\_\_

For neighbors \_\_\_\_\_

At school \_\_\_\_\_

\*\*\*\*\*

Career Interests

What jobs would you like to do?

\_\_\_\_\_

\_\_\_\_\_

Are there any jobs you would not like to do?

---

---

\*\*\*\*\*

School Interests

What would you like to learn in school?

---

---

\*\*\*\*\*

Interviewed by: \_\_\_\_\_ Date: \_\_\_\_\_



Goal 2  
Activity 2

STUDENT INTERVIEW

To be completed by student:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

\*\*\*\*\*

What year are you planning to graduate? \_\_\_\_\_

Do you receive any special services at school? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, what kind? \_\_\_\_\_

\_\_\_\_\_

\*\*\*\*\*

Previous Work Experience

1. What jobs have you done around your house or school?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Have you ever had a job working for an employer? \_\_\_\_\_ Yes \_\_\_\_\_ No

Name of Employer	Type of Work	When
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Have you ever filled out a job application? \_\_\_\_\_ Yes \_\_\_\_\_ No

4. Have you ever been interviewed for a job? \_\_\_\_\_ Yes \_\_\_\_\_ No

Career Interests

1. What kind of job would you like to do when you graduate from high school or college?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What kinds of jobs are you interested in now? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Which of these jobs is the one you would most like to do?

First Choice: \_\_\_\_\_

Second Choice: \_\_\_\_\_

Third Choice: \_\_\_\_\_

4. What jobs would you like to find out more about? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What kind of work would you not like to do? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*

Skills

1. What would an employer like about you? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. What would an employer not like about you? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Do you have any skills you learned in school or elsewhere that would help you on a job? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\*\*\*\*\*

Notes

\*\*\*\*\*

Interviewed By: \_\_\_\_\_ Date \_\_\_\_\_

Goal 2: Activity 4

STUDENT PROFILE

Directions: Complete and/or update form every few years to keep information current. This form is used to summarize and pass on critical information to subsequent teachers and Adult Service Agency personnel.

Student \_\_\_\_\_ Completed by \_\_\_\_\_

Date of Birth \_\_\_\_\_ Date Completed \_\_\_\_\_

Family History: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Medical History: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Social Characteristics: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Academic Skills: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Functional Skills (include domestic, rec./leisure, vocational and community functioning domains): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Likes (including reinforcers): \_\_\_\_\_  
\_\_\_\_\_

Dislikes: \_\_\_\_\_  
\_\_\_\_\_

Average speed/rate student performs tasks: \_\_\_\_\_

Goal 2: Activity 4

Page Two

Average attention span: \_\_\_\_\_

Average rate of acquisition of new skills: \_\_\_\_\_

Flexibility to adapting to new tasks, persons, environments, etc. \_\_\_\_\_

\_\_\_\_\_

Initiative \_\_\_\_\_

\_\_\_\_\_

Preferred learning modalities (e.g. auditory, visual, etc.) \_\_\_\_\_

\_\_\_\_\_

Overall strengths: \_\_\_\_\_

\_\_\_\_\_

Overall weaknesses (including any physical or medical limitations) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Goal 2: Activity 2

PARENT INTERVIEW  
(Option 1)

Directions: The Parent Interview form can be sent home along with the Living Skills Checklist and a cover letter explaining how to fill the forms out. The forms can then be discussed and completed, if necessary, at the parent meeting with the instructional team to develop long-term goals. An orientation meeting should be held before sending home any forms to explain the vocational curriculum and the hoped for involvement of the parents this year and in subsequent years.

Parent's Name \_\_\_\_\_ Student's Name \_\_\_\_\_

Completed by \_\_\_\_\_ Date Completed \_\_\_\_\_

1. What do you want for your son/daughter during the next year, in 5 years, after graduation in the areas of recreation/leisure, vocational, community functioning and domestic living?

Next Year

Recreation/Leisure \_\_\_\_\_

Vocational \_\_\_\_\_

Summer Job \_\_\_\_\_

Community Functioning \_\_\_\_\_

Domestic Living \_\_\_\_\_

High School

Recreation/Leisure \_\_\_\_\_

Vocational \_\_\_\_\_

Community Functioning \_\_\_\_\_

Domestic Living \_\_\_\_\_

After Graduation

Recreation/Leisure \_\_\_\_\_

Vocational \_\_\_\_\_

Community Functioning \_\_\_\_\_

Domestic Living \_\_\_\_\_

2. What skills would you like your child to learn in school (e.g., math, reading, writing, spelling, job-seeking skills, job-keeping skills, domestic living, community functioning, etc.)? Please list:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What most concerns you about the future of your son/daughter?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Goal 2: Activity 2  
Page Two

4. When your son/daughter made a transition in the past, e.g., from one school to another, what were the problems encountered, if any?
- 
- 
- 
5. Are you aware of any community agencies that will or might be involved with your son/daughter? Do you plan on making or maintaining contact with them?
- 
- 
- 
6. What type of work do you think your son/daughter would like best? Explain.
- 
- 
- 
7. What type of work do you think your son/daughter would like least? Explain.
- 
- 
- 
8. What recreational/leisure facilities has your son/daughter utilized? Which ones would you like him/her to use?
- 
- 
- 
9. What community activities does your son/daughter participate in (e.g. eating out, attending church, assisting with grocery shopping, etc.)? What would you like your child to use?
- 
- 
-

Goal 2: Activity 2

Parent Interview  
(Option 2)

Parent's Name \_\_\_\_\_ Student's Name \_\_\_\_\_

Completed by \_\_\_\_\_ Date Completed \_\_\_\_\_

Directions: Please fill out this form as completely as possible. This information is important for carrying out current programs at school and for future planning to meet the present and future needs of your child.

Degree of Independence:

- D = Dependent, needs maximal supervision
- SI = Semi-independent, needs minimal supervision
- I = Independent, needs no supervision

I. Domestic Domain

A. What domestic activities (e.g. washes dishes, makes bed, etc.) does your child presently participate in at home?

<u>Activity</u>	<u>Degree of Independence</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. What domestic areas would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

- \_\_\_ Dressing appropriately/choosing clothes
- \_\_\_ Clothing care (including laundry, ironing, mending)
- \_\_\_ Meal preparation
- \_\_\_ Housekeeping
- \_\_\_ Hygiene/grooming



Goal 2: Activity 2

Page Two

\_\_\_ Health education (including diet/exercise, sex education)

\_\_\_ Other, please list

_____	_____
_____	_____
_____	_____

II. Community Functioning Domain

A. What community activities does your child presently participate in (e.g. shops for groceries, walks to local convenience store)?

Activity

Degree of Independence

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. What community functioning activities would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

\_\_\_ Use public transportation

\_\_\_ Shop for groceries

\_\_\_ Use shopping center/mall

\_\_\_ Pedestrian safety

\_\_\_ Use restaurant

\_\_\_ Use public service agencies (post office, bank, employment agencies, etc.)

\_\_\_ Use public recreation facilities (bowling, swimming, tennis, etc.)

\_\_\_ Schedule appointments for health and grooming needs

Goal 2: Activity 2  
Page Three

\_\_\_\_ Other, please list

_____	_____
_____	_____
_____	_____

III. Recreation/Leisure Domain

A. What leisure activities does your child participate in at home (e.g. plays solitaire, participates in group games, reads, hobbies)

<u>Activity</u>	<u>Degree of Independence</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. What community leisure activities does your child participate in (e.g. bowls, uses YMCA, attends movies)

<u>Activity</u>	<u>Degree of Independence</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Goal 2: Activity 2  
Page Four

C. What leisure activities would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

- \_\_\_ Going to movies
- \_\_\_ Attending spectator sports
- \_\_\_ Participating in sports (individual or group). Please list:  
\_\_\_\_\_
- \_\_\_ Using library
- \_\_\_ Attending concerts, plays
- \_\_\_ Attending seasonal craft, art shows, etc.
- \_\_\_ Participating in church activities
- \_\_\_ Eating out
- \_\_\_ Attending community events (parades, rodeos, etc.)
- \_\_\_ Taking Parks and Rec. Dept. or continuing education classes
- \_\_\_ Attending after school social activities

IV. Vocational Domain

A. What chores does your child help with at home (e.g. mows lawn, carries out trash, makes bed, etc.)

<u>Activity</u>	<u>Degree of Independence</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Goal 2: Activity 2  
Page Five

B. What jobs does your chi'd like to do? \_\_\_\_\_  
\_\_\_\_\_

C. What jobs does your child not like to do? \_\_\_\_\_  
\_\_\_\_\_

D. What types of work would you not like your child to perform at school or in the community? \_\_\_\_\_  
\_\_\_\_\_

V. Additional Information

A. What type(s) of communication system(s) does your child use at home and/or in the community?

\_\_\_ Verbal

\_\_\_ Gestures

\_\_\_ Sign Language

\_\_\_ Other, please list

\_\_\_ Picture Book

\_\_\_\_\_

\_\_\_ Written Message

\_\_\_\_\_

B. Does your child have any physical limitations or take medicine that may affect his/her ability to participate in certain activities?

\_\_\_\_\_  
\_\_\_\_\_

C. Other

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

STUDENT INTEREST SUMMARY

Note: The student interest summary can be used as a way to summarize information gather from student and parent interviews conducted yearly. The information can then be used when planning yearly and long-term goals.

Student \_\_\_\_\_ Parents \_\_\_\_\_

Completed by \_\_\_\_\_ Date \_\_\_\_\_

Domain	Student's Goals	Parental Priorities	Teacher Priorities
Domestic	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
Community Functioning	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
Recreation/ Leisure	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.



Goal 2: Activity 4  
Page Two

---

	1.	1.	1.
Vocational	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.

---

Other Concerns: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Goal 5: Activity 4

WORK OBSERVATION FORM - Option 1

NAME \_\_\_\_\_ DATE \_\_\_\_\_

OBSERVATION SITE \_\_\_\_\_

JOB \_\_\_\_\_

LIST ACTIVITIES OBSERVED:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

WORKING CONDITIONS:

1. DOES THIS PERSON     WORK ALONE?     WORK WITH OTHERS?

2. DOES THIS PERSON     WORK INSIDE?     WORK OUTSIDE?

3. IS THIS JOB

\_\_\_ QUIET                      \_\_\_ LOUD

\_\_\_ CLEAN                      \_\_\_ DIRTY

OTHER \_\_\_\_\_  
\_\_\_\_\_

4. WHAT ARE THE WORK HOURS?

\_\_\_ MORNING              \_\_\_ AFTERNOON              \_\_\_ NIGHT

5. COMMENTS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



WORK OBSERVATION FORM  
Option 2

As an in-school activity after participating in a work observation, students can select the appropriate pictures to be attached to the work observation form; students then label the pictures using index cards printed with the correct word or phrase to use as a model, or the student may ask someone to help them if he is unable to write.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

OBSERVATION SITE \_\_\_\_\_

JOB \_\_\_\_\_

LIST ACTIVITIES OBSERVED:

1.

\_\_\_\_\_

2.

\_\_\_\_\_

3.

\_\_\_\_\_

4.

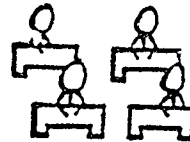
\_\_\_\_\_

WORKING CONDITIONS:

1. DOES THIS PERSON



\_\_\_\_\_ WORK ALONE?



\_\_\_\_\_ WORK WITH OTHERS?

2. DOES THIS PERSON



\_\_\_\_\_ WORK INSIDE?



\_\_\_\_\_ WORK OUTSIDE?

3. IS THIS JOB

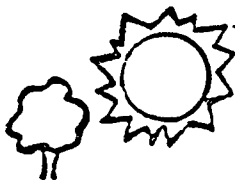


\_\_\_\_\_ QUIET?

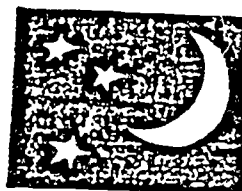


\_\_\_\_\_ LOUD?

4. WHAT ARE THE WORK HOURS?



\_\_\_\_\_ DAY .



\_\_\_\_\_ NIGHT

5. COMMENTS:

Goal 2  
Activity 2

STUDENT SELF INVENTORY

1. What do you do in your leisure time? (Sports, hobbies, etc.)
  
2. What jobs do you do at home? Do you get paid for them?
  
3. Have you ever worked for neighbors mowing lawns, weeding gardens, shoveling snow, baby-sitting, etc.?
  
4. What jobs do you do at school? (Office work, selling programs, tickets, concessions, manager of a team, etc.)
  
5. Have you ever done any volunteer work? If yes, please explain.
  
6. Have you ever had a job working for an employer? Where? How long?
  
7. What jobs do you think you would like to do?

8. What jobs do you think you are good at doing?

9. What job or jobs do you really think you would not like? Why?

10. Check the classes you like best:

- |   |   |                                      |
|---|---|--------------------------------------|
| <input type="checkbox"/> English        | <input type="checkbox"/> Agriculture    | <input type="checkbox"/> Typing      |
| <input type="checkbox"/> Math           | <input type="checkbox"/> Music          | <input type="checkbox"/> Art         |
| <input type="checkbox"/> Science        | <input type="checkbox"/> Home Economics | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Social Science | <input type="checkbox"/> Shop           | _____                                |
| <input type="checkbox"/> P.E.           | <input type="checkbox"/> Auto Mechanics | _____                                |

11. Check the classes you like least:

- |   |   |                                      |
|---|---|--------------------------------------|
| <input type="checkbox"/> English        | <input type="checkbox"/> Agriculture    | <input type="checkbox"/> Typing      |
| <input type="checkbox"/> Math           | <input type="checkbox"/> Music          | <input type="checkbox"/> Art         |
| <input type="checkbox"/> Science        | <input type="checkbox"/> Home Economics | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Social Science | <input type="checkbox"/> Shop           | _____                                |
| <input type="checkbox"/> P.E.           | <input type="checkbox"/> Auto Mechanics | _____                                |

12. Check the vocational courses you have taken:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Office Practices | <input type="checkbox"/> Consumer Ed    | <input type="checkbox"/> Food Preparation |
| <input type="checkbox"/> Shop             | <input type="checkbox"/> Typing         | <input type="checkbox"/> Other _____      |
| <input type="checkbox"/> Auto Mechanics   | <input type="checkbox"/> DECA           | _____                                     |
| <input type="checkbox"/> Agriculture      | <input type="checkbox"/> Home Economics | _____                                     |

13. Check as many kinds of jobs from the list as you want that you think you would enjoy doing if you had training.

- |  |   |
|--|---|
| <input type="checkbox"/> Maid                  | <input type="checkbox"/> Logger               |
| <input type="checkbox"/> Cook                  | <input type="checkbox"/> Carpenter            |
| <input type="checkbox"/> Waiter/Waitress       | <input type="checkbox"/> Gardener             |
| <input type="checkbox"/> House Painter         | <input type="checkbox"/> Librarian            |
| <input type="checkbox"/> Assembly Line Worker  | <input type="checkbox"/> Sales Clerk          |
| <input type="checkbox"/> Nurse's Aide          | <input type="checkbox"/> Mechanic             |
| <input type="checkbox"/> Delivery Service      | <input type="checkbox"/> Food Service Worker  |
| <input type="checkbox"/> Cashier               | <input type="checkbox"/> Laundry Worker       |
| <input type="checkbox"/> Day Care Worker       | <input type="checkbox"/> Truck Loader         |
| <input type="checkbox"/> Veterinarian's Aide   | <input type="checkbox"/> Janitor              |
| <input type="checkbox"/> Gas Station Attendant | <input type="checkbox"/> Receptionist         |
| <input type="checkbox"/> Dishwasher            | <input type="checkbox"/> Clean and Set Tables |
| <input type="checkbox"/> File Clerk            | <input type="checkbox"/> Stock Person         |
| <input type="checkbox"/> Grocery Store Worker  | <input type="checkbox"/> Other _____          |
| <input type="checkbox"/> Truck Driver          |   |

## 14. Check the things that you CAN do:

- |  |   |
|--|---|
| <input type="checkbox"/> Type                | <input type="checkbox"/> Use a calculator     |
| <input type="checkbox"/> Use a cash register | <input type="checkbox"/> Count money          |
| <input type="checkbox"/> Count Change        | <input type="checkbox"/> Change sheets on bed |
| <input type="checkbox"/> Clean a bathroom    | <input type="checkbox"/> Pump gas             |
| <input type="checkbox"/> Change a diaper     | <input type="checkbox"/> Feed a baby          |
| <input type="checkbox"/> Sweep               | <input type="checkbox"/> Mop                  |
| <input type="checkbox"/> Wash dishes by hand | <input type="checkbox"/> Load a dishwasher    |
| <input type="checkbox"/> Set a table         | <input type="checkbox"/> Ride a bicycle       |
| <input type="checkbox"/> Cook                | <input type="checkbox"/> Fold laundry         |
| <input type="checkbox"/> Lift heavy objects  | <input type="checkbox"/> Drive a car          |
| <input type="checkbox"/> Use a telephone     | <input type="checkbox"/> Use a vacuum         |
| <input type="checkbox"/> File by numbers     | <input type="checkbox"/> File alphabetically  |

## 15. List any other skills you have or things that you can do.

## 16. Circle the words that you think best describe you.

- |             |               |                |
|-------------|---------------|----------------|
| Honest      | Quiet         | Loud           |
| Dependable  | Hard Working  | Serious        |
| Cooperative | Joking        | Pleasant       |
| Happy       | Worried       | Afraid         |
| Hated       | Talkative     | Lazy           |
| Nervous     | Active        | Careful        |
| Capable     | Curious       | Easygoing      |
| Creative    | Considerate   | Energetic      |
| Emotional   | Trusting      | Trustworthy    |
| Strong      | Understanding | Cheerful       |
| Friendly    | Helpful       | Independent    |
| Intelligent | Kind          | Likeable       |
| Loyal       | Mature        | Outgoing       |
| Patient     | Quick         | Relaxed        |
| Reliable    | Responsible   | Self-Confident |
| Thoughtful  | Respected     | Leader         |
| Musical     | Artistic      | Perfectionist  |
| Competitive |               |                |

## STUDENT SELF-INVENTORY

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Directions: The instructor may go over the form and have the students begin to fill out the form as a group. The words that describe individual traits should be defined and illustrated so the students understand their meaning. The teacher should then conference individually with each student to ensure accurate completion of the form.

## 1. Things you CAN do:

- |  |   |
|--|---|
| <input type="checkbox"/> Type                | <input type="checkbox"/> Use a calculator       |
| <input type="checkbox"/> Use a cash register | <input type="checkbox"/> Count money            |
| <input type="checkbox"/> Count change        | <input type="checkbox"/> Change sheets on a bed |
| <input type="checkbox"/> Change a diaper     | <input type="checkbox"/> Pump gas               |
| <input type="checkbox"/> Clean a bathroom    | <input type="checkbox"/> Feed a baby            |
| <input type="checkbox"/> Sweep               | <input type="checkbox"/> Mop                    |
| <input type="checkbox"/> Wash dishes by hand | <input type="checkbox"/> Load a dishwasher      |
| <input type="checkbox"/> Set a table         | <input type="checkbox"/> Ride a bicycle         |
| <input type="checkbox"/> Cook                | <input type="checkbox"/> Fold laundry           |
| <input type="checkbox"/> Lift heavy objects  | <input type="checkbox"/> Drive a car            |
| <input type="checkbox"/> Use a telephone     | <input type="checkbox"/> Use a vacuum           |
| <input type="checkbox"/> File by numbers     | <input type="checkbox"/> File alphabetically    |
| <input type="checkbox"/> Dust                | <input type="checkbox"/> Cut up vegetables      |
| <input type="checkbox"/> Prepare salads      | <input type="checkbox"/> Pour coffee            |
| <input type="checkbox"/> Feed/water pets     | <input type="checkbox"/> Bathe pets             |
| <input type="checkbox"/> Wash car            | <input type="checkbox"/> Take care of garden    |

## Goal 2: Activity 3

Page Two

2. List other skills you can do:

---



---



---

3. Circle the words that describe YOU:

honest	quiet	loud
dependable	hard working	serious
cooperative	Joking	pleasant
happy	worried	afraid
talkative	lazy	nervous
active	careful	considerate
energetic	curious	easygoing
emotional	trusting	trustworthy
strong	understanding	cheerful
friendly	helpful	independent
kind	likeable	weak
loyal	mature	outgoing
shy	patient	quick
slow	reliable	responsible
self-confident	thoughtful	leader
musical	artistic	neat
organized	competitive	clean



JOB SKILL/INDIVIDUAL ANALYSIS FORM - Option 1

NAME \_\_\_\_\_ DATE \_\_\_\_\_

JOB TITLE \_\_\_\_\_

Tasks Observed	Skills	Skills/.daptations To Help Learn Tasks	I Can	I Can Learn	I Would Like To Do (Yes/No)



Goal 5: Activity 6

JOB SKILL/INDIVIDUAL SKILL ANALYSIS FORM - Option 2

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

OBSERVATION SITE: \_\_\_\_\_ JOB: \_\_\_\_\_

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I ALREADY HAVE:

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I DO NOT HAVE:

I CAN LEARN THESE SKILLS THE FOLLOWING WAYS:

IF I HAD THIS JOB, THESE ARE THE TASKS I CAN DO NOW:

I WOULD: \_\_\_\_\_ LIKE TO TRY THIS JOB

\_\_\_\_\_ DO NOT LIKE THIS JOB

Goal 5: Activity 5

**Note:** This informal inventory is an example of the information that can be obtained during the work observations conducted during Career Exploration, through a personal interview with the employer or when conducting business in the community. The questions on this survey can be changed to reflect the type of information you are interested in obtaining.

Informal Inventory of Community Businesses

Business \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_ Contact Person \_\_\_\_\_

The following information can be obtained by asking the employer and/or through observation during the work observations of Career Exploration, a tour of the business or when conducting business at the site:

1. Site Qualities:
  - Variety of jobs \_\_\_\_\_
  - Regular coworker contact \_\_\_\_\_
  - Speed not critical \_\_\_\_\_
  - Consistent workload \_\_\_\_\_
  - Work is nonhazardous \_\_\_\_\_
  - Work is repetitious \_\_\_\_\_

The following information can be obtained by asking the employer:

2. Primary Activity/Service:
  
3. Time of day, week or season when employer has greatest need for employment:
  
4. Time of day or week when work is slow (when a student being trained will not get in the way of other employees):
  
5. Operating hours:
  
6. Number of employees:
  
7. Number of new employees required each year (turnover rate):
  
8. Distance from school:

Goal 5: Activity 5

Page Two

9. Tasks observed that need to be performed but employer does not have sufficient manpower to get the tasks done:

10. Types of jobs available, general tasks that occur within each job, and jobs that can be broken into parts of jobs. (Refer to Goal 2, Activity 3 for further explanation).

LEVEL II

Assessment of Initial Career and  
Vocational Interest and Skills

Work Exploration--Mild/Moderate/Severe

STUDENT TRAINING PLAN

Student \_\_\_\_\_

Rating Key

Training Site \_\_\_\_\_

- 0 - Not sufficient opp. to learn
- 1 - Needs constant supervision
- 2 - Needs some supervision
- 3 - Can do task unsupervised

Work Supervisor \_\_\_\_\_

Check Task To Be Done	Task No.	Task	Rating											
	1.													
	2.													
	3.													
	4.													
	5.													
	6.													
	7.													
	8.													
	9.													
	10.													
	11.													
	12.													
	13.													
	14.													
	15.													
	16.													
	17.													
	18.													
	19.													
	20.													

STEP: University of Idaho  
Goal 1: Activity 5

COMMUNITY WORK SITE DEVELOPMENT LOG

CONTACT DATE	SITE	CONTACT PERSON/PHONE	TASKS	OBSERVATION SITE?	TRAINING SITE?	ANALYSIS AVAILABLE?
89						90

## STEP MANUAL - WORK EXPLORATION

## Goal 3: Activity 2

## STUDENT'S WORK LOG

Training Site \_\_\_\_\_

Day	Month	Date	Year
_____	_____	_____	_____

Activities:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Note: Students can describe in writing the tasks they completed at work that day on their own, combining vocabulary cards into sentences or by compiling pictures into a sequence of the tasks performed. This activity is useful because it helps students think about what they do on the job and learn vocabulary words related to work.



Goal 5: Activity 4  
Page Three

RESUME WORKSHEET

Section I.

OBJECTIVE: I AM SEEKING FULL-TIME OR PART-TIME EMPLOYMENT AS

\_\_\_\_\_.

\*\*\*\*\*

Section II.

PERSONAL INFORMATION

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
Street

\_\_\_\_\_ City State Zip Code

TELEPHONE NUMBER: \_\_\_\_\_

BIRTH DATE: \_\_\_\_\_

\*\*\*\*\*

Section III.

EDUCATION

NAME OF SCHOOL: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_

DATE OF GRADUATION: \_\_\_\_\_

Goal 5: Activity 4  
Page Four

Section IV.

WORK EXPERIENCE

NAME OF PLACE: \_\_\_\_\_

DATE EMPLOYED: \_\_\_\_\_

JOBS: \_\_\_\_\_  
\_\_\_\_\_

NAME OF PLACE: \_\_\_\_\_

DATE EMPLOYED: \_\_\_\_\_

JOBS: \_\_\_\_\_  
\_\_\_\_\_

NAME OF PLACE: \_\_\_\_\_

DATE EMPLOYED: \_\_\_\_\_

JOBS: \_\_\_\_\_  
\_\_\_\_\_

NAME OF PLACE: \_\_\_\_\_

DATE EMPLOYED: \_\_\_\_\_

JOBS: \_\_\_\_\_  
\_\_\_\_\_

NAME OF PLACE: \_\_\_\_\_

DATE EMPLOYED: \_\_\_\_\_

JOBS: \_\_\_\_\_  
\_\_\_\_\_

Goal 5: Activity 4  
Page Five

Section V.

INTERESTS

WHAT DO YOU LIKE TO DO AFTER SCHOOL OR IN YOUR FREE TIME?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*

Section VI.

REFERENCES

NAME: \_\_\_\_\_ POSITION: \_\_\_\_\_

PLACE OF EMPLOYMENT: \_\_\_\_\_

CITY & STATE: \_\_\_\_\_

TELEPHONE NO.: \_\_\_\_\_

NAME: \_\_\_\_\_ POSITION: \_\_\_\_\_

PLACE OF EMPLOYMENT: \_\_\_\_\_

CITY & STATE: \_\_\_\_\_

TELEPHONE NO.: \_\_\_\_\_

NAME: \_\_\_\_\_ POSITION: \_\_\_\_\_

PLACE OF EMPLOYMENT: \_\_\_\_\_

CITY & STATE: \_\_\_\_\_

TELEPHONE NO.: \_\_\_\_\_

Goal 5: Activity 4  
Page Six

RESUME

OBJECTIVE:

---

---

NAME:

---

ADDRESS:

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TELEPHONE:

---

BIRTHDATE:

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EDUCATION:

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EXPERIENCE:

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INTERESTS:

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REFERENCES:

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JOB ANALYSIS/INVENTORY  
Part I - General Information

Name of Business:

Address:

Telephone Number:

Contact Person:

List of Positions:

Position Being Evaluated:

List Duties Required of This Position:

Job Analysis Completed on what Components of Job Being Evaluated?

Job Description Available?  Yes (attached)  No

General Description of Work Setting:

Page Two

Work Hours:

Work Contingencies:

- a. Appropriate attire:
- b. Procedure for absences:
- c. Breaks:
- d. Clocking in:
- e. Attendance requirements:
- f. Hygiene requirements:
- g. Reasons for firing employees:
- h. Other:

Production Rate:

Quality Standards:

General Description of Social Environment:

Page Three •

JOB ANALYSIS/INVENTORY  
Part II - Job Analysis

NAME \_\_\_\_\_ DATE ASSESSED \_\_\_\_\_

DOMAIN \_\_\_\_\_ ENVIRONMENT \_\_\_\_\_

SUBENVIRONMENT \_\_\_\_\_ ACTIVITY \_\_\_\_\_

- + = Performed skill independently
- = Required assistance in performing skill
- ? = Student was not observed or did not have the opportunity to perform skill

---

ACTIVITY	+ - ?	DISCREPANCY
----------	-------	-------------

---

Page Four

JOB ANALYSIS/INVENTORY  
Part III - Supportive Skill Requirements

Reading Skills Required:

List of Reading/Vocabulary Words:

Math Skills Required: (List any specific skills needed)

Money Skill Requirements:

Writing Skills:

Discrimination Skills Needed:

Time-Telling/Time-Judgement Skills Required:



Page Five

Physical Skill Requirements:

Tool and Machine Skills:

Verbal/Nonverbal Language Skills: (List specific interactions that occur on a regular basis)

Interpersonal Skills Required: (List specific skills)

Other Skill Requirements:

STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 9

(Name of School)  
TRAINING AGREEMENT COVER SHEET  
(Teacher, Employer and Parent Copy)

Student \_\_\_\_\_ Age \_\_\_\_\_

S.S.N. \_\_\_\_\_ Home Telephone \_\_\_\_\_

School \_\_\_\_\_ Telephone \_\_\_\_\_

Employer/Training Sponsor \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Work Exploration Supervisor \_\_\_\_\_

\*\*\*\*\*

Beginning Date \_\_\_\_\_

Ending Date \_\_\_\_\_

Work Hours \_\_\_\_\_ to \_\_\_\_\_ M T W Th F

On the following holidays/vacations, the student:

\_\_\_\_\_ will work

\_\_\_\_\_ will not work

(list all holiday, vacation and other dates when school will not be in session in this space)

## STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 9  
Page Two

(Name of School)  
TRAINING AGREEMENT

## The Employer/Training Sponsor Agrees To:

1. Develop a training plan with the work-experience coordinator;
2. Work with the coordinator to ensure the best possible training;
3. Help to evaluate the student's performance;
4. Provide time for consultation with the coordinator to discuss the student's progress;
5. Consult with the work-experience coordinator if dismissal is anticipated; conferences should be held to avoid dismissal.

## The Student Agrees To:

1. Be regular in attendance on the job;
2. Inform the employer and the coordinator in the event of illness or absence;
3. Perform work responsibilities in an efficient and willing manner;
4. Demonstrate appropriate dress and grooming habits and act in an appropriate manner;
5. Conform to the rules and regulations of the work site;
6. Be subject to discharge at any time because of poor work habits or dishonesty.

## The Parent/Guardian Agrees To:

1. Share responsibility for school and job attendance, including calling the employer in case of illness or absence;
2. Encourage the student to succeed in school work and work experience.

## STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 9

Page Three

The Work-Exploration Coordinator Agrees To:

1. Develop a training plan with the employer;
2. Provide necessary related classroom instruction;
3. Supervise and provide training needed by the student on a regular basis as agreed upon with the employer;
4. Evaluate the student's performance on a regular basis with input from the employer;
5. Inform parents and student of progress made at the work site.

The coordinator and/or employer reserve the right to withdraw the student from the work station under the following conditions:

- a. The student is no longer enrolled in school;
- b. The student's attendance or performance is unsatisfactory;
- c. The policies or rules of the employer are abused by the student;
- d. The student decides to terminate the training;
- e. The activities no longer need to be performed at the site;
- f. The student is performing the job at a competitive rate.

Student	Date
Parent/Guardian	Date
Employer	Date
Work-Experience Coordinator	Date

## STEP MANUAL - WORK EXPLORATION

## Goal 1: Activity 9

Directions: This form should be reviewed with the students before obtaining their signature. The signed form can then be placed in each student's vocational notebook.

STUDENT TRAINING AGREEMENT - Option 1  
(Student Copy)

Training Site \_\_\_\_\_

Work Hours \_\_\_\_\_ to \_\_\_\_\_ M T W Th F

On the following holidays/vacations, the student:

\_\_\_\_\_ will work \_\_\_\_\_ will not work

(list all holiday, vacation and other dates when school will not be in session in this space)

The Student Agrees To:

1. Be on time.
2. Call employer and teacher if sick. (Explain procedure)
3. Show that you like your job. (Explain and roleplay)
4. Come to work clean and dressed neatly.
5. Work quickly.
6. Check your work.
7. Be honest.
8. Follow the rules. These rules are:  
(list and explain rules)

**REMEMBER!** You may be hired if:

- a. You come to work regularly and on time.
- b. Your appearance is neat and clean.
- c. You show you like your job.

**REMEMBER!** You may be fired at any time if:

- a. Your work is not satisfactory.
- b. You are dishonest.
- c. Your work habits are poor.

The above form has been explained to me and I understand and agree to follow these rules.

\_\_\_\_\_  
Student

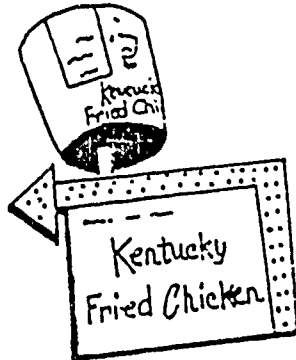
\_\_\_\_\_  
Date

\_\_\_\_\_  
Work-Experience Coordinator

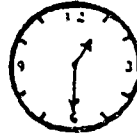
\_\_\_\_\_  
Date

STUDENT TRAINING AGREEMENT - Option 2  
(Student Copy)

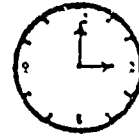
Training Site:



Work Hours:



1:30  
(Start Work)



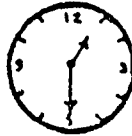
3:00  
(Stop Work)

M T W Th F

You \_\_\_\_\_ will \_\_\_\_\_ will not work on these dates: (the student will need to be reminded of this before each date)

I agree to:

1. Be to work on time.



2. Call if sick.



3. Be clean and neat.

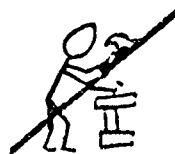


4. Show that I like my job.



5. (list other rules specific to job)

You can be fired if you don't follow these rules.



You can earn (points, tokens, money, praise, etc.) if you follow these rules.



\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Work Experience Coordinator

\_\_\_\_\_  
Date

VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part I

Option 1

Note: Refer to job analyses for each job for more detailed information.

Site	Job title	Dates start/end	Days per week	Hours per work session	Paid/nonpaid	Tasks/activities performed	Job preference

VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part II

Option 1

Site	Job Title	Adaptations (include adapted materials, devices & physical environ.)	Supervision/Personal Assistance Provided (Current level of independence)	Average Rate/ Quality of Work



VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part I

Option 2

Note: Refer to job analyses for each job for more detailed information.

Site	Job title	Dates start/end	Days per week	Hours per work session	Paid/nonpaid	Tasks/activities performed	Job preference

VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part II

Option 2

1. Daily Work Sequence

a. Describe the typical time sequence for the activities performed by the student:

b. Student is required to follow a specific, pre-established routine: \_\_\_ Yes \_\_\_ No  
Comments:

2. Adaptations/Modifications

Describe any adapted materials, devices and/or adaptations to the physical environment that were used to increase student's ability to perform the job tasks:

## STEP MANUAL - WORK EXPLORATION

## Goal 3: Activity 2

## STUDENT'S SELF-EVALUATION FORM

Name \_\_\_\_\_ Date \_\_\_\_\_

Training Site \_\_\_\_\_

	Yes	Needs Work
<u>Do You:</u>		
1. Follow directions?		
2. Get along with people at work?		
3. Come to work every day?		
4. Work hard?		
5. Show an interest in the job?		
6. Come to work on time?		
7. Dress appropriately for work?		
8. Look neat and clean?		
9. Work quickly?		

I missed the following days of work (give reason): \_\_\_\_\_

I feel good about these things concerning my work: \_\_\_\_\_

I need to improve these things about my work: \_\_\_\_\_

Journal Entry: (See examples of journal questions on next page)

## STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 1

WORK EXPLORATION COORDINATOR'S  
EVALUATION FORM

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Training Site \_\_\_\_\_ Supervisor \_\_\_\_\_

1. List tasks the student is working on presently; describe performance on current tasks.
  
2. List areas where the student needs help with training, describe instructional ideas.
  
3. List academic skills identified at the training site that the student can work on in class.
  
4. Social skills:
  - a. Comment on student's strengths observed during the week.
  
  - b. List areas in which student needs to improve.

TASK ASSESSMENT DATA SHEET

NAME \_\_\_\_\_

WORKSITE \_\_\_\_\_

GOAL \_\_\_\_\_  
\_\_\_\_\_

DATE	TASK	TIME BEGAN	TIME COMPLETED	ITEMS COMPLETED	TOTAL TIME	COMMENTS
116						117

Goal 3: Activity 1



## STEP MANUAL - WORK EXPLORATION

## Goal 3: Activity 1

## STUDENT PROGRESS REPORT

Student \_\_\_\_\_ Job Title \_\_\_\_\_

Training Site \_\_\_\_\_ Date \_\_\_\_\_

Note to supervisor: This rating sheet is used by the special education program for counseling. Please compare the trainee's performance to the expectations that you have for a competitive employee and check the appropriate column.

	Unacceptable	Acceptable	Comments
1. On time and at work regularly Number of days missed since last report			
2. Personal appearance			
3. Attitude toward job			
4. Ability to get along with coworkers			
5. Ability to follow directions			
6. Ability to take correction			
7. Ability to work unsupervised			
8. Rate of production			
9. Quality of work			

Are you satisfied with student's progress? \_\_\_\_\_

Additional comments:

\_\_\_\_\_  
Supervisor's Signature

Goal 6: Activity 1

## PROGRAM EVALUATION

Work Station:

Supervisor:

Date of Evaluation:

We are always looking for way to improve our program and our effectiveness as work experience supervisors. In order to do this, we would appreciate your comments on the following questions and any additional suggestions.

1. Was supervision of the student adequate--too much supervision, not enough?
2. Did the work exploration program interfere with the operation of business and/or the employees in any way?
3. Were you given a realistic idea of what to expect from this program?
4. Knowing what is involved, are you willing to accept students for this program next semester?
5. Are you willing to pay a student for work experience?
6. If asked, will you write a letter of recommendation or talk with other businesses who have questions about becoming a work station site?
7. Suggestions for improvement, additional comments, etc. (use back of paper, if necessary)

THANK YOU FOR YOUR COOPERATION!



Goal 6: Activity 2

END OF THE YEAR EVALUATION

Student's Name \_\_\_\_\_

Site \_\_\_\_\_

	Ability Compared with Average Employee		Comments
	Equal to	Below Average	
Student:			
<u>Is reliable</u>			
<u>Gets along with coworkers</u>			
<u>Has acceptable behavior</u>			
<u>Productivity</u>			
<u>Quality of work</u>			

Does student show potential for future employment? \_\_\_\_\_

Student's greatest strengths? \_\_\_\_\_

Problems student may encounter? \_\_\_\_\_

May student use your name as a reference? \_\_\_\_\_ Yes \_\_\_\_\_ No

Supervisor \_\_\_\_\_

Date \_\_\_\_\_

Position \_\_\_\_\_

Address \_\_\_\_\_

Telephone Number \_\_\_\_\_

LEVEL III

Assessment of Career and Job Employability

PARENT/TEACHER ASSESSMENT  
OF JOB-RELATED SOCIAL SKILLS

Student Name: \_\_\_\_\_

Please review the social skills listed below and use the following scale to evaluate the student's performance on the job. Record a 1,2,3, or 4 rating for each skill.

1 = I have had no opportunity to observe the student's performance

2 = The student does not have the skill.

3 = The student has the skill but doesn't always perform it.

4 = The student performs the skill consistently and independently.

SKILL	RATING
Is honest	
Accepts and follows instructions	
Keeps hair, teeth, clothes & body clean	
Maintains self-control	
Explains problems and asks for help appropriately	
Shows interest in the job and is willing to learn new tasks	
Works cooperatively with supervisor and co-workers	
Chooses suitable clothes for work	

SKILL	RATING
Accepts criticism	
Accepts changes in work assignments and schedules	
Refrains from conducting personal business on the job	

Rater \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

PLEASE READ EACH SKILL LISTED BELOW. THINK ABOUT SITUATIONS THAT HAVE HAPPENED ON YOUR JOB. FOR EACH SKILL, DECIDE WHETHER OR NOT YOU HAVE A PROBLEM ON THE JOB. THEN MARK THE APPROPRIATE BOX.

	PROBLEM	NO PROBLEM
Being honest		
Accepting and following instructions		
Keeping hair, teeth, clothes & body clean		
Controlling anger and stress		
Explaining problems and asking for help		
Showing interest in the job and willingness to learn new tasks		
Working cooperatively with supervisor and co-workers		
Choosing suitable clothes for work		
Accepting criticism		
Accepting changes in work assignments and schedules		
Saving personal business for after work		

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

THINK ABOUT THE SKILLS WHICH YOU MARKED AS PROBLEMS ON THE JOB.  
USE THE SCALE BELOW TO DESCRIBE YOUR PERFORMANCE ON THE PROBLEM SKILLS.

1 = I don't know how I do on the job.

2 = I can't have the skill.

3 = I have the skill but I don't always use it.

SKILL	RATING
Being honest	
Accepting and following instructions	
Keeping hair, teeth, clothes & body clean	
Controlling anger and stress	
Explaining problems and asking for help	
Showing interest in the job and willingness to learn new tasks	
Working cooperatively with supervisor and co-workers	
Choosing suitable clothes for work	
Accepting criticism	
Accepting changes in work assignments and schedules	
Saving personal business for after work	

STEP: University of Idaho

Employer Assessment 1

Revised 10/26/86

Student \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Employer \_\_\_\_\_

FOR EACH SKILL, PLEASE INDICATE WHETHER THE ABOVE STUDENT HAS A PROBLEM  
IN THE JOB BY MARKING THE APPROPRIATE BOX.

	PROBLEM	NO PROBLEM
Being honest		
Accepting and following instructions		
Keeping hair, teeth, clothes & body clean		
Controlling anger and stress		
Explaining problems and asking for help		
Showing interest in the job and willingness to learn new tasks		
Working cooperatively with supervisor and co-workers		
Choosing suitable clothes for work		
Accepting criticism		
Accepting changes in work assignments and schedules		
Saving personal business for after work		

Student \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Employer \_\_\_\_\_

THE SKILLS WHICH ARE CIRCLED HAVE BEEN IDENTIFIED AS PROBLEMATIC FOR THE ABOVE STUDENT. PLEASE USE THE SCALE BELOW TO DESCRIBE THE STUDENT'S PERFORMANCE ON THE PROBLEM SKILLS.

- 1 = I have had no opportunity to observe the student on this skill.
- 2 = The student doesn't have the skill.
- 3 = The student has the skill but doesn't always use it.

SKILL	RATING
Being honest	
Accepting and following instructions	
Keeping hair, teeth, clothes & body clean	
Controlling anger and stress	
Explaining problems and asking for help	
Showing interest in the job and willingness to learn new tasks	
Working cooperatively with supervisor and co-workers	
Choosing suitable clothes for work	
Accepting criticism	
Accepting changes in work assignments and schedules	
Saving personal business for after work	



Name \_\_\_\_\_ School \_\_\_\_\_

VIDEOTAPED SCENARIOS

2= Could not tell or show (skill deficit)

3= Could tell or show (performance deficit)

	Videotape Level		
	1	2	3
Being honest			
Accepting and following instructions			
Keeping hair, teeth, clothes & body clean			
Controlling anger and stress			
Explaining problems and asking for help			
Showing interest in the job and willingness to learn new tasks			
Working cooperatively with supervisor and co-workers			
Choosing suitable clothes for work			
Accepting criticism			
Accepting changes in work assignments and schedules			
Saving personal business for after work			

RATER: \_\_\_\_\_ DATE: \_\_\_\_\_

SOCIAL SKILLS ASSESSMENT: DATA SUMMARY SHEET

Student Name \_\_\_\_\_ School \_\_\_\_\_

RATINGS

SKILL	SELF		ADULT*	TEACHER	EMPLOYER		VIDEO
	P/NP	#			P/NP	#	
Being honest							
Accepting and following instructions							
Keeping hair, teeth, clothes & body clean							
Controlling anger and stress							
Explaining problems and asking for help							
Showing interest in the job and willingness to learn new tasks							
Working cooperatively with supervisor and co-workers							
Choosing suitable clothes for work							
Accepting criticism							
Accepting changes in work assignments and schedules							
Saving personal business for after work							

\*parent, guardian, or other

COMMENTS:

**SAMPLE 1  
IDAHO INDIVIDUAL TRANSITION PLAN  
SUMMARY OF ANNUAL TRANSITION PLANNING AREAS**

Student's Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

School \_\_\_\_\_

Projected Date of Graduation or  
Program Completion \_\_\_\_\_

Facilitator \_\_\_\_\_

**DIRECTIONS:** Address all nine transition areas yearly, even though action may be taken only in specific areas.

Indicate with a checkmark: 1) the area(s) in which planning is occurring;  
2) the area(s) that are IEP related

TRANSITION PLANNING AREAS	Year 1		Year 2		Year 3		Year 4		Year 5	
	Date _____	Age _____	Date _____	Age _____	Date _____	Age _____	Date _____	Age _____	Date _____	Age _____
	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED
1. Financial/Income										
2. Voc Train/Placement, Post Sec Ed										
3. Living Arrangements										
4. Personal Management										
5. Leisure/Rec										
6. Transportation										
7. Medical Services										
8. Advocacy/ Legal Serv										
9. Personal/ Family Rel										
10. Other										

## Gola 6: Activity 3

Name \_\_\_\_\_ Date \_\_\_\_\_

Interviewer \_\_\_\_\_ Year of Graduation \_\_\_\_\_

## WORK EXPLORATION EXIT INTERVIEW

Work Exploration

1. What skills did you learn from work exploration this semester?
2. Do you feel that you have the skills necessary to be employed in your current job? Why? What skills do you need to become employed?
3. How could you have been better prepared to work at your job?
4. What jobs are you interested in trying next year?
5. Did this job change your attitude about work or anything else?
6. Did not earning money for the work you did affect your work in any way?
7. If I called your employer, what would he say about you?

In-Class Activities

1. Did the work done in class this year help you on the job? How? Did it help you in other areas besides your job?
2. On the attached sheet, check the in-class activities that were of help to you.
3. What skills would you like to learn next year?

## STEP MANUAL - WORK EXPLORATION

## Goal 6: Activity 3

## Page Two

General

1. What do you think you are good at?
2. In what areas do you think you need help?
3. Would you rather work or go to school? Why?
4. In what ways could the time you spend in school be made more useful?
5. What are your plans for this summer? Would you like help getting a job?
6. What do you see yourself doing after graduating?
7. What grade do you expect for this semester?

LEVEL III

Assessment of Career and Job Employability

Name of Test AAHD-Backer Reading-Free Vocational Interest Inventory

Type of Test Screening Inventory

Address to obtain test American Association on Mental Deficiency  
5201 Connecticut Ave, N.W.  
Washington, D.C. 20015

(Measures what area) Vocational Interests

Cost Initial _____	Scoring Procedures <input checked="" type="checkbox"/> Hand Scored	Time for Scoring 10 min.	Administration Procedure <input checked="" type="checkbox"/> Group Time Required <u>10-15</u> min
Per Pupil \$1.25 (ea. book some quantity discount)	<input type="checkbox"/> Machine Scored		<input checked="" type="checkbox"/> Individual Time Required <u>10-15</u> min

Brief Description of Test: A picture-interest inventory, with separate forms for males and females. Pictures, representing, according to the manual, "the kind and type of job tasks in which mentally retarded persons are proficient and productive," are arranged in groups of threes; the student circles the picture in each group that is best liked. There are 55 male triads representing 11 occupational clusters, and 40 female triads representing 8 occupational clusters. A scoring grid and profile form is attached to each consumable test booklet.

Face Validity- good for students who can understand content of pictures; poor for students lacking career awareness.  
Norming- Norms provided for EMR public school males and females, grades 9-12, and for EMR residential males and females, ungraded. All N's are over 1000 cases.

Reading Level None required	Population for which test is best Suited		
	Handicap	Age	Grade Level
	EMR	14 up	high school

Other comments by the Reviewer:

- Inventory is both sex-biased and content biased - EMR's may not be limited to the types of jobs depicted.
- Would be more economical if separate answer sheet were available so that test booklets could be re-used.
- Easy to administer and score
- Should be interpreted in light of all other known data about the student.

119

## MEASURES OF CAREER AWARENESS / VOCATIONAL INTERESTS

1. AAMD - Becker Reading - Free Vocational Interest Inventory
2. California Occupational Preference System
3. Career Awareness Inventory
4. Career Orientation Placement and Evaluation Survey
5. Career Maturity Inventory
6. Comprehensive Career Assessment Scale
7. Geist Picture Interest Inventory
8. Gordon Occupational Checklist
9. Individual Career Exploration
10. Individual Career Exploration - Picture Form
11. Ohio Vocational Interest Survey
12. Picture Interest Exploration Survey
13. The Self-Directed Search
14. Valpar Vocational Interest Screening
15. Vocational Interest, Experience, and Skill Assessment
16. Vocational Interest and Sophistication Assessment
17. Vocational Preference Inventory
18. Wide Range Interest-Opinion Test

## MEASURES OF ACHIEVEMENT / FUNCTIONAL SKILLS

19. Adult Basic Learning Examination
20. Brigance Diagnostic Inventory of Essential Skills
21. Duval County Functional Literacy Test
22. Everyday Skills Test
23. Fundamental Achievement Series
24. Program for Assessing Youth Employment Skills
25. San Francisco Vocational Competency Scale
26. Social and Prevocational Information Battery
27. Social and Prevocational Information Battery - Form T
28. Street Survival Skills Questionnaire
29. Tests of Adult Basic Education
30. Tests for Everyday Living

## DEXTERITY TESTS

31. Bennett Hand Tool Dexterity Test
32. Crawford Small Parts Dexterity Test
33. Pennsylvania Bi-Manual Dexterity Test
34. Purdue Pegboard
35. Minnesota Rate of Manipulation Test
36. Minnesota Spatial Relations Test

## APTITUDE TESTS

37. Bennett Mechanical Comprehension Test
38. Career Ability Placement Survey
39. Dailey Vocational Tests
40. Minnesota Clerical Test
41. Personnel Tests for Industry - Oral Directions Test
42. Revised Minnesota Paper Form Board Test



Name of Test	California Occupational Preference System (COPS)	Type of Test	Screening	Inventor
Address to obtain test	Educational and Industrial Testing Service P.O. Box 7234 San Diego, Calif. 92107	(Measures what area)	Vocational Interests	
Cost Initial _____	Scoring Procedures <input checked="" type="checkbox"/> Hand Scored <input checked="" type="checkbox"/> Machine Scored	Time for Scoring variable - student-scored _____	<input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Individual	Administration Procedure Time Required <u>1 hr.</u> Time Required _____
Per Pupil \$ .45 approx. specimen set: \$6.50				

**Brief Description of Test** A forced-choice interest inventory. Student is given a job description, such as "Plant or grow flowers or vegetables," and is asked to respond on a four-point scale: L = like very much; l = like moderately; d = dislike moderately; and D = dislike very much. Generates 14 scores by major occupational groupings. Available in three forms: COPS-1, junior-senior high/college/adult; COPS-11 - elementary/intermediate; COPS-R - junior/senior high.

Face Validity - Fair

Norming - Percentiles are given, based on a sample of 8000 public school elementary and secondary students.

Reading Level	Population for which test is best Suited		
	Handicap	Age*	Grade Level*
6th for COPS-R High School - for Cops.	LD/ED w/reading ability	12 up	junior high and up

Other comments by the Reviewer:

- Correlated with the Career Ability Placement Survey (CAPS) and with the Career Orientation Placement and Evaluation Survey (COPES)
- Designed primarily as a career exploration tool.
- A variety of teaching materials related to career exploration is available

\*COPS-11 is designed to be used with an elementary school population.

Name of Test Career Awareness Inventory (CAI) (c) 1974

Type of Test Screening Inventory

Address to obtain test  
Scholastic Testing Service  
480 Meyer Road  
Bensenville, Illinois 60106

(Measures what area) Career Awareness

Cost Initial <u>\$13.00 for 20</u> students Per Pupil <u>\$8.50 for 50</u> students	Scoring Procedures <input checked="" type="checkbox"/> Hand Scored Score key \$.50 <input checked="" type="checkbox"/> Machine Scored \$.80 per pupil*	Time for Scoring <u>10 minutes</u>	Administration Procedures <input checked="" type="checkbox"/> Group Time Required <u>60-90 min.</u> may be broken down <input checked="" type="checkbox"/> Individual Time Required _____
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**Brief Description of Test** The written portion of this instrument refers to a picture of a person performing a job. There are 35 five choice items and 41 two choice items. The CAI is based on the Taylor model which has two dimensions. One deals with the functions and contents of occupations in 12 broad institutional areas. The other deals with seven status or socio-economic levels of occupations into which are incorporated the variables of choice such as job requirements, mobility, lifestyle and experiences.

Part 1 - student identifies workers and related occupations, given a picture, Part 2 - awareness of educational requirements; Part 3 - familiarity with specific workers; Part 4 - student is asked to differentiate between product and service occupations; Part 5 - student identifies job with higher status; Part 6 - student. (Cont'd on bottom of page)

**Face Validity** - good - the DOT and Manpower requirements served as validated sources for item writing.  
**Norming** The content validity was further established by a panel of three specialists - one in elementary education, one in counseling and one in career education.

It is a criterion referenced measure.

Statistics are available, based on 120 6th grade students from upstate New York (given in Manual)

Reading Level  3rd-4th Can be given orally	Population for which test is best Suited		
	Handicap	Age	Grade Level
	any	14-16	4-8th or 9th

Other comments by the Reviewer:

A very useful instrument in determining the student's level of knowledge about careers and in planning remedial approaches.

\*Minimum scoring service charge \$15.00

**Brief Description of Test, Cont'd**

12 ID's job that does not belong in cluster; Part 7 - ID's worker characteristics.

Name of Test Career Orientation Placement and Evaluation Survey (COPES) Type of Test Screening Inventory

Address to obtain test

Educational and Industrial Testing Service  
P.O. Box 7234  
San Diego, Calif. 92107

(Measures what area) Work values

Cost Initial <u>2.25</u> specimen set booklets: <u>25/\$8.25</u> Per Pupil _____ scoring guide: <u>25/\$2.75</u>	Scoring Procedures <input checked="" type="checkbox"/> Hand Scored <input checked="" type="checkbox"/> Machine Scored	Time for Scoring <u>variable - scored by student</u> _____	Administration Procedure <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Individual	Time Required <u>30-50</u> min Time Required _____
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Brief Description of Test - Consists of 128 items, each consisting of two choices for completing a statement which begins "I value activities or jobs in which I..." Generates scores for 8 personality dimensions: Investigative, Practical, Independent, Leadership, Orderliness, Recognition, Aesthetic, and Social. Self-administered and scored; could be administered orally.

Face Validity - good

Norming - percentiles only provided

Reading Level

approx.: 5th - 6th

Population for which test is best Suited

Handicap

ED/ non-hand.

Age

12+

Grade Level

7th - adult

Other comments by the Reviewer:

- Correlated with California Occupational Preference Survey (COPS) and to the Career Ability Placement Survey (CAPS).
- COPES, COPS, and CAPS are designed primarily for counseling use.

123

Name of Test <u>Career Maturity Inventory (c 1973)</u>		Type of Test <u>Screening Inventory</u>	
Address to obtain test CTB/McGraw-Hill Del Monte Research Park Monterrey, California 93940		(Measures what area) <u>Career choice attitudes Career choice competencies</u>	
Cost Initial <u>\$25.90</u> Per Pupil <u>.74</u>	Scoring Procedures <input checked="" type="checkbox"/> Hand Scored <input type="checkbox"/> Machine Scored	Time for Scoring _____ _____	Administration Procedures Time Required <u>5-20 min.</u> Time Required _____
<input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Individual			

**Brief Description of Test**

The attitude scale elicits the feelings, subjective reactions, the dispositions that the individual has toward making a career choice and entering the world of work. The competence test measures the individual's job related capabilities in the following areas: Self-Appraisal, Goal Selection, Problem Solving, Occupational Information, Planning.

**Face Validity Norming**

The test is based on Career Development Theories of Donald Super and John Crites. Extensive research has been conducted on construct validity; the most relevant data for the Attitude Scale appear to be those on (1) response bias, (2) correlations with other variables, and (3) experimental manipulations of counseling and didactic experiences. The data proves conclusively the attitude Scale is not significantly contaminated with test-specific sources of response bias. The multivariate findings corroborated with all the research reveal more fully the validity of the attitude scale as a significant component in the construct of career maturity.

Reading Level  6th grade (May be read or taped)	Population for which test is best Suited		
	Handicap Any	Age 14 up	Grade Level 6th-12th

**Other comments by the Reviewer:**

Attitude scale appears to be suited for pre-post test to measure change from less realistic to more realistic attitudes toward the world of work. Attitude Scale lends itself readily to an oral presentation (it contains 50 statements to which the client responds true-false). Competence Scale could be taped for non-readers.

NAME OF TEST: Comprehensive Career Assessment Scale (c) 1974  
 TYPE OF TEST: Screening Inventory - NORM REF.

Address to obtain test: Learning Concepts  
2051 N. Lamar  
Austin, Texas 78705

Measures what area(s): Familiarity with and interest in 15 occupational clusters

Cost: \$9.00 per specimen Initial set	Scoring Procedures Hand Scored <input checked="" type="checkbox"/>	Time for Scoring <u>15 minutes/student</u>	Administration Procedures <input checked="" type="checkbox"/> Group Time Required <u>10-15 min.</u>
Per Pupil \$1.95 p/test bk \$3.75 p/25 profile forms	Machine Scored <input type="checkbox"/>		<input checked="" type="checkbox"/> Individual Time Required <u>10-15-min</u>

Brief Description of Test: Test booklet contains 75 job titles. Student reads (or has read to him) each job title and indicates, by marking an answer sheet, both his level of familiarity with and interest in each job. There are three scales: grades 3-7, grades 8-12+ and a Teacher's version. A wall chart is included to help clients learn how to mark their answers. Secondary level scale utilizes a 7-point scale which ranges from Familiar to Not Familiar and Interesting to Not Interesting, which the client marks for each of the 75 job titles.

Face Validity Forming: Fairly good - depends upon client's honesty in his self-report of familiarity and interest with various jobs.

Normed in five different states (Alabama, California, Colorado, Nebraska, Pennsylvania), one class at each grade level (5-12), 3 classes grades 3 and 4.

Reading Level: Variable, can be read to clients.	Population for which test is best Suited: Handicap Any	Age 8 and up	Grade Level 3-12+
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Other comments by the Reviewer: Test yields graphic profile of familiarity and interest. Appears to be useful in curriculum planning in career education if used on a large scale basis. Can also be used individually for educational planning and vocational guidance purposes.

125

NAME OF TEST: Geist Picture Interest Inventory (1968)

TYPE OF TEST: Screening Inventory - Norm Ref.

Address to obtain test: western Psychological Services  
A Division of Manson Western Corp.  
12031 Wilshire Boulevard  
Los Angeles, California 90025

Measures what area(s): Interests

Cost: Lit (10) \$9.50 Initial _____	Scoring Procedures Hand Scored <input checked="" type="checkbox"/> Machine Scored <input type="checkbox"/>	Time for Scoring 5-10 minutes _____ _____	Administration Procedures <input checked="" type="checkbox"/> Group Time Required _____ NO TIME LIMIT <input checked="" type="checkbox"/> Individual Time Required 15-20 min.
Per Pupil Male 8.50 (25) Female 7.50 (25)			

Brief Description of Test:

2 versions - Male (11 interest areas) Female (12 interest areas)

Student selects one picture out of three which depict either jobs, activities, occupations, hobbies or objects. They must read the question below the picture. Pictures contain a great deal of detail. The occupations and activities relate to upper middle class and professional.

Face Validity Norming

GPII scores are more valid than Kuder scores for individuals with reading handicaps. Ten of the 11 GPII interests are similar to 10 Kuder interests.

Norming has been extensive including groups representing Mexican American females, nurses, artists, actresses, gym teachers, H.E. teachers, musicians, librarians, social service workers, junior college, 11th grade, 12th grade, 10th grade, 9th grade, state Vocational rehabilitation clients, and 8th grade.

Reading Level:

3rd, or can be given orally

Population for which test is best Suited:

Handicap	Age	Grade Level
LD/ED	14+	8th up

Other comments by the Reviewer:

Although this is titled as a Picture Interest Inventory, some reading is involved (pictures are captioned with questions, e.g., "Which would you rather do for a living?"). The jobs and activities depicted may be unsuitable for EMR populations.

Pictures are of poor quality and are often vague as to activity.

Sex-biased.

Name of Test Gordon Occupational Check List

Type of Test Screening Inventory

Address to obtain test Harcourt Brace and World, Inc.  
757 Third Ave.  
New York, N.Y. 10017

(Measures what area) Vocational Interests

Cost Initial <u>40¢ per sp. set</u> Per Pupil <u>\$4.00 per 35</u>	Scoring Procedures <input checked="" type="checkbox"/> Hand Scored <input type="checkbox"/> Machine Scored	Time for Scoring <u>20-25 min.</u>	Administration Procedures Time Required <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Individual <u>NO TIME LIMIT</u>
--	--	---------------------------------------	---

Brief Description of Test Designed specifically for use with individuals who have a high school education, or less, who do not plan on going on to college. The Gordon OCL is an interest inventory which contains 240 statements of job duties and tasks, such as "install or repair plumbing in houses" and "fire and tend a large commercial furnace," found in occupations at the middle and lower levels of skill and responsibility. The statements are classified into five broad occupational groupings (Business, outdoor, arts, technology, and service) which roughly correspond to the groups in Roe's occupational classification scheme.

Face Validity Norming Evidence for the validity of the OCL is less extensive and convincing than that for its reliability, consisting primarily of logical arguments for the instrument's comprehensiveness, response selectivity, and acceptance by examinees. About the best that can be said is that the OCL samples a fairly wide range of occupations, which are commonly entered, it elicits responses to about one third of the items, and it appears to be considered worthwhile by those who take it.

There are no norms reported.

Reading Level <u>3-4th</u>	Population for which test is best Suited Handicap <u>any</u> Age <u>16+</u> Grade Level <u>9-12</u>
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Other comments by the Reviewer:

Individual Career Exploration

Type of Test Screening Inventory

Source of Test Educational Testing Service  
350 Bayview Rd.  
Bensenville, Ill. 60106

(Measures what area) Career Interests

Cost	Scoring Procedures	Time for Scoring	Administration Procedures
Initial fee	<input checked="" type="checkbox"/> Hand Scored	<u>10 minutes</u>	<input checked="" type="checkbox"/> Group Time Required _____
Per Pupil	<input type="checkbox"/> Machine Scored	_____	<input checked="" type="checkbox"/> Individual Time Required _____

Brief Description of Test

Selection or rejection of pictures showing activities.

First portion is familiarization, definition of terms, etc. in cartoon form. Explores eight career groups and six "decision levels".

Face Validity Not a "normal" test.  
Norming

Scores reveal relative level of interest in one area as compared with other areas - does not compare individuals.

Reading Level	Population for which test is best Suited		
	Handicap	Age	Grade Level
Low		12-18	6-12

Other comments by the Reviewer:

Format tends to stimulate interest.

Can be used in lower grades - H.S. students may find it less interesting.

128 Good for poor readers.



Picture

NAME OF TEST:

Individual Career Exploration: Form

TYPE OF TEST: Screening Inventory - Exploration

Address to  
obtain test:

Scholastic Testing Service  
433 Meyer Road  
 Bensenville, Illinois 60106

Measures  
what  
area(s):

Career Interests

Cost:  
Initial 26.00

Per Paper 7.50 / 20

Scoring Procedures  
Hand Scored

Machine Scored

Time for Scoring  
10 minutes

Administration Procedures  
 Group Time Required 20 min.

Individual Time Required 20 min.

Brief Description  
of Test:

Selection or rejection of pictures showing activities.

First portion is familiarization, definition of terms, etc. in cartoon form. Explore eight career groups and six "decision levels".

Face Validity  
forming

Face validity is good, since exploration and familiarization precede assessment of interests.

No norms: Scores reveal relative level of interest in one area as compared with other areas - does not compare individuals.

Reading Level:

Low

Population for which test is best Suited:

Handicap	Age	Grade Level
Any except SPH		
Blind	12-18	6-12

Other comments by the Reviewer:

Format tends to stimulate interest.

Can be used in lower grades - H.S. Students may find it less interesting.

Good for poor readers.

129

156

NAME OF TEST: Occupational Interest Survey (c)-1967, 1970 TYPE OF TEST: Screening Inventory - Norm Referenced

Address to obtain test: Harcourt Brace Jovanovich, Inc./Test Dept.  
755 Third Avenue  
New York, New York 10017

Measures what area(s): Vocational Interest

Cost: Initial \$2.90	Scoring Procedures Hand Scored <input type="checkbox"/>	Time for Scoring _____	Administration Procedures <input checked="" type="checkbox"/> Group Time Required _____
Per Pupil Special Set	Machine Scored <input checked="" type="checkbox"/>	_____	<input checked="" type="checkbox"/> Individual Time Required 60-90 minutes

**Brief Description of Test:** OVIS is a new interest inventory designed to assist students in grades 8-12 with their educational and vocational plans. The first 6 questions of the Student Information Questionnaire gather background information about the student's occupational plans, post-high school plans, and vocational course interests. Question 7, the Local Survey Section of the Questionnaire, enables the school to ask up to 8 additional questions pertinent to the local situation. The Interest Inventory asks the student to respond to job activities in terms of "Like Very Much", "Like", "Neutral", "Dislike", and "Dislike Very Much".

**Face Validity Forming:** OVIS was standardized in areas selected to provide a cross section of the jobs comprising the world of work. Geographical differences in the world of work were provided for by dividing the country into 19 geographical regions. Ten states were identified: Ala., Calif., Colo., Iowa, Mass., N. Carolina, Ohio, Oregon, Penn., and Texas.

School districts were drawn from urban, suburban, and rural. A total of 43 districts and 45,000 students in grades 8-12 took part in the standardization program. National Norms are based on the standardization sample.

Reading Level:  130  5th	Population for which test is best Suited:		
	Handicap LLD/ED/Physical	Age 14-18	Grade Level 8-12

Other comments by the Reviewer: Not appropriate for use in individual assessment.

The results of the OVIS are presented in the form of student reports and school summaries. The Student Report Folder presents: (a) scale interest scores which express the strength of student interest (b) percentile ranks and stanines which enable comparisons of the student's interest scores with those of students in the Normative sample (c) scale clarity scores which are consistent the student's responses are within each scale (d) the student's responses to the questionnaire items. Summary Reports present the numbers and percents of students choosing the various options on the questionnaire.

NAME OF TEST: Picture Interest Exploration Survey

TYPE OF TEST: Screening Inventory - NO NORMS

Address to obtain test: Career Education Media, Inc.  
P. O. box 27083  
Tempe, Arizona 85282

Measures what area(s): Vocational Interest

Cost: Initial <u>\$350.00</u>	Scoring Procedures Hand Scored <input checked="" type="checkbox"/> student scored Machine Scored <input type="checkbox"/>	Time for Scoring <u>10 min.</u>	Administration Procedures
Per Pupil <u>11c</u>			<input checked="" type="checkbox"/> Group Time Required <u>30 minutes</u>
			<input checked="" type="checkbox"/> Individual Time Required _____

Brief Description of test:

Slides provide an interesting, Visual, Non-reading format to assist young people in surveying career interests and applying this information to their own goals. Thirteen career clusters are represented with 12 specific careers represented in each cluster. Course outline is presented in manual for Career Awareness and Exploration. Enrichment activities are given and additional resources are included in the kit of materials.

The slides show pictures of hands working; some are difficult to decipher. Student selects those pictures he/she likes and circles the corresponding number on an answer sheet.

Face Validity Forming

Face validity is good. since pictures are of actual jobs.

No norms - raw scores only are computed

Reading Level: No reading level necessary.

Population for which test is best Suited:

Handicap	Age	Grade Level
Low reading LD		recommended 9th or below (7-12)
High Functional FMR		

Other comments by the Reviewer: Slide carousel projector needed (contains 156 slides). Tape recorder needed. Thirteen career clusters are represented with 12 specific careers represented in each cluster. Based on OOH (Occupational Outlook Handbook. Cross-referenced to D.O.T. Appears most useful as a tool for initial career exploration.

Name of test The Self-Directed Search (SDS) (1977) Type of Test Screening Inventory

Address to obtain test Consulting Psychologists Press (Measures what area) Vocational interest areas related to 6 personality types  
577 College Avenue  
Palo Alto, California 94306

Cost	Scoring Procedures	Time for Scoring	Administration Procedures
Initial \$12.00 1 set	<input checked="" type="checkbox"/> Hand Scored	included in _____	Time Required _____
Per 1 set	<input type="checkbox"/> Machine Scored	administering _____	<input checked="" type="checkbox"/> Individual Time Required <u>50-60 min.</u>

Brief Description of Test The SDS is a self-administered, self-scored, and self-interpreted vocational counseling tool. It can be used in conjunction with the VPI or alone. The SDS includes two booklets. A person fills out the assessment booklet and obtains a three-letter occupational code. He then uses this code to locate suitable occupations in the Occupations Finder. Access to the Dictionary of Occupational Titles is encouraged since many of the job titles will be unfamiliar to most students. The occupational classification booklet, containing 456 occupational titles, encompasses 95% of the labor force in the U.S.

Face Validity Reliability The SDS is an outgrowth of a theory of Vocational choice (Holland 1959, 1966) which has undergone extensive investigation. The entire SDS has been oriented by that theory of personality types and environmental models.

Criterion Referenced

Reading Level	Population for which test is best Suited		
	Handicap	Age	Grade Level
4th to 5th	LD/ED/Physical	15+	

Other comments by the Reviewer:  
 The SDS lends itself to certain educational questions. For example, administering the SDS to students in a new curriculum would enable educators to determine the characteristics of those students, what types of students succeed or fail, and how a new curriculum resembles old curricula. In vocational education, the SDS could be helpful in the development of curricular clusters.

Alternate Form E available for persons with limited English.

Name of Test	VALPAR #17 - Vocational Interest Screening		Type of Test	Screening Inventory
Address to obtain test	VALPAR Corp. 3901 E. 34th St. Tucson, Arizona		(Measures what area)	Occupational Interests
Cost	Scoring Procedures	Time for Scoring	Administration Procedure	
Initial Approval: \$3100.00	<input checked="" type="checkbox"/> Hand Scored	30-40 min.	<input checked="" type="checkbox"/> Group	Time Required 30 min
Per Pupil	<input checked="" type="checkbox"/> Machine Scored		<input checked="" type="checkbox"/> Individual	Time Required

Brief description of Test - Part of the VALPAR Prevocational Readiness Battery, a comprehensive assessment system designed for use with the moderately retarded. The vocational interest screening is a set of color slides of pairs of job activities; the student circles the preferred picture in a consumable test book containing the same pictures shown in the slides. A brief description of each picture is provided on cassette tape, which controls the changing of the slides. Answers are recorded on a separate scoring scale.

Face Validity - good

Norming - Norms for the interest screening are not discussed in detail - most VALPAR norms are for specific groups and based on N's of 50.

Reading Level	NONE	Population for which test is best Suited		
		Handicap	Age	Grade Level
		EMR/TMR	14 up	Jr. high/high school

Other comments by the Reviewer:

- Test is mechanically difficult to score
- Sample of items is relatively small
- Identifies interests in six areas: Machine, Outdoor, Sales, Social Service, Office-Clerical, Physical Science.
- Includes 3 validation scales
- 90 items in all.

Occupational Interest, Experience  
and Skill Assessment (VIESA)

TYPE OF TEST: Screening Inventory - Norm Referenced

Address to Houghton Mifflin Co.  
obtain test: 6526 Oakbrook Blvd.  
Dallas, TX 75235

Measures  
what Vocational Interests Inventory  
area(s):

Cost:  
Initial \$13.80/pkg of 35

Per Pupil Specimen Set  
\$42.35

Scoring Procedures  
Hand Scored

Machine Scored

Time for Scoring  
Variable

Administration Procedures  
 Group Time Required             
varies with each  
 Individual Time Required student

Brief Description  
of Test:

A self-appraisal system which provides the student (grades 8-12) with information relating to interests, experiences, and skills related to the world of work. Intended for use primarily as an instructional module in self-awareness and career exploration. Format consists of a Career Guidebook and Career Log. Enables the student to identify areas for further exploration. World of work is classified into occupations relating to data, things, ideas, and people. Self-administered and self-scored.

Face Validity  
Norming

Good

National sample - 32,000 students in grades 8, 9, and 11.

Reading Level:

7th

Population for which test is best Suited:

Handicap  
LD, ED, Physical

Age  
15+

Grade Level  
8-12

Other comments by the Reviewer:

134

Requires fairly sophisticated reading skills. Planning appropriate for regular education career awareness course. Has limited usefulness as a vocational assessment tool because of time required.

165

166

NAME OF TEST: VISA (Vocational Interest and Sophistication Assessment) (c) 1968

TYPE OF TEST: Screening Inventory - NORM REF.

Address to obtain test: Ohio State University  
Mental Retardation Training Program  
Columbus, Ohio 43210

Measures what area(s): Vocational Interests

Cost: Initial \$7.00	Scoring Procedures Hand Scored <input checked="" type="checkbox"/>	Time for Scoring 15 min.	Administration Procedures <input type="checkbox"/> Group Time Required _____
Per Pupil 25 male \$2.50 25 female \$2.50 50 soph. \$3.00	Machine Scored <input type="checkbox"/>		<input checked="" type="checkbox"/> Individual Time Required 30 min.

Brief Description of Test:

The VISA is a reading-free picture test and sophistication inquiry designed to determine the interest pattern and knowledge mildly retarded adolescents and young adults have for selected job categories. The vocational areas depicted are typical of those which retardates enter upon completion of training programs in schools, workshops or institutions.

Each administration requires several forms - 8 for boys, 4 for girls.

Face Validity Norming

A separate form of the test book is available for each sex. The picture book is reusable. There are 7 sophistication items for male, 3 explanatory items and 75 interest items. The female version has 4 sophistication items, 3 explanatory items and 53 interest items.

A sample of over 3000 mildly retarded adolescents and young adults were administered a newly designed picture-inquiry instrument to measure vocational interest and knowledge. Subjects were drawn from institutions, schools and workshops. Reliabilities and norms for both male and female forms of the test were substantially established.

Reading Level:

None required

Population for which test is best Suited:

Handicap	Age	Grade Level
IQ - 45 - 84	14-35	any

Other comments by the Reviewer:

The VISA provides the practitioner an approach to interest assessment which does not require any reading ability of the subject.

Must be individually administered. Sex biased. Inclusion of only low-level occupations may introduce bias.

Occupational Preference Inventory VPI TYPE OF TEST: Screening Inventory - Norm Referenced

Address: Consulting Psychologists Press  
 obtain test: 577 College Avenue  
 Palo Alto, California 94306

Measures Personality  
 what area(s):

Cost: Initial \$10/\$7.50 Per Form \$1.50	Scoring Procedures Hand Scored <input checked="" type="checkbox"/> Machine Scored <input type="checkbox"/>	Time for Scoring 10 min.	Administration Procedures <input checked="" type="checkbox"/> Group Time Required <input checked="" type="checkbox"/> Individual Time Required 15-30 min.
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**Brief Description of Test:** The VPI is a personality inventory composed entirely of occupational titles. A person takes the inventory, indicating the occupations which he likes or dislikes. The complex clusters of personal characteristics which the inventory assesses yield a broad range of information about the person's interpersonal relations, interest, values, self-concept, coping behavior and identifications. The inventory has eleven scales: Realistic, Intellectual, Social, Conventional, Enterprising, Artistic, Self-Control, Masculinity, Status, Infrequency and Acquiescence.

**Face Validity** good/fair summary:  
 Norming 12,433 - Based on Hollands Theory

\*Validity appears to be dependent upon subject's familiarity with jobs listed.

The evidence about the validity of the VPI scales supports the following conclusions: 1) The interest scales (Real, Int., Conv., Ent., and Art) appear to have moderate validity for predicting occupational membership and field training. 2) The VPI scales, as personality scales, provide a broad range of descriptive information but the reliability of such information is usually low. 3) The empirically derived scales (infrequency, masculinity and status) have moderate validity for some purposes.

<b>Reading Level:</b> 7th - could be given orally	<b>Population for which test is best Suited:</b> Handicap Age Grade Level Normal I.Q. 14 up 8-12th
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**Other comments by the Reviewer:** It is recommended that this instrument be interpreted by psychologists, vocational counselors and personnel workers who have a substantial knowledge and understanding of tests and personality and a good working knowledge of occupations including their sociology, and their implications for personality and related topics. The user should take the VPI himself and administer it to a few people he knows well. Because of the nature of the test, it would seem that it would be more valid if administered after occupational orientation classes.



W. E. G. HSI: Wide Range Interest Opinion Test: 1979 edition TYPE OF TEST: Screening Inventory - Norm Ref.

Address to Jastak Assessment Systems, Inc.  
obtain test: 1526 Wilkin Avenue  
Wilmington, Delaware 19806

Measures  
what Interests  
area(s):

Cost: Initial Approx: \$50.00 Specimen Set: \$31.00 Per Pupil	Scoring Procedures Hand Scored <input checked="" type="checkbox"/> Machine Scored <input checked="" type="checkbox"/>	Time for Scoring 10-15 min. short term	Administration Procedures <input checked="" type="checkbox"/> Group Time Required 40 min. individual <input checked="" type="checkbox"/> Individual Time Required 50-60 min. group.
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Brief Description  
of Test:

Students look at pictures of people working and decide among three pictures which they like and which they dislike. Answers are recorded by the student on a sheet that may be machine scored or hand scored using stencils. Answers may also be recorded by the examiner. Student chooses both "most" liked and "least" liked of the activities pictured. Provided interest ratings in 18 occupational groups and in 7 vocational attitudes.

Face Validity  
Norming

It says, "The WRIOT will have to be validated every day by those who use it." "It will have to stand on its own merits and not on a table of coefficients." "Tests with adequate construct foundations validate themselves."

Validity dependent on level of career/occupational awareness.

Norms provided for males and females, age 5 to adult.

Reading Level:

None required

Population for which test is best Suited:

Handicap	Age	Grade Level
good ability to limited schooling inferior reading	5 and up	Elementary and up

Other comments by the Reviewer: Provides a great deal of data. Interpretations must be made in conjunction with other types of measures (IQ, achievement, etc.). Sometimes used as a personality measure.

Does not appear to be sex-biased. Pictures available on filmstrip (\$125.00)

137

Number: 1 Title: ABLE Basic Learning Examination (1967) TYPE OF TEST: Achievement - Norm Referenced

Address to  
Obtain Test: Psychological Corporation  
57 Third Avenue  
New York, New York 10017

Measures  
what  
area(s): Basic Skills

Cost: Initial _____ Per Popul _____	Scoring Procedures Hand Scored <input type="checkbox"/>  Machine Scored <input type="checkbox"/>	Time for Scoring <u>5 minutes</u> _____	Administration Procedures <input checked="" type="checkbox"/> Group Time Required <u>2 hrs.</u> by _____ min. <input checked="" type="checkbox"/> Individual Time Required _____
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Brief Description  
of Test: The ABLE has the following general characteristics: (1) Content which is adult oriented, (2) Measurement of achievement as low as first grade (3) Format which does not appear childish and is easy to follow (4) Coverage of only the fundamental areas; efficient in use of time, (5) Simplicity of administration for teachers with relatively limited experience in testing, two levels are available: Level I (functional grades 1-4) Level II (functional grades 5-8). Four subtests: Vocabulary, Reading, Spelling, Arithmetic.

Face Validity Adequate  
Norming Grade norms are provided

Reading Level:  
Functional

Population for which test is best Suited:  
Handicap Age Grade Level  
any 15+ 9-12

Other comments by the Reviewer:  
138 Test 1: Vocabulary (dictated) 20 minutes  
Test 2: Reading 30 minutes  
Test 3: Spelling (dictated) 15 minutes  
Test 4: Part A, Computation 30 minutes  
Test 4: Part B, Problem Solving 35 minutes (dictated)

Name of Test	Brigance Diagnostic Inventory of Essential Skills*		Type of Test	Criterion-referenced
Address to obtain test	Curriculum Associates, Inc. 5 Esquire Rd. North Billerica, Mass. 01862		(Measures what area)	Functional Skills
Cost	Scoring Procedures	Time for Scoring	Administration Procedures	
Initial \$90.00	<input checked="" type="checkbox"/> Hand Scored	10-15 minutes	<input type="checkbox"/> Group	Time Required: _____
Per Pupil _____	<input type="checkbox"/> Machine Scored	_____	<input checked="" type="checkbox"/> Individual	Time Required 60 min.

**Brief Description of Test:** Designed for use with the lowest 20% of secondary level students, this test provides over 150 essential skill assessments in basic reading, language arts, and math, food and clothing, money and finance, travel and transportation, and communication and telephone skills. Also includes rating scales to measure such things as health and attitude, responsibility and self-discipline, job interview preparation, auto safety and communication. Record-keeping forms are included, as well as a curriculum guide with behavioral objectives.

Face Validity    appears good.  
Norming         None - criterion-referenced test.

Reading Level	Population for which test is best Suited		
	Handicap	Age	Grade Level
NONE required, except where reading is assessed	Any except Blind	9 & up	4-12

Other comments by the Reviewer:

- . Individually-administered, flip-book type of test
- . Available by Fall, 1980
- . Can be used by non-specialists (teachers, aides, etc.)
- . Results apply directly to IEP development

\*We have not received this instrument yet - the information contained herein is drawn from catalogs and brochures and is subject to revision.

# of Tests: Duval County Functional Literacy Reading Test TYPE OF TEST: Achievement - Criterion Referenced

Address to obtain test: Duval County School Board  
Florida

Measures what area(s): Functional literacy

Cost: Initial <u>\$2.00</u> Per Pupil _____	Scoring Procedures Hand Scored <input checked="" type="checkbox"/> Machine Scored <input type="checkbox"/>	Time for Scoring <u>5-10 min.</u> _____	Administration Procedures <input checked="" type="checkbox"/> Group Time Required _____ <input checked="" type="checkbox"/> Individual Time Required _____ no set time
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Brief Description of Test: All questions are to be read to the examinees. Throughout the test, examinees will be asked to read stimulus materials (e.g., food ads, clothing tags, application blanks, etc.) in order to answer the questions. All information for the administrator is composed of Capital Letters. Directions for examinees are in Standard Type.

Face Validity Norming: The instrument was developed after TEA's definition of functional literacy in terms of skills (e.g. reading, writing and computation, etc.) and knowledge needed by adults which are applied to general knowledge areas (e.g., Consumer Economics, Government and Law, Occupational Knowledge, etc.) This instrument is limited to the area of reading and the specific tasks required by adults (e.g., reading medicine labels, food ads, rental agreements etc.) A stratified sample of 1,963 adults was taken to determine the reading tasks absolutely necessary to function in society. "Real life" material was used where possible.  
Criterion Referenced

Reading Level: <u>None</u>	Population for which test is best Suited: Handicap _____ Age _____ Grade Level _____ <u>any</u> <u>15+</u> <u>9-up</u>
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Other comments by the Reviewer: Would make a good "pre-test" and then teach the items and then use McGraw Hill's Everyday Skills Test or TABE as a post test instrument.

140

177

178

Everyday Skills Test TYPE OF TEST: Achievement - Norm Referenced

Address to obtain test: CTB/McGraw Hill  
Del Monte Research Park  
Monterey, California 93940

Measures what area(s): Reading Mathematics

Cost: Initial \$11.20/35 pkg. Reading	Scoring Procedures Hand Scored <input type="checkbox"/>	Time for Scoring 10 - 15 minutes	Administration Procedures <input checked="" type="checkbox"/> Group Time required 2 hours total - 30 min. each test
Per Pupil \$9.10/35 pkg. Math	Machine Scored <input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> Individual Time Required

Brief Description of Test: Consists of a Reading test and a Mathematics test. Reading test is in two parts: (A) a criterion referenced test of 45 items with content based on the reading of labels, store directions, signs, want ads, and schedules, following directions and completing forms and applications, recognizing abbreviations; distinguishing fact from opinion. (B) a norm-referenced test on study skills using referenced and graphic materials. Mathematics test also in two parts: (A) criterion referenced test of 27 items, content for tax calculations; (B) norm-referenced test of computation skills.

Face Validity: Excellent  
Norming: Tests "B" norms provide for conversion from raw scores to grade equivalents. Standardization based on national sample of 212,507 students. Criterion referenced tests are correlated with behavioral objectives, with three test items related to each objective.

Reading Level: 5th and 6th	Population for which test is best Suited:		
	Handicap	Age	Grade Level
	any	14+	9-12

Other comments by the Reviewer: Appears useful for planning since errors can identify lack of specific skills. Can be used in assessment of everyday living skills. May be part of a district's competency testing program.

141

NAME OF TEST: Fundamental Achievement Series (FAS)

TYPE OF TEST: Achievement - Norm Referenced

Address to Psychological Corporation  
Obtain test: 4040 Harry Hines Blvd.  
Dallas, Texas 75235

Measures  
what Functional Skills  
area(s):

Cost: Initial \$27.75 (Cassette version) Per Pupil Book: \$4.40 / pkg of 2	Scoring Procedures Hand Scored <input checked="" type="checkbox"/> Machine Scored <input type="checkbox"/>	Time for Scoring 10-15 min.	Administration Procedures <input checked="" type="checkbox"/> Group Time Required _____ 1 hour <input checked="" type="checkbox"/> Individual Time Required _____
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Brief Description of Test: Consists of two parts: Verbal and Numerical. Presented on audio tape; answers are recorded in separate test books. Designed for clients with limited academic training; ability required ranges from basic literacy to 8th grade. Measures such things as ability to: read signs, use alphabetical lists, recognize correct spelling, retain orally-presented information, tell time, count money, measure, solve arithmetic problems; etc. Basically a screening test; further assessment in deficit areas would be needed for instructional planning. Two equivalent forms are available (A & B).

Face Validity Adequate  
Norms available for 6th, 8th, 10th, 12th grades, broken down by northern and southern school systems and by "white" and "negro". Percentiles are provided for raw scores for Verbal, Numerical. Norms available for Form A only.

Reading Level: Variable	Population for which test is best Suited: Handicap LD, ED, Mild MR Age 12 up Grade Level 6 up
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Other comments by the Reviewer:  
142 is most useful as a criterion-referenced screening test - can be item-analysed fairly easily.

181

182

(PAYES)

Program for Assessing Youth Employment Skills TYPE OF TEST: Screening Inventory - Criterion-Referenced

Address to Cambridge Book Co.  
obtain test: 858 Seventh Avenue  
New York, N.Y. 10019

Measures Basic skills relative to employability  
what  
area(s):

Cost: Initial pkg. 10 for \$33	Scoring Procedures Hand Scored <input checked="" type="checkbox"/>	Time for Scoring 10 - 15 min	Administration Procedures <input checked="" type="checkbox"/> Group Time Required 1-2 hrs
Per Pupil \$3.90	Machine Scored <input type="checkbox"/>		<input checked="" type="checkbox"/> Individual Time Required 1-2 hrs

Brief Description of Test: Consist of seven parts: 3 attitudinal measures: Job-Holding Skills, Attitudes Towards Supervision, and Self-Confidence; 3 cognitive measures: Job Knowledge, Job-Seeking Skills, Practical Reasoning, and a Vocational Interest Inventory. Utilizes pictorial stimuli and multiple-choice format.

Face Validity Norming Adequate on some measures, questionable on others (especially Attitude Toward Supervision)  
Sample consisted of more than 1300 students and enrollees in vocational special needs classes, CETA Centers, skills training centers and correctional institutions throughout the country. Age range from 14 to 30, mean age 18.

Reading Level: N/A - designed to be read to student

Population for which test is best Suited:		
Handicap	Age	Grade Level
LD, ED, high functioning		
MR	14 & up	9th & up

Other comments by the Reviewer:

- \* Users must be approved by ETS
- \* Users guide and Administrators manual available free of charge.
- \* Best suited as a screening device for students in a pre-employment class, if sufficient time available for remediation in areas of deficiencies.
- \* Can be used in a small group setting, and can be administered by classroom teachers after minimal training.
- \* useful as a counseling tool for VACs

1968

ERIC Report: San Francisco Vocational Competency Scale (c) TYPE OF TEST: Screening Inventory

Address to: The Psychological Corporation  
 obtain test: 4540 Harry Hines Blvd.  
 Dallas, Texas 75235

Measures Vocational-adaptive behavior  
 what  
 area(s):

Cost: Initial pkg. 25 w/manual \$4.00	Scoring Procedures Hand Scored <input checked="" type="checkbox"/> Machine Scored <input type="checkbox"/>	Time for Scoring 5 minutes	Administration Procedures <input type="checkbox"/> Group Time Required untimed <input checked="" type="checkbox"/> Individual Time Required 10-15min
Per Pupil _____			

Brief Description  
of Test:

A 30 - item behavior rating scale designed to assess the following aspects of vocational competence in mentally retarded adults (ages 18 and up): motor skills, cognition, dependability-responsibility, and social-emotional behavior. Observer records rating in 4 page booklet and ratings from 1 to 4 or 5 are summed to give total score.

Face Validity Good  
 Norming Percentiles for retarded males and females, ages 18 and up, in workshop for the handicapped.

Reading Level:

None

Population for which test is best Suited:

Handicap

Age

Grade Level

MR

18+

II/A

Other comments by the Reviewer:

Appears to be useful in making placement decisions regarding older MR's, for either entry into or exit from a sheltered workshop situation.

144

185

186



NAME OF TEST: Social and Prevocational Information Battery (SPIB) TYPE OF TEST Screening Inventory - Norm Referenced

Address to obtain test: CTB/ McGraw Hill  
 Del Monte Research Park  
 Monterey, California 93940

Measures Functional Skills.  
 what  
 area(s):

Cost: Initial \$18.40 - \$20.00 Per Pupil \$9.2	Scoring Procedures Hand Scored <input checked="" type="checkbox"/> Machine Scored <input type="checkbox"/>	Time for Scoring 30 Minutes	Administration Procedures <input checked="" type="checkbox"/> Group Time Required 20 min. for each <input checked="" type="checkbox"/> Individual Time Required subtest.
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Brief Description of Test: Nine subtests; Job search skills, job related behavior, banking, budgeting, purchasing habits, home management, physical health care, hygiene and grooming, functional signs.

Test is read to the student; answers are marked true or false. Uses consumable test book (\$18.40 for 20)

Designed for mildly mentally retarded students - SPIB-T is an adaption for TMR's. (\$20.00 for 20 books)

Face Validity Norming Variable: response format is not really related to actual life situations.

Norms available: SPIB - Jr. High and Sr. High MR's (N=453, each group)

SPIB-T - 186 clients in institutions  
 128 in school TMR's

Reading Level: none required	Population for which test is best Suited: Handicap Age Grade Level EMR LD 12 - up 7-12 TMR
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Other comments by the Reviewer: conceptual level of questions on SPIB presents a significant problem - SPIB-T appears more suitable for EMR's.

another test, the Test of Everyday Living (TEL) is similar to SPIB and SPIB-T - supposedly designed for regular students; grades 7-12.

SPIB-T includes a pre-test designed to determine if the test itself should be administered.

145

Name of Test Social and Prevocational Information Battery - Form T (SPIB-T) Type of Test Screening Inventory

Address to obtain test Publisher's Test Service  
CTB/McGraw-Hill (Measures what area) Functional Skills  
2500 Garden Road  
Porterville, Calif. 93940

Cost	Scoring Procedures	Time for Scoring	Administration Procedures
Initial <u>15.00 plus 7.00</u> (total cost)	<input checked="" type="checkbox"/> Hand Scored	<u>20-30 minutes</u>	Time Required <u>2-3 hrs.</u>
Per Pupil Special set <u>\$5.00</u>	<input checked="" type="checkbox"/> Machine Scored		Time Required <u>2-3 hrs.</u>
			<input checked="" type="checkbox"/> Group
			<input checked="" type="checkbox"/> Individual

Brief description of Test- A series of nine tests that measure knowledge of skills and competencies regarded as important for the community adjustment of mentally retarded people. There is a pre-test that is used to identify those who do not respond appropriately to the test format. The nine tests are: Hygiene and Grooming, Functional Signs, Job Related Behavior, Home Management, Health Care, Job Search Skills, Budgeting, Banking, and Purchasing Habits. Test questions are read orally; the student responds either "yes" or "no".

Face Validity- questionable--there may be a significant discrepancy between a student's ability to answer yes or no and his actual functional behavior.

- Very Good

Reading Level	Population for which test is best Suited		
None required	Man cap	Age	Grade Level
	THR	14+	junior - senior high

Other comments by the Reviewer:

- The SPIB-T is an adoption of the SPIB, which has not been found to be a particularly useful instrument, primarily because the conceptual level of the test questions was frequently beyond the grasp of EMR's.
- Two-level response increases measurement error.

Name of Test Street Survival Skills Questionnaire (SSSQ) Type of Test Norm-Referenced

Address to obtain test Common Market Press (Measures what area) Functional Skills  
P.O. Box 45628  
Dallas, TX 75245

147

Cost Initial <u>\$125.00</u>	Scoring Procedures <input checked="" type="checkbox"/> Hand Scored	Time for Scoring <u>10-15 minutes</u>	Administration Procedures Time Required _____
Per Pupil _____	<input type="checkbox"/> Machine Scored	_____	<input type="checkbox"/> Group Time Required _____
			<input checked="" type="checkbox"/> Individual Time Required <u>1 hour</u>

**Brief Description of Test:** Specifically constructed for use with a developmentally disabled population, the SSSQ is designed to evaluate functional knowledge and skills important for independent community living. Thus, it is a measure of adaptive behavior. The SSSQ consists of nine separate booklets, each containing 24 questions. Covered areas: Basic Concepts; Functional Signs; Tool Identification and Use; Domestic Management; Health, First Aid, and Safety; Public Services; Time; Money; Measurement.

**Face Validity** FAIR/GOOD: Content, construct, concurrent, & predictive validity studies are presented in the manual.

**Norming** Norms are provided for two samples: Adult neuropsychologically disabled (15-55 years of age)  
 Average adolescents (14-18 years of age)

Raw scores are converted to scaled scores with a mean of 10 and a standard deviation of 3. Total raw score can be converted to a survival skills quotient, based on a mean of 100 and a standard deviation of 15.

Reading Level	Population for which test is best Suited		
	Handicap	Age	Grade Level
NONE required, except when functional reading is being assessed.	any except blind	14 up	9th up

- Other comments by the Reviewer:
- . most useful as a criterion-referenced measure - item analysis can lead directly to IEP development
  - . Comes with a "Master Planning Chart" for graphic presentation of strengths and weaknesses.
  - . Appears to provide a better measure of adaptive behavior than commonly-used instruments.
  - . Since questions are presented orally, specific deficits in receptive language can result in loss of validity.

Name of Test: (Tests of Adult Basic Education) TYPE OF TEST: Achievement - Norm Referenced

Address to Obtain Test: CIE/McGraw-Hill  
161 Monte Research Park  
Monterey, Calif. 93940

Measures what area(s): Reading  
Mathematics  
Language

Cost: Initial \$19.25 a unit

Scoring Procedures  
Hand Scored

Time for Scoring  
8-12 min.

Administration Procedures  
 Group Time Required 20-15 min.

Per Pupil

Machine Scored

Individual Time Required

Brief Description of Test: The TABE 1976 Edition are achievement tests in basic skills required to function in our society. The tests are designed to use in a variety of educational settings to fill a number of assessment and instructional needs. A raw score and grade equivalent is derived.

Face Validity Forming: The test items, adapted from the 1970 edition of the California Achievement Tests (cat-70), reflect language and content appropriate for adults and measure the understanding and application of conventions and principles; they are not intended to measure specific knowledge or recall of facts.

Random sample 19,000 students - grades 2-9

Reading Level: 2.5-4.9 TABE E  
4.5-6.9 TABE H  
6.5-8.9 TABE D

Population for which test is best Suited:  
Handicap any Age 15 up Grade Level 8-9-10-11-12

Other comments by the Reviewer:

TABE can be used to provide preinstructional information about the student's level of achievement in the basic skills of reading, mathematics, and language; to identify areas of weakness in these skills; to measure growth in the skills after instruction; to involve the student in appraisal of his or her learning difficulties; and to assist the teacher in preparing an instructional program to meet the student's individual needs.

Name of Test Test. for Everyday Living (TEL)

Type of Test Screening Inventory

Address to obtain test Publisher's Test Service  
2500 Garden Road  
Monterey, Calif. 93940

(Measures what area) Functional Skills

Cost Initial <u>24.00</u> (20 test bls.) Per Pupil _____	Scoring Procedures <input checked="" type="checkbox"/> Hand Scored <input type="checkbox"/> Machine Scored	Time for Scoring <u>20-30 min.</u>	Administration Procedures <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Individual	Time Required <u>15-20 min.</u> test
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Brief Description of Test- A battery of seven tests: Job-Search Skills, Job Related Behavior, Health Care, Home Management, Purchasing Habits, Banking, Budget. Designed to measure knowledge of life skills necessary to perform everyday tasks. Orally administered to groups of 20 or less. A separate Reading Scale score can be computed from those items where reading is required.

Face Validity - Fair

Scoring - extensive school norms are provided.

Reading Level none required, except where this skill is indirectly assessed.	Population for which test is best Suited Handicap LD/ED	Age 12+	Grade Level junior - senior high
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Other comments by the Reviewer:

- Similar to the Social and Prevocational Information Battery, except that the TEL calls for a 3-choice response.
- Language of test questions appears to be more understandable than Language of questions in the SPIB.

NAME OF TEST: Bennett Hand Tools (1965)

TYPE OF TEST: Work Sample (using tools)

Address to obtain test: The Psychological Corporation  
4640 Harry Hines Blvd.  
Dallas, Texas 75235

Measures what area(s): Manual Dexterity  
Gross Motor Coordination

Cost: Initial 66.00	Scoring Procedures Hand Scored <input checked="" type="checkbox"/>	Time for Scoring 5-18 min.	Administration Procedures <input type="checkbox"/> Group Time Required
Per Pupil none	Machine Scored <input type="checkbox"/>		<input checked="" type="checkbox"/> Individual Time Required 15 min

Brief Description of Test:

Consists of one part and score is total time to complete the task. Subject is required to remove twelve bolts from one vertical board and replace them on another according to instruction. There are three sizes of bolts and each has two washers and a nut. Four tools are used in the task, two open end wrenches, one adjustable wrench and one screwdriver. All four tools are required to complete the task. Measures prior knowledge of tool use and manual dexterity and coordination. Instructions in tool use are given but there is no practice time.

Face Validity: The format of the test may appeal to the disadvantaged and clients with low motivational levels. Three types of validity data are presented: (1) correlations with foreman's ratings (2) correlations with other tests, (3) grades in training schools. All correlations are low to moderate.

Percentile norms based on the time to completion are given for the following groups: male job applicants in a southern plant, male adults at a vocational guidance center, air line engine mechanics, boys at a vocational high school, high school dropouts in a metropolitan center, apprentice welders in a steel company, electrical maintenance workers.

Reading Level:

None required

Population for which test is best Suited:

Handicap	Age	Grade Level
anyone without upper extremity handicaps	any	any

Other comments by the Reviewer:

The test requires full use of hands and arms. The high face validity, flexibility of the instructions and the practical nature of the test are appealing in a vocational evaluation situation. Reliability data suggest a large practice effect. Low correlations with other criteria reduces test usefulness. Finger dexterity is an important factor. Provides good observational data.

150

# (C) (L): Crawford Small Parts Dexterity Test

TYPE OF TEST: Work Sample (using tools)

Address to: The Psychological Corporation  
 obtain test: 3640 Harry Hines Blvd.  
 Dallas, Texas 75235

Measures  
 what: Eye-Hand coordination  
 area(s): Fine finger dexterity

Cost: Initial: \$35.00	Scoring Procedures Hand Scored <input checked="" type="checkbox"/>	Time for Scoring score is time to complete task.	Administration Procedures <input type="checkbox"/> Group Time Required
Per Pupil	Machine Scored <input type="checkbox"/>		<input type="checkbox"/> Individual Time Required 12 to 30 min.

Brief Description of Test: Consists of two parts each having a practice period. The first part requires the use of tweezers to place small pins in holes one at a time. After each pin is placed a small collar is placed over it with the tweezers. The score is the time needed to fill the holes. Part two consists of starting screws in holes using the fingers and then using a small screwdriver to screw them down. Score is time needed to fill 36 holes. Skills required include finger dexterity and good frustration tolerance.

Face Validity Forming: The manual contains summaries of several validation studies using wages and supervision rating scales as criteria. The test is also related to other dexterity measures.

Percentile norms based on the time to completion are available on the following male groups: unselected applicant appliance factory applicants, two veterans groups and two high school groups. Female norm groups are: assembly job applicants, factory applicants, hourly employees, and employed assemblers. All sample sizes are at least 100 and most are over 175.

Reading Level:  None required	Population for which test is best Suited: Handicap Any without upper extremity handicapps	Age  any	Grade Level  any
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Other comments by the Reviewer: Provides good observational data.

151

U.S. Dept. of Health, Education & Welfare: Pennsylvania Bi Manual Worksample (1943, 1945) TYPE OF TEST: Work Sample (no tools)

Address to obtain test: U.I. Test Bureau Division  
American Guidance Service Inc.  
Publishers Bldg. Circle Pines, Minnesota

Measures what area(s): Hand & Finger Dexterity

55014

Cost: Initial \$55.00	Scoring Procedures Hand Scored <input type="checkbox"/> Machine Scored <input type="checkbox"/>	Time for Scoring observation _____	Administration Procedures <input type="checkbox"/> Group Time Required _____ <input checked="" type="checkbox"/> Individual Time Required _____
Per Pupil \$1.20 (c 50 forms)			

Brief Description of Test:

Consists of two parts, The first (assembly) provides practice time. The second part (Disassembly) has no practice time. The first part requires manually assembling bolts and nuts and then placing each assembled piece in a hole in a board. After 20 holes (2 rows) are done for practice, the score is the time required to fill the remaining 80 holes. The second part requires removing the assemblies from the holes, taking them apart and returning the parts to their bins. The score is the time required to disassemble the 100 units. Skills required include manual coordination, finger dexterity and work rhythm.

Face Validity Adequate. Males and Females 16 years to 39 years 11 mo. -- Norms based on the performances of 3979 Norming unselected subjects (1793 males and 2186 females)  
Males and Females 15 years to 17 years 11 mo. -- Urban and suburban public and private schools of secondary level - 550 males and females.  
Males and Females Industrial group - 200 males and 200 females with at least 6 months successful employment at manipulative tasks.

Reading Level: None required

Population for which test is best Suited:  
Handicap Totally Blind Age 15+ Grade Level  
Partially sighted  
MR Blind any

Other comments by the Reviewer: In a well integrated performance, the hands work together rhythmically.  
Keep in mind there is no single over-all test for motor skill.  
Norms are very old.

152

201

202



NAME OF TEST: Pin and Pegboard (1948, 1961, 1968) TYPE OF TEST: Work Sample (no tools)

Address to obtain test: Science Research Associates, Inc.  
259 East Erie  
Chicago, Illinois 60611 Measures what area(s): Manual Dexterity  
Eye-hand coordination  
Short - arm gross motor

Cost: Initial <u>\$60.00</u>	Scoring Procedures Hand Scored <input checked="" type="checkbox"/>	Time for Scoring <u>10 minutes</u>	Administration Procedures <input type="checkbox"/> Group Time Required _____
Per Pupil none	Machine Scored <input type="checkbox"/>	_____	<input checked="" type="checkbox"/> Individual Time Required <u>10 min.</u>

Brief Description of Test: The pegboard contains two rows of 25 holes into which pins are inserted. At the top of the board are 4 cups containing pins and washers and collars to be assembled. No tools are used. The test is administered four times (1) right hand only, (2) left hand only, (3) both hands and (4) assembly of pins, washers and collars using both hands. The score is the number of pins placed in the board within the time limits of 30 seconds for (1), (2), (3); and the number of parts assembled in one minute for (4). The test is administered to seated examinees, therefore, it is appropriate for wheelchair clients.

Face Validity Forming: It is suggested that the test not be used alone to select people for assembly jobs; the test is best used as part of a battery of tests and work samples. Local validation is needed.

Percentile norms are given for eight groups of male and female industrial workers and two general groups composed of applicants and college students.  
No school norms are available.

Reading Level: <u>None required</u>	Population for which test is best Suited: Handicap <u>any</u> Age <u>any</u> Grade Level <u>any</u>
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Other comments by the Reviewer: This dexterity test is designed to aid in the selection of employees for individual jobs requiring manual dexterity. It measures dexterity for two types of activity: one involving gross movements of hands, fingers and arms, and the other involving primarily what might be called "fingertip" dexterity. Percentiles are given for both one trial and three scores. Correlations for three trial scores are higher than for one trial score.

State of US: Minnesota Rate of Manipulation Tests TYPE OF TEST: Work Sample (no tools)

Address to obtain test: American Guidance Service, Inc. Publisher's Bldg. Circle Pines, Minnesota 55014

Measures what area(s): Manual Dexterity

Cost: Initial \$93.00 Per Pupil \$3.39/50 for 5	Scoring Procedures Hand Scored <input checked="" type="checkbox"/> Machine Scored <input type="checkbox"/>	Time for Scoring observation: Time for completion is the score.	Administration Procedures <input checked="" type="checkbox"/> Group Time Required Approx. 1 hour <input checked="" type="checkbox"/> Individual Time Required
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Brief Description of Test:

Designed to measure manual dexterity:  
1) The placing test  
2) The turning test  
3) The Displacing test  
4) The one-hand turning and placing test  
5) The two-hand turning and placing test

Four administrations of each test, including one practice administration, are required for best validity.

Face Validity Reasoning

"Validity rests upon an evaluation of the tests efficiency of selection in specific situations."

All right handed high school graduates age 18 - 31 years. Men hired as converting machine operators in the paper mill.

Reading Level:

any

Population for which test is best Suited:

Handicap any Age any Grade Level any

Other comments by the Reviewer:

\*Test given with examinee standing.  
Norms and instructions for Blind.  
Norms for all groups are quite old. (1933)

Name of Test: Minnesota Spatial Relations Test (1930) TYPE OF TEST: Work Sample (no tools)

Address to obtain test: American Guidance Service  
Publishers Bldg.  
Circle Pines, Minnesota 55014 Measures what area(s): Spatial Relations

Cost: Initial <u>\$260.00</u> Per Pupil _____	Scoring Procedures Hand Scored <input checked="" type="checkbox"/> Machine Scored <input type="checkbox"/>	Time for Scoring Time for completion is _____ the score. _____	Administration Procedures <input type="checkbox"/> Group Time Required _____ Approx. 20 min. <input checked="" type="checkbox"/> Individual Time Required _____
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Brief Description of Test: Consist of four parts. No practice time is allowed. Each part requires the transfer of 58 blocks of assorted sizes and shapes from one form board to another. Each block will fit only one hole in a board. Parts A and B use the same set of blocks and Parts C and D use another set. The score is the time required for each transfer or combinations of times.

Face Validity Adequate  
 Norming Available for Senior High School students, and for students in specific vocational programs. Norms are also provided for a few occupational groups.

Reading Level: <u>None</u>	Population for which test is best Suited: Handicap <u>any</u> Age <u>any</u> Grade Level <u>any</u>
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Other comments by the Reviewer: Provides excellent observational data.  
Protocols are available but not necessary



NAME OF TEST: Bennett Mechanical Comprehension Test (1940)

TYPE OF TEST: Aptitude

Address to  
obtain test: Psychological Corporation  
4640 Harry Hines Blvd.  
Dallas, Texas 75235

Measures Relationship of physical forces and  
what mechanical elements.  
area(s):

Cost: \$13.10 for 25 test  
Initial books, 100 answer  
keys, 95c sheets  
per pupil... negligible

Scoring Procedures  
Hand Scored  with  
stencil  
Machine Scored

Time for Scoring

5 minutes

Administration Procedures  
 Group Time Required  
 Individual Time Required 30 min.  
time limit

Brief Description  
of Test:

Client is presented with a drawing and answers a question about the picture. Answers are marked on an answer sheet. Measures mechanical comprehension; similar to mechanical reasoning section of DAT. 68 questions on each of 2 equivalent forms.

Available in Spanish: "Test de Comprension Mecanica Bennett"

Face Validity  
forming

Good-client must be able to visualize relationship between physical force and mechanical elements to do well on this test.

Norms are provided for industrial applicants, industrial employees, and high school students, both technical and academic. (11th and 12th grade).

Reading Level:

5th-may be read to client; taped presentation  
is available from publisher

Population for which test is best Suited:

Handicap	Age	Grade Level
any except blind	15+	High School

Other comments by the Reviewer:

156

Appears to be useful in determining aptitude for industrial jobs involving tools  
and machinery.

Cassette tapes are \$10.25 each.

NAM OF TEST: Career Ability Placement Survey

TYPE OF TEST: Aptitude

Address to obtain test: Edits Publishers  
P.O. Box 7234  
San Diego, California 92107

Measures (See Below)  
what  
area(s):

Cost: 2.25 specimen set Initial _____ Per Pupil 54.00/30 sets	Scoring Procedures Hand Scored <input checked="" type="checkbox"/> Machine Scored <input checked="" type="checkbox"/>	Time for Scoring 15-20 minutes _____	Administration Procedures <input checked="" type="checkbox"/> Group Time Required 40 min. <input checked="" type="checkbox"/> Individual Time Required _____
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Brief Description of Test: 5-minute tests: Mechanical Reasoning, Spatial Relations, Verbal Reasoning, Numerical Ability, Language Usage, Word Knowledge, Perceptual Speed and Accuracy, and Manual Speed and Dexterity.

Can be interpreted in light of entry-level skills in 14 career areas

Face Validity Norming: Good  
Manual reports that Norms are available separately for grades 8-9, 10-12, and entering college, but data is not in the manual - a self-interpretation profile and guide is available.

Reading Level: 6+ for verbal and numerical parts	Population for which test is best Suited: Handicap LLD/ED/Physical Age 14+ Grade Level 8+
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Other comments by the Reviewer:  
Generally appropriate for students of average reading ability - appears useful for high school level career awareness course.

Dailey, Vocational Test

TYPE OF TEST: Screening Inventory - Norm Referenced

Address to Houghton Mifflin Co.  
620 Campbell Blvd.  
Dallas, Texas 75235

Measures Spatial visualization/Technical/Scholastic/  
what Business-secretarial  
area(s):

Cost: TST \$20.94/35  
Initial SVT \$ 3.34/35  
BET \$14.07/35

Scoring Procedures  
Hand Scored

Time for Scoring  
5-10 minutes

Administration Procedures  
 Group Time Required: 1-65 min  
BET 1-30 min  
 Individual Time Required: 1-20 min

Per Pupil

Machine Scored

Brief Description  
of test:

There are 3 tests: TST (Technical and Scholastic Test); SVT (Spatial visualization test); BET (Business English Test). They reflect technical and academic knowledge as well as aptitude required for development of competence in a variety of occupations and educational programs. The TST contains 150 items which measure knowledge and abilities to visualize objects presented in two-dimensional space. The BET contains 111 items. It measures knowledge of spelling, punctuation, capitalization, and correct usage or grammar.

Face Validity  
concerning

Each of the Dailey tests has one or more counterparts among the established tests given to large overlapping groups of military personnel and to nearly a half million high school students involved in Project Talent.

Norms are available by grade level, male/female, trade school students and job applicants.

Reading Level:

SVT - none  
BET - 5th  
TST - uses technical language

Population for which test is best Suited:

Handicap	Age	Grade Level
Depends on test to be given	15 +	8-12

Other comments by the Reviewer:

158

Tests of skill level.  
Specific areas of measurement tend to limit scope.

No. of Tests: Minnesota Clerical (c) 1959

TYPE OF TEST: Aptitude

Address to obtain test: Psychological Corporation  
4640 Harry Hines Blvd.  
Dallas, TX 75235

Measures what Clerical speed and accuracy  
area(s):

Cost: \$4.30/25  
Initial \$15.00/100

Scoring Procedures  
Hand Scored   
with template  
Machine Scored

Time for Scoring  
5 minutes

Administration Procedures  
 Group Time Required 15 min.  
 Individual Time Required

Per Pupil

Brief Description of Test:

The Minnesota Clerical Test is a test of speed and accuracy in performing tasks related to clerical work. It has been found useful for selecting clerical employees and for advising persons who wish to seek training in the clerical field. The test consists of two parts: Number Checking and Name Checking. In each part there are two hundred items consisting of 100 identical pairs and 100 dissimilar pairs. The numbers in Number Checking range from 3-12 digits and the names in Name Checking contain 7 through 17 letters. Separate time limits are used for the two parts: 8 minutes for numbers, 7 minutes for names.

Face Validity Forming

This test with its norms should contribute toward a more scientific and valid selection process based upon all of the pertinent and available information. Norms for adults employed in clerical occupations also might be considered in judging a pupil's clerical aptitude.

Norms have been developed grades 8-12. Norms for 11th and 12th grade students, classified according to high school curriculum were based on a cross-section sampling of 6262 pupils from 76 New England High Schools.

Reading Level:

N/A\*

Population for which test is best Suited:

Handicap Age Grade Level

All except SPII, Blind

14 up

9-12

Other comments by the Reviewer:

\*although no reading comprehension is required, it has been found that students with poor reading perform poorly on the name checking section.

Test allows for measurement of both clerical speed and clerical accuracy.

Level of motivation is a significant factor.

159

Personnel Tests for Industry -  
Oral Directions Test (PTI-ODT)

NAME OF TEST:

TYPE OF TEST: Aptitude

Address to  
obtain test:

Psychological Corporation  
4640 Harry Hines Blvd.  
Dallas, Texas 75235

Measures  
what  
area(s):

Ability to follow oral directions

Cost: \$17.00 (initial  
version with 100  
answer sheets  
Per Pupil Available)

Scoring Procedures  
Hand Scored   
Machine Scored

Time for Scoring  
less than 5 minutes

Administration Procedures  
 Group Time Required 15 min.  
 Individual Time Required 15 min.

Brief Description  
of Test:

Assesses an individual's ability to follow oral directions. Client listens to recorded directions, and responds on an answer sheet. Skills required to complete the test range from basic literacy to somewhat above the Jr. High level. Two equivalent forms available, one of which is available in Spanish - test contains 16 items containing 39 scorable responses.

Two equivalent forms.

Face Validity  
Norming

Good - correlates positively and significantly with teacher's ratings of academic ability, and other tests of vocational aptitude. Also correlates well with other tests of mental ability.

Norms provided for a variety of populations and group sizes-including some high school students.

School norms are fairly poor.

Reading Level:

Not required - oral test.

Population for which test is best Suited:

Handicap	Age	Grade Level
LLD/ED/MR	14+	9+

Other comments by the Reviewer:

160

Recorded format allows for administration in a variety of settings.

Not suited for students with severe dysgraphia.



(c) 1970

NAME OF TEST: Revised Minnesota Paper Form Board Test

TYPE OF TEST: Aptitude

Address to  
obtain test: Psychological Corporation  
4640 Harry Hines Blvd.  
Dallas, TX 75235

Measures Spatial Relations  
what  
area(s):

Cost: 25 @ \$4.50 Initial 100 @ \$15.25	Scoring Procedures Hand Scored <input checked="" type="checkbox"/> Forms AA and BB Machine Scored <input checked="" type="checkbox"/> Forms MA and MB	Time for Scoring 5 minutes	Administration Procedures <input checked="" type="checkbox"/> Group Time Required 20 minutes <input checked="" type="checkbox"/> Individual Time Required
Per Pupil			

Brief Description  
of Test:

The Revised Minnesota Paper Form Board Test is a 20 minute speeded test consisting of 64 two-dimensional diagrams cut into separate parts. For each diagram there are 5 figures with lines indicating the different shapes out of which they are made. From these, the subject chooses the one figure which is composed of the exact parts that are shown in the original diagram.

Face Validity  
Norming

The test has a long history of effective prediction on many academic and industrial fields, particularly those with a mechanical orientation. The studies summarized in the validity section of the manual strongly suggest that the test is a valuable tool for use in educational and vocational guidance and in employee selection. Correlations have been done with numerous other tests.

Norms provided for educational groups (grades 10 and 12) and a variety of industrial groups.

Reading Level: None required

Population for which test is best Suited:		
Handicap	Age	Grade Level
LD/ED/Physical	16 up	10-12

Other comments by the Reviewer: - Test performance appears to be related to general intelligence.

161