

GUIDE TO TRANSITION ASSESSMENT IN WASHINGTON STATE



CENTER FOR CHANGE
IN TRANSITION SERVICES

SEATTLE UNIVERSITY

GUIDE TO TRANSITION ASSESSMENT IN WASHINGTON STATE

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AGE-APPROPRIATE TRANSITION ASSESSMENT—AN OVERVIEW

IDEA 2004 defines transition services as a coordinated set of activities designed within a results-oriented process and facilitates movement from school to post-school activities. These services are based on the individual student's needs, taking into account the student's preferences and interests. The first step in providing transition services to youth in special education is identifying the student's postsecondary desired goals or vision.

This document provides information and methods that can be used to identify the young person's interests and preferences for life after high school and use that information to provide transition services.

Age-appropriate transition assessment is the primary component in the process of secondary transition planning. The transition assessments are the framework through which information is gathered to guide the development of a student's program in order to successfully move the student from the public school to a post-high school setting. While the transition assessments can include formal or commercial assessments, they can also include interviews, observation, and surveys. Perhaps more important than the type of assessment used is that the process is a systematic method used to collect and organize information regarding the student's interests, skills, strengths, temperaments and areas of need. This process should begin early and be quite broad during the middle school years, but becomes increasingly more specific as the student moves closer to graduation.

The goal of transition assessment is to assist the student in achieving her or his vocational potential; therefore, the goal of the person responsible for the age-appropriate transition assessments is to accurately determine that potential as closely as possible. This becomes more likely by looking at the student's interests, aptitudes, and preparation opportunities from a global concept and gathering that information in a systematic way.

To determine the student's potential, both general and specific skills should be assessed, using age-appropriate transition assessments. Some of these skills include: abilities, aptitudes, interests, personality and temperament, values, attitudes, motivation, physical capacity, and work tolerance. It may also include: work habits, employability, and social skills. This is not a task that should be done one time only, but rather will be built upon as the student has new experiences.

The transition assessment is a results-oriented process that results in a coordinated set of activities addressed on the Individualized Education Program (IEP). It is through the transition assessment process that a relevant IEP can be developed. When the information regarding a student's interests, aptitudes and preparation opportunities is familiar to the special education teacher, it becomes easier to develop annual IEP goals that are meaningful to the student's life.

The transition assessment process allows all the information regarding an individual student to be gathered in such a way as to build the program on the student's strengths and interests, while looking for ways to accommodate limitations or disabilities. The transition assessment process is student-centered; the student's interests and aptitudes are the focus of the transition planning. This process may contrast the previous special education assessment that historically identifies disabilities and limitations, rather than defining strengths and interests. While information on disability—which is generally well documented—is useful to the transition planning process and is incorporated into the assessment summary, it is the student's personal interests and areas of strength that are critical.

The student's interests, aptitudes, and preparation opportunities are evaluated from an occupational perspective. It is useful for the guidance and counseling office or the career technical department, as it is likely that students are already involved in some type of assessment regarding their interests and aptitudes. Even in small or rural districts, guidance-counseling efforts are helpful to the transition assessment process. It is also important to consider all interests and aptitudes in a vocational sense. Interests such as dancing, sports, or music are examples of interests that should be included in the process.

The transition assessment process is not a short-term exercise. While it is true that there are many interest surveys and vocational tests that can be administered in a fairly short time, the assessments become meaningful to the student's individual transition plan when viewed as a long-term process. The transition assessment needs to be reevaluated as interest areas are explored and work experience and specific skills increase. Often educators ask if it is necessary to do transition assessments every year. Although a formal assessment may not need to be repeated each year, it is likely that the information and plan will be modified based on the previous year's information and the student's experiences.

Information about a student's interests, aptitudes, and preparation opportunities is gathered systematically over time, thereby assuring that a broad range of opportunities may be identified. When done correctly, the age-appropriate transition assessments increase opportunities and does not limit a student's choices; rather than identifying a specific job, the assessment process identifies the student's experiences in an effort to make sense of the student's successes and failures.

Again, the transition assessment process is used to determine the *vocational potential* of a student. In addition to academic data, this process may include real or simulated work tasks, supplemented by educational, vocational, psychological, social, and medical data from other sources.

The student is the most important participant in this process. The assessment process involves many participants. Generally the person who is responsible for writing the student's IEP will need to have the information from the assessments available to them. The summary of the transition assessments can be written for the IEP. The student and his or her family are the most important players in this process. Input from the guidance counselor, psychologist, special education teacher, career-technical and general education teachers, occupational and physical therapists, speech and language pathologists, paraprofessionals, employers, friends, and any other persons knowledgeable about the student's preferences and abilities will also be helpful. Talking with the guidance counselor and career-technical department may acquaint special education staff with vocational assessment for all students. Such a school-wide effort may yield sufficient information for the transition assessment process.

The special education teacher, who is often responsible for generating the transition assessments, may feel that he/she does not have the professional skills to do this job adequately. In fact, the person within the school system who knows the student best will be the most qualified to facilitate this process. Ideally, the special education staff should not work on this process in isolation, but should access the career center and the guidance counselors in general education, working within the framework of that system. Students in special education should participate in the same activities with other students in their high school if they develop a 5th year plan, portfolios, senior projects and pathways within the school curricula.

Related information:

What is transition assessment? National Secondary Transition Technical Assistance Center. <http://www.nsttac.org/?FileName=tag#Whatistransition>

Why conduct transition assessments? National Secondary Transition Technical Assistance Center. <http://www.nsttac.org/?FileName=tag#Whyconducttransition>

How do I select instruments? National Secondary Transition Technical Assistance Center. <http://www.nsttac.org/?FileName=tag#Howdiselectinstruments>

AGE-APPROPRIATE TRANSITION ASSESSMENT—THE PROCESS

Transition services are based on the individual student's needs, taking into account the student's strengths, preferences and interests. Therefore the transition assessment should be the first step of the secondary transition planning process. Information is gathered, the measurable postsecondary goals determined, and only then, can the transition plan be developed based on the student's needs, preferences, and interests. As the plan is designed, annual goals and objectives are determined. The Individualized Education Program (IEP) can then be written based on this information. When attempts are made to write the IEP prior to transition assessment, the plan may not make sense for the student, and may not necessarily reflect the skills and experiences the student needs to reach his/her postsecondary goals. It is through this planning process—with the transition assessments first, followed by the IEP—that the student's needs and preferences are fully considered. The student will experience firsthand the development of the IEP and will have many meaningful contributions to make throughout the transition planning process. A visual representation of the planning process is shown in the Transition Services Flow Chart, Appendix A. Age-appropriate Transition Assessments are the beginning of the process.

Related information:

How do I conduct an age-appropriate transition assessment? National Secondary Transition Technical Assistance Center.

<http://www.nsttac.org/?FileName=tag#conduct>

INFORMAL ASSESSMENT

Informal assessment is a productive and valid method for the transition assessment process. When special education teachers became aware of the assessment process, many thought they would have to administer a particular test or tests, as well as have the skills of a vocational counselor. This is not the case, as informal assessment is often the best mechanism to gather information for transition planning. Defining the process will make this an easier task.

Most students who have been identified as needing special education services have a multitude of information available that is specific to their disability. Although information about the student's disability is important to vocational planning, strengths, aptitudes, interests, learning style, work experiences, as well as many other components may be as beneficial to transition planning. The sample form in Appendix B may be useful as a method of gathering and organizing information. This form may be reproduced on an overhead or white board and used in a planning session with the student and the parents. Information can be collected from a variety of sources. The goal is to gather information in a systematic manner. Examples of this process are included in Appendix B, Example 1 and 2.

The following methods are useful in gathering information for a student, which then can be noted on a one-page form such as the sample form in Appendix B. This form can be attached to the IEP or kept in a portfolio for further planning.

Interviews:

Interviews with the student and the family, as well as other people familiar with the student are useful. Again, the information needed includes: strengths, aptitudes, interests, and work experiences.

- **Student Interview**

See Appendix C for a sample of a student interview questionnaire. It is most helpful to conduct an interview in person, one-on-one, but that is often difficult in a classroom setting with time restraints. If a one-on-one interview with the student is not feasible, other methods include: having the student complete the interview questionnaire in writing, administering an interview survey to an entire class, or having students interview each other. This can be accomplished as a class assignment with students receiving grades for their writing efforts.

- **Family Interview**

See Appendix D for a sample family interview questionnaire. Family members possess valuable information about their young person. Often through the interview process, the case manager will gather information about a student's strengths that were previously unknown in the academic setting. Given the luxury of time, it would be beneficial to interview the family member in person. Given the reality of the school year, it may be possible to get all or a portion of this information from the family by sending a survey home. Telephone interviews are also helpful, especially when specific information is needed. It would be ideal to have schools and families all on-line, thereby allowing the teacher to e-mail the interview questions and receive the response back electronically. Students can interview family members as a class assignment and receive a grade for their work.

- **Teacher Interview or Supervisor Evaluation**

See Appendices E and F for sample forms. Teachers and employers possess valuable information about a student's strengths, aptitudes, and interests. This information can be elicited through informal interviews which can occur over lunch with a fellow teacher or during a work site visitation. A supervisor can often identify student strengths that may not be as obvious to the student when in a school environment. Information regarding the student's learning curve, level of retention of job tasks, and the need for supervision are important elements of the transition assessment process.

Observation:

Observing a student may provide the best information about the student's strengths, aptitudes, interests, and experiences. When observing a student, the setting in which this observation takes place should be considered. Factors to be noted include: Is this setting new for the student? Are there any unusual distractions? Often students who are not successful in an academic setting are successful outside of the school walls. Therefore, the purpose of such observation is to identify student's successes, more than the failures. Examples of questions to be used during an observation include:

- In what setting is the student most successful at school? Is it in academic or career-technical classes? Which classes specifically and which activities?
- How does the student function in social settings with other students? Is the student involved in extra curricular activities? Is the student active in leadership roles? What activities have to student completed in community services hours?
- Is the student involved in any peer or cross age tutoring? Has the student participated in any work experiences on campus (this includes office, kitchen, or library)? How well does the student follow instructions? How well do they make use of "down time?" What specific skills did they demonstrate during the observation?
- What type of teacher does the student get along with best? Does the student want positive reinforcement or do they work well without feedback? Do they need specific directions, or do they respond well to more general directions? Can they remember instructions or do they need to write notes or make lists? Does the student respond to direct or indirect supervision?

Information from the Psychological Evaluation:

From the psychological evaluation, information can be gathered for the categories listed on the chart (see Appendix B): interests, strengths, limitations, and work experiences. Although the psychological evaluation and summary are generated through formal testing, this information can be used in an informal transition planning process. By using the information from the tests administered by the psychologist in a vocational frame, the transition plan will be even more useful for the student. The following questions can be discussed with the psychologist, if available, or answered through a review of the psychological report:

- What is the reasoning ability or problem solving skills of the student? What are the areas of strength in non-verbal problem solving? Verbal problem solving? Numerical problem solving?
- What are the learning strengths of the student? Is the student's learning style identified?

- When looking at academic tests, what are the subtest scores of each academic area? For example, the reading score is at the 5.1 grade level, yet the word attack subtest score is much lower, at the 2.0 grade level. The comprehension subtest score may be at the 7.2 grade level. These scores indicate good comprehension when the vocabulary is familiar, even though the student has less ability to figure out unknown words. These scores would be useful knowledge when planning for a student's job training. Accommodations in this example would include targeting unfamiliar vocabulary first.
- In written language, is spelling a particular limitation? Would a Dictaphone be helpful or can the student successfully use a spell check? Would a personal word list assist the student in a particular occupation or training program?
- The same method of analysis would hold true in mathematics. Is the student stronger in calculation than problem solving? Does the student demonstrate good problem solving skills in math when problems are presented verbally without the use of paper and pencil? Is his/her estimating skills good? Can he/she use a calculator?
- What is the student's learning curve? What was the level of perseverance during a testing situation? When presented with difficult material or experiencing frustration, what was the student's reaction? Was the student able to communicate his/her frustration or ask clarifying questions in a proactive manner?

Specialty Areas:

Other professionals who may have tested the student would also possess valuable information. These professionals may include: physical therapists, occupational therapists, speech and language pathologists, and medical professionals. Again, depending on the student and the degree of disability, the following information would be helpful to transition planning:

- What is the student's level of communication? Communication may range from highly articulate communication skills, to limited communication, or the use of adaptive equipment for communication. It may be augmented communication, signing, or the use of interpreters.
- Physical strength and abilities may need to be evaluated, particularly if the student is interested in occupations that would require job specific skills. These skills may include: coordination (both fine and large motor skills), visual acuity, hearing, and stamina. If a student is interested in the military or a physically demanding job, these areas should be appraised. If there are significant physical disabilities, accommodations and limitations should be identified.
- Any health issues would also need to be addressed. For instance, such things as mild asthma may not affect working in certain occupations, yet may prevent a student in pursuing a particular career with identified environmental hazards. If the student has more severe health problems, the school nurse may be

helpful in interpreting medical records or interpreting any specific limitations or accommodations.

- Does the student use assistive technology?

By using observation, interviews, and other professionals' evaluations, the special education teacher or case manager would not need to conduct formal evaluation with the student. On the two case studies in Appendix B, information from all of the above sources was consolidated on the one page form, making it fairly easy to read this information, become familiar with the student's interests and aptitudes, and identify preparation opportunities. The person responsible for the IEP can then write a summary of the transition assessments.

Curriculum-Based Vocational Assessment (CBVA):

Information is collected regarding work-related behaviors and specific learner outcomes within a variety of environments including the classroom and the community. This process involves consistent performance monitoring within career-technical courses and training programs.

Valuable and reliable information on a student's vocational strengths and limitations can be collected by studying the student in the classroom, particularly the career-technical classroom or during work-based learning in the community. By utilizing these environments, many of the components needed for the transition assessment process can be assessed. If the school district has school-to-work components in place, the assessment may be a part of work-based learning or connecting activities from school to the community. By investigating this through the guidance and counseling office and the career-technical department, the student in special education may obtain a useful assessment through the school-to-work program.

Related information:

Informal Assessment. National Secondary Transition Technical Assistance Center. <http://www.nsttac.org/?FileName=tag#informalAssessments>

Sample Instruments. National Secondary Transition Technical Assistance Center. <http://www.nsttac.org/?FileName=tag#sampleInstruments>

FORMAL ASSESSMENT

It has already been stated that informal assessment can satisfy the requirements of compiling age-appropriate transition assessments. There are times when formal testing would be helpful and appropriate for certain students. Certainly if formal vocational testing is part of general education's school-to-work efforts, students in special education should be included in that process. This may require accommodations for a student or coordination with the special education

department to assure that the information is shared, but this is an area that special education staff should become familiar with as well as access.

Teachers have asked for information about formal vocational tests. There are many commercial tests available and many schools already have these available. Rather than the special education teacher feeling that she/he should personally learn and administer these tests, it may be more useful to become familiar with the vocational assessment resources available within the school district and the community. By knowing what is available and what information these tests provide, the special educator can arrange for the student to participate in this testing. The teacher can help select tests that are most appropriate and use the information from the results for transition planning.

If administering a vocational test or survey, the teacher would need to be familiar enough with the student and the assessment to evaluate the validity of the results. When giving a formal test, the administrator of that test is responsible to interpret the results for both validity and usefulness to the transition planning process.

An example of this is when a student is given a formal evaluation to determine temperaments and the student scores high in wanting “variety on the job.” The team knows that the student is confused by variety, is uncomfortable changing tasks quickly, and functions best when familiar with the routine. With further analysis of the assessment results and by questioning the student regarding her/his responses, it is discovered that the student misinterpreted the questions. Therefore the results were not valid, and the information gathered through interview and observation would be more relevant to transition planning. If someone who did not know the student gave this test, that student might spend valuable time exploring an occupation in which he or she was not interested or not suited.

Formal assessment is helpful to the transition planning process when used by the transition planning team. When districts have a sophisticated array of assessment tools available, this information should be shared and interpreted in a meaningful way so as to be most useful to the transition team. For example, a seemingly complicated computer print-out generated by a formal aptitude test becomes useful to the transition planning process with professional interpretation that makes the information relevant to the student’s plan.

There are times when formal assessment can be very helpful to the student when planning for the future. Often formal vocational testing can identify strengths that are not identified with strictly educational testing. Identifying a student’s spatial aptitude or mechanical reasoning may be the first time a student has had a strength identified in that particular area. This information would be very valuable for a student entering training in a technical field.

Formal vocational assessment includes formal procedures for administering, timing, and scoring. When using a standardized test, it is important to know the

target group for whom the test was designed. Only then can it be determined if that particular test is appropriate for the given student.

Interests:

As part of the transition assessment process, many students are simply asked, “What do you want to be when you leave high school?” For students with little experience, gathering information about interests either through interview or survey is very unreliable. If you were asked to choose an occupation that you were interested in, but you were only aware of five occupations in all, you would choose one of the five possibilities already familiar to you. Because you are unaware of the full range of possibilities available, your choice may not be valid. If you were aware of 20 occupations and were asked to choose one of them, but were uninformed on what those jobs entailed or thought a particular job involved different tasks than it actually did, once again, the choice would not be valid. Therefore, to increase the reliability of occupational interest surveys or interviews, the student needs to become knowledgeable about their possibilities through career exploration.

Interest surveys may give broad categories or specific job titles. Caution should be used when specific jobs are selected through an interest survey. Interest surveys should be employed to broaden a student’s awareness of opportunities, rather than to narrow those opportunities to a specific occupation. As students get older and have more experience—as well as have opportunities to experience job shadowing or job sampling—they may well leave high school with a specific occupation in mind. Such preferences carry more validity than the results of an interest survey given to a 15 year old with no experience with career exploration.

Many school districts have some type of formal interest surveys in place for all students. Students in special education should take part in that assessment. The job of the special education teacher may be assuring that the student with disabilities is included in any assessment given to all students, that accommodations are addressed, and that the information is used for the transition plan.

Aptitudes:

Aptitudes involve specific skills that are not always demonstrated by the student to his or her potential, particularly in a school setting. Aptitudes in areas such as mechanical, spatial, musical or artistic ability, or physical coordination may not be fully developed. This could be due to lack of interest or to lack of opportunity. The challenge with transition assessment is to identify those aptitudes that relate to the strengths of a student, to develop those aptitudes through transition activities, and to identify those occupational opportunities in which the student has both skills plus a personal interest.

The Department of Labor (DOL) has defined aptitudes in twelve areas. Although not required for the TRANSITION ASSESSMENT PROCESS, it may be helpful to be familiar with these aptitudes and their definitions because they offer a different way of looking at skills. It is especially useful when using formal aptitude assessment, because most formal assessment tests evaluate the following aptitudes:

- G – Intelligence
General ability to learn, reason, and make judgments
- V – Verbal
Ability to understand and use words effectively
- N – Numerical
Ability to understand and perform mathematical functions
- S – Spatial
Ability to visualize three dimensional objects from two
- P – Form Perception
Ability to perceive and distinguish graphic detail
- Q – Clerical Perception
Ability to see and distinguish pertinent detail
- K – Motor Coordination
Ability to coordinate eyes, hands, fingers
- F – Finger Dexterity
Ability to finger and manipulate small objects
- M – Manual Dexterity
Ability to handle placing and turning motions
- E – Eye/Hand/Foot Coordination
Motor responsiveness to visual stimuli
- C – Color Discrimination
Ability to match/discriminate colors

Although formal tests do evaluate aptitudes, it is possible through the methods described in Informal Assessment to gather information on a student's aptitudes. Even when using formal testing, observation and interview is helpful to validate the results.

Temperaments:

Temperaments are helpful in the transition planning process. This is also an area that students find particularly interesting—as it is very personal to them—as well as determining temperaments does not require job experience to provide good information as do most interest surveys.

Temperaments are personality traits that relate to the requirements of occupations. If these traits are a “match,” then there is a higher likelihood of job

satisfaction. There is formal assessment for temperaments. The DOL defines temperament requirements as:

- D – Direct, control or plan an activity
- F – Interpret feelings and ideas from a personal point of view
- I – Influence people’s opinions, attitudes, or judgments
- J – Generalize/decide based on sensory or judgmental criteria
- M – Generalize/decide based on measurable or verifiable criteria
- P – Deal with people beyond giving or receiving instructions
- R – Perform repetitive work according to set pace or procedure
- S – Deal with stress in critical/emergency/dangerous situations
- T – Precisely attain set limits, tolerances, and standards
- V – Do varied job duties without loss of composure or efficiency

There are temperament surveys listed in Appendix H (e.g., Meyers-Briggs Type Indicator).

Vocational Evaluation Instruments:

Appendix H is a list of tests widely used in vocational evaluation. The inclusion of any instrument in this list does not suggest an endorsement by the Center for Change in Transition Services. The choice of an assessment instrument should be based on the professional judgment of the test administrator in regards to the individual situation of the student.

These instruments range from quite expensive to free of charge. These tests range from quite complicated to fairly simple to administer. The instruments included can all be accommodated to varying degrees although the results may be non-standardized. There are tests included that have been developed for students with moderate cognitive disabilities. The purpose of this list is to provide information to the special educator so that good decisions can be made and teachers may more easily identify assessment available within their districts.

Assessments are listed in four domains:

- 1) Educational;
- 2) Psychological;
- 3) Vocational;
- and 4) Vocational/Medical

Related information:

Formal Assessments. National Secondary Transition Technical Assistance Center. <http://www.nsttac.org/?FileName=tag#formalassessment>

PREPARATION OPPORTUNITIES

Preparation opportunities can be a component of the transition assessment process. When interests and aptitudes are determined, the occupational direction can be identified and preparation opportunities might be identified. This simply means that given the student's interests and aptitudes, the question is asked, "Where can the student be trained for this career?" Training includes on-the-job training, internships, apprenticeships, technical colleges, two- and four-year colleges. Initially, the occupational direction may be a broad career pathway

If a student is interested in the medical field, but may not be clear about a specific occupation, then the plan should include ways to give the student opportunities to explore that career interest area, as well as to evaluate aptitude. As a 9th grade student, this may mean job shadowing at the local hospital. By 12th grade, this may include identifying availability of jobs within the local area as nurse's assistants and as lab technician aides, as well as identifying training programs for these jobs. It would be helpful for the student to explore these training programs and identify entry-level requirements, which then may become part of the student's program.

When identifying preparation opportunities, it would be useful to know the student and family's plans for where the student will live and train after high school. Preparation opportunities would be different on a local, state, and regional level for many occupations and interest areas.

Information regarding training programs and state labor market by interest areas is available through a publication developed by the Office of the Workforce Training and Education Coordinating Board, entitled, Where Are You Going? This career guide is available on the internet at:

www.wtb.wa.gov/Pubs_Publications.asp

To identify preparation opportunities, students may explore specific jobs by interview or research via the telephone or Internet. There is a Job/Employer Survey form (see Appendix G) that a student may use to gather this information.

Related information:

Informative links to Podcasts and other sources of information about age appropriate transition assessment. National Secondary Transition Technical Assistance Center.

<http://www.nsttac.org/?FileName=tag#InformativelinkstoPodcasts>

AGE-APPROPRIATE TRANSITION ASSESSMENT—CONCLUSIONS

The transition planning process is ongoing within the school system until the student graduates. This process actually begins when the child is first entering school, but will become part of the IEP at age 16 or earlier when appropriate. The information from the transition assessments is useful to the student in his or her next endeavor as they leave the school system. The student and family should have copies of the information from the transition assessments, as well as the IEP.

When the transition assessment process is well planned and documented, the transfer of this information is most helpful to adult agencies. Such information can ease the transition between public school services and adult services.

From the beginning of this process, the student should be included in the school-to-work efforts by the local school district. Students in special education should take full advantage of any assessments, surveys, or portfolio development available to general education students. This may mean that the special education teacher will need to become part of the school wide effort in preparing all students for life after high school and to become knowledgeable about the opportunities and the persons involved in this work. Career centers, career-technical programs, and guidance centers should all include students in special education. If this occurs, that information will become part of the assessment summary and the special education teacher will be able to readily use the information to develop a transition plan.

Although each district and staff person can devise their own methods of implementing the transition assessment process, the following steps, based on the information contained in this handbook, may be useful:

- 1) By age 16, earlier when appropriate, review the available information on the student including school and special education records. This information can be recorded on the Student Information Gathering Form (Appendix B).
- 2) Interview student, family, and others and include the information on the Student Information Gathering Form.
- 3) Check with the career center or guidance and counseling office to identify assessments available or to access career portfolios, etc. Arrange for students to take appropriate tests and include that information as well.
- 4) Meet with the student and members of their team as appropriate to develop transition components of the IEP.
- 5) Reevaluate assessment information at annual IEP review.

As the transition assessments develop into pathways or patterns, it becomes easier to identify postsecondary goals and preparation opportunities. These

components are all identified on the IEP. When a student's program makes sense based on the student's identified strengths and interests, it will strengthen the transition to post-high school settings. Although the preparation of age-appropriate transition assessments is often time-consuming, it is time well spent because it not only reduces future planning and anxiety and changing plans, it ensures a successful transition for the student to post-high school.

List of Appendices

Appendix A: Transition Services Flow Chart

Appendix B: Transition Assessment Toolkit

Appendix C: Student Information Gathering Form & Examples

Appendix D: Student Interview Questionnaire

Appendix E: Family Interview Questionnaire

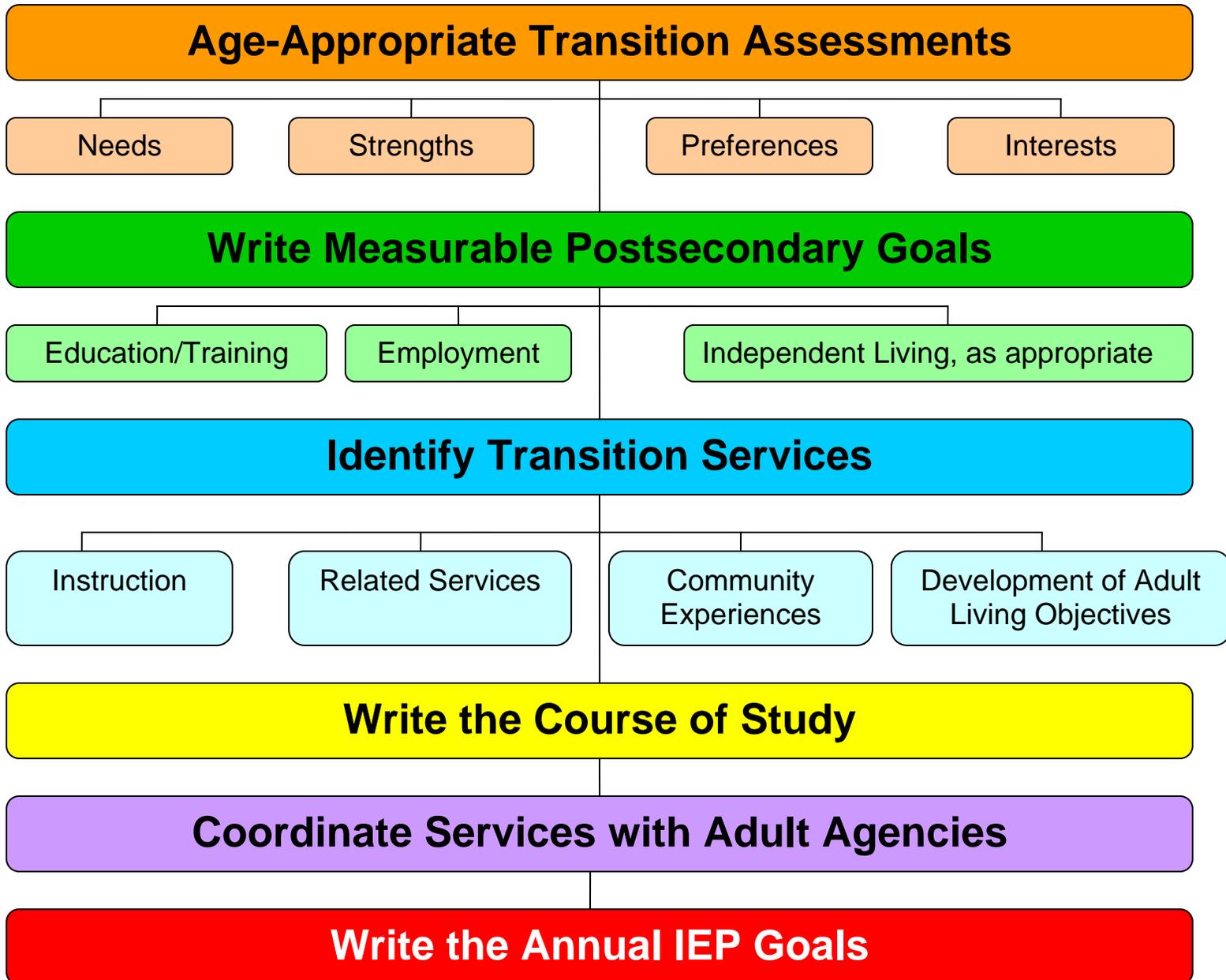
Appendix F: Teacher Interview Questionnaire

Appendix G: Supervisor Evaluation of Student Worker

Appendix H: Job/Employer Survey (to be used by student)

Appendix I: Evaluation Instruments

TRANSITION SERVICES FLOW CHART



APPENDIX B

Transition Assessment Toolkit



APPENDIX B

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APPENDIX B

Transition Services and the Law - IDEA 2004

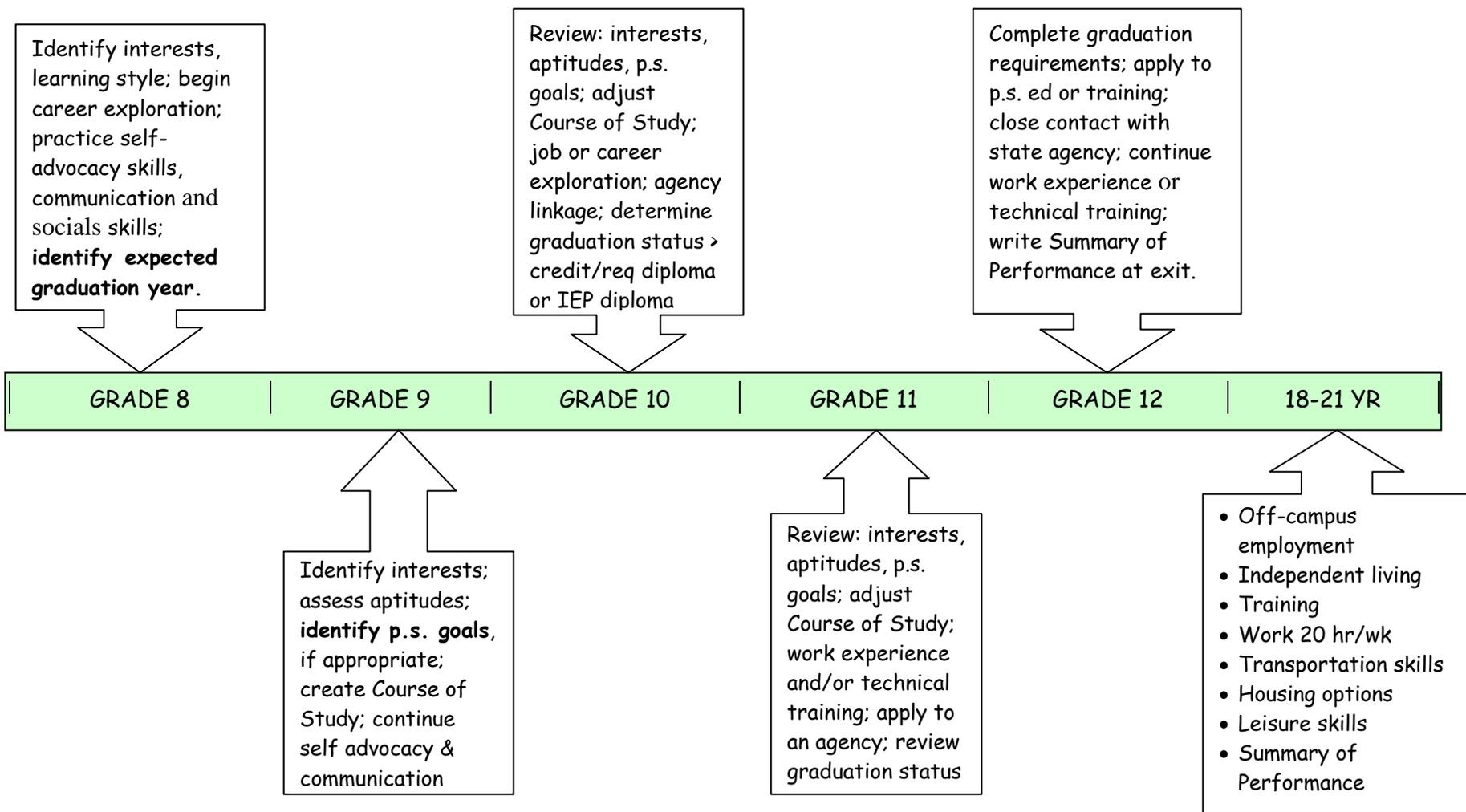
Transition services are a coordinated set of activities for a child with a disability that is designed to be a *results-oriented process*, that is focused on improving the academic and functional achievement of the child with a disability and to facilitate the child's movement from school to post-school activities.

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include:

- (A) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to:
 - i. Postsecondary Education/Training and
 - ii. Employment and
 - iii. Independent Living, where appropriate

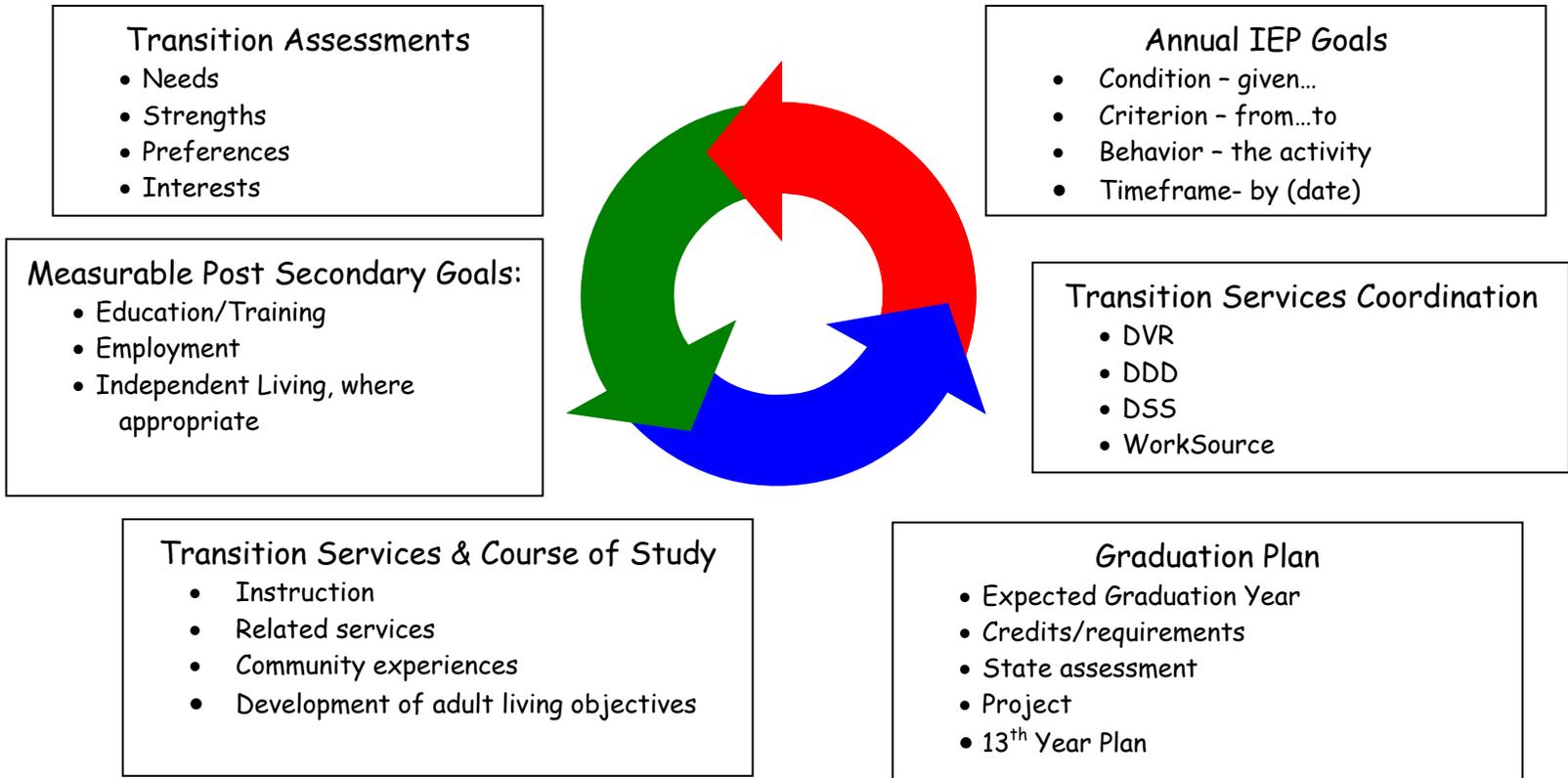
- (B) The transition services (including courses of study) needed to assist the child in reaching those goals.

Transition Timeline



APPENDIX B

Continuous Cycle of the IEP Transition Process



APPENDIX B

This document has been designed to guide and support staff in the development of the transition services for each special education student. There are 3 components to be accessed within this document.

- I. Formal and Informal Transition Assessments, pages 1- 2
- II. Recommended Transition Assessments by Grade Level, pages 3-5
- III. Transition Web based Resources, pages 6-10

Purpose of Transition Assessments is to gather information about students from a variety of sources that will determine or support a measurable postsecondary goal (postsecondary education or training, employment or independent living). As you work to prepare students for their annual IEP, it is suggested you access both *formal* and *informal* assessment data. Please consider some of the following sources for data as you write PLEPS and the transition services components of the IEP for all special education students. This process must be in place on the IEP in effect when the student turns 16 and updated *annually* thereafter.

I. Formal and Informal Transition Assessments

Transition Assessments	Formal	Informal
Interests	<ul style="list-style-type: none"> • Career Cruising <ul style="list-style-type: none"> ○ http://www.careercruising.com • www.lccweb.com/careerfocus.com • www.careerkey.org/english • www.mpc.edu/cl/climain.htm • Magellan Career Assessment Program www.valparint.com/magellan.htm 	<ul style="list-style-type: none"> • Expressed • Observation • Family anecdotes • www.jobweb.com (career library) • www.quintcareers.com (career finding tools) • http://bls.gov/oco/ (Occupational Outlook Handbook)

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Transition Assessments	Formal	Informal
Aptitudes	<ul style="list-style-type: none"> • Employer evaluations • GPA/Transcripts • Resume • MAP • COMPASS • PSAT/SAT • WASL • Magellan Career Assessment Program www.valparint.com/magellan.htm • Curriculum Based Assessments • Psych Re-evals • www.caseylifeskills.org • www.thomasarmstrong.com (Multiple Intelligences) 	<ul style="list-style-type: none"> • Course assignments - best work • Disability/Accommodations • Interview • Performance Related Activities • Student self-evaluation • Work History • Parent or family
Preferences	<ul style="list-style-type: none"> • Interviews • www.ldstories.com (LD Learning Profile) • www.ldpride.com (Learning Styles) • www.keirsey.com (Temperaments) • www.ansir.com (Style of Thinking and Working) • www.monster.com 	<ul style="list-style-type: none"> • Interviews • Disability/Accommodation • www.monster.com • http://www.mpc.edu/cl/climain.htm (Self-inventory) • Job Shadows • www.posttitt.org (Post secondary planning)

APPENDIX B

II. Recommended Transition Assessments by Grade Level

	Interests	Aptitudes	Preferences
7th Grade			
<i>Awareness & Self-advocacy</i>	Career Cruising: http://www.careercruising.com Career Development Quiz: http://dpi.wi.gov/cte/leresour.html Casey Life Skills www.caseylifeskills.org Interview Navigation 101 www.jobweb.com www.iccweb.com/career_focus/index.asp	Career Quiz: http://jobsearch.gov.au/CareerQuiz/careerquiz.aspx Interviews from support system Psych re-evals MAP/ALT WASL Transcripts	Observation http://bls.gov/oco/ (Occupational Outlook Handbook) Learning Style self-test: http://www.crc4mse.org/ILS/Index.html Who am I career quizzes Understanding Your values: http://www.cdm.uwaterloo.ca/Step1_3.asp
8th Grade			
<i>Awareness: Self Advocacy & Preparation for High School</i>	Career Cruising http://www.careercruising.com Career Interest Game: http://career.missouri.edu/students/explore/thecareerinterestsgame.php Casey Life Skills www.caseylifeskills.org Goal Setting: http://nauticom.net/www/aw/goalset.html Navigation 101 www.quintcareers.com (Career Finding Tools)	Psych re-evals MAP/ALT WASL Transcripts	www.ldpride.com (Learning styles) www.jobweb.com Temperament & Character: http://www.d.umn.edu/kmc/student/loon/car/self/career_transfer_survey.html Self-assessment Exercise: http://jobs.esc.state.nc.us/soicc/planning/c1a.htm

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	Interests	Aptitudes	Preferences
9th Grade			
<i>Exploration: • Student-directed IEP Activities • Student led conferences</i>	Career Cruising http://www.careercruising.com Career Exploration - Ag to Welding www.postitt.org Navigation 101 Who am I? http://www.jobsetc.ca/category_drilldown.jsp;jsessionid=59E2F57D464785FED382759B91370E8F.jvm8?category_id=12&crumb=12&lang=e Magellan Career Assessment Program www.valparint.com/magellan.htm	Career and College Planning Psych reevals MAP Transcripts WASL Test of Essential Workplace Skills http://measureup.towes.com/english/activities.asp Magellan Career Assessment Program www.valparint.com/magellan.htm Work Keys	Building a Personal and Career Portfolio www.ldstories.com (learning profile) www.thomasarmstrong.com (Multiple Intelligences) www.keirsey.com (Temperaments) www.ansir.com (style of thinking and working)
10th Grade			
<i>Exploration: Postsecondary goal</i>	Career Cruising http://www.careercruising.com Career Toolbox: http://www.myfuture.com/t2_ctoolbox.html Bureau of Labor: http://www.bls.gov/k12/ Link with DVR Navigation 101 Magellan Career Assessment Program www.valparint.com/magellan.htm	Psych re-evals MAP Transcripts WASL Building a Personal and Career Portfolio: http://www.curriculum.org/tcf/teachers/projects/portfolios.pdf Magellan Career Assessment Program www.valparint.com/magellan.htm	Career videos Informational Interviewing Portfolio Preparation Guide Work Preference Profile http://www.careerccc.org/products/cp_98_e/career_planner/2.html Work-Based Learning experiences
11th Grade			
<i>Postsecondary Planning & Graduation</i>	Career Cruising www.careercruising.com Navigation 101 www.youthood.org Magellan Career Assessment Program www.valparint.com/magellan.htm Work Keys www.act.org/workkeys	COMPASS PSAT SAT ACT Transcripts WASL Employer Evaluations Magellan Career Assessment Program Work Keys	www.postitt.org Stress in the Workplace www.washington.edu/doit/ www.monster.com www.jobdango.com

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	Interests	Aptitudes	Preferences
12th Grade			
<i>Postsecondary Planning: Culminating Project & SOP</i>	Career Cruising http://www.careercruising.com Navigation 101 www.careerclusters.com Magellan Career Assessment Program www.valparint.com/magellan.htm	COMPASS PSAT SAT Transcripts WASL Magellan Career Assessment Program	www.postitt.org www.washington.edu/doi/ www.worksourceonline.com/js/jobsearch.html
Additional:	Career Planning: http://www.jobsetc.ca/category_drilldown.jsp;jsessionid=59E2F57D464785FED382759B91370E8F.jvm8?category_id=12&crumb=12&lang=e Career and Personal Planning: 8-12 http://www.bls.gov/k12/ Job Search: http://www.quintcareers.com/online_assessment_review.html Teen Yellow Pages: http://www.teenyellowpages.org/ Career Resource Library: http://measureup.towes.com/english/activities.asp	Index of Learning Styles: http://www.ncsu.edu/felder-public/ILSpage.html Dictionary of Occupational Titles: http://www.oalj.dol.gov/LIBDOT.HTM	Work Preferences: http://www.careerperfect.com/content/career-planning-work-preference-inventory Stress in the Workplace: http://www.bls.gov/k12/

APPENDIX B

Adapted from *Career Planning Begins With Assessment*, National Collaborative on Workforce and Disability for Youth

FORMAL TESTING AREAS				
	Major Area of Testing	What is Being Measured	Assessment Instrument Types	Primary Users and Purposes
E D U C A T I O N A L D O M A I N	Academic Performance or Achievement	Reading Skills Writing Skills Mathematics Skills Spelling Skills	Academic Testing	Used in schools to assess progress of students and by adult education programs and workforce development to determine need or eligibility for program participation and to develop plans.
			Achievement Testing	Used mainly by districts and states to monitor progress of students and as a key part of the education accountability system.
			Curriculum-Based Assessment	Used by schools to determine instructional needs of individuals in relation to established curriculum.
			GED (writing, reading, math, science and social studies)	Used by workforce development and adult education to gain a high school equivalency credential.
			ACT or SAT	Used by many colleges and universities as part of admissions requirements.
	Cognitive Abilities	Intelligence	Intelligence Testing (IQ)	Used by schools to measure cognitive abilities such as discrimination, motor behavior, abstract reasoning, etc.

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FORMAL TESTING AREAS				
	Major Area of Testing	What is Being Measured	Assessment Instrument Types	Primary Users and Purposes
P S Y C H O L O G I C A L D I A G N O S T I C	Cognitive Abilities	Neuropsychological Involvement	Neuropsychological Testing	Used by schools and workforce preparation programs to diagnose and to suggest treatment and accommodations in these areas.
		Learning Disabilities	Diagnostic Testing	
	Behavioral Social Emotional	Emotional Behavior	Behavioral Analysis	Used by schools and workforce preparation programs to identify, diagnose, and suggest treatment in behavioral, social, and mental health environments.
		Social Skills	Social Adaptation and Work-Related Behaviors	
		Mental Health	Mental Health Screening and Assessments	
		Chemical Health	Screening for Drug and Alcohol Usage	Used by schools, organizations, and employers to detect the use of drugs or alcohol by participants.
			Chemical Dependency Assessment	Used by schools and others to detect dependency on drugs or alcohol by participants.

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FORMAL TESTING AREAS				
	Major Area of Testing	What is Being Measured	Assessment Instrument Types	Primary Users and Purpose
V O C A T I O N A L & C A R E E R	Vocational and Career Interests	Interests, Preferences, Values and Temperaments	Interest Testing	Used by schools and workforce preparation programs to match an individual's interests and values to employment opportunities.
			Personality Inventory	
			Career Exploration Experiences	
			Work Values Assessment	
	Job Aptitudes and Skills	Aptitudes	Assessing Potential to Learn and Occupational Abilities	Used by schools and workforce preparation programs to determine an individual's ability to find, perform and hold specific jobs. Work experiences and other related activities lead to performance reviews to document actual work potential, skills, and needs.
			Work Behaviors	
		Skills		
			Work Samples	
		Community-Based or On-the-Job Assessment		
		Occupational Specific Certification	Mastery of Knowledge, Skills, and Abilities in Specific Occupations	
Physical and Functional Capacities	Work Capacities	Work Tolerance Physical Capacities Scales, Work Samples, Community-Based Assessments	Used by workforce preparation programs to determine an individual's ability to handle specific work situations.	

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Adapted from *Career Planning Begins With Assessment*, National Collaborative on Workforce and Disability for Youth

FORMAL TESTING AREAS				
V O C A T I O N A L	Physical and Functional Capacities	Work Capacities	Assistive Technology	Used by schools and workforce preparation programs to determine an individual's need for and ability to use technology and adaptive equipment.
			Work Accommodations	Used by workforce preparation programs to determine individual's need for accommodations in training programs and worksites.
M E D I C A L D O M A I N	Physical and Functional Capacities	The Need for Diagnoses and Medical Therapies	Occupational Therapy Assessment	Used by schools and workforce preparation programs to determine the need for medical intervention, accommodations, and independent living supports and instruction. They are often used to determine eligibility for special education and vocational rehabilitation services and for entitlement programs like Social Security and Medicare.
			Physical Therapy Assessment	
			Speech and Language Assessment	
			Hearing Assessments	
			Vision Assessments	

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Adapted from *Career Planning Begins With Assessment*, National Collaborative on Workforce and Disability for Youth

ACADEMIC PERFORMANCE or ACHIEVEMENT	
Adult Basic Learning Examination-Second Edition (ABLE)	Stanford Diagnostic Math 4
APTICOM	Stanford Diagnostic Reading 4
Armed Services Vocational Aptitude Battery (ASVAB)	Terra Nova
Basic English Skills Test (BEST)	Tests of Adult Basic Education (TABE)
Comprehensive Adult Student Assessment System (CASAS)	Tests of English as a Foreign Language (TOEFL)
DISCOVER Assessment - Discovering Intellectual Strengths and Capabilities while Observing Varied Ethnic Responses	Test of Written Language (TOWL-3)
General Educational Development Tests (GED)	Wechsler Adult Intelligence Scale (WAIS-III)
Kaufman Test of Educational Achievement-Normative Update (K-TEA-NU)	Wechsler Intelligence Scale for Children (WISC III)
Key Math-Revised-Normative Update (Key Math-R-NU)	Wide Range Achievement Test (WRAT-3)
Magellan Career Assessment Program	Wonderlic Basic Skills Test (WBST)
Peabody Individual Achievement Test-Revised Normative Update (PIAT-RNU)	Woodcock Diagnostic Reading Battery
Peabody Picture Vocabulary Test-III (PPVT-III)	Woodcock-Johnson III Complete Batter (Tests of Achievement & Tests of Cognitive Abilities)
Secondary Level English Proficiency Test (SLEP)	Woodcock Language Proficiency Batter-Revised (WLP-R)
Stanford Achievement Test Series (Stanford-10)	Woodcock Reading Mastery Tests-Revised (WRMT-RNU)
	Work Keys

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Adapted from *Career Planning Begins With Assessment*, National Collaborative on Workforce and Disability for Youth

COGNITIVE ABILITIES	
<p>Conners' Rating Scales-Revised (CRS-R) and Conners' Adult AD/HD Rating Scales (CAARS)</p> <p>Diagnostic Assessment of Reading with Trial Teaching Strategies (DARTTS)</p> <p>DISCOVER Assessment - Discovering Intellectual Strengths and Capabilities while Observing Varied Ethnic Responses</p> <p>Dyslexia Screening Instrument</p> <p>Learning Disabilities Diagnostic Inventory</p> <p>Peabody Individual Achievement Test-Revised Normative Update (PIAT-RNU)</p> <p>Peabody Picture Vocabulary Test-III (PPVT-III)</p>	<p>Stanford-Binet Intelligence Scales, Fifth Edition (SB5)</p> <p>Tests of Adult Basic Education (TABE)</p> <p>Wechsler Adult Intelligence Scale (WAIS-III)</p> <p>Wechsler Intelligence Scale for Children (WISC III)</p> <p>Woodcock Diagnostic Reading Battery</p> <p>Woodcock-Johnson III Complete Batter (Tests of Achievement & Tests of Cognitive Abilities)</p> <p>Woodcock Language Proficiency Batter-Revised (WLP-R)</p> <p>Woodcock Reading Mastery Tests-Revised (WRMT-RNU)</p>
BEHAVIORAL, SOCIAL, EMOTIONAL	
<p>Ansell-Casey Life Skills (ACLSA)</p> <p>Behavior Rating Profile-2 (BRP-2)</p> <p>Behavioral Assessment System for Children (BASC)</p> <p>Brigance Life Skills/Employability Skills Inventories</p>	<p>Conners' Rating Scales-Revised (CRS-R) and Conners' Adult AD/HD Rating Scales (CAARS)</p> <p>Myers-Briggs Type Indicator (MBTI)</p> <p>Type Focus Personality Type Profile</p> <p>The Vineland Adaptive Behavior Scales (VABS)</p>

Adapted from Highline School District

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Adapted from *Career Planning Begins With Assessment*, National Collaborative on Workforce and Disability for Youth

VOCATIONAL INTERESTS	
Ansir's 3 Sides of You Self-Perception Profiling System	Magellan Career Assessment Program
APTICOM	Occupational Aptitude Survey and Interest Schedule (OASIS)
Armed Services Vocational Aptitude Battery (ASVAB)	O*NET Career Exploration Tools
Campbell Interest and Skill Survey (CISS)	Pictorial Inventory of Careers (PIC)
Career Exploration Inventory	Reading Free Vocational Interest Inventory 2 (RFVII 2)
Career Focus 2000 Interest Inventory (CF2II)	Self-Directed Search Form E
Careerlink Inventory	Type Focus Personality Type Profile
The Career Key	Voc-Ties and Career Development Plan
CareerScope Career Assessment and Reporting System	Vocational Exploration and Insight Kit (VEIK)
COPSystem	Vocational Implications of Personality (VIP)
SOPSystem Picture Inventory of Careers (COPS-PIC)	Vocational, Interest, Temperament and Aptitude System (VITAS)
Harrington-O'Shea Career Decision-Making System (CDM)	

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Adapted from *Career Planning Begins With Assessment*, National Collaborative on Workforce and Disability for Youth

JOB APTITUDES and SKILLS	
Ansir's 3 Sides of You Self-Perception Profiling System	Occupational Aptitude Survey and Interest Schedule (OASIS)
Armed Services Vocational Aptitude Battery (ASVAB)	Personnel Test for Industry-Oral Directions Test (PTI)
Bennett Hand Tool Dexterity Test	Purdue Pegboard Test
Brigance Life Skills/Employability Skills Inventories	Talent Assessment Program
The Career Key	Tests of Adult Basic Education (TABE)
CareerScope Career Assessment and Reporting System	VALPAR Work Samples
COPSystem	Vocational, Interests, Temperament and Aptitude System (VITAS)
Crawford Small Parts Dexterity Test	Work Keys
Magellan Career Assessment Program	
WORK BEHAVIORS	
Brigance Life Skills/Employability Skills Inventories	Personnel Test for Industry-Oral Directions Test (PTI)
The Career Key	VALPAR Work Samples
PHYSICAL and FUNCTIONAL CAPACITIES	
<i>NOTE: Many tests used to measure physical and functional capacities are not commonly published but are used primarily in clinical settings by physicians and therapists (occupational, physical, speech and language)</i>	
Ansell-Casey Life Skills (ACLSA)	VALPAR Work Samples
Purdue Pegboard Test	Vocational, Interests, Temperament and Aptitude System (VITAS)
Talent Assessment Program	

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Transition Web based Resources

The following list of resources/websites will reinforce the activities of transition related services for students with disabilities. The list is not an attempt to be all inclusive because some of the websites will lead you to other links. It is recommended you spend some time investigating these resources for your understanding before having students work with the materials. There are some assessments that will require a fee.

A. Disability Information/ IEP

www.uncc.edu/sdsp/sd_lesson_plans.asp Provides Lesson Plans for self-directed IEP

<http://www.psychologymatters.org/selfdetermin.html> Provides ideas about self-directed IEP

www.specialeducation.com Provides special education information and software information

www.cec.sped.org Provides access to Council for Exceptional Children

www.wpas-rights.org Provides info about Washington Protection and Advocacy System

www.ocrseattle@ed.gov Provides info from US Department of Education

www.idea_practices.org/ Provides updates from Council for Exceptional Children

www.nichcy.org Provides access to National dissemination for Children with Disabilities

www.pacer.org.parent Provides Advocacy for Coalition Education Rights

www.ahead.org Provides information re: postsecondary education

web.uccs.edu/education/special/self_determination/cmcr_sdiep.html Provides information on self-determination

www.ou.edu/zarrow/SDT_IEP!!!.html Student-directed Transition Planning curriculum from University of Oklahoma

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B. Employment/Career Planning

http://www.jobweb.com/Resumes_Interviews/default.htm Provides a career library

www.self-directed-search.com Provides information re: assessment system for a fee

<http://jobcorps.doleta.gov> Links to Job Corps

www.Ini.wa.gov/TradesLicensing/Apprenticeship/ddefault.asp Links to apprenticeships

www.hollandcodes.com Provides samples for the Self-directed Search activity

www.bridges.com Provides career exploration and planning

<http://www.typefocus.com> "Estimates personality type"

www.careerkey.org/english Measures skills, abilities, values, interests and personality

<http://www.iccweb.com/careerfocus/index.asp> Matches interests with occupations

<http://www.quintcareers.com/resres.html> Provides job hunting and career finding tools

<http://www.workshopsinc.com/manual/> Provides lesson plans: money mgmt, soc skills, decision making

<http://www.khake.com/page66.html> Links many career resources (teacher developed) *****

http://www.laworks.net/Youth_Portal/YP_Menu.asp Provides job preparation information

www.jobdango.com Northwest employment search engine for jobs in Washington and Oregon

www.ncwd-youth.info/resources_&Publications/assessment.html Provides info on workforce and disability

www.monster.com Provides employment info and career planning

<http://www.dshs.wa.gov/dvr/> Provides info about Division of Voc Rehab (DVR)

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- www.doleta.gov/disability/ Provides disability info from Dept of Labor
- www.workforceexplorer.com Provides Washington workforce/labor market information
- www.wtb.wa.gov/ Provides link to Workforce Training Board
- <http://bls.gov/oco/> Provides *Occupational Outlook Handbook* information
- www.careervoyages.gov Provides career/employment information
- www.adventuresineducation.org Provides post secondary planning information
- http://www.workforce.org/generate/html/Youth/youth_subhome.html Provides career planning resources
- <http://www.mpc.edu/cl/climain.htm> Matches self inventory with Dept of Labor information
- www.wa.gov/esd/work/localconnections.htm Link to WorkSource One-Stop Centers

C. Health

- www.depts.washington.edu/healthtr Provides health and wellness information
- <http://www.dshs.wa.gov/mentalhealth/rsnmap.shtml> Provides info about mental health

D. Learning Styles

- www.ldpride.com Assesses learning styles
- <http://beginnersguide.com/college/learning-styles/> Provides readings, an assessment and connects to college life
- <http://www.learningstyles.org/> Provides research information
- <http://www.vark-learn.com/english/index.asp> Provides a guide to learning preferences

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E. Multiple Intelligences

www.thomasarmstrong.com Provides info about Multiple Intelligences

F. Reading

www.Readplease.com Provides screen reading software information

G. Service Learning

www.ysa.org/planit Provides service learning for students to do projects

www.learningindeed.org Provides information about teaching strategies

www.servcielearning.org Provides a link to project ideas

H. Temperament Survey

www.keirsey.com Provides information about Temperaments

www.ansir.com Provides "styles of thinking, working and emotions"

I. Transition

www.seattleu.edu/ccts Provides info for Transition in the State of Washington

<http://transitions.ascl.info/infomaterials> Provides curriculum & materials info

www.eclg.com Provides self-advocacy and self-efficacy resources

www.ldstories.com Provides LD self-assessment checklist/learning profile

www.postitt.org Provides assistive tech and post secondary planning activities

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www.washington.edu/doi/ Provides resources for technology and planning

www.caseylifeskills.org/index.htm Provides assessment for Independent Living skills

www.youthhood.org Supports postsecondary planning

www.sbctc.edu/colleges/default.asp Links to Washington State Community and Technical Colleges

www.hecb.wa.gov/Links/colleges/collegesindex.asp Links to Washington State Colleges and Universities

http://www.mydreamexplorer.org/mdx/ss/parent/nextsteps/high_transition.aspx Provides families with information

www.transitioncoalition.org Online information, support and professional development in transition

APPENDIX C

TRANSITION ASSESSMENT INFORMATION GATHERING FORM

Student's Name: ROGER age 15

Date: 10/7/07

By: SE Teacher student family GE Teacher Admin Counselor Psych Parapro Support Staff

INTERESTS	STRENGTHS	LIMITATIONS	WORK EXPERIENCE
<p>Expressed: (Roger and family)</p> <ul style="list-style-type: none"> • Special Olympics • Bowling • Going out with friends • Lifting weights • Animals • Planting lawn • Working in school kitchen <p>Observed:</p> <ul style="list-style-type: none"> • Physical activities • Running track • Talking with older people • Native American weaving • Preparing lunches • Karaoke <p>Tested:</p> <ul style="list-style-type: none"> • Computer aided interest inventory • Magellan video interest survey • Casey LifeSkills Assessment Inventory 	<p>Interpersonal:</p> <ul style="list-style-type: none"> • Friendly – smiles and greets all people • Helps others without prompting • Able to communicate needs clearly and appropriately • Able to accept constructive criticism without resentment <p>Academic/functional:</p> <ul style="list-style-type: none"> • Can follow 3-step verbal directions with up to 2 variables • On Brigance: 25 functional words • Able to add/subtract 2 single digit numbers <p>Community/Work:</p> <ul style="list-style-type: none"> • Able to recognize multi-step task procedures • Organizes work in an orderly fashion • Stays on task for extended periods 	<p>Interpersonal:</p> <ul style="list-style-type: none"> • Lack of understanding of personal space • Lacks control when frustrated or angry • Often speaks for others • Unable to resolved conflicts <p>Academic/functional:</p> <ul style="list-style-type: none"> • Unable to follow 3-step written directions • Unable to interpret warning labels accurately • Unable to operate a calculator accurately <p>Community/Vocational:</p> <ul style="list-style-type: none"> • Cannot use public transportation successfully • Lacks continuous personal hygiene habits • Interrupts coworkers to assist with their work • Work pace is slow 	<p>School-based work experiences</p> <ul style="list-style-type: none"> • 1st semester – assisted in high school kitchen 1 hour/day • 2nd semester – continuing in food service experience in school kitchen to 2 hr/day <p>Community-based Experiences</p> <ul style="list-style-type: none"> • Volunteers at senior center at Tuesday Night Bingo • Is equipment manager for Special Olympics team

APPENDIX C

TRANSITION ASSESSMENT INFORMATION GATHERING FORM

Student's Name: MARIA age 16

Date: 10/7/07

By: SE Teacher student family GE Teacher Admin Counselor Psych Parapro Support Staff

INTERESTS	STRENGTHS	LIMITATIONS	WORK EXPERIENCE
<p>Expressed: (Maria)</p> <ul style="list-style-type: none"> • Working with people • Taking care of siblings • Talking on the phone • Dancing • Helping elderly grandparents • Sports • Cooking • Nursing <p>Observed: (teachers, parent)</p> <ul style="list-style-type: none"> • Pleasing others • Swimming • Reading to underclassmen • Volunteers to help others • Preparing classroom fiestas <p>Tested:</p> <ul style="list-style-type: none"> • Kiersey Temperament Survey • WOIS Interest Inventory • PLAN test • Career Cruising 	<p>Interpersonal:</p> <ul style="list-style-type: none"> • Gets along well with peers and adults • Seeks others to offer physical or personal help • Is eager to learn new tasks • Accepts constructive criticism without resentment • Has good communication and social skills <p>Academic:</p> <ul style="list-style-type: none"> • Above average problem solving skills (WISC-IV) • Has basic computational skills • Able to understand written instructions with visual aids <p>Community/Vocational:</p> <ul style="list-style-type: none"> • Has good personal hygiene • Has excellent on-task behavior • Able to adapt to changes in routine/schedules • Has perfect job attendance 	<p>Interpersonal:</p> <ul style="list-style-type: none"> • Not able to advocate for herself • Has limited knowledge of her disability and accommodations she needs • Does not assert herself in social and employment situations • Has difficulty completing tasks in deficit areas <p>Academic:</p> <ul style="list-style-type: none"> • 2.5 grade level in written language • Poor spelling skills • Has difficulty sounding out words <p>Community/Vocational:</p> <ul style="list-style-type: none"> • Does not ask for assistance when needed on work tasks • Lacks ability to do job search on own • Has difficulty reading complex task instructions 	<p>School-based work experiences</p> <ul style="list-style-type: none"> • TA in attendance office – grade 9 • TA in nurse's office - grade 10 <p>Community-based experiences:</p> <ul style="list-style-type: none"> • Baby-sitting during middle school • Helped during middle school with grandparents in nursing home • Currently working at fast-food • Volunteer at Walrus Community Hospital

APPENDIX D

STUDENT INTERVIEW QUESTIONNAIRE

Student's Name: _____ Date: _____

1. What are your favorite classes at school? Why?

2. What classes at school do you like the least? Why?

3. What type of teachers do you get along with best? Why?

4. What do you think are your best academic areas? Are you better in math, or reading, or writing?

5. What vocational classes have you taken and which were the most interesting for you? Why?

6. Which academic areas are the most difficult for you? What is the hardest for you to do at school?

7. Do you know of ways that make those difficult areas easier for you? Do you have any accommodations in your classes?

8. What jobs have you had? List all jobs, both at school and at home, for pay or without pay. What tasks did you do on these jobs?

Job: _____ Tasks: _____

Job: _____ Tasks: _____

Job: _____ Tasks: _____

9. Which jobs did you like the best? Why?

10. Which jobs did you like the least? Why?

11. What would be your dream job? The most important part of this question is WHY? Be as specific as possible.

12. What are your favorite things to do on weekends or after school?

13. After high school, would you most like to:

- Go to college or community college.
- Go to a vocational training or apprenticeship program.
- Go to work and learn on the job.

14. What plans have you made or activities have you done to get ready for your life after high school?

15. Which of the following most describes you at this time in your life:

- I haven't really thought about life after high school and am not worried about it.
- I have a few ideas of what I might like to do and what I am good at.
- I am sure of what I want to do after I leave high school and have started making plans for it.
- I am very worried about what I will do after high school and wish someone could help me figure this out.

16. I would like some help from the school getting ready for life after high school. I would like help with the following areas:

APPENDIX F

TEACHER INTERVIEW QUESTIONNAIRE

Name of Student: _____ Grade: _____ Date: _____

Teacher's Name: _____ Subject/Course: _____

1. JOB SKILLS

A. Quality

- _____ work has to be done over often
- _____ work occasionally needs repeating
- _____ does a good job most of the time

Comments:

B. Quantity

- _____ completes an appropriate amount of work within a given time period
- _____ leaves most of the work unfinished
- _____ completes task most of the time

Comments:

C. Supervision

- _____ cannot perform assigned task without supervision and encouragement
- _____ needs periodic promoting to see task through to completion
- _____ initiates appropriate independent action

Comments:

2. WORK BEHAVIOR

A. Appearance/Grooming

- _____ acceptable appearance
- _____ unacceptable appearance

Comments:

B. Personal habits and manners

- _____ says "thank you," "please," etc., at appropriate times
- _____ does not interrupt others
- _____ often exhibits inappropriate behavior

Comments:

C. Effort

- _____ refuses to exert effort
- _____ average in effort
- _____ consistently works to best of ability

Comments:

D. Self Criticism

- _____ recognizes failures on poor work, attempts to correct
- _____ recognizes failures, responds only with frustration
- _____ satisfied with poor, inadequate work

Comments:

E. Response to Criticism from Others

- _____ belligerent
- _____ average accepting of criticism
- _____ very accepting of criticism

Comments:

3. TIMING

A. Punctuality

- _____ frequently late
- _____ occasionally late
- _____ rarely late

Comments:

B. Attendance

- _____ very frequently absent
- _____ occasionally absent
- _____ rarely absent

Comments:

4. INTERPERSONAL SKILLS

A. Social/Personal

- _____ tends to withdraw or keep to self
- _____ appears ill at ease in the presence of others
- _____ pleasant, outgoing

Comments:

B. Peer Relationships

- _____ has social problem with most, does not have close relationship with any
- _____ mixes well with own select few, has open conflict with some
- _____ mixes well with own select few, does not bother other students
- _____ mixes well with whole group

Comments:

C. Cooperation/Attitude

- _____ refuses to cooperate
- _____ performs reluctantly
- _____ works eagerly
- _____ cooperation varies with nature of problem or task

Comments:

D. General Activity Level

- _____ apathetic, slow, disinterested attitude
- _____ constantly moving, agitated, considerable fidgeting
- _____ appropriate activity level

Comments:

E. Reaction to Change

- _____ able to accept change
- _____ not able to accept change

Comments:

F. Attention

- _____ attention span so short as to be negligible
- _____ will pay attention if importance is stressed
- _____ usually pays close attention
- _____ good attention span

Comments:

G. Comprehension

- _____ unable to comprehend oral instruction
- _____ unable to comprehend written instruction
- _____ able to comprehend both oral and written instruction

Comments:

H. Communication

- _____ can communicate adequately with peers and general public
- _____ often has difficulty communicating thoughts and ideas
- _____ unable to clearly communicate

Comments:

APPENDIX G

SUPERVISOR EVALUATION OF STUDENT WORKER

Student: _____ Supervisor: _____

SS#: _____ Employer: _____

Dates of Employment or Training from: _____ to: _____

Date: _____ Job Tryout: _____ Training: _____ Paid Employment: _____

PLEASE ANSWER QUESTIONS BASED ON YOUR OBSERVATION OF THIS STUDENT WORKER IN RELATION TO THIS JOB SITE.

1. List the student workers primary tasks on this job

2. Circle the number that best represents your opinion of this student workers job performance. Indicate "N/A" for items which do not apply.

The Student Worker	Does Consistently And Independently	Does With Assistance Or With Reminders	Does Rarely Or Not At All
a. Arrives and leaves on time	3	2	1
b. Maintains good attendance	3	2	1
c. Comes to work clean and appropriately dressed	3	2	1
d. Takes breaks and meals appropriately	3	2	1
e. Relates well to fellow workers	3	2	1
f. Relates well to supervisors	3	2	1
g. Relates well to customers	3	2	1

h. Completes assigned tasks The Student Worker	3 Does Consistently And Independently	2 Does With Assistance Or With Reminders	1 Does Rarely Or Not At All
i. Meets quality standards	3	2	1
j. Works independently	3	2	1
k. Demonstrates adequate strength for tasks	3	2	1
l. Demonstrates adequate stamina for the job	3	2	1
m. Demonstrates adequate manipulative skills	3	2	1
n. Demonstrates motivation to do this job	3	2	1
o. Indicates or demonstrates interest in this work	3	2	1
q. Initiates responsible work activity (self-starting)	3	2	1
r. Meets overall job requirements	3	2	1

3. In your opinion, what areas of emphasis should be included in this student worker's vocational education program?

COMMENTS: _____

APPENDIX H

JOB/EMPLOYER SURVEY FORM
(to be used by student)

Student's Name: _____ Date: _____

Area of Interest: _____

Specific job within interest area: _____

Date: _____ Employer Name: _____

Person Contacted: _____ Position: _____

What is the training background for the position?

- College
- Voc Tech Program
- Work Experience
- On-The-Job Training

What type of degree or program? _____

From which schools or institutions? _____

What type of experience is preferred? _____

How much experience is preferred? -----

Additional information: _____

Number of people hired into this position in the last year: _____

Number of people to be hired in the future: _____

Entry Salary: _____ Expected Salary (journeyman): _____

Job Duties: _____

Benefits:

Regular hours worked: _____ Overtime: _____

Would your business be interested in allowing students to “job shadow,” make visitations, and conduct personal interviews?

Contact person if interested: _____

Phone

Number:

CAREER PLANNING BEGINS WITH **ASSESSMENT**

*A Guide for Professionals Serving Youth
with Educational and Career
Development Challenges*

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Institute for Educational Leadership



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Information about the Office of Disability Employment Policy can be found at <http://www.dol.gov/odep/>.

Information is also available at <http://www.disabilityinfo.gov/>, the comprehensive Federal website of disability-related government resources.



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CHAPTER 3

Selecting and Using Assessments

INTRODUCTION

This chapter will address three issues: (a) the institutional assessment needs of workforce development organizations, (b) the assessment needs of individual youth to help make informed choices about their careers, and (c) the practical needs of practitioners for information about how to select and use different assessment tools.

At the end of this chapter, Exhibit 3.1 contains information that can be used to help with the selection and use of assessments, including a directory of commonly used published tests.

MEETING INSTITUTIONAL ASSESSMENT NEEDS

Agencies and organizations in the workforce system use assessments to meet institutional needs in two ways—to determine a youth’s eligibility for services and to document achievement of program goals by assessing the progress of program participants. The number of participants served and achievement of

program goals can impact the amount of funding an organization receives.

Funding for the youth programs considered in this guide may come from the Department of Education, the Department of Labor, other federal agencies, states, local governmental agencies, or a combination of these. Table 1.2 in Chapter 1 summarizes the eligibility and assessment requirements of IDEA, WIA Title I, and the Rehabilitation Act. More specific information on assessments mandated or permitted by several federal funding sources may be found in Appendix A. (Mandated assessments are those required for all applicants or participants. Permitted assessments may be provided for some applicants or participants if appropriate or under certain circumstances.)

Assessing progress can be complicated, since the outcome measures required by different funding sources often vary, sometimes significantly. In order to address this problem, the President’s 2001 Management Agenda included the development of common performance measures for the evaluation of similar programs. Each federal agency and individual

programs within those agencies are charged with developing instructions to the field about how these common measures will be incorporated into their unique reporting requirements, and there are various time lines in place for launching the common measures. The first agency to do so was the Employment and Training Administration (ETA) at the U.S. Department of Labor. The common measures for adult and youth programs are indicated in Table 3.1:

TABLE 3.1: EMPLOYMENT AND TRAINING COMMON MEASURES	
Adult	
<ul style="list-style-type: none"> • Entered employment • Retained in employment 	<ul style="list-style-type: none"> • Earnings increase • Efficiency (cost effectiveness)
Youth	
<ul style="list-style-type: none"> • Placement in employment or education • Attainment of degree or certificate 	<ul style="list-style-type: none"> • Literacy and numeracy gains • Efficiency (cost effectiveness)

The youth measure that is most commonly provided through an individual assessment in workforce settings is the gain in literacy and numeracy skills (for those who are deficient in basic skills). In order to achieve a positive outcome on this measure, youth will have to increase one or more educational functioning levels (EFLs) as measured in pre- and post-tests for adult basic education or English as a second language. The U.S. Department of Education requires that these assessments are cross-walked, or explicitly linked, to the EFLs. Currently cross-walked instruments include CASAS, TABE, ABLE, WorkKeys, and BEST. (See the Directory of Published Tests at the end of this chapter for a description of these tests.)

For more information on the common performance measures, refer to the Department of Labor’s Training and Employment Guidance Letter (TEGL) No.15-03 (http://wdr.doleta.gov/directives/corr_doc.cfm?DOC N=1535). The TEGL contains a list of the programs subject to the common measures, definitions of key terms, explanations of the common measures, and descriptions of the educational functional levels.

Because youth with disabilities are expected to achieve the same gains as other students, it is critically important that appropriate assessment accommodations are provided for these students in

order to ensure they can accurately demonstrate their knowledge. Many youth and youth service practitioners are unaware of the accommodations available for any given assessment instrument. Determining appropriate accommodations may require both contact with the test publisher and contact with government officials.

MEETING AN INDIVIDUAL’S ASSESSMENT NEEDS

Many young people leave high school uncertain of their interests and abilities and unprepared to choose or pursue a career. Effective career planning and assessment for transition-age youth allows them to consider multiple options, act with self-advocacy, bridge academic and career plans, and equip themselves with critical information (Borgen & Amundsen, 1995).

In order to help youth become skilled at making informed choices and acting on them, the programs that serve them should have career planning activities and assessment procedures in place, and these should be readily accessible upon entrance to the program. Often there is one person in a program or agency who coordinates youth services and activities – a teacher, counselor, social worker, or staff person in a youth-serving program. This transition resource professional often will be responsible for setting up meetings to help the young person formulate education, training, or employment plans. He or she will follow up with the youth to develop written objectives and work with other entities to ensure that appropriate records and assessment data are available.

To help a young person with disabilities to develop a comprehensive plan, the transition resource professional must understand the various community transition systems, including those providing medical, mental health, financial, and independent living resources. In addition, because each youth comes to the assessment process with a unique set of issues and needs, transition resource professionals have the challenging task of understanding an individual’s background and the implications for transition plans. This information can be collected through interviews, observations, and records. Psychological and medical

history records may or may not be part of the process at this point, depending on individual circumstances.

To be useful, records containing background information, prior interviews and observations, histories, and testing must be up-to-date. Whether or not prior assessment results are considered current can often be determined from publishers' materials or through consultation with an assessment professional. If an individual's situation has recently changed (because of schooling, training, onset of a disability, therapy, treatment, etc.), new assessments may be needed. Records should be reviewed with an eye to assessing their value in supporting a youth's future academic or career planning needs. If outdated or lacking validity, records may inappropriately limit a young person's options.

Careful consideration should be given to whether formal assessments using published tests are needed only after completing thorough interviews, observations, and a review of records.

CHOOSING PUBLISHED TESTS AND ASSESSMENTS

Compiling sufficient data for career planning may require the use of commercially prepared and published tests. These assessments must be chosen with the ultimate goal of helping the individual—this includes considering the effects of the individual's disability on the results of the testing process.

There are a number of factors to consider when choosing tests and assessments. The ideal assessment instrument is (a) reliable, (b) fair, (c) valid, (d) cost-effective, (e) of appropriate length, (f) well-matched to the qualifications of the test administrator, (g) easy to administer, (h) able to provide easy-to-understand results, and (i) appropriate for the individual's needs. Balancing these factors can be difficult. Each of these factors is discussed in detail below.

1. Reliability. A reliable test provides consistent results over time; in other words, students with the same reading level who take a reading test would have very similar if not identical scores on the test regardless of when they take it, assuming their reading levels did not change over time. Publishers' Web sites

or test manuals often cite research establishing the reliability of test instruments. If no information is provided about test reliability, the test should be used with caution *and should not be used as the only source of information for making important decisions about the youth tested.*

2. Fairness. Fair tests are free from bias and conform to recognized test administration standards and ethics. For example, standardized tests must be administered exactly according to the directions with only specified accommodations permitted. Cultural and linguistic differences can affect the fairness of a test. For example, children from rural areas might have difficulty with a reading comprehension test based on a passage describing a subway trip. Immigrant youth from El Salvador may not understand questions in a career interest inventory if they are written in Mexican Spanish.

Fairness can also be affected by the test-taker's familiarity with testing processes. For example, people who have never used "bubble" answer sheets may become so confused by the process that their scores are affected. Other factors may include fluency in the language in which the test is given, familiarity with the test administration mode (computer, pencil and paper), and prior experiences or cultural familiarity with tests. Practice sessions can be useful to help with these issues. Test administrators should also observe youth as they mark answers to see if they have difficulty with the answer sheets. For more information on construction and characteristics of various tests, see Kapes, Mastie, and Whitfield (1994).

Exhibit 4.2 in Chapter Four is a sample of a fair testing practices code that reflects accepted practices in education.

3. Validity. Validity is "the extent to which a test measures what its authors or users claim it measures; specifically, test validity concerns the appropriateness of the inferences that can be made on the basis of test results" (Salvia & Ysseldyke, 2004, p. 693). If a test is valid for one group or population, it may not be valid for another group. For example, if a test of mathematical reasoning is based on a tenth grade reading level, a low score for a test-taker with a sixth grade reading level may reflect either the test-taker's

reading level or mathematical reasoning ability. Care should be taken when testing youth with disabilities and when selecting accommodations so as not to affect validity.

- 4. Cost.** Cost can sometimes be a deciding factor in selecting tests. Published assessment instruments have a wide range of costs; higher priced tests are not necessarily better, and care should be taken to choose appropriate instruments for the task at hand.

There are a variety of factors to be considered in determining cost-effectiveness. Some inexpensive tests are very useful, valuable, and can be used with a wide variety of individuals, while some very expensive tests have limited usefulness. Many Internet sites now offer free tests that can be used for career planning, but evidence of their reliability and validity may be lacking, and they often do not provide interpretation or research to support the instrument.

The publishers of paper and pencil tests usually charge for manuals or administration materials, as well as for individual tests, answer sheets, and scoring services (either by computer, by mail, or over the Internet). Tests that assess work skills or manual dexterity may employ customized equipment that can be used over and over, but the original cost can be quite high. When start-up costs are involved, it is important to determine how often the test will be used in an organization and whether collaborating with other organizations to share the costs is an option that ought to be explored.

Exhibit 3.1 includes pricing information for selected instruments. All publishers of these tests have Web sites that explain in greater detail how their products are sold. Some test publishers will provide an examination kit for minimal cost for personnel to determine if they want to use the instrument. Many publishers have several versions of tests and offer pricing based on quantity, scoring methods, and whether or not administration materials are already owned by those administering the tests.

- 5. Time Needed to Administer and Score.** Publishers usually have explicit instructions for timing certain tests but often will include provisions for additional time for individuals with specific disabilities such as learning disabilities or visual impairments. For some

young people, tests that take a long time can lead to anxiety that may make scores less valid than those based on shorter tests. For other youth, fatigue becomes a factor. Care should be taken to select tests whose validity for an individual is not likely to be affected by such variables, especially when comparing individual test scores to norm groups.

Scoring of tests has generally become more efficient, with computerized and Internet scoring now widely available. Scoring that provides results immediately can be very useful in many situations. For tests that are administered and scored by consultants (such as psychologists or work evaluators), time should be scheduled to review the results with the young person as soon as possible after the test is completed.

- 6. Qualifications of the Test Administrator.** Tests vary in the level of expertise and training needed by those who administer or score individual tests. Therefore, publishers usually indicate these qualifications on the test materials or in their marketing materials—and may require documentation of expertise prior to purchase of tests. Doctoral or masters' degrees, special coursework, or specific experience may be required. Administration or scoring of tests by unqualified personnel is a serious ethical violation and may also result in invalid or misleading test results.
- 7. Ease of Use.** Tests should be as easy to take and to administer as possible. Scores can be adversely affected if the test-taker or the test administrator does not understand the directions. Complex answer sheets can be difficult to use and to score. (Many test-takers have gotten half-way through a bubble answer sheet—or farther—only to discover that they have been filling in the bubbles on the wrong line or in the wrong section.) Young people who have limited experience taking tests may waste precious test time concentrating on the process rather than the content of the test. For some assessments, it is acceptable to take practice tests prior to official test administration. If practice sections are not provided, consider other ways to simulate testing activities prior to actual testing.
- 8. Reporting Format.** Test results should be reported in a useful, easy-to-understand format. Scores, interpretive data, diagnoses, and recommendations

should be clearly expressed and understandable. Reports should be available to the young person and/or family members in written form for future reference. Unfamiliar terms should be defined. If tests are administered by consultants, the consultant should be available to answer questions or provide further insight by phone, mail, or in person as part of the reporting process.

Sometimes personnel can use a test to gain critical information without using it in a standardized way or comparing scores to norms. This should be noted when results are reported.

9. Appropriateness. In addition to considering the eight factors above, appropriateness of the test or assessment content should be considered, i.e., the test should be matched to the individual's cognitive functioning level, reading ability, math ability, and level of career development. For example, tests requiring an eighth grade reading level should not be administered to someone who reads at a third or fourth grade level. The uniqueness of vocabulary words should also be considered. For example, students may not understand certain questions about careers unless they have had some degree of career awareness and exploration in their past. They may be unfamiliar with the vocabulary or may not have been exposed to certain careers. If such career assessments are administered – inappropriately – the results produced may be invalid.

USING FORMAL TESTING INSTRUMENTS IN ASSESSMENT

In addition to having criteria for assessing quality in tests, youth service practitioners must choose tests that fulfill the specific needs of the individual. After reviewing available records and conducting informal interviews, planning should determine some short-term, and possibly longer-term, goals. Eligibility assessment can be conducted at this point along with diagnostic or achievement testing to determine where an individual may belong in classes or in training programs. Here, more formal assessments may be used to answer some questions. For the purposes of this guide, formal assessments are defined as published instruments with specified administration procedures.

Formal testing is used to assess seven areas related to career planning:

- Academic Performance or Achievement
- Cognitive Abilities
- Behavioral, Social, and Emotional Issues
- Vocational Interests
- Vocational Aptitudes
- Certification of Occupational Competencies
- Physical and Functional Capacities

Individual youth may need assessment in a few or several of these areas. Older youth with established academic credentials or clear vocational goals may not need extensive testing to measure achievement or uncover vocational interests. Others may have complicated situations requiring an extended process of supported planning and implementation. In more complex cases, it is good practice to have written plans with objectives and timelines that formalize the activities, make all participants aware of the process, and hold everyone accountable. Deciding which formal tests should be administered and in what order is part of this process. Plans can be amended and updated depending on testing outcomes, and the youth's input should be considered as much as possible.

Appropriate Use of Published Assessment

Instruments Assessment instruments are used to help determine a person's specific abilities, strengths, and challenges. The results of assessments should not be used merely to categorize a young person but rather as tools to develop strategies to help him or her reach desired goals. Assessments also help identify areas to probe in order to understand an individual's potential strengths and functional abilities in educational or community settings.

When test results indicate a need or potential limitation, logical next steps may include reviewing additional school records, talking further with the young person and his or her family to obtain additional information, or consulting with a professional. This information-gathering process may lead to referral to an appropriate agency for additional testing or services.

EDUCATIONAL DOMAIN— ACADEMIC PERFORMANCE OR ACHIEVEMENT TESTING

Purposes of Assessment in Academic Planning

Academic testing is used primarily by educational institutions to determine eligibility for special services, to aid student placement and instruction, and to support accountability efforts. The goal of assessment in academic planning is to identify the academic skills, preferences, learning styles, cognitive abilities, and educational challenges of individual youth. Specifically, these activities should

- promote the individualized learning and growth of every youth;
- identify cognitive skills and learning challenges of youth;
- identify helpful or essential remedial educational strategies;
- identify secondary and postsecondary academic accommodations and supports needed by youth to enhance learning;
- examine potential academic and career pathways for youth;
- increase knowledge about a youth's preferred learning styles;
- develop plans to increase a youth's vocational skills or employment success; and
- identify (for youth with disabilities) critical learning objectives for individualized service plans including Individualized Education Programs (IEPs), Individualized Plans for Employment (IPE), or Individualized Service Plans (ISPs).

Academic Teacher-Made Testing Academic teacher-made testing is generally non-standardized performance review that individual teachers and others use to assess progress in a specific subject area. These tests are given at the end of curriculum units or academic terms and are often written and graded by the teacher. These are the tests on which grades are based, and they can lead to screening or further assessment for special education services for students

who consistently perform at levels below the norm. These tests are also used in adult or postsecondary programs. Academic testing can be informal in nature, particularly if observation, interviews, and record reviews indicate such a need. Objective measures should take precedence over subjective measures to eliminate bias as much as possible.

Achievement Testing: Standardized Norm-Referenced or Curriculum-Based Educational achievement tests are used by virtually all public schools in the United States to measure what a student has learned from an academic curriculum. An achievement test can measure a targeted academic skill or ability, such as reading comprehension, or can measure skills across several key areas of an educational curriculum, such as reading, math, writing, spelling, and science.

Most achievement tests in use today are either standardized norm-referenced or curriculum-based assessment tools. Standardized norm-referenced achievement tests allow educators and others to compare the academic performance of an individual youth with national averages based on established norms of expectancy. Tests, such as the Kaufman Test of Educational Achievement (K-TEA), Peabody Individual Achievement Test (PIAT), Stanford 10, Test of Written Language (TOWL), Wide Range Achievement Test (WRAT), or Woodcock-Johnson III, enable youth service practitioners to measure the academic achievement of a youth in comparison with peers of the same age or grade level. Note that special training may be required to administer many of these tests.

In a similar way, the widely used Tests of Adult Basic Education (TABE) are norm-referenced tests for adult basic education students, postsecondary vocational-technical students, adult and juvenile offenders, and college students. The TABE tests measure achievement of basic skills in language, reading, and mathematical abilities.

Achievement tests can help to measure the size and scope of challenges associated with a youth's academic learning and future postsecondary choices. When, for example, a youth's achievement test score is significantly below the performance of a peer group, it may indicate that special education, academic tutoring,

or other support services will be needed. Finally, achievement tests can offer information leading to different teaching methods or learner accommodations to support the achievement of long-term career development goals.

Curriculum-based assessments measure the learning performance of a youth using the content from an existing instructional curriculum. These assessments are often constructed by the curriculum or textbook publishers and do not have widespread recognition outside of classroom settings. In a curriculum-based assessment, performance expectations are aligned with activities and objectives from a specific academic curriculum.

Curriculum-based assessment provides insight into a youth's learning or mastery of skills within specific academic disciplines. These assessments are often used as alternatives to standardized tests because they assess exactly what has been taught in the classroom with the instructional curricula used by a school or youth development program. These assessment strategies enable educators and others to analyze an individual's performance and refine instruction based on the results. Because of their flexible nature, curriculum-based assessments are often helpful in establishing IEP learner objectives. They also help educators assess whether a school's curriculum has been effectively taught.

General Educational Development (GED) Testing

The General Educational Development (GED) test is an achievement test and exit examination administered to more 800,000 people worldwide each year. The test questions are based upon periodic analysis of high school graduation requirements established by the states. Thus as high school graduation requirements increase, GED requirements also increase. The GED measures the knowledge, skills and abilities (KSAs) of people tested in comparison to students who graduate with a traditional high school diploma. The GED measures performance in five academic areas: writing, social studies, science, literature/arts, and mathematics. Successful completion of the test is considered by many employers as equivalent to a high school diploma, although others may view it as less valuable.

Because the GED is also recognized by many postsecondary education and training institutions, successfully completing the GED is an important step for youth who are high school dropouts. This is especially true for young people who are considering applying to local community colleges, vocational-technical training programs, four-year colleges and universities, or the Armed Forces. For this reason, education and youth programs that offer career development services to high school dropouts need to maintain formal linkages with GED programs.

ACT Assessment (ACT) and Scholastic Aptitude Test (SAT)

The ACT (formerly the American College Testing Program) and the SAT are separate standardized college entrance exams used by many college admissions counselors to judge applicants by a common standard of measurement. College admissions counselors use the ACT and SAT to predict academic performance of a prospective student in the first year of college and as screening tools for college admission and eligibility for scholarships. By design, the ACT and SAT provide an assessment independent of high school grading systems. The ACT and SAT measure a student's abilities pertaining to reading comprehension, English proficiency, science reasoning, and mathematics.

An individual's ACT or SAT score often provides a basis for advising a student about applying to various universities and colleges. Also, it provides a foundation for anticipating future challenges and the types of academic support that may be needed to succeed in a postsecondary education program. For a variety of reasons, many youth do not "test well" or perform well on standardized tests; thus student advisors should take into account additional aspects of performance such as grades, other achievements, and talents.

English as a Second Language (ESL) or English Language Learners (ELL) Proficiency Testing

Many education and youth development programs struggle to develop access to reliable academic and vocational assessment procedures for youth with limited English proficiency (LEP). A number of testing tools have been developed to support programs serving youth with LEP. For example, the Comprehensive Adult Student Assessment System

(CASAS) is designed to assist in the assessment of LEP populations and is used in some One-Stop career centers as a tool to assess the academic skills of non-English speaking refugees, immigrants, and ethnic minorities. In addition to the CASAS, the Secondary Level English Proficiency Test (SLEP) is used by some education and youth development agencies to help assess youth and young adults with LEP. The Tests of English as a Foreign Language (TOEFL) are used by colleges and universities throughout the United States to determine English proficiency of students from other countries prior to acceptance. An applicant who scores poorly on the TOEFL may be required to take special English preparatory classes prior to acceptance or during his or her first year.

The testing of English proficiency skills is crucial to the career development objectives of youth with identified oral, written, and reading language barriers. These tests can enable a youth to obtain access to ESL/ELL classes, GED classes, individual tutoring, and other forms of remedial education. In addition, LEP testing can help to identify the service needs of youth who are placed in competitive employment, job training programs, or career development activities. This testing information enables youth service practitioners to assess the suitability of various career development models and guide each youth to select appropriate services.

Cultural Considerations in Assessment Many education and youth development programs are inadequately prepared to provide assessments for youth from culturally diverse backgrounds. For this reason, it is important for youth service programs to incorporate cultural diversity in the design and delivery of its youth assessment services. A cultural diversity plan should consider the following issues: (1) recruiting youth service practitioners who reflect the cultural diversity of youth populations served; (2) ensuring that professionals and hired consultants are culturally and linguistically competent; and (3) ensuring that testing instruments, strategies, and methods selected for vocational assessment purposes are valid and reliable for the youth populations served—and where they are not, that alternate assessment activities are arranged.

The administration of reading-free career interest inventories or the use of hands-on vocational assessment activities, such as situational work assessment or occupational skills assessment, can offer helpful information when evaluating the job interests, skills, and behaviors of youth with LEP. These vocational assessment strategies reduce the relative importance of English language skills and enable a youth to participate in a vocational assessment through direct, hands-on experiences.

EDUCATIONAL/PSYCHOLOGICAL DOMAINS – COGNITIVE ABILITIES TESTING

The cognitive abilities and preferred learning styles of youth are important factors in transition planning. Youth service practitioners need accurate information about a youth's intellectual or cognitive abilities in order to offer appropriate vocational guidance. This information is often fundamental to the selection of suitable postsecondary options including education, training, or employment pathways. When a youth's school and agency service records are unavailable or inadequate to address these questions, youth service practitioners can recommend the use of intelligence testing and other assessment tools to gather needed career planning information.

Intelligence or IQ Testing Intelligence testing is the measurement of an individual's general cognitive ability to function within various community settings. The results of intelligence tests are normally reported in the form of standardized scores called an "intelligence quotient" or IQ.

Despite some historical controversy in educational assessment, IQ testing remains a core policy provision of IDEA for youth with disabilities who receive special education services. The IQ score continues to be used as a standard in public education to measure a youth's cognitive abilities and determine eligibility for special education and other remedial services. Intelligence testing is commonly used by secondary education and youth development programs to document the presence of mental retardation, some learning disabilities, and cognitive dysfunction. This diagnostic information is also necessary to determine disability

eligibility and to enable access to many adult service programs for transition-age youth and young adults. *Intelligence testing can only be administered and interpreted by licensed psychologists, psychiatrists, and psychometrists who have the proper training and qualifications. Thus, youth programs should maintain a directory of qualified professionals to whom they may make referrals.*

The IQ test—in combination with other assessment strategies such as achievement, aptitude, and classroom testing—is a valuable tool contributing to the development of a youth’s IEP. IQ tests may be helpful to youth service practitioners in planning educational objectives, teaching and learning strategies, and accommodations that may be needed by youth to succeed in various secondary and postsecondary career development programs—but IQ test scores should never be the sole criterion used to make decisions.

The most widely used IQ tests are the Stanford-Binet Intelligence Scale, Wechsler Adult Intelligence Scale (WAIS), Wechsler Intelligence Scale for Children (WISC), and Woodcock-Johnson III Tests of Cognitive Abilities. Each IQ test is unique, but all assess an individual’s intellectual functioning by using various standardized scales or subtests. An IQ test measures a range of cognitive and intellectual functions such as verbal ability, critical reasoning ability, cognitive processing speed, knowledge comprehension, short-term memory, long-term retrieval, visual-spatial thinking, auditory processing, and creative problem-solving (Flexer, Simmons, Luft, & Baer, 2001).

It is essential for youth service practitioners to understand the meaning, uses, and limitations of IQ scores, and it is important to pay attention to overall IQ scores as well as the range of subtest scores. These may indicate specific problems in some cognitive areas or superior skills in others. By design, modern IQ tests provide an objective framework for identifying intellectual gifts and challenges. When an individual’s IQ performance scores are significantly below the norm for peers, or when there is inconsistency among subtest scales, this is an indication that special education, academic tutoring, or remedial education may be helpful. When used properly, IQ tests offer a way to identify and better understand the learning and support needs of youth with disabilities. They should

never be used as entrance criteria or as screening for access to services.

Some Web sites offer free online tests that purport to measure intelligence. Because IQ tests must be administered only by qualified professionals, these online tests should not be used by youth service practitioners.

Neuropsychological Testing Neuropsychological testing is used to examine brain function and identify cognitive disorders. The purpose of these tests is to diagnose localized organic dysfunction and to help determine rehabilitative treatment that may be needed by individuals with brain injuries and related cognitive disabilities. For example, a youth with a brain injury may have cognitive dysfunction that results in the loss of memory, uncontrolled emotions, changes in physical capacities, or loss of communication abilities. All of these factors can directly impact a youth’s academic, vocational, or employment success unless alleviated through rehabilitation and related services.

Neuropsychological testing is sometimes used to support educational and career planning for youth with diagnosed or undiscovered brain injuries. These highly specialized testing procedures can only be administered and interpreted by trained neuropsychologists and physicians. Reports can be made available to others with appropriate releases of information. It may be helpful to have the person who performed the assessment attend planning meetings if possible.

Testing for Learning Disabilities Psychological testing services are crucial to the formal diagnostic assessment of cognitive and intellectual disabilities. Tests such as the Diagnostic Assessment of Reading with Trial Teaching Strategies (DARTTS), Dyslexia Screening Instrument, Learning Disabilities Diagnostic Inventory, Peabody Individual Achievement Test-Revised Normative Update (PIAT-RNU), Peabody Picture Vocabulary Test-III (PPVT-III), Wechsler Intelligence Scales for Children (WISC), Woodcock Diagnostic Reading Battery, and the Woodcock-Johnson III Complete Battery (Tests of Achievement & Tests of Cognitive Abilities) are used to measure cognitive impairment, intellectual reasoning deficits, and other learning difficulties that may hinder present and future career development activities. Generally, only qualified

psychologists or psychometrists should administer these tests.

The formal measurement of learning challenges and the identification of remedial strategies to enhance career development are vitally important skill sets for youth service practitioners. This is especially true for programs serving youth with developmental disabilities, mental retardation, learning disabilities, and other cognitive disorders. The presence of a cognitive or intellectual disability often requires specific academic accommodations to enhance participation in a postsecondary education or job training program.

PSYCHOLOGICAL DOMAIN— BEHAVIORAL, SOCIAL, AND EMOTIONAL TESTING

Assessing Mental Health, Chemical Health, and Behavior Manifestations of asocial, antisocial, self-injurious, age-inappropriate, or socially-inappropriate behaviors often limit job placement and other career opportunities for youth. The complexities associated with mental health, chemical health, and behavior management in the community often appear too risky, overwhelming, or costly to tackle. For example, secondary education students with emotional and behavioral disorders (EBD) or serious emotional disturbances (SED) are often wrongfully restricted from participating in community-based employment or job training activities in order to protect themselves as well as others. Other youth, including high school dropouts, substance abusers, or adjudicated youth, may also exhibit challenging patterns of social dependency, immaturity, instability, or impulsive behaviors.

A fundamental issue facing education and youth development agencies is the need to develop programs that fully engage youth who have mental health, chemical health, and behavioral issues. This means creating opportunities for youth to develop their knowledge, skills and abilities and to increase independence and self-sufficiency, yet retain proper safeguards to protect both the youth and others. Although this challenge is formidable, it is within the reach of education and youth development providers.

If a youth's behavior impedes her performance and proves too challenging for the program, appropriate referral should be made to an alternative service program, such as vocational rehabilitation.

Programs are more successful if these youth have well-designed program plans that feature customized job placement goals, high attention to environmental conditions, structured supervision, and engagement of responsive behavior management plans that reward a youth's productivity and socially-acceptable behaviors. The development of customized job placement plans is best undertaken after conducting a formal assessment of a youth's problem behaviors. Mental health, chemical health, or behavioral diagnostic assessments can help to identify the possible causes (etiology), conditions under which the target behaviors occur (antecedents), and possible approaches that may be effective in reducing or minimizing the effects of the unwanted behaviors.

Behavioral Testing and Assessment A valid vocational profile for youth with SED, EBD, mental illness, or other conditions (such as autism or mental retardation) must include relevant information about their behavior in education, work, and community settings and how or if their medications may affect their work performance. Behavioral assessments may be more casual and gathered through informal processes, such as community-based assessments, using rating scales or pre-service assessment interviews with youth, educators, and family members. However, a formal, structured approach may be the most appropriate strategy for those who have serious and challenging behaviors. This is especially true for youth with histories of violence and socially aggressive or self-injurious behaviors.

Standardized behavioral testing instruments are available to assist youth service practitioners in the measurement of problem behaviors. These testing tools include the Behavior Rating Profile-2 (BRP-2), Behavioral Assessment System for Children (BASC), Conners Rating Scales-Revised (CRS-R), and the Vineland Adaptive Behavior Scales (VABS). These instruments can help to assess behavior in a number of core areas such as communications, daily living skills, socialization, and motor skills. Some behavioral assessment instruments such as the BASC can help

identify students with a variety of maladaptive behaviors such as Attention Deficit/Hyperactivity Disorder or Adolescent Adjustment Disorder. Frequently, vocational evaluators, teachers, or work experience coordinators develop behavior observation forms that are aligned with educational, career technology or work programs.

The American Psychiatric Association's Diagnostic and Statistical Manual-Fourth Edition (2002), known as the DSM-IV, is also a valuable resource for educators, behavior analysts, psychologists, and other youth professionals who assist in the assessment and clinical diagnosis of mental illness or behavioral disabilities. The DSM-IV aids in the behavioral diagnostic testing of youth by identifying maladaptive, aggressive, destructive, or other socially inappropriate behavior patterns. With these behaviors, screening skills can be very useful in trying to determine if and when assessment and intervention by psychologists or other is indicated.

Many education and youth development programs use interviews or custom-designed questionnaires in assessing youth suspected of having EBD or SED. These questionnaires can offer helpful insights about the possible etiology and future treatment needs of a youth with challenging behaviors. This information may be useful in developing effective behavior modification and intervention programs.

Addressing the maladaptive or socially disruptive behaviors of youth will often require the expertise of a trained behavior analyst, clinical psychologist, or psychiatrist. The implementation of effective behavior management plans can enable these youth to participate in appropriate career development opportunities. An effective assessment should address the origins and antecedents of the behaviors, as well as any ecological factors that tend to trigger them. A sound assessment will also examine potential medical reasons for unusual or unwelcome social behaviors. Finally, a good behavioral assessment should lead to ideas for treatment and intervention to help shape more socially acceptable behaviors and enhance opportunities for participation in community settings.

Mental Health Diagnostic Testing Since many education and youth development programs serve individuals with SED, EBD, and serious mental

illnesses (SMI), youth service practitioners should understand the role of mental health diagnostic testing in facilitating a successful transition to adult mental health services. As previously discussed, the use of disability screening techniques can help identify symptoms of mental illness or emotional disturbance that are contributing to a youth's socially inappropriate behaviors. The goal of mental health diagnostic testing is to determine the presence, nature, and severity of a psychiatric, emotional, or behavioral disability. The information provided by mental health testing can be particularly helpful to those working to support youth who are experiencing serious psychiatric symptoms such as schizophrenia, major depression, bipolar disorder, or borderline personality disorder.

It is important to recognize and understand fundamental differences in mental health diagnostic testing procedures for children and adults. This is important for eligibility as well as therapeutic reasons. Unfortunately, local educational agencies and adult mental health systems do not use uniform testing procedures or nomenclature to define the presence of a disability. Students with EBD, for example, are rarely diagnosed with mental illness while in secondary education programs, possibly due to social stigma as well as difficulties in distinguishing adult psychiatric illness from the acute emotional turbulence that is common during adolescence. However, students with SED often do experience persistent mental health symptoms that are similar to psychiatric illness in adults.

An accurate clinical diagnosis is crucial to obtaining effective mental health treatment. This diagnosis will often determine a youth's eligibility for adult mental health services such as community support programs. They may include access to adult mental health case management services, supported employment, customized employment, independent living, residential, and other psychosocial programs that many youth with psychiatric disabilities need to achieve stable community living.

Medications and maintaining a consistent regimen can be critical to work behavior and performance. It is necessary to work in concert with the youth, family members, and medical/psychiatric personnel to monitor medication usage and/or the need to alter

medications. For example, a youth experiencing fatigue or lethargy on a new medication should be reported and monitored closely.

Chemical Health Diagnostic Testing It is common for troubled youth to turn to drugs and alcohol as a way to escape reality or defy authority. It is very challenging and often impossible to launch successful career education or job placement plans for youth who are actively abusing chemicals. For this reason, it is important for youth development professionals to be aware of any unusual changes in a youth's behavior that may be symptomatic of alcohol or illegal drug abuse. Sudden changes in mood or appetite, chronic absenteeism or tardiness, thought disorientation, or unusual physical symptoms may indicate a need for drug and alcohol screening. Referrals to inpatient or outpatient chemical health programs are often critical to the career development of youth with substance abuse problems. Proper diagnostic assessment and treatment of substance abuse must be managed by qualified alcohol and drug abuse treatment professionals.

VOCATIONAL DOMAIN – INTERESTS, APTITUDES, SKILLS, AND CERTIFICATION TESTING

Purposes of Assessment in Work and Career

Planning One of the greatest challenges facing youth service practitioners is helping youth match interests, values, and abilities to suitable jobs, occupations, and career opportunities. Given their limited employment and life experiences, many youth need guidance to identify their vocational interests. Additionally, youth often have a limited understanding of the marketplace and the qualifications needed in their areas of interest. The ability of youth to benefit from work experiences, training, or employment opportunities depends largely on their interest in these activities.

Neubert (1985) and Leconte (1986) have identified seven major uses of informal and formal work and career assessment data:

- *Determination of career development:* To find out where the student stands in terms of career awareness, orientation, exploration, preparation, placement, or growth/maintenance.

- *Measurement:* To identify abilities, interests, capabilities, strengths, needs, potentials, and behaviors within the areas of personal/social, functional/academic, community/independent, employment, and employability.
- *Prediction:* To match an individual's interests and abilities with appropriate training, community employment, or postsecondary training.
- *Prescription:* To identify strengths and needs, and to recommend types of adaptive techniques and/or remedial strategies that will lead to improved career preparation and development.
- *Exploration:* To try out different work-related tasks or activities and to determine how interests match abilities for work-based experiences, community jobs, postsecondary, or other adult activities.
- *Intervention:* To implement the techniques or remedial strategies that will help a student explore career or work options.
- *Advocacy:* To develop a career profile to help students, their families, and others identify concrete ways to assist students in achieving their goals.

Interest Testing A variety of assessment inventories and tools are available to assist youth in recognizing their predominant interests and preferences. When used properly, these surveys can help youth understand how their interests have direct application to making good academic and career choices. Most career interest inventories are designed to assist youth (and adults) to identify and better understand their interests and connect them to specific job fields or occupational clusters. Interest testing can provide youth with a starting point to further study a range of job possibilities.

Some of the more common interest tests sold commercially include the Campbell Interest and Skill Survey (CISS), Career Exploration Inventory (CEI), COPSsystem Interest Inventory Form R (COPS-R), and the Harrington-O'Shea Career Decision-Making System (CDM-R). The Pictorial Inventory of Careers DV-2000 (PIC) and the Reading Free Vocational Interest Inventory 2 offer "reading-free" interest testing for youth who lack reading or English literacy skills.

A majority of interest inventories are surveys of self-reported interests and skills. When selecting interest inventories for youth, it is important to examine the test manuals to ensure the chosen test is appropriate for the age and grade level of the youth being assessed. It is also helpful to review the survey to determine the skills needed to take it, such as reading ability.

Computer software programs are being developed by both commercial and public service agencies to help match an individual's career interests and KSAs (knowledge, skills, and abilities) with specific careers or employment fields. These computer software programs can be helpful in a number of ways. First, electronic software programs can help to identify KSA clusters that are relevant to a spectrum of jobs and occupational fields. Secondly, these products enable youth service practitioners to quickly match a youth's career interests and KSAs with a range of possibilities under consideration by a youth and his or her advisors.

There are a number of high profile job search Web sites that offer career matching software programs for job seekers and employers alike. Some commercial companies such as Monster Board (<http://www.monster.com>), HotJobs (<http://hotjobs.yahoo.com>) or Career Builder (<http://www.careerbuilder.com>) offer useful job search tools. Career interest and job match software programs are sponsored in the public domain by federal agencies including the Department of Labor (DOL). For example, DOL's Career OneStop (<http://www.careeronestop.org>), Career Voyages (<http://www.careervoyages.gov>), CareerInfoNet (<http://www.acinet.org/acinet>), America's Job Bank (<http://www.ajb.org>), and Employer Assistance and Referral Network (<http://www.earnworks.com>) are useful sites with many assessment tools used by career advisors serving youth throughout the United States. Finally, many state job service agencies, universities and colleges, and One-Stop workforce centers administer career interest and customized job match programs in the public domain to help job seekers, employers, and career counselors find current information about labor markets, economic trends, and emerging workforce issues.

Assessing Aptitudes, Work Behaviors, and Skills

Although aptitudes, work behaviors, and skills are in

different categories in Table 1.3, it is difficult to separate them when it comes to assessment. Formal and informal assessments can identify an individual's ability to perform specific jobs and to exhibit behaviors and habits that match the work culture. By measuring these areas with paper and pencil, audio-visual, or computer-based assessment, and by analyzing physical activity, insight can be gained regarding an individual's potential.

Aptitude Testing The ability to identify a youth's KSAs is fundamental to planning and using academic and vocational assessment information. Identifying aptitudes, or potential to learn, provides meaningful information for youth and service providers to inform future career exploration. By design, an aptitude test measures the vocational potential or capacities of an individual to succeed in future career endeavors. Specific aptitude tests, such as the APTICOM, Armed Services Vocational Aptitude Battery (ASVAB), and Occupational Aptitude Survey and Interest Schedule (OASIS), measure an individual's aptitudes to succeed in specific areas. These may include a youth's capacities for numerical or abstract reasoning, mechanical proficiencies, form perception, verbal or language abilities, or other innate or learned talents under study.

When used with other assessment tools, aptitude testing can contribute to a more complete vocational profile and offer guidance concerning suitable secondary and postsecondary options. This is especially true in identifying career development pathways where specific academic or job strengths are known to be crucial and relevant. The use of aptitude assessment isolated from other vocational assessment information tends to screen out youth with significant disabilities. However, aptitude tests may be helpful when used as tools to identify customized job training, supports, or accommodations that may be needed by an individual to succeed in an occupation of high interest.

Keep in mind that aptitude means *potential* to learn. Aptitudes and skills should always be correlated with interests (and to a lesser degree, temperaments). For example, a youth may be interested in engineering but have poor academic skills and aptitudes—or another may perform poorly academically but have high

interest and motivation for welding. Young people with high motivation may eventually succeed despite low reading or math achievement or aptitude scores.

Learning style preferences should also be determined in order to assist youth in understanding and articulating how they best receive or process information. A youth who is an auditory learner may not perform as well when given written instructions or assessments, and as a result his or her scores may not accurately represent his or her performance.

Situational Work Assessments Occupational skills and work behaviors can be assessed in situational work assessments and include capacities and competencies to perform essential job duties of specific competitive employment positions. For example, the measurement of a youth's keyboarding proficiency may be predictive of his abilities to succeed in a job where the duties require minimum standards of speed for data entry or word processing. Allowing a youth to try essential job functions of different jobs will help her decide if she really enjoys the work and if she has the stamina to meet work requirements.

In a similar way, situational skills assessment can be used to assess the KSAs of youth for a wide range of competitive jobs. This is accomplished by determining the core job competencies and duties required of a skilled worker and then comparing the actual performance of a youth who is being assessed. For example, a competitively employed housekeeper may be required to clean ten hotel rooms over an eight-hour work period. In this instance, the skills and productivity of a youth can be measured by comparing his capacity to clean a similar number of rooms while meeting the hotel's standards for cleanliness and job performance quality. Similarly, an assessment can be designed to assess other skills such as those needed to write a computer program used in business or manufacturing.

The outcomes of occupational skills assessment are not entirely predictive of future success in a competitive job situation but they often can lead to job skills training, apprenticeships, or internships that help youth to increase their competency and productivity. They can also lead to the development of creative, individualized job placement plans such as customized employment or "job carving" — a restructuring of job

duties or tasks so that a youth with documented KSAs can successfully perform job functions of high interest. Typically, job carving is provided for people who cannot, for a variety of reasons, perform the entire job or the whole range of skills required.

In special education programs and community rehabilitation organizations, situational work assessments are also often used to study the "soft skills" needed in employment. They include an assessment of basic work behaviors and skills through practical hands-on work experiences. Situational work assessments are often supervised by trained vocational evaluators, educators, or community rehabilitation professionals.

Situational work assessments are ideally provided in partnership with community businesses but may also be offered in settings controlled by education or youth service providers. Business settings work well because they offer a more accurate view of a youth's performance within the context of normal business rules and practices. Situational work assessments can lead to the development of baseline data and assist youth service practitioners in engaging customized job training or other work supports a youth may need to obtain a satisfactory job placement outcome.

Youth with identified behavioral disorders can benefit greatly from situational work assessments. In a work setting with appropriate supports and careful supervision, youth with behavior problems can often experience success. If work assessments are provided in local businesses, it is very important to educate employers about working with youth with disabilities. This may mean receiving permission from a youth and his or her guardians to share information with a business before it agrees to host a situational work assessment.

Wages can sometimes be an issue in work-based assessments. On-the-Job Training (OJT) or wage subsidy programs can be used on a time-limited basis to help compensate a participating business for their contributions of time and support on behalf of a youth receiving assessment services. DOL permits the use of time-limited waivers when a youth with a disability is undergoing a vocational evaluation or work assessment in partnership with a community business. More information about wage issues can be found at

your state's department of labor or at the U. S. Department of Labor's Wage and Hour Division (<http://www.dol.gov/esa/whd/>).

Work Sampling Work samples are standardized testing instruments that are sometimes used to help assess the job potential of youth. Standardized work samples offer the qualities of testing validity and reliability because they are statistically normed to specific populations. A number of commercially available work samples, such as the VALPAR Work Samples, are sometimes used to assess a youth's vocational potential or abilities to perform in jobs within specific career fields. Following each testing procedure, the outcome performance of a youth is compared to the performance scores of target populations. The goal is to gain a better understanding of the vocational potential of a youth in comparison to his peers or other groups. Frequently for youth, commercially available work samples are used for career exploration, and norms are not used.

In addition to commercially developed products on the market, some secondary education, youth development, and community rehabilitation programs have chosen to design and use their own work samples. Custom-designed work samples enable trained vocational evaluators to measure the skills and performance of a youth with regard to specific tasks or occupations. The advantage of using custom-designed work samples is the ability to use locally developed norms to compare the job performance of the youth to peers or industry standards (i.e., other students, youth, co-workers, master craftsmen, etc). The disadvantage is the limited amount of validity and reliability data available. But most locally developed work samples have high face validity: they look like work, sound like work, and feel like work. They provide hands-on work exploration while also identifying interests, skills, aptitudes, work behaviors, and temperaments. Most youth enjoy performing work samples and get a real taste of the tools, materials, and equipment a job or training program might entail.

In recent years, there has been much criticism concerning the use of standardized work samples because of their potential for misuse in screening people with disabilities away from postsecondary and employment options. A growing number of school

settings, youth development programs, and community rehabilitation programs are adopting assessment methods that are more inclusive in exploring career opportunities for youth. Although work samples may offer useful information in controlled situations, test scores should be used with great care. It is never appropriate to use only standardized testing procedures of any kind to make sweeping, predictive assumptions about a youth's ability to work in the competitive labor market.

A Word about Work Environments Ecological or environmental assessments examine a variety of factors that may contribute significantly to the success of an individual at work. These may include, but are not limited to, availability of close supervision; style of supervision (i.e., casual vs. autocratic); physical building structures and layout of the learning or working environment; flow of product or service processes; effects of formal and informal rules; social interaction demands of others (i.e., co-workers, classmates); sensory stimuli such as noise, motion, temperature, air quality, etc.; work schedules and time requirements; opportunities for independence and decision-making; performance expectations of authorities; and opportunities for self-correction. Temperaments (preference of working with data, people, or things; preference for indoor vs. outdoor work; working with people or alone) play a large role in ecological assessments.

Some environmental conditions are more likely than others to promote unwanted social behaviors. For example, classroom or business settings that produce high levels of sensory stimulation may tend to increase discomfort and anxiety in some youth. These types of environments may supply the trigger for socially unacceptable behaviors or work habits. Certain types of education and business environments may be more tolerant of nonstandard behaviors exhibited by a youth. For example, the loading dock of a trucking company may be more tolerant of a youth's use of profanity than the local community library. Or a youth with a diagnosis of Attention Deficit Disorder (ADD) may function more effectively in a warehouse that requires rapid movement, changes in job tasks, and physical stamina than in a sedentary job that requires continuous concentration.

Some companies or organizations are better than others in welcoming and mentoring new employees. However, all youth who are placed in jobs or work experiences should be prepared for the particular workplace culture they will encounter. Appropriate job matches and effective career preparation or training can help a new employee feel more comfortable and adapt to the work environment.

Certification of Occupation Specific Skills and Credentialing Employers often require certification of skills and knowledge based on industry standards for the hiring or promotion of employees. Therefore, a youth's vocational development goals may dictate the need for training leading to standardized assessments certifying skill levels or ensuring that minimum standards of proficiency have been achieved.

Skills certification testing is used for performance assessment and credentialing by postsecondary vocational technical training schools, colleges, on-the-job training programs, and other job preparation programs. Skills certification testing is also an industry and business requirement for recruiting qualified employment candidates. Procedures used for credentialing can include the administration of written or computerized examinations as well as functional skills assessments. Some require performance-based activities.

Skills standards established by industries help secondary and postsecondary education and job training programs produce better qualified candidates to meet the skilled labor needs of businesses and industries. Credentialing exams help job candidates communicate their skills to prospective employers; they also help learners identify training they will need to advance in their chosen career fields. Ultimately, the certification process helps employers build a workforce capable of meeting the highest performance standards in an increasingly competitive global economy. Information about skills standards is available through the National Skills Standards Board Institute (<http://www.nssb.org>).

VOCATIONAL/MEDICAL DOMAINS – PHYSICAL AND FUNCTIONAL CAPACITIES TESTING

Assessing Work Capacities In some instances, it may be helpful to assess the muscular strength, endurance, motor coordination skills, and other physical capacities of youth with disabilities. This is particularly true for youth who are physically or medically fragile due to chronic diseases, progressive illnesses, and other health conditions that limit physical strength or motor capacities. For example, a youth's ability to manage a full-time work schedule or perform tasks that demand physical exertion, strength, or motor skills coordination is very important information for matching a student to suitable employment or career fields. This information is also critical to identifying needs for accommodations so a youth who is physically or medically fragile can handle the essential functions of a job or participate successfully in a postsecondary education program. It is important to remember that youth may eventually develop physical capacities as they grow and mature physically.

Work capacities testing can also give some indication if a particular type of work is appropriate for an individual based on age or maturity level. For example, an immature youth may not be ready to function in a job with high social demands and responsibilities such as a nursing assistant or child care aide. Or a youth who is lacking in emotional maturity may not be ready to manage the hectic pace of a typical lunch hour at a local fast-food restaurant chain.

The following assessment techniques are used to assist in identifying a youth's physical capacities.

Work Tolerance and Functional Capacities

Assessment Work tolerance testing (also known as work hardening assessment) is a structured process for examining and measuring the physical endurance, strength, motor coordination skills, and emotional capacities of a worker when performing essential job tasks. These types of assessments are commonly used for people who have serious medical problems or who have had significant injuries, often job-related. The goal of work tolerance testing is to measure whether a worker can manage a regular job routine or full-time work schedule and perform essential job tasks without

excessive fatigue or pain. Work tolerance testing also measures range of motion, lifting and carrying, manual dexterity, and motor coordination skills that are necessary to do a job successfully.

Work tolerance and functional capacities assessments can be conducted in formal as well as informal testing formats. A number of commercially developed testing strategies are available to assess physical capacities, and work tolerance assessments also can be conducted in real job settings in ways similar to situational work assessments. In these instances, the assessment of physical and emotional work capacities is achieved by observing and recording the job performance of youth in competitive business environments. Standardized work samples are sometimes used to measure a worker's ability to perform specific physical movements (e.g., stooping, reaching) or coordination of motor skills (e.g., hand-eye coordination).

Work tolerance testing is normally conducted by trained vocational evaluators who are skilled in these assessment methods and procedures. Job coaches, occupational therapists, physical therapists, and rehabilitation engineers are often knowledgeable about assistive technologies or accommodations that can enhance the functionality of people with physical or emotional limitations. Care must be taken to follow a physician's guidelines in order to prevent harm or additional physical or medical injury to the youth.

Motor Skills and Manual Dexterity Testing Some standardized assessment tests, such as the Crawford Small Parts Dexterity Test or the Purdue Pegboard Test can measure a youth's finger dexterity, manual dexterity, or hand-eye coordination. These dexterity tests can help to measure a youth's capacities to move hands, fingers, arms (gross movement), or to control the movement and manipulation of small objects. This information may be helpful to youth with complex physical disabilities who are considering careers or job opportunities in fields that require good manual dexterity. Also, these tests can help to determine needs for assistive technology or accommodations that may enable a youth to perform the essential functions or tasks of a desired job.

Assessing Assistive Technology Needs and Making Accommodations Sometimes youth can improve their skills or behaviors through education or training so

they can manage the essential functions of a desired job. And sometimes tasks can be restructured or workplaces can be modified so a youth can perform the essential functions of a desired job. Assistive technologies can also be introduced to bridge gaps in a youth's functional skills or capacities, thereby enabling him or her to perform the essential functions of a desired job.

The Rehabilitation Act of 1988 first acknowledged the rights of youth with significant disabilities to obtain assistive technology assessments in order to determine their ability to benefit from vocational rehabilitation services. According to the Act, "assistive technology means any item, piece of equipment, or product system, acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities." The Technology and Related Assistive Technology Act of 1988 further defined the rights of people with disabilities to access needed technologies by: "(1) identifying federal policies that facilitate payment for assistive technology devices and assistive technology services, (2) identifying federal policies that impede such payment, and (3) eliminating inappropriate barriers to such payment."

Assistive Technology Assessments The field of rehabilitation engineering and assistive technology is rapidly evolving and is contributing amazing quality of life enhancements for people with disabilities. The expertise of rehabilitation engineers and technologists, occupational therapists, vocational evaluators, and supported employment professionals may be helpful in the technology assessment needs of youth with significant disabilities. The goal is to examine how commercially made products or custom-designed technologies can be used to improve the functionality and capabilities of youth with complex physical, intellectual, or emotional disabilities.

Assistive technology assessments can offer valuable information about the functional capacities of youth and whether technology can be effectively used to ameliorate the effects of a disability. For example, assistive technology applications can include high tech equipment such as hearing devices, robotic arms, or talking computers. However, a majority of assistive technologies involve low-tech applications such as the

use of Braille or lowering the height of a work table for someone in a wheelchair. Frequently, low-tech devices can solve accommodation issues.

In summary, assistive technology assessments can examine and improve a youth's opportunities for integration so he or she can (a) participate and succeed in mainstream educational programs or (b) perform the essential functions of desired jobs in the competitive labor market. The use of assistive technology in the classroom and workplace requires creative problem-solving skills and ingenuity and access to an expert.

Assessing Postsecondary Training and Workplace Accommodations Youth with disabilities often need adaptations in classrooms or worksites to accommodate or alleviate the affects of their disability. Vocational assessments can lead to practical ideas for job or training accommodations at businesses or in postsecondary training programs. Such accommodations might include modifications to a job, restructuring of tasks, use of job coaches to assist with training, use of interpreters, or alternative methods of communication. Assessing the need for accommodations often goes hand in hand with assessing assistive technology needs.

Medical and Physical Capacities Testing The use of medical diagnostic testing information is fundamental to effective career planning for youth with serious health and physical disabilities. The use and integration of medical and physical capacities information is important in determining the suitability of career development goals and any specific needs a youth may have for accommodations in education, training, or employment settings. For example, the presence of chronic diseases or progressive illnesses such as multiple sclerosis, muscular dystrophy, diabetes, cancer, cystic fibrosis, or heart disease can have serious career development implications.

The use of diagnostic testing and the expert guidance of a physician or other medical specialist (e.g., a heart surgeon, oncologist, or physical therapist) is essential and can offer new information about functional or capacities limitations that may be associated with specific conditions. Medical professionals can also be instrumental in helping youth with chronic medical conditions monitor their situations and perform their own health care tasks.

Physical, Speech & Occupational Screening Some youth with disabilities may lack the physical, speech, or daily living skills they need to obtain desired academic or vocational goals. Many local education agencies and therapeutic service programs offer screening services to assist youth in identifying and measuring specific physical, speech, and functional living skills capacities. These diagnostic screening services are provided by therapists and clinicians who are trained in their respective disciplines (e.g., speech, audiology, or occupational therapies). Therapeutic screening support is often helpful to youth with some disability conditions in planning for needed supports as they pursue their postsecondary education, training, employment, and independent living goals.

INDEPENDENT LIVING SKILLS (ILS) ASSESSMENTS

This category of testing does not fit specifically in any domain but can be a very important piece of the assessment puzzle. By late adolescence, many youth are making plans for moving out and living on their own. Skills needed for independent living are taken for granted by many youth, but youth with disabilities may have physical or intellectual limitations that prevent them from engaging in many adult activities without supports or assistance. Assessment and instruction in these activities of daily living (ADLs) are common in schools and rehabilitation programs and are important to consider when planning for transition. ADL assessment areas include

- transportation and mobility,
- personal care (clothing, grooming, nutrition, medical),
- recreation and leisure,
- home maintenance, and
- communication skills.

Specially trained teachers, instructors, and therapists can assess individuals in these and other areas. Often the service provider has a specialty area (vision loss, deafness, mental retardation, etc.) and will work with individuals in the community, in schools, or in residential settings. Other times, extensive longer-term training is required and is done in the rehabilitation

centers found in many communities. This training is sometimes called pre-vocational because it may need to be completed prior to individual participation in vocational activities.

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EXHIBIT 3.1: DIRECTORY OF COMMONLY USED PUBLISHED TESTS

Considerations for investigating and selecting assessments:

- The publisher's Web site should always be consulted prior to using formal tests as information changes regularly.
- Target groups generally refer to ages or grades of intended test takers and may include some language or disability demographics.
- Norming information from the publisher establishes standardization over a specific population. Many publishers provide norming information only in technical manuals.
- Qualifications needed to purchase, administer, or interpret tests are determined by the publisher. Oftentimes credentials must be established prior to purchase. If special credentials are required, tests can only be purchased by an individual (or agent) with those credentials.
- Reliability and validity data are available on some Web sites and are so noted. Many publishers will only provide this information with the purchase of testing materials or technical manuals.
- Many tests come in different formats or have more than one version of the same format. Care should be taken when comparing test scores that they are measuring the same things.
- Costs may include manuals, equipment, consumable test booklets, answer sheets, and reporting forms. Some instruments have large up-front costs. Computerized scoring usually means higher prices. Pricing information is current as of January 21, 2004. Generally, the cost of kits is for 25 individuals. Additional score sheets or test booklets are extra.
- If assessments are available on computer CDs or disks, note that the costs will be higher.
- The information included in the directory comes from text found on publishers' Web sites.
- Tests are listed in alphabetical order.
- Blank cells in the table indicate that information was not available on the publisher's Web site.

Categories/Domains of Published Tests

ACADEMIC PERFORMANCE OR ACHIEVEMENT

Adult Basic Learning Examination-Second Edition (ABLE)

APTICOM

Armed Services Vocational Aptitude Battery (ASVAB)

Basic English Skills Test (BEST)

Comprehensive Adult Student Assessment System (CASAS)

DISCOVER Assessment – Discovering Intellectual Strengths and Capabilities while Observing Varied Ethnic Responses

General Educational Development Tests (GED)

Kaufman Test of Educational Achievement-Normative Update (K-TEA-NU)

Key Math-Revised-Normative Update (Key Math-R-NU)

Peabody Individual Achievement Test-Revised Normative Update (PIAT-RNU)

Peabody Picture Vocabulary Test-III (PPVT-III)

Secondary Level English Proficiency Test (SLEP)

Stanford Achievement Test Series (Stanford-10)

Stanford Diagnostic Math 4

Stanford Diagnostic Reading 4

Terra Nova

Tests of Adult Basic Education (TABE)

Tests of English as a Foreign Language (TOEFL)

Test of Written Language (TOWL-3)

Wechsler Adult Intelligence Scale (WAIS-III)

Wechsler Intelligence Scale for Children (WISC III)

Wide Range Achievement Test (WRAT-3)

Wonderlic Basic Skills Test (WBST)

Woodcock Diagnostic Reading Battery

Woodcock-Johnson III Complete Battery (Tests of Achievement & Tests of Cognitive Abilities)

Woodcock Language Proficiency Battery-Revised (WLP-R)

Woodcock Reading Mastery Tests-Revised (WRMT-RNU)

Work Keys

COGNITIVE ABILITIES

Conners' Rating Scales-Revised (CRS-R) and Conners' Adult AD/HD Ratings Scales (CAARS)

Diagnostic Assessment of Reading with Trial Teaching Strategies (DARTTS)

DISCOVER Assessment – Discovering Intellectual Strengths and Capabilities while Observing Varied Ethnic Responses

Dyslexia Screening Instrument

Learning Disabilities Diagnostic Inventory

Peabody Individual Achievement Test-Revised Normative Update (PIAT-RNU)

Peabody Picture Vocabulary Test-III (PPVT-III)

Stanford-Binet Intelligence Scales, Fifth Edition (SB5)

Tests of Adult Basic Education (TABE)

Wechsler Adult Intelligence Scale (WAIS-III)

Wechsler Intelligence Scale for Children (WISC III)

Woodcock Diagnostic Reading Battery

Woodcock-Johnson III Complete Battery (Tests of Achievement & Tests of Cognitive Abilities)

Woodcock Language Proficiency Battery-Revised (WLP-R)

Woodcock Reading Mastery Tests-Revised (WRMT-RNU)

BEHAVIORAL, SOCIAL, EMOTIONAL

NOTE: Many tests used to assess behavioral, social, and emotional factors are not commonly published but are used primarily in clinical settings by psychologists and physicians.

Ansell-Casey Life Skills (ACLSA)	Conners' Rating Scales-Revised (CRS-R) and Conners' Adult AD/HD Ratings Scales (CAARS)
Behavior Rating Profile-2 (BRP-2)	Myers-Briggs Type Indicator (MBTI)
Behavioral Assessment System for Children (BASC)	Type Focus Personality Type Profile
Brigance Life Skills/Employability Skills Inventories	The Vineland Adaptive Behavior Scales (VABS)

VOCATIONAL INTERESTS

Ansir's 3 Sides of You Self-Perception Profiling System	Occupational Aptitude Survey and Interest Schedule (OASIS)
APTICOM	O*NET Career Exploration Tools
Armed Services Vocational Aptitude Battery (ASVAB)	Pictorial Inventory of Careers (PIC)
Campbell Interest and Skill Survey (CISS)	Reading Free Vocational Interest Inventory 2 (RFVII 2)
Career Exploration Inventory	Self-Directed Search Form E
Career Focus 2000 Interest Inventory (CF2II)	Type Focus Personality Type Profile
Careerlink Inventory	Voc-Ties and Career Development Plan
The Career Key	Vocational Exploration and Insight Kit (VEIK)
CareerScope Career Assessment and Reporting System	Vocational Implications of Personality (VIP)
COPSystem	Vocational, Interest, Temperament and Aptitude System (VITAS)
COPSystem Picture Inventory of Careers (COPS-PIC)	
Harrington-O'Shea Career Decision-Making System (CDM)	

JOB APTITUDES AND SKILLS

Ansir's 3 Sides of You Self-Perception Profiling System	Personnel Test for Industry-Oral Directions Test (PTI)
Armed Services Vocational Aptitude Battery (ASVAB)	Purdue Pegboard Test
Bennett Hand Tool Dexterity Test	Talent Assessment Program
Brigance Life Skills/Employability Skills Inventories	Tests of Adult Basic Education (TABE)
The Career Key	VALPAR Work Samples
CareerScope Career Assessment and Reporting System	Vocational, Interest, Temperament and Aptitude System (VITAS)
COPSystem	Work Keys
Crawford Small Parts Dexterity Test	
Occupational Aptitude Survey and Interest Schedule (OASIS)	

WORK BEHAVIORS

Brigance Life Skills/Employability Skills Inventories
The Career Key

Personnel Test for Industry-Oral Directions Test (PTI)

PHYSICAL AND FUNCTIONAL CAPACITIES

NOTE: Many tests used to measure physical and functional capacities are not commonly published but are used primarily in clinical settings by physicians and therapists (occupational, physical, speech and language, etc.).

Ansell-Casey Life Skills (ACLSA)

Purdue Pegboard Test

Talent Assessment Program

VALPAR Work Samples

Vocational, Interest, Temperament and Aptitude
System (VITAS)

Selected Subdomains

ASSESSMENTS FOR LEARNING DISABILITIES

Comprehensive Adult Student Assessment System (CASAS)	Peabody Individual Achievement Test-Revised Normative Update (PIAT-RNU)
Conners' Rating Scales-Revised (CRS-R), Conners' Adult AD/HD Ratings Scales (CAARS)	Peabody Picture Vocabulary Test-III (PPVT-III)
Diagnostic Assessment of Reading with Trial Teaching Strategies (DARTTS)	Woodcock Diagnostic Reading Battery
Dyslexia Screening Instrument	Woodcock-Johnson III Complete Battery (Tests of Achievement & Tests of Cognitive Abilities)
Learning Disabilities Diagnostic Inventory	

ASSESSMENTS FOR READING

Adult Basic Learning Examination-Second Edition (ABLE)	Stanford Achievement Test Series (Stanford-10)
Basic English Skills Test (BEST)	Stanford Diagnostic Reading 4
Comprehensive Adult Student Assessment System (CASAS)	STAR Reading
Diagnostic Assessment of Reading with Trial Teaching Strategies (DARTTS)	Terra Nova (CAT/6)
Dyslexia Screening Instrument	Tests of Adult Basic Education (TABE)
Kaufman Test of Educational Achievement-Normative Update (K-TEA-NU)	Tests of English as a Foreign Language (TOEFL)
Learning Disabilities Diagnostic Inventory	Wonderlic Basic Skills Test (WBST)
Peabody Individual Achievement Test-Revised Normative Update (PIAT-RNU)	Woodcock Diagnostic Reading Battery
Secondary Level English Proficiency Test (SLEP)	Woodcock Language Proficiency Battery-Revised (WLP-R)
	Woodcock Reading Mastery Tests-Revised (WRMT-RNU)

ASSESSMENTS FOR ARITHMETIC AND MATHEMATICS

Adult Basic Learning Examination-Second Edition (ABLE)	Peabody Individual Achievement Test-Revised Normative Update (PIAT-RNU)
Balanced Assessment in Mathematics	Stanford Achievement Test Series (Stanford-10)
Comprehensive Adult Student Assessment System (CASAS)	Stanford Diagnostic Math 4
General Educational Development Tests (GED)	STAR Math
Kaufman Test of Educational Achievement-Normative Update (K-TEA-NU)	Terra Nova (CAT/6)
Key Math-Revised-Normative Update (Key Math-R-NU)	Tests of Adult Basic Education (TABE)
	Wide Range Achievement Test (WRAT-3)
	Wonderlic Basic Skills Test (WBST)

TESTS CROSSWALKED TO EMPLOYMENT AND TRAINING ADMINISTRATION'S COMMON PERFORMANCE MEASURES

Adult Basic Learning Examination-Second Edition
(ABLE)

Basic English Skills Test (BEST)

Comprehensive Adult Student Assessment System
(CASAS)

Tests of Adult Basic Education (TABE)

Work Keys

THE TESTS

Test name	Adult Basic Learning Examination-Second Edition (ABLE)
Web site	http://www.psychcorp.com
What is measured	Functional abilities of adults.
Target groups	ABLE is appropriate for use with adults in a variety of adult education programs, including Tech Prep programs, GED programs, and adult literacy programs. The content accommodates the non-reader.
How normed	Grade Equivalents, Reference Group Percentile Ranks, and Stanines.
Qualifications required to administer	Eligibility to purchase these instruments is determined on the basis of training and experience.
How administered	Paper and pencil.
Time needed for administration	Un-timed. Each level averages two hours, 40 minutes.
How scored	Hand- or self-scorable.
Cost	Basic kit is \$72.00. 50 score sheets are \$48.00.
Reliability and validity	
Publisher's address and phone	Harcourt Assessment 19500 Bulverde Road, San Antonio, TX 78259 800-211-8378 • http://www.psychcorp.com
Test name	Ansell-Casey Life Skills Assessment (ACLSA)
Web site	http://www.caseylifeskills.com or http://www.caseylifeskills.org
What is measured	The Ansell-Casey Life Skills Assessment is an evaluation of youth independent living skills. It consists of statements about life skills that the youth and his/her caregivers complete.
Target groups	The ACLSA is offered in separate versions for the following age range: • ACLSA-I for ages 8 -10 (37 questions) • ACLSA-II for ages 11-14 (62 questions) • ACLSA-III for ages 15-18 (90 questions) • ACLSA-IV for ages 19-25 (144 questions) • ACLSA short form for ages 11-18 (20 questions).
How normed	Each version has been normed on large groups of appropriately aged youth.
Qualifications required to administer	None.
How administered	The test is taken on-line.
Time needed for administration	The ACLSA full-length forms can take anywhere from 15-30 minutes to complete. The ACLSA short form takes about five minutes to complete.
How scored	A score report is e-mailed back to the respondent within a few minutes after completion.
Cost	No cost.
Reliability and validity	Reliability and validity information is available on Web site.
Publisher's address and phone	Casey Family Programs 1300 Dexter Avenue North, Floor 3, Seattle, WA 98109-3542 Phone: 206.282.7300 • http://www.caseylifeskills.com or http://www.caseylifeskills.org

Test name	Ansir's 3 Sides of You Self-Perception Profiling System
Web site	http://www.ansir.com
What is measured	This profile contains 168 questions that lead to insight into styles of thinking, working and emotions.
Target groups	No target population indicated.
How normed	
Qualifications required to administer	None.
How administered	Self-administered.
Time needed for administration	Completion of questions takes about 20 minutes.
How scored	Automatic.
Cost	No cost.
Reliability and validity	
Publisher's address and phone	Available on-line at http://www.ansir.com

Test name	APTICOM
Web site	http://www.vri.org/
What is measured	The APTICOM assesses aptitude, interest and educational skills development through the use of a dedicated computer.
Target groups	Adolescents to adults reading at or above the fourth grade level. The APTICOM is also available in a Spanish bilingual version that allows both the administration and reporting functions to be conducted in English or Spanish.
How normed	Norm groups for the aptitude battery were made up of adults, tenth graders and ninth graders. The educational skills assessment is a criterion-referenced test.
Qualifications required to administer	No specific qualifications are required to administer or interpret the APTICOM.
How administered	Computer administered—three types of assessment batteries.
Time needed for administration	Complete assessment takes about 90 minutes.
How scored	Dedicated computer scores assessment batteries & synthesizes aptitude and interest scores.
Cost	The complete system is \$4500 including the dedicated computer needed for administration.
Reliability and validity	Validity information available on Web site.
Publisher's address and phone	Vocational Research Institute 1528 Walnut Street, Suite 1502, Philadelphia, PA 19102 800-874-5387 • http://www.vri.org/

Test name	Armed Services Vocational Aptitude Battery (ASVAB)
Web site	http://www.asvabprogram.com
What is measured	Individuals complete a multi-aptitude test battery, an interest inventory based on Holland's theory, a work values exercise, and questions assessing their future plans.
Target groups	High school and postsecondary students.
How normed	Norms for the ASVAB were derived from a large and diverse nationally representative sample of young men and women, ages 16 to 23, selected by the National Opinion Research Center. Norm groups used for reporting students' results include males and females in grades 10, 11, and 12, plus students attending two-year postsecondary schools.
Qualifications required to administer	The military will administer and interpret the scores of the ASVAB. Information is available from high school counselors.
How administered	Paper and pencil and computerized adaptive testing.
Time needed for administration	Total administration time is five hours.
How scored	Machine-scored.
Cost	There is no cost either to participating schools or individuals. The military will administer and interpret the scores at no cost.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Defense Manpower Center, Personnel Testing Division 400 Gigling Road, Seaside, CA 93955 http://www.asvabprogram.com

Test name	Balanced Assessment in Mathematics
Web site	http://www.CTB.com
What is measured	The purpose of the Balanced Assessment in Mathematics is to assess the students' mathematical skill level. The emphasis is on assessing student performance on worthwhile tasks involving practical contexts and substantial chains of reasoning.
Target groups	Grades three to ten; eight levels, one for each grade.
How normed	The grade-by-grade content is based on the National Council of Teachers of Mathematics' Principles and Standards for School Mathematics, as well as international standards. The content reflects a broad spectrum of mathematics content and processes and provides structured insight into what students know.
Qualifications required to administer	Teacher administration.
How administered	Paper and pencil.
Time needed for administration	Forty minutes for form A; 40 minutes for form B.
How scored	Computer scoring.
Cost	Complete kit for each grade level (25 students) is \$178.00.
Reliability and validity	Reliability and validity data not available on the Web site.
Publisher's address and phone	CTB/McGraw-Hill 20 Ryan Ranch Road, Monterey, CA 93940 800-538-9547 • FAX 800-282-0266 • http://www.ctb.com

Test name	Basic English Skills Test (BEST)
Web site	http://www.cal.org/BEST/
What is measured	The BEST is a measurement tool designed for adult ESL learners at the survival and pre-employment skills level. The BEST consists of an Oral Interview Section and a Literary Skills Section that are scored separately.
Target groups	Adult ESL learners.
How normed	
Qualifications required to administer	
How administered	Face to face and paper and pencil. Computerized versions also available.
Time needed for administration	The Oral Interview Section is an individually administered, face-to-face interview requiring approximately 15 minutes per examinee. The Literacy Skills Section may be administered in one hour, either individually or to groups.
How scored	Hand-scored.
Cost	Complete kit is \$150.00.
Reliability and validity	
Publisher's address and phone	Center for Applied Linguistics 4646 40th Street NW, Washington, DC 20016-1859 202-362-0700 • FAX 202-362-3740 • http://www.cal.org/BEST/

Test name	Behavior Rating Profile-2 (BRP-2)
Web site	http://www.proedinc.com
What is measured	A battery of six norm-referenced instruments, the BRP-2 provides different evaluations of a student's behavior at school and at home by teachers, parents, peers, and the target students themselves.
Target groups	Children ages six and a half to 18.
How normed	The BRP-2 components were all normed individually on large, representative populations. The Student Rating Scales normative group included 2,682 students residing in 26 states. The Parent Rating Scales were completed by 1,948 parents in 19 different states. The Teacher Rating Scales were normed on a group of 1,452 teachers from 26 states.
Qualifications required to administer	
How administered	Paper and pencil. Forms may be completed by teachers, parents, peers, and the target student.
Time needed for administration	Twenty minutes.
How scored	The responses allow examiners to test different diagnostic hypotheses when confronted with reports of problem behavior.
Cost	A complete kit is \$204.00.
Reliability and validity	Reliability information is available on the Web site.
Publisher's address and phone	PRO-ED, Inc. 8700 Shoal Creek Boulevard, Austin, TX 78757-6897 800-897-3202 • http://www.proedinc.com

Test name	Behavioral Assessment System for Children (BASC)
Web site	http://www.agsnet.com
What is measured	The BASC is a multi-method, multi-dimensional approach to evaluating the behavior and self-perceptions of children. It has five components that can be used individually or in any combination. The three core components are Teacher Rating Scales (TRS), Parent Rating Scales (PRS), and Self-Report of Personality (SRP). Additional components include Structured Developmental History (SDH) and Student Observation System (SOS). The BASC measures positive (adaptive) as well as negative (clinical) dimensions of behavior and personality.
Target groups	Two forms covering ages two to 18.
How normed	Norm groups used represent the population of U.S. children aged two and a half to 18, including a representative sample of exceptional children.
Qualifications required to administer	Users are expected to have had formal training in the administration, scoring, and interpretation of behavior rating scales and self-report personality scales. Clerical staff, with appropriate training, may administer and score various BASC components, but interpreting and applying the results require a graduate level of education in psychology.
How administered	Paper surveys.
Time needed for administration	TRS/PRS: 10-20 minutes, SRP: 30 minutes. SDH: Because this is a comprehensive history and background survey, it will vary from family to family. SOS: 15 minutes
How scored	Forms can be hand-scored or scored by computer with the BASC Enhanced ASSIST or the BASC Plus software.
Cost	Examination starter set is \$99.99. Many other components and manuals are available.
Reliability and Validity	Reliability and validity information available on Web site.
Publisher's Address and Phone	AGS Publishing 4201 Woodland Road, Circle Pines, MN 55014-1796 800-328-2560 • FAX 800-471-8457 http://www.agsnet.com

Test name	Bennett Hand-Tool Dexterity Test
Web site	http://www.psychcorp.com/
What is measured	The Bennett Hand-Tool Dexterity Test measures basic hand-tool skills.
Target groups	Adults or young people.
How normed	Included in the Technical Manual are percentile ranks for maintenance mechanics, technical trainees, physically injured workers, special education and vocational training students, and trainees with mental or emotional disabilities.
Qualifications required to administer	No specific qualifications required to administer or interpret the Bennett Hand-Tool Dexterity Test.
How administered	Hands-on.
Time needed for administration	Ten minutes
How scored	Score is based on speed of completion.
Cost	Complete set is \$362.00. Can be used over and over again.
Reliability and validity	
Publisher's address and phone	Harcourt Assessment 19500 Bulverde Road, San Antonio, TX 78259 800-211-8378 • http://www.psychcorp.com/

Test name	Brigance Life Skills/Employability Skills Inventories
Web site	http://www.curriculumassociates.com
What is measured	Life Skills Inventory evaluates the basic skills and functional life skills in the context of real world situations. Employability Skills Inventory assesses basic and employability skills in the context of job seeking and on-the-job.
Target groups	Secondary special education, vocational education and ESL programs. Spanish version available.
How normed	Criterion referenced. Each inventory is based on observable functions and sequenced by task analysis.
Qualifications required to administer	Assessment can be completed by a paraprofessional under professional supervision.
How administered	Paper and pencil. Inventory binder and student/class record keeping documents are inclusive of all necessary items.
Time needed for administration	Administration time varies, but individual assessments are reported to take 10-20 minutes each depending on the learner.
How scored	Hand-scored.
Cost	LSI/ESI Manuals are \$89.95 each and are reusable. Learner record books are \$24.95 each, and program record books are \$12.95 each.
Reliability and validity	
Publisher's address and phone	Curriculum Associates, Inc. 153 Rangeway Road, N. Billerica, MA 01862 800-225-0248 • http://www.curriculumassociates.com

Test name	Campbell Interest and Skill Survey (CISS)
Web site	http://www.pearsonassessments.com
What is measured	The CISS measures self-reported vocational interests and skills. Similar to traditional interest inventories, the CISS interest scales reflect an individual's attraction for specific occupational areas.
Target groups	Individuals aged 15 and older.
How normed	The CISS Orientation, Basic Interest and Skill, and Occupational scales were standardized using a reference sample of 5,225 employed men and women representing a wide array of occupations.
Qualifications required to administer	Bachelor's degree in related field and coursework in the use of psychological testing.
How administered	Paper and pencil or on-line administration.
Time needed for administration	Twenty-five minutes.
How scored	Computer, mail-in, or Internet scoring.
Cost	Internet administration: \$10.75 per individual. Group rates also.
Reliability and validity	Reliability and validity information only available in technical manuals available for purchase.
Publisher's address and phone	Pearson Assessments 1-800-627-7271, ext. 3225 http://www.pearsonassessments.com

Test name	Career Exploration Inventory
Web site	http://www.jist.com
What is measured	Interest levels in 15 career clusters via 120 questions.
Target groups	Target group: high school and adult. Spanish version available.
How normed	Norm group information not available. Reading level: grade seven.
Qualifications required to administer	No specific qualifications required for administering and interpreting the Career Exploration Inventory.
How administered	Paper and pencil administration.
Time needed for administration	
How scored	Self-scoring.
Cost	One to nine packages are \$34.95 per package, and ten or more packages are \$30.95 per package. A package contains 25 8.5" x 11", 12-panel, self-scoring/self-interpreting foldouts.
Reliability and validity	Validity information available on Web site.
Publisher's address and phone	JIST Publishing 8902 Otis Avenue, Indianapolis, IN 46216 800-648-5478 • http://www.jist.com

Test name	Career Focus 2000 Interest Inventory (CF2II)
Web site	http://www.iccweb.com/careerfocus/index.asp
What is measured	The CF2II contains 180 inventory items about work tasks drawn from 18 occupational fields. Respondents will receive an analysis report indicating their level of interest in each field and a list of occupations matching their interests.
Target groups	High school and college students, as well as adults who wish to identify career options related to their personal interests.
How normed	
Qualifications required to administer	Self-administered.
How administered	On-line.
Time needed for administration	Completion of the CF2II takes approximately 20-30 minutes.
How scored	By completing the CF2II, respondent will receive an analysis report immediately after completing the questions.
Cost	No cost.
Reliability and validity	
Publisher's address and phone	James C. Gonyea, Gonyea & Associates, Inc. 1151 Maravista Drive, New Port Richey, FL 34655 727-376-0373 • http://www.iccweb.com/careerfocus/index.asp

Test name	Careerlink Inventory
Web site	http://www.mpc.edu/cl/climain.htm
What is measured	The Careerlink Inventory is designed to match the way individuals see themselves — their interests, aptitudes, temperaments, physical capacities, preferred working conditions and desired length of preparation for employment — with available career information from the United States Department of Labor.
Target groups	Designed for college students and above. May be appropriate for some high school students.
How normed	
Qualifications required to administer	Self-administered.
How administered	On-line.
Time needed for administration	On-line administration takes 10 to 15 minutes to complete.
How scored	Scored automatically with results available in less than two minutes.
Cost	No cost.
Reliability and validity	
Publisher's address and phone	Monterey Peninsula College, Counseling Department 980 Fremont Street, Monterey, CA 93940 831-646-4000 • http://www.mpc.edu/cl/climain.htm

Test name	The Career Key
Web site	http://www.careerkey.org
What is measured	The Career Key is a professional test that measures an individual's skills, abilities, values, interests, and personality. It identifies jobs and provides information about salaries, job outlook, and job training requirements.
Target groups	Young people and adults.
How normed	
Qualifications required to administer	Self-administered.
How administered	On-line.
Time needed for administration	On-line administration takes about 15-20 minutes for input followed by interpretation of answers. The site contains a great deal of supplemental career information based on national career publications.
How scored	Self scoring and interpreting.
Cost	No cost.
Reliability and validity	
Publisher's address and phone	Lawrence K. Jones http://www.careerkey.org

Test name	CareerScope — Career Assessment and Reporting System
Web site	http://www.vri.org/careerscope/
What is measured	The Interest Inventory measures and identifies a user's attraction to careers that correspond to the U.S. Department of Labor's Interest Areas. It also measures six areas of aptitude and combines results to form an "Assessment Profile".
Target groups	Middle school students through adults.
How normed	
Qualifications required to administer	
How administered	On personal computer using specially designed software. Reading level is fourth grade. Also comes with audio capabilities.
Time needed for administration	Less than 60 minutes.
How scored	Scoring and reporting done automatically by computer.
Cost	Cost varies by method of administration.
Reliability and validity	
Publisher's address and phone	Vocational Research Institute 1528 Walnut Street, Suite 1502, Philadelphia, PA 19102 800-874-5387 • http://www.vri.org/careerscope/

Test name	Comprehensive Adult Student Assessment System (CASAS)
Web site	http://www.casas.org
What is measured	CASAS contains a variety of instruments to measure functional reading, math, listening, speaking, and higher order thinking skills in everyday adult life and work contexts. Assessment can be customized to measure specific competencies. Instructors can use CASAS to place learners into programs, diagnose learners' instructional needs, monitor progress, and certify mastery of functional basic skills. The CASAS Skill Level Descriptors show a continuum of skills from beginning through advanced adult secondary. They provide descriptions of adults' general job-related ability in reading, mathematics, oral communication, and writing. The Skill Level Descriptors explain in general terms what most learners can accomplish at the CASAS scale score level in a specific skill area.
Target groups	Adolescents and adults in the workforce system.
How normed	Results from most CASAS tests are reported on a common numerical scale. This scale has been verified and validated on more than three million adult and youth learners.
Qualifications required to administer	Because CASAS is a comprehensive curriculum management and assessment system, training is necessary to ensure accurate use of tests and interpretation of learner results. CASAS has developed an effective implementation plan to deliver training to administrators, instructors, workplace trainers, human resources personnel and other key staff in education and training programs nationwide.
How administered	CASAS tests are mainly paper and pencil. Some computerized versions of tests are available.
Time needed for admin.	Varies considerably depending on the type of assessment.
How scored	Hand or computer scoring.
Cost	Varies considerably depending on the type of assessment.
Reliability and validity	Reliability and validity information available by purchasing technical manual.
Publisher's address and phone	CASAS 5151 Murphy Canyon Road, Suite 220, San Diego, California 92123-4339 800-255-1036 • http://www.casas.org

Test name	Conners' Rating Scales-Revised (CRS-R), Conners' Adult AD/HD Ratings Scales (CAARS)
Web site	http://www.pearsonassessments.com
What is measured	CRS-R is an instrument that uses observer ratings and self-report ratings to help assess attention deficit/hyperactivity disorder (AD/HD) and evaluate problem behavior in children and adolescents. CAARS evaluates adults.
Target groups	For the CRS-R, parents and teachers of children and adolescents ages three to 17 and adolescent self-report ages 12-17. For the CAARS, self-report ages 18 and older.
How normed	For the CRS-R, norms were based on a sample of 8000+ children and adolescents, males and females, ages three to 17. Minority group samples were represented. Standardized data were based on the means and standard deviations for groups of children with AD/HD and children without psychological problems. The CAARS non-clinical self-report was based on 1,026 individuals and observer form on 943 individuals.
Qualifications required to administer	Bachelor's degree in related field and coursework in the use of psychological testing.
How administered	Paper and pencil to parents of younger children or to the adolescent.
Time needed for administration	Long version takes 15-20 minutes. Short version takes 5-10 minutes
How scored	Hand scoring. When the profile forms are completed, an easy-to-interpret graphical display of the results is produced to help present results to parents, teachers, or other relevant parties.
Cost	Complete package with manuals and 25 score sheets is \$238.00.
Reliability and validity	Reliability and validity information only available in technical manuals available for purchase.
Publisher's address and phone	Pearson Assessments 1-800-627-7271, ext. 3225 http://www.pearsonassessments.com
Test name	COPSystem: Career Occupational Preference Interest Inventory (COPS), Career Ability Placement Survey (CAPS) and Career Orientation Placement and Evaluation Survey (COPES)
Web site	http://www.edits.net
What is measured	The COPSystem instruments are designed to provide individuals with coordinated measures of interests, abilities and work values.
Target groups	Junior high, high school and adult. Spanish and pictorial versions available.
How normed	Norms are based on junior high/high school and community college students.
Qualifications required to administer	No specific qualifications are required to administer or interpret the COPSystem.
How administered	Paper and pencil administration
Time needed for administration	Hand or machine scored.
How scored	Time for hand scoring is 15-20 minutes per test. Time required for machine scoring and returning is about ten days.
Cost	Self-scoring cost for all three assessments combined (COPS, CAPS, COPES) ranges from \$4.04 to \$5.54. Machine scoring cost depends on quantity.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	EdITS P.O. Box 7234, San Diego, CA 92167 800-416-1666 • http://www.edits.net

Test name	COPSystem Picture Inventory of Careers (COPS-PIC)
Web site	http://www.edits.net
What is measured	COPS-PIC is a non-verbal assessment of occupational interest. It illustrates a variety of occupational activities, using realistic pictures of people in non-stereotyped roles.
Target groups	This form of the COPS was designed to help assess younger students, students with reading or language difficulties, and individuals with low academic or career motivation. It is also appropriate for adults with lower or no reading ability as well as non-English speaking examinees. Scores are keyed to the 14 COPSystem Career Clusters and provide access to information about thousands of occupations.
How normed	Seventh through twelfth grades.
Qualifications required to administer	
How administered	Paper and pencil with no reading required.
Time needed for administration	Less than half an hour to take and score.
How scored	Hand scored by administrator. Scores are keyed to the 14 COPSystem Career Clusters and provide access to information about thousands of occupations.
Cost	The cost is \$32.75 for 20 test booklets. Manuals and other materials available.
Reliability and validity	
Publisher's address and phone	EdITS P.O. Box 7234, San Diego, CA 92167 800-416-1666 • http://www.edits.net
Test name	Crawford Small Parts Dexterity Test
Web site	http://www.psychcorp.com/
What is measured	The Crawford Small Parts Dexterity Test measures an individual's eye-hand coordination and fine motor dexterity.
Target groups	Adolescents or adults.
How normed	Percentile ranks for electronics assembly trainees and for individuals who fit into ADA profiles.
Qualifications required to administer	
How administered	Hands on. No reading.
Time needed for administration	Eight to 15 minutes.
How scored	By the amount of time to complete.
Cost	Complete set is \$487.00. Can be used over and over.
Reliability and validity	
Publisher's address and phone	Harcourt Assessment 19500 Bulverde Road, San Antonio, TX 78259 800-211-8378 • http://www.psychcorp.com/

Test name	Diagnostic Assessment of Reading with Trial Teaching Strategies (DARTTS)
Web site	http://www.riverpub.com/products/group/dartts/
What is measured	The DARTTS program comprises individually administered tests and related diagnostic lessons. The Diagnostic Assessments of Reading is comprised of six tests of reading and language. The Trial Teaching Strategies are comprised of brief lessons tailored to stages of reading development.
Target groups	Students of all ages, including those in adult education.
How normed	Normed for all ages of students.
Qualifications required to administer	Designed for reading teachers, classroom teachers, special education and Title I teachers, and other professionals charged with helping students read better.
How administered	Paper and pencil administration.
Time needed for administration	Takes approximately 50 minutes to administer.
How scored	Hand scored.
Cost	Program kit is \$239.50. Program records booklets are \$23.75 for 15.
Reliability and validity	Validity information available on Web site.
Publisher's address and phone	Riverside Publishing 425 Spring Lake Drive, Itasca, IL 60143 800-323-9540 • http://www.riverpub.com

Test name	DISCOVER Assessment — Discovering Intellectual Strengths and Capabilities while Observing Varied Ethnic Responses
Web site	http://www.discover.arizona.edu/
What is measured	The DISCOVER Assessment is an observation-based instrument designed to measure a wide range of abilities in individuals, ages three and up. Unlike most traditional assessment methods, the DISCOVER approach combines several modern theories of intelligence with current research on brain functioning, resulting in a comprehensive and accurate profile of strengths. Most DISCOVER Assessments take place in a regular classroom, with an entire class of students at the same time. Participants are guided through active, hands-on problem-solving exercises (using toys and other age-appropriate materials) that have the appearance of play activities. Instruments are available for various age groups from pre-K to twelfth grade. Adult versions are also available.
Target groups	Ages three to adult.
How normed	
Qualifications required to administer	Administered by DISCOVER staff or by local staff trained by DISCOVER staff.
How administered	Administration is done one-on-one or in small groups (no more than five students for one assessor).
Time needed for administration	An assessment may take up to eight hours including time to debrief.
How scored	Children participate in five activities: Spatial Artistic, Spatial Analytical, Oral and Written Linguistic, and Mathematics. Results are later compiled according to the respective intelligences and are used to create "Strength Profiles", reports that show the levels of strength for all the intelligences. Scoring is done by the administrator.
Cost	Dependent on type of administration. Tucson staff can perform assessments on site or can train staff at your school or facility to perform assessments. The cost can be as much as \$270.00 per student or as low as \$108.00 depending on travel.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Department of Special Education Rehabilitation & School Psychology, College of Education The University of Arizona, Tucson, AZ 85721-0069 • 520-622-8106 • http://www.discover.arizona.edu

Test name	Dyslexia Screening Instrument
Web site	http://www.psychcorp.com/
What is measured	The Dyslexia Screening Instrument measures a cluster of characteristics associated with dyslexia and discriminates between those who have the cluster and those who do not. It is designed for clients who have reading, spelling, writing, or language processing problems. Used to screen for learning disabilities.
Target groups	Grades one through 12.
How normed	Norms – Pass/fail/inconclusive.
Qualifications required to administer	No specific requirements for administering and interpreting the Dyslexia Screening Instrument.
How administered	Computer administered.
Time needed for administration	Takes 20 minutes to complete.
How scored	Computer scored.
Cost	Complete kit (teacher rating forms, manual and scoring program software) is \$90.00. A package of 25 rating forms is \$18.00.
Reliability and validity	
Publisher's address and phone	Harcourt Assessment 19500 Bulverde Road, San Antonio, TX 78259 800-211-8378 • http://www.psychcorp.com

Test name	General Educational Development Tests (GED)
Web site	http://www.acenet.edu
What is measured	A high school equivalency test that assesses learning in five areas: language arts-writing, social studies, science, language arts-literature, and mathematics.
Target groups	Adults.
How normed	Grade 12 students from 557 schools stratified by public/non-public schools, geographic region, and socioeconomic status.
Qualifications required to administer	The test is administered by state agencies or their representatives. Test scorers are certified by the GED Testing Service.
How administered	Available in Braille, audio-cassette and large print editions. Other accommodations are available.
Time needed for administration	Test time ranges from 90 to 110 minutes for each of the five tests.
How scored	Minimum scores for passing the test are set by individual states. Hand or machine scored.
Cost	Varies by state; the test may be free or cost as much as \$80.00.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	General Education Development Testing Service, American Council on Education One Dupont Circle, NW, Washington, DC 20036-1163 202-939-9490 • http://www.acenet.edu

Test name	Harrington-O'Shea Career Decision-Making System (CDM)
Web site	http://www.agsnet.com/
What is measured	The CDM self-assesses abilities, interests, and work values all in one instrument.
Target groups	Middle school through adult. Spanish version available.
How normed	No derived scores from norm groups. 1991 standardization samples were made up of 965 people for Level 1 and 996 people for Level 2 and were defined based on 1990 U.S. Census data.
Qualifications required to administer	Test administrator must have completed training in measurement, guidance or appropriately related discipline or have equivalent supervised experience in test administration and interpretation.
How administered	Paper and pencil administration and computer version.
Time needed for administration	Total administration time is 25-45 minutes.
How scored	Time required for hand scoring is five to ten minutes. CDM Windows version available.
Cost	Hand scoring: Level 1 booklet (25 per pkg.) \$52.99. Level 2 survey booklet and interpretive folders (25 per package) \$52.99. Audiocassette \$14.99. Computer materials: Scannable Level 2 survey booklets and interpretive folders (25 per package) and group identification sheet \$52.99. Software and user guide \$199.99.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	AGS Publishing 4201 Woodland Road, Circle Pines, MN 55014-1796 800-328-2560 • FAX 800-471-8457 • http://www.agsnet.com/
Test name	Kaufman Test of Educational Achievement-Normative Update (K-TEA-NU)
Web site	http://www.agsnet.com
What is measured	The K-TEA-NU is a multiple skill achievement test available in two forms, comprehensive and brief. Composite scores are available for reading, math, and written language. Both forms are intended for use in program planning, research, placement, student self-appraisal, personnel selection and measurement of adaptive functioning.
Target groups	Grades 1-12.
How normed	Based on a national sampling of over 3,000 people, it provides accurate score comparisons for reading decoding, reading comprehension, and math applications with the other achievement batteries with which it was co-normed: PIAT-R-NU, Key Math-R-NU, and WRMT-R-NU.
Qualifications required to administer	Test administrator must have completed graduate training in measurement, guidance or appropriate related discipline or have equivalent supervised experience in test administration and interpretation.
How administered	Paper and pencil administration.
Time needed for administration	Brief form takes 20 to 30 minutes to administer. Comprehensive form takes 30 to 75 minutes depending on the child's grade.
How scored	Hand scored. Scoring software is available for the comprehensive form.
Cost	Comprehensive kit includes 25 record forms, a test easel, and sample report to parents for \$288.99.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	AGS Publishing 4201 Woodland Road, Circle Pines, MN 55014-1796 800-328-2560 • FAX 800-471-8457 http://www.agsnet.com/

Test name	Key Math-Revised-Normative Update (Key Math-R-NU)
Web site	http://www.agsnet.com
What is measured	Key Math-R-NU provides information useful for determining educational level of performance, educational goals, objectives, and programming.
Target groups	Grades K through 12.
How normed	Based on a national sampling of over 3,000 people, it provides accurate score comparisons for math operations and math applications with the other achievement batteries with which it was co-normed: K-TEA-NU and PIAT-R-NU.
Qualifications required to administer	Test administrator must have completed graduate training in measurement, guidance or appropriate related discipline or have equivalent supervised experience in test administration and interpretation.
How administered	The basic testing materials consist of two easels that contain testing items and directions for presenting and scoring items. Written computation is permitted only on some of the subtests in the operations area.
Time needed for administration	Administration time is 35-50 minutes
How scored	Hand scored or scoring software is available.
Cost	The entire kit (Form A or Form B) may be purchased for \$274.99.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	AGS Publishing 4201 Woodland Road, Circle Pines, MN 55014-1796 800-328-2560 • FAX 800-471-8457 • http://www.agsnet.com/

Test name	Learning Disabilities Diagnostic Inventory (LDDI)
Web site	http://www.proedinc.com
What is measured	The LDDI is a rating scale designed to help psychologists, diagnosticians, LD specialists, speech-language pathologists, and others identify (i.e., diagnose) intrinsic processing disorders and learning disabilities in students.
Target groups	Ages 8 to 17 years and 11 months.
How normed	The test was normed on 2,152 students with Learning Disabilities residing in 43 states and DC. The demographic characteristics of the normative sample are representative of the population of students who have learning disabilities in the United States as a whole.
Qualifications required to administer	The examiner should be a school psychologist, educational diagnostician, speech-language pathologist, LD specialist, or similarly-trained professional who knows how to interpret quantitative and qualitative information and use it to diagnose specific learning disabilities.
How administered	Paper and pencil administered.
Time needed for administration	Takes 10-20 minutes to complete.
How scored	Hand scored.
Cost	\$112.00 for a complete kit including examiner's manual (106 pages) and 50 rating summary booklets.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	PRO-ED, Inc. 8700 Shoal Creek Boulevard, Austin, TX 78757-6897 800-897-3202 • http://www.proedinc.com

Test name	Myers-Briggs Type Indicator (MBTI)
Web site	http://www.cpp-db.com
What is measured	A personality inventory that helps counselors/career professionals/consultants improve work and professional relationships, increase productivity, and identify leadership and interpersonal communication preferences for clients.
Target groups	Individuals 14 years and older. Spanish, German, French, Dutch, French Canadian, Italian, Korean, Portuguese, Danish, Norwegian, Chinese, Swedish and Anglicized adaptation versions available.
How normed	Norm group on which scores are based was 3,200 adults, 18 years and older, from across the United States. Percentages of age, gender, and ethnic groups matched 1990 U.S. Census percentages.
Qualifications required to administer	Test administrator must have a degree from an accredited college or university and have satisfactorily completed a course in the interpretation of psychological tests and measurement at an accredited college or university.
How administered	How administered Paper and pencil administration. Computer software administration also available.
Time needed for administration	Total administration time is 15-30 minutes based on form used.
How scored	Hand scoring is available and takes ten minutes to complete.
Cost	Per form: self-scorable \$5.00, Introduction to Type and College \$4.80, Introduction to Type \$4.50, Introduction to Type and Careers \$5.90, Introduction to Type in Organizations \$6.50, Introduction to Type and Teams \$7.20.
Reliability and validity	
Publisher's address and phone	CPP, Inc. 3803 East Bayshore Road, P. O. Box 10096, Palo Alto, CA 94303 800-624-1765 • http://www.cpp-db.com

Test name	Occupational Aptitude Survey and Interest Schedule (OASIS-3)
Web site	http://www.proedinc.com
What is measured	The OASIS-3 Aptitude Survey measures six broad aptitude factors that are directly related to skills and abilities required in more than 20,000 jobs listed in the Dictionary of Occupational Titles. The OASIS-3 Interest Schedule measures 12 interest factors directly related to the occupations listed in the Guide of Occupational Exploration.
Target groups	Grades 8-12.
How normed	The tests were normed on the same national sample of 2,005 individuals from 20 states.
Qualifications required to administer	No specific qualifications are required to administer or interpret the OASIS.
How administered	Paper and pencil administration.
Time needed for administration	Each test takes 30-45 minutes to administer.
How scored	Machine or hand scoring.
Cost	Aptitude Survey: Complete kit \$164.00 (examiner's manual, 10 student test booklets, 50 hand scorable answer sheets, one sample interpretation workbook, and 50 profile sheets). Interest Schedule: Complete kit \$164.00 (examiner's manual, 25 student test booklets, 50 hand scorable answer sheets, one sample interpretation workbook, and 50 scoring forms).
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	PRO-ED, Inc. 8700 Shoal Creek Boulevard, Austin, TX 78757-6897 800-897-3202 • http://www.proedinc.com

Test name	O*NET Career Exploration Tools— Interest Profiler, Work Importance Locator and Profiler, and Ability Profiler.
Web site	http://www.onetcenter.org/tools.html
What is measured	O*NET Career Exploration is comprised of three self-directed career exploration/assessment tools to help workers consider and plan career options, preparation, and transitions more effectively. They also are designed for use by students who are exploring the school-to-work transition.
Target groups	Youth and adults.
How normed	
Qualifications required to administer	Administrators should have completed the training materials available on the Web site.
How administered	Paper and pencil administration using downloadable files from Web site.
Time needed for administration	Approximately 30 minutes per test.
How scored	Self-scoring. The Ability Profiler requires the use of a scanner to score.
Cost	There is no cost for downloading files. Printed copies from the U. S. Government Printing Office are about \$2.00 to \$5.00 each purchased in bulk at http://bookstore.gpo.gov . Scanners to score the Ability Profiler are costly.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Occupational Information Network O*Net Consortium http://www.onetcenter.org
Test name	Peabody Individual Achievement Test-Revised Normative Update (PIAT-RNU)
Web site	http://www.agsnet.com
What is measured	The Peabody Individual Achievement Test-Revised Normative Update is an individually administered, norm-referenced instrument designed to provide a wide-ranging screening measure of academic achievement in six content areas: mathematics, reading recognitions, reading comprehension, spelling, general information, and written expression. The PIAT-RNU may be used to identify specific learning disabilities.
Target groups	Kindergarten through 12th grade.
How normed	Based on a national sampling of over 3,000 people, it provides accurate score comparisons for reading decoding, reading comprehension, and math applications with the other achievement batteries with which it was co-normed: K-TEA-NU, Key Math-R-NU, and WRMT-R-NU.
Qualifications required to administer	Test administrator must have completed graduate training in measurement, guidance, or appropriate related discipline, or have equivalent supervised experience in test administration and interpretation.
How administered	The PIAT-R-NU is individually administered. Materials are contained in four easel kits, one for each volume of the test. Easel kit volumes present stimulus materials to the student at eye level; the examiner's instructions are placed on the reverse side. The student can see one side of the response plate, whereas the examiner can see both sides.
Time needed for administration	Sixty minutes.
How scored	Hand scored.
Cost	The PIAT-RNU complete kit (four easels, 50 combined test record and written expression booklets, NU manual, and carry bag) costs \$342.95.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	AGS Publishing 4201 Woodland Road, Circle Pines, MN 55014-1796 800-328-2560 • FAX 800-471-8457 • http://www.agsnet.com/

Test name	Peabody Picture Vocabulary Test-III (PPVT-III)
Web site	http://www.agsnet.com
What is measured	The PPVT-III is a measure of receptive vocabulary for standard English and a screening test of verbal ability.
Target groups	Can be used with all ages.
How normed	The authors include studies of the performance on the PPVT-III of seven special populations: students with speech impairment, language delay, language impairment, mental retardation, learning disability in reading, and hearing impairment.
Qualifications required to administer	Completed graduate training in measurement, guidance, individual psychological assessment, or special appraisal methods appropriate for a particular test.
How administered	The PPVT-III is administered in easel format, with the examiner showing the test taker a series of plates on which four pictures are drawn. The examiner reads a stimulus word for each plate, and the person being tested points to the picture that best represents the stimulus word. The PPVT-III is an untimed test.
Time needed for administration	Ten to 15 minutes.
How scored	Hand scoring and computer scoring available.
Cost	PPVT-III A & B test kit includes picture plates, norm booklet, examiner's manual, and a package of 25 performance records for \$269.99.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	AGS Publishing 4201 Woodland Road, Circle Pines, MN 55014-1796 800-328-2560 • FAX 800-471-8457 • http://www.agsnet.com/

Test name	Personnel Test for Industry-Oral Directions Test (PTI)
Web site	http://www.psychcorp.com
What is measured	The PTI is a wide range assessment of general mental abilities and an individual's comprehension of verbal, numerical and oral directions. The PTI may be used to evaluate applicants with limited English proficiency or hearing impaired applicants.
Target groups	Persons applying for jobs.
How normed	Publisher will not provide norm group information without purchasing the technical manual.
Qualifications required to administer	No specific qualifications are required to administer or interpret the Personnel Test for Industry-Oral Directions Test.
How administered	Administered by cassette tape, PTI measures the applicant's comprehension of English and the ability to understand oral directions.
Time needed for administration	15 minutes.
How scored	Hand scored.
Cost	A complete set of 100 tests with recorder and cassette tapes is 175.00.
Reliability and validity	
Publisher's address and phone	Harcourt Assessment 19500 Bulverde Road San Antonio, Texas 78259 800-211-8378 http://www.psychcorp.com

Test name	Pictorial Inventory of Careers DV-2000 (PIC)
Web site	http://www.talentassessment.com
What is measured	PIC is a reading-free instrument designed to measure vocational interests consisting of 119 real-life pictorials depicting vocational-technical careers from 17 vocational clusters & 11 career cluster definitions. Each cluster is represented by seven scenes emphasizing the work environment, not the individual.
Target groups	Middle school to adults.
How normed	
Qualifications required to administer	No specific qualifications are required to administer or interpret the Pictorial Inventory of Careers
How administered	Administered through live action videos or real life work scenes instead of paper and pencil tests.
Time needed for administration	22 minutes
How scored	Computer
Cost	The \$695.00 cost includes two video-cassette programs (regular and low level), 100 regular response forms, 100 alternate response forms, comprehensive manual, computer software for scoring, and portable carrying case.
Reliability and validity	
Publisher's address and phone	Talent Assessment, Inc. P.O. Box 5087, Jacksonville, FL 32247 800-634-1472 • http://www.talentassessment.com
Test name	Purdue Pegboard Test
Web site	http://www.pearsonreidlondonhouse.com
What is measured	The Purdue Pegboard Test measures finger dexterity and hand-eye coordination by testing an individual's ability to move hands, fingers and arms (gross movement) and to control movements of small objects (fingertip dexterity).
Target groups	Grade nine to adults.
How normed	Percentile norms are listed by subtest for the following classifications: applicants for assembly jobs, applicants for production work, and applicants for general factory work.
Qualifications required to administer	Purchasers must provide credentials indicating a bachelor's degree in psychology, education, human relations or human resources, business or a closely related field. Specific course work or workshops are not required.
How administered	Board utilizes pegs, washers and collars.
Time needed for administration	The test takes approximately three to nine minutes to complete.
How scored	Pieces must be counted by administrator. Yields five separate scores.
Cost	Start-up kit (examiner's manual; pegboard with complete set of washers, collars and pegs; and 100 profile sheets) costs \$356.00.
Reliability and validity	Validity information available on Web site.
Publisher's address and phone	Pearson Reid London House 800-922-7343 • FAX 312-242-4400 http://www.pearsonreidlondonhouse.com

Test name	Reading Free Vocational Interest Inventory 2 (RFVII 2)
Web site	http://www.proedinc.com
What is measured	The newly revised RFVII 2 measures the vocational interests of special populations. It uses pictures of individuals engaged in different occupations to measure the vocational likes and dislikes of students and adults who do not read.
Target groups	Age 13 through adult.
How normed	The RFVII 2 has separate norms for groups with various disabilities.
Qualifications required to administer	Can be administered by teachers, psychologists, counselors, or other vocational and educational personnel.
How administered	Self administered.
Time needed for administration	About 20 minutes.
How scored	
Cost	20 test booklets are \$39.00.
Reliability and validity	Reliability information available on Web site.
Publisher's address and phone	PRO-ED, Inc. 8700 Shoal Creek Boulevard, Austin, TX 78757-6897 800-897-3202 • http://www.proedinc.com

Test name	Secondary Level English Proficiency Test (SLEP)
Web site	http://www.ets.org/tests/stest.html
What is measured	The SLEP Test is a measure of English language ability for nonnative speakers in two primary areas, listening comprehension and reading comprehension.
Target groups	Although SLEP is used predominantly by secondary schools, it has also been used by community colleges and other organizations.
How normed	The choice of material for the SLEP test was based on an analysis of actual materials designed for use in American classrooms (grades 7-12).
Qualifications required to administer	No specific qualifications are required.
How administered	Paper and pencil in individual or group setting.
Time needed for administration	Less than two hours.
How scored	Hand or machine scored.
Cost	The SLEP Basic Test Package (20 test books, 100 two-ply answer sheets, a cassette recording, and a SLEP test manual) is \$235.00.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Educational Testing Service (ETS) Princeton, NJ http://www.ets.org

Test name	Self-Directed Search, Forms R and E
Web site	http://www.partinc.com On-line version: http://www.self-directed-search.com/
What is measured	Form R assesses career interests for high school students, college students, and adults. Form E assesses career interests among individuals with limited reading skills. Other forms are for middle school students and speakers of Canadian French and Spanish.
Target groups	Adults and older adolescents.
How normed	Normative data derived from a nationally representative sample of 2,602 students and working adults.
Qualifications required to administer	No specific qualifications are required to administer or interpret the Self-Directed Search.
How administered	Paper and pencil, personal computer, or on-line.
Time needed for administration	Total administration time: 35-45 minutes.
How scored	Hand scoring takes 10 minutes.
Cost	Complete kit for 25 test takers is \$175.00. Extra test forms for 25 additional test takers is \$32.00. Alternative forms also available. On-line version is \$9.95.
Reliability and validity	
Publisher's address and phone	Psychological Assessment Resources, Inc. 16204 N. Florida Avenue, Lutz, FL 33549 800-899-8378 • http://www.parinc.com

Test name	Stanford Achievement Test Series (Stanford-10) (Three separate measures make up the Stanford Achievement Test Series: the Stanford Early School Achievement Test [SESAT], the Stanford Achievement Test [SAT], and the Test of Academic Skills [TASK].)
Web site	http://www.psychcorp.com
What is measured	The tests measure achievement through a series of subtests: reading, listening, language, spelling, mathematics, science, and social science.
Target groups	SESAT: Kindergarten and grade 1. SAT: Grades 1 through 9. TASK: Grades 9 through 12.
How normed	Latest norms (2002) were based on the K-12 population.
Qualifications required to administer	Eligibility to purchase these instruments is determined on the basis of training and experience.
How administered	Paper and pencil group administration.
Time needed for administration	Untimed with recommended ranges. All tests can be completed in one day.
How scored	Hand scored and machine scored with many scoring and reporting options.
Cost	Complete battery for each level is \$289.60.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Harcourt Assessment 19500 Bulverde Road, San Antonio, Texas 78259 800-211-8378 • http://www.psychcorp.com

Test name	Stanford-Binet Intelligence Scales, Fifth Edition (SB5)
Web site	http://www.riverpub.com/products/clinical/sbis5/features.html
What is measured	The SB5 is a comprehensive measurement of five factors: fluid reasoning, knowledge, quantitative reasoning, visual-spatial processing, and working memory. Includes Full Scale IQ, Verbal and Nonverbal IQ, and Composite Indices spanning five dimensions with a standard score mean of 100, SD 15.
Target groups	
How normed	The SB5 was normed on a stratified random sample of 4,800 individuals that matched the 2000 U.S. Census. Bias reviews were conducted on all items for gender, ethnic, cultural/religious, regional, and socioeconomic status issues.
Qualifications required to administer	Must have credentials to administer IQ type tests.
How administered	Individually, with paper and pencil, and manipulatives.
Time needed for administration	45 to 60 minutes.
How scored	Hand or computer scored.
Cost	Complete kit includes 3 item books, examiner's manual, technical manual, 25 test records, and a plastic case containing all manipulatives in an attractive carrying case for \$858.00. Twenty-five additional test records cost \$52.00.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Riverside Publishing 425 Spring Lake Drive, Itasca, IL 60143 800-323-9540 • http://www.riverpub.com

Test name	Stanford Diagnostic Math 4
Web site	http://www.psychcorp.com
What is measured	A diagnostic test designed to identify specific strengths and weaknesses in math. It emphasizes general problem-solving and math specific problem-solving strategies while measuring student competence in those basic math skills and concepts that are prerequisite to mathematics problem solving.
Target groups	Grades 1.5 through 13.
How normed	
Qualifications required to administer	Eligibility to purchase these instruments is determined on the basis of training and experience.
How administered	Paper and pencil group administration; multiple choice and free response.
Time needed for administration	Approximately 150 minutes.
How scored	Hand scored or machine scored
Cost	Complete kit for hand scoring class level (25 students) is \$120.00. Many other prices and combinations of testing materials available.
Reliability and validity	
Publisher's address and phone	Harcourt Assessment 19500 Bulverde Road, San Antonio, Texas 78259 800-211-8378 • http://www.psychcorp.com

Test name	Stanford Diagnostic Reading 4
Web site	http://www.psychcorp.com
What is measured	A diagnostic test providing group administered diagnostic assessment of the essential components of reading in order to determine students' strengths and needs.
Target groups	Grades 1.5 through 13.
How normed	
Qualifications required to administer	Eligibility to purchase these instruments is determined on the basis of training and experience.
How administered	Paper and pencil group administration or computer administration.
Time needed for administration	The test takes 85-105 minutes to administer depending on the grade level.
How scored	Hand scored or machine scored
Cost	Kits for 25 students are 82.00. Other combinations available.
Reliability and validity	
Publisher's address and phone	Harcourt Assessment 19500 Bulverde Road, San Antonio, Texas 78259 800-211-8378 • http://www.psychcorp.com
Test name	STAR Math
Web site	http://www.renlearn.com
What is measured	Placement levels forecast outcomes on high-stakes tests.
Target groups	
How normed	
Qualifications required to administer	Administered by teachers.
How administered	Using personal computer.
Time needed for administration	About 12 minutes.
How scored	Automatically on computer.
Cost	Single computer license is \$400.00. School license is \$1,499.00.
Reliability and validity	Validity information available on Web site.
Publisher's address and phone	Renaissance Learning, Inc. P.O. Box 8036, Wisconsin Rapids, WI 54495-8036 866-492-6284 • http://www.renlearn.com

Test name	STAR Reading
Web site	http://www.renlearn.com
What is measured	STAR Reading helps determine the appropriate level of challenge for each child, place new students, and identify those who need individual help.
Target groups	
How normed	STAR Reading has been validated with a nationally representative sample of more than 60,000 student tests. Scores correlate with results on popular standardized tests. The latest version includes new normative data to ensure that students are compared with their peers of today.
Qualifications required to administer	Administered by teachers.
How administered	Using personal computer.
Time needed for administration	About 10 minutes.
How scored	Automatically on computer.
Cost	Single computer license is \$400.00. School license is \$1,499.00.
Reliability and validity	Validity information available on Web site.
Publisher's address and phone	Renaissance Learning, Inc. P.O. Box 8036, Wisconsin Rapids, WI 54495-8036 866-492-6284 • http://www.renlearn.com

Test name	Talent Assessment Program
Web site	http://www.talentassessment.com
What is measured	Reading-free assessment of functional aptitudes. Consists of 10 hands-on tests, such as form perception, ability to follow patterns, color discrimination, and tactile discrimination. Results are compiled into a profile that can be compared with job requirements in the Dictionary of Occupational Titles (DOT) and the Occupational Outlook Handbook (OOH).
Target groups	Middle school to adult. Does not require any reading ability. Instructions may be given in any format—oral, written, signed, or simply demonstrated—providing equal assessment opportunities to the blind, functionally illiterate, hearing impaired, lower functioning handicapped, and learning disadvantaged, as well as to the literate.
How normed	Uses one of the largest norming groups of any evaluation system, assuring a high degree of reliability. The results are correlated both to the DOT, the Worker Groups of the Guide to Occupational Exploration (GOE) and the occupational data of the U.S. Department of Labor.
Qualifications required to administer	
How administered	Hands-on administration.
Time needed for administration	
How scored	Computerized scoring.
Cost	Complete package (all talent Assessment Program testing components, IBM-PC computer software for scoring, portable carrying cases, on-site staff training within the 48 states, and shipping and handling within the 48 states) costs \$6,495.00.
Reliability and validity	
Publisher's address and phone	Talent Assessment, Inc. P.O. Box 5087, Jacksonville, FL 32247 800-634-1472 • http://www.talentassessment.com

Test name	Terra Nova (CAT/6)
Web site	http://www.ctb.com
What is measured	The Terra Nova is a group administered multiple-skill battery that provides norm-referenced and objective-mastery scores. CAT Multiple Assessments measure Reading/Language Arts, Mathematics, Science, and Social Studies. CAT Basic Multiple Assessments are offered for those interested in assessing just Reading/Language Arts and Mathematics.
Target groups	Kindergarten through grade 12. Available in Spanish.
How normed	Based on large, nationally representative student samples, including more than 275,000 students in Grades K-12.
Qualifications required to administer	Requires a basic understanding of psychometrics to administer and interpret the Terra Nova.
How administered	The test includes selected-response items (multiple-choice) and extended open-ended items. The Terra Nova is available in multiple formats: CTBS complete battery, CTBS survey battery, and CTBS multiple assessment. For both the complete battery and the survey battery, users may administer the basic test, consisting of four subtests, or the basic tests plus the supplemental tests. Usually administered in groups.
Time needed for administration	Times vary per test and grade level. Complete survey can be done in about a half a day. Complete battery may take up to six hours.
How scored	Scoring is done by the publisher.
Cost	Consumable scannable test books: \$143.10 for a package of 25; Basic multiple assessment test books: \$114.50 for a package of 25; Practice activities for Terra Nova 2 multiple assessment editions: \$16.
Reliability and validity	
Publisher's address and phone	CTB/McGraw-Hill 20 Ryan Ranch Road, Monterey, CA 93940 800-538-9547 • FAX 800-282-0266 • http://www.ctb.com

Test name	Tests of Adult Basic Education (TABE)
Web site	http://www.ctb.com
What is measured	A series of norm-referenced tests designed to measure achievement of basic skills found in adult basic education curricula and taught in instructional programs. TABE assesses adult functional literacy and basic skills.
Target groups	Adult students, literacy and ABE/GED instruction groups, workforce development, vocational-technical programs, and school-to-work programs. Suitable for ages 14 to adult, but note that the norm sample is primarily older youth and adults. Available in Spanish.
How normed	Four norm reference groups were used for TABE 7/8 including adult basic education students, postsecondary vocational-technical students, adult and juvenile offenders, and college students.
Qualifications required to administer	Adult educators and administrators who have a general knowledge of measurement principles and are willing to abide by the assessment standards of the American Psychological Association.
How administered	Paper and pencil, individual or group administration, and computer software administration.
Time needed for administration	About three hours for the complete battery.
How scored	Machine scored.
Cost	Pricing available from customer service.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	CTB/McGraw-Hill 20 Ryan Ranch Road, Monterey, CA 93940 800-538-9547 • FAX 800-282-0266 • http://www.ctb.com

Test name	Tests of English as a Foreign Language (TOEFL)
Web site	http://www.ets.org
What is measured	The Test of English as a Foreign Language (TOEFL) measures the ability of nonnative speakers of English to use and understand North American English as it is used in college and university settings.
Target groups	College level students.
How normed	
Qualifications required to administer	Administered only at authorized testing centers.
How administered	Paper and pencil and computer versions. Administered only at authorized testing centers.
Time needed for administration	Total testing time is less than three hours.
How scored	Computer scored.
Cost	\$130.00
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Educational Testing Service (ETS), Tests of English as a Foreign Language (TOEFL) Princeton, NJ http://www.ets.org • http://www.toefl.org
Test name	Test of Written Language (TOWL-3)
Web site	http://www.agsnet.com
What is measured	Written language skills for school age children.
Target groups	School age children grades 3 to 12.
How normed	The TOWL-3 was standardized on a 26-state sample of more than 2,000 public and private school students in grades 2 through 12.
Qualifications required to administer	User has completed at least one course in measurement, guidance, or an appropriately related discipline or has equivalent supervised experience in test administration and interpretation.
How administered	Paper and pencil.
Time needed for administration	Untimed, but usually takes about ninety minutes.
How scored	Hand-scored.
Cost	Complete kit (manual, 25 student response booklets A, 25 student response booklets B, 50 Profile/Story Scoring forms) is \$193.00.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	AGS Publishing 4201 Woodland Road, Circle Pines, MN 55014-1796 800-323-2560 • FAX 800-471-8457 • http://www.agsnet.com

Test name	Type Focus Personality Type Profile
Web site	http://www.typefocus.com
What is measured	The Type Focus Personality Profile estimates personality type using the following preference pairs: Extravert/Introvert; Sensing/Intuition; Thinking/Feeling; Judgment/Perception. The authors consider the Type Focus Personality Profile to be a tool for self-awareness.
Target groups	Youth and adults ages 14 and up.
How normed	
Qualifications required to administer	Self-administered.
How administered	The profile is taken on-line.
Time needed for administration	It takes about 20 minutes to answer the 65 questions.
How scored	Automatically scored on-line at the end of the profile.
Cost	No cost. Additional consulting services are available for \$29.95 per year.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Type Focus Internet, Inc. http://www.typefocus.com

Test name	VALPAR Work Samples
Web site	http://www.valparint.com
What is measured	VALPAR Work Samples are a series of 19 self-contained work samples/activity units designed to assist in evaluating career potential in jobs and job classifications described in the U.S. Labor Department's 1990 Dictionary of Occupational Titles and its related publications.
Target groups	Adolescents and adults.
How normed	Norm groups for most VALPAR components have been developed separately and include 11 different norm groups ranging from Air Force personnel and employed workers to groups of individuals who are blind and deaf.
Qualifications required to administer	VALPAR Work Samples are used by rehabilitation specialists, vocational evaluators, workforce development specialists, One-Stop career centers, occupational therapists, and others.
How administered	Each VALPAR manual describes the method, sequence, and procedures needed for administering individual components. Preliminary screening of the individual in terms of reading level and general educational development is encouraged prior to administering the VALPAR units.
Time needed for administration	
How scored	Hand scored.
Cost	Individual units are sold separately, and the price varies considerably. Pricing is available by contacting the company directly.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	VALPAR International Corporation P.O. Box 5767, Tucson, AZ 85703 800-528-7070 • http://www.valparint.com

Test name	The Vineland Adaptive Behavior Scales (VABS)
Web site	http://www.agsnet.com
What is measured	The Vineland Adaptive Behavior Scales measure personal and social skills used for everyday living. They provide critical data for the diagnosis or evaluation of a wide range of disabilities, including mental retardation, developmental delays, functional skills impairment, and speech/language impairment. Vineland has also been proven to be an accurate resource for predicting autism and Asperger syndrome, among other differential diagnoses.
Target groups	Interview Edition, Survey Expanded Forms: Ages 0 through 18-11 and low-functioning adults. Classroom Edition: Ages 3 through 12 years 11 months.
How normed	The Vineland was standardized on a representative national sample of 3,000 individuals selected to match U.S. census data. The sample was stratified for age, race, gender, region, parental education, and community size. Supplementary norm groups of individuals with disabilities provide more data for interpretation of the Survey Form and the Expanded Form.
Qualifications required to administer	Must be a psychologist or licensed social worker to administer the VABS.
How administered	Through interviews or surveys given to parents, teachers, or other caregivers.
Time needed for administration	Interview Edition, Survey Form: 20-60 minutes Interview Edition, Expanded Form: 60-90 minutes Classroom Edition: 20 minutes.
How scored	Items are examiner scored. Software assistance is available.
Cost	Complete Vineland starter set is \$189.99.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	AGS Publishing 4201 Woodland Road, Circle Pines, MN 55014-1796 800-328-2560 • FAX 800-471-8457 • http://www.agsnet.com
Test name	Voc-Ties & Career Development Plan
Web site	http://www.pineymountain.com/vties.htm
What is measured	Voc-Ties measures an individual's interest in career/technical pathways.
Target groups	Secondary students in special education.
How normed	
Qualifications required to administer	
How administered	Personal computer.
Time needed for administration	
How scored	Automatically. Report gives information about technical careers and helps with preparation of Individualized Education Program (IEP).
Cost	The whole kit with software and 200 answer sheets is \$595.00
Reliability and validity	
Publisher's address and phone	Piney Mountain Press, Inc. P.O. Box 86, Cleveland, GA 30528 800-255-3127 • http://www.pineymountain.com/

Test name	Vocational Exploration and Insight Kit (VEIK)
Web site	http://www.parinc.com
What is measured	This program is designed for use by highly motivated students or adults who are seeking additional career guidance beyond that provided by the Self-Directed Search (see above). The VEIK consists of an 8-page Action Plan Workbook containing a variety of activities which individuals complete in several hours during three or four sessions.
Target groups	High school to adult.
How normed	The VEIK uses the Self-Directed Search as a main assessment tool and uses the SDS norm groups: 719 individuals 15-72 years of age from a variety of ethnic and educational backgrounds.
Qualifications required to administer	No special qualifications required to administer or interpret the Vocational Insight and Exploration Kit.
How administered	Paper and pencil.
Time needed for administration	Total administration time: 35-45 minutes.
How scored	Time required for hand scoring: 10 minutes.
Cost	The VEIK Comprehensive Kit (25 SDS Form R Assessment Booklets, 25 Occupations Finders, 25 Alphabetized Occupations Finders, 25 You and Your Career Booklets, 1 VEIK User Guide, 25 Action Plan Workbooks, and 2 Vocational Card Sort Decks) costs \$171.00.
Reliability and validity	
Publisher's address and phone	Psychological Assessment Resources, Inc. 16204 North Florida Avenue, Lutz, FL 33549 800-899-8378 • http://www.parinc.com

Test name	Vocational Implications of Personality (VIP)
Web site	http://www.talentassessment.com
What is measured	VIP and VIP Jr. are comprehensive assessments of an individual's unique personality traits and how they fit into the working world.
Target groups	Adults or those with work experience. VIP Jr. is targeted for middle school and high school students. Spanish version available.
How normed	
Qualifications required to administer	No special qualifications required to administer or interpret the VIP.
How administered	Computer and Internet administration.
Time needed for administration	20 minutes.
How scored	Computer and Internet scoring available.
Cost	Contact publisher.
Reliability and validity	
Publisher's address and phone	Talent Assessment, Inc. P.O. Box 5087, Jacksonville, FL 32247-5087 800-634-1472 • http://www.talentassessment.com

Test name	Vocational, Interest, Temperament and Aptitude System (VITAS)
Web site	http://www.vri.org
What is measured	Attractive, job-like work samples that capture the interest of individuals who have experienced frustration or failure with traditional test-taking methods. The 22 work samples represent Work Groups identified in the Guide for Occupational Exploration.
Target groups	High school students or adults.
How normed	
Qualifications required to administer	Requires training to administer.
How administered	Hands-on administration.
Time needed for administration	Takes two and a half days to administer.
How scored	Hand scored.
Cost	Prices available from the publisher.
Reliability and validity	
Publisher's address and phone	Vocational Research Institute 1528 Walnut, Suite 1502, Philadelphia, PA 19102 800-874-5387 • http://www.vri.org

Test name	Wechsler Adult Intelligence Scale (WAIS -III)
Web site	http://www.psychcorp.com/
What is measured	Clinical instrument designed to assess the intellectual ability of adults ages 16 through 89. The WAIS III includes the following Verbal subtests: Information, Comprehension, Similarities, Arithmetic, Vocabulary, and Digit Span. The WAIS III includes the following Performance subtests: Picture Completion, Picture Arrangement, Block Design, Coding, and Matrix Reasoning.
Target groups	Ages 16 through 89.
How normed	The WAIS III was standardized on 2,450 adults between 16 and 89 years of age. The standardization sample appears representative in terms of race, educational level, and geographic region.
Qualifications required to administer	Must be a licensed psychologist to administer and interpret the WAIS-III.
How administered	Paper and pencil.
Time needed for administration	60 to 90 minutes.
How scored	Hand scored or computer scored.
Cost	The WAIS-III boxed set (administration norms manual, technical manual, stimulus booklet, 25 record forms, 25 response forms, and scoring templates) costs \$799.00.
Reliability and validity	Validation information available on Web site.
Publisher's address and phone	Harcourt Assessment 19500 Bulverde Road, San Antonio, Texas 78259 800-211-8378 • http://www.psychcorp.com

Test name	Wechsler Intelligence Scale for Children (WISC III)
Web site	http://www.psychcorp.com
What is measured	Clinical instrument for assessing the intellectual ability of children.
Target groups	Ages 6 through 16.
How normed	WISC-III norms are based on a carefully selected standardization sample of 2,200 children representative of sex, age, parental education levels, region, and race/ethnicity.
Qualifications required to administer	Must be a licensed psychologist to administer and interpret the WISC-III.
How administered	Paper and pencil.
Time needed for administration	50 to 85 minutes.
How scored	Hand or computer scored.
Cost	The WISC-III boxed set (technical manual, stimulus booklet, 25 record forms, 25 response forms, coding/scoring template, and symbol scoring template) costs \$850.00.
Reliability and validity	Validity information available on Web site. Reliability information only available in the manual.
Publisher's address and phone	Harcourt Assessment 19500 Bulverde Road, San Antonio, Texas 78259 800-211-8378 • http://www.psychcorp.com

Test name	Wide Range Achievement Test (WRAT-3)
Web site	http://www.widerange.com
What is measured	The WRAT-3 measures the codes needed to learn the basic skills of reading, writing, spelling, & arithmetic.
Target groups	Individuals ages 5 to 75.
How normed	The WRAT-3 features a national stratified sample, grade ratings, scaling, and item analysis by the Rasch Method.
Qualifications required to administer	All WRAT tests may be administered and scored by professional and paraprofessional personnel with adequate supervision in accordance with ethical standards of the American Psychological Association. Sales are restricted to professionally trained personnel and institutions. Interpretation of tests requires professional training and experience.
How administered	Paper and pencil.
Time needed for administration	Time for each form is 15 to 30 minutes, depending on age.
How scored	Scoring by hand takes less than five minutes. Computer scoring is also available.
Cost	20 five-test forms cost \$35.00. Complete starter set costs \$150.00.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Wide Range, Inc. 15 Ashley Place, Suite 1A, P.O. Box 3410, Wilmington, DE 19804 800-221-9728 • http://www.widerange.com/

Test name	Wonderlic Basic Skills Test (WBST)
Web site	http://www.wonderlic.com
What is measured	The Wonderlic is an employment test that measures basic verbal and math skills.
Target groups	Adults. Versions in French, German, Mexican, Puerto Rican, Spanish are available.
How normed	
Qualifications required to administer	Wonderlic tests are designed to be administered and interpreted by office staff. Test scores are related directly to job requirements.
How administered	Paper and pencil or Internet administration.
Time needed for administration	12 minutes.
How scored	Computer scoring or FAX-back service available for paper version. Internet scoring requires Microsoft Internet Explorer 5.5 or higher.
Cost	Paper versions: 25 forms for \$115.00, 50 for \$160.00, 100 for \$215.00.
Reliability and validity	
Publisher's address and phone	Wonderlic, Inc. 1795 North Butterfield Avenue, Libertyville, IL 60048-1387 800-323-3742 • http://www.wonderlic.com

Test name	Woodcock Diagnostic Reading Battery (WDRB)
Web site	http://www.riverpub.com/
What is measured	The WDRB assesses reading achievement and reading-related abilities to help determine why a reading problem exists.
Target groups	Ages 4 to 90 years.
How normed	
Qualifications required to administer	Riverside Publishing requires all first-time test purchasers to furnish evidence of their qualifications to use tests. Test use should be consistent with sound professional practice.
How administered	Paper and pencil.
Time needed for administration	50 to 60 minutes for all sub-tests.
How scored	Hand scoring, computer scoring, and interpretive program available.
Cost	Kit (test books, audiocassette, examiner's manual, norm tables, and 25 test records) costs \$343.00. Other components sold separately.
Reliability and validity	
Publisher's address and phone	Riverside Publishing 425 Spring Lake Drive, Itasca, IL 60143 800-323-9540 • http://www.riverpub.com

Test name	Woodcock-Johnson III Complete Battery (Tests of Achievement & Tests of Cognitive Abilities)
Web site	http://www.riverpub.com
What is measured	The Woodcock-Johnson III Complete Battery provides a co-normed set of tests for measuring general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language, and academic achievement.
Target groups	Ages 2 to 90. Available in Spanish.
How normed	Normative data compiled from over 8,800 subjects located in more than 100 geographically diverse communities in the United States
Qualifications required to administer	Riverside Publishing requires all first-time test purchasers to furnish evidence of their qualifications to use tests. Test use should be consistent with sound professional practice.
How administered	Computer administered.
Time needed for administration	Administration time varies. Each test takes about five minutes to complete, with approximately 35-45 minutes to complete the cognitive tests, and 55-65 minutes to complete the achievement tests.
How scored	The WJ-III must be scored by a computer program.
Cost	Complete battery kit is \$1,015.50. Additional test records are available.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Riverside Publishing 425 Spring Lake Drive, Itasca, IL 60143 800-323-9540 • http://www.riverpub.com

Test name	Woodcock Language Proficiency Battery-Revised (WLPB-R)
Web site	http://www.riverpub.com
What is measured	The WLPB-R provides an overall measure of language proficiency and greatly expanded measures of oral language, reading, and written language in both English and Spanish. The WLPB-R English Form and Spanish Form are parallel versions, which facilitates comparison between the languages.
Target groups	Ages 2 to 90 years.
How normed	The English form was standardized on 6,300+ subjects in the United States, and the Spanish form was standardized on 2,000+ native Spanish-speaking subjects.
Qualifications required to administer	Riverside Publishing requires all first-time test purchasers to furnish evidence of their qualifications to use tests. Test use should be consistent with sound professional practice.
How administered	Paper and pencil or computer administration.
Time needed for administration	Administration time varies depending on the number of subtests administered, typically 20-60 minutes.
How scored	Hand scoring and computer scoring available.
Cost	The English complete test or the Spanish complete test is \$340.50, including test book, audiocassette, 25 test records, 25 subject response booklets, examiner's manual, and norm tables. A package of 25 English or Spanish test records and 25 English or Spanish subject response books is \$60.50.
Reliability and validity	Reliability information available on Web site.
Publisher's address and phone	Riverside Publishing 425 Spring Lake Drive, Itasca, IL 60143 800-323-9540 • http://www.riverpub.com

Test name	Woodcock Reading Mastery Tests-Revised (WRMT-RNU)
Web site	http://www.agsnet.com
What is measured	The normative update of the Woodcock Reading Mastery Tests-Revised (WRMT-RNU) is a battery of six individually administered tests to assess the development of readiness skills, basic reading skills, and reading comprehension.
Target groups	Kindergarten through 75 years of age.
How normed	Stratified multistage sampling of schoolchildren and young adults, over 3,700 people total.
Qualifications required to administer	Test administrator must have completed graduate training in measurement, guidance or appropriate related discipline or have equivalent supervised experience in test administration and interpretation.
How administered	Paper and pencil; free response.
Time needed for administration	The WRMT-RNU is an individually administered test that takes 10-30 minutes for each cluster of tests. Form G offers two readiness tests and four tests of reading achievement, and Form H offers four tests of reading achievement.
How scored	Hand scoring and computer scoring available.
Cost	The WRMT-RNU Form G/H Kit costs \$410.99 and includes G & H test books, 25 NU form G & H test records, sample NU Form, G & H summary record form, pronunciation guide cassette, sample report to parents, NU examiner manual, and carry bag.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	AGS Publishing 4201 Woodland Road, Circle Pines, MN 55014-1796 800-328-2560 • FAX 800-471-8457 • http://www.agsnet.com
Test name	Work Keys
Web site	http://www.act.org/workkeys
What is measured	Work Keys tests skills in problemsolving, communication, and teamwork. It also identifies the skill levels needed to do specific jobs. Work Keys is a paper-and-pencil assessment that shows individuals their skill levels in eight foundational skills (the skills needed to learn other skills): applied mathematics, applied technology, listening and writing, locating information, observation, reading information, and teamwork
Target groups	Grades 9-12.
How normed	
Qualifications required to administer	Work Keys is administered in centers by specially trained personnel.
How administered	Paper and pencil.
Time needed for administration	
How scored	Hand scored and machine scored.
Cost	
Reliability and validity	
Publisher's address and phone	ACT 500 ACT Drive, P.O. Box 168, Iowa City, IA 52243-0168 800-967-5539 • http://www.act.org/workkeys



For More Information, Please Contact:

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