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

FOR SPECIAL EDUCATORS

A CURRICULUM-BASED MODEL

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VOCATIONAL ASSESSMENT IN THE SCHOOL SETTING
A CURRICULUM BASED MODEL

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8. Transition Plan
9. Work Exploration Exit Interview

Measures of Career Awareness/Vocational Interests
10. AAMD-Backer Reading-Free Vocational Interest Inventory
11. California Occupational Preference System
12. Career Awareness Inventory
13. Career Orientation Placement and Evaluation Survey
14. Career Maturity Inventory
15. Comprehensive Career Assessment Scale
16. Geist Picture Interest Inventory
17. Gordon Occupational Checklist
18. Individual Career Exploration
19. Individual Career Exploration--Picture Form
20. Ohio Vocational Interest Survey
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22. The Self-Directed Search
23. Valpar Vocational Interest Screening
24. Vocational Interest, Experience, and Skill Assessment
25. Vocational Interest and Sophistication Assessment
26. Vocational Preference Inventory
27. Wide Range Interest-Opinion Test

Measures of Achievement/Functional Skills

28. Adult Basic Learning Examination
29. Brigance Diagnostic Inventory of Essential Skills
30. Duval County Functional Literacy Test
31. Everyday Skills Test
32. Fundamental Achievement Series
33. Program for Assessing Youth Employment Skills
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35. Social and Prevocational Information Battery
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46. Bennett Mechanical Comprehension Test

Aptitude Tests

47. Career Ability Placement Survey
48. Dailey Vocational Tests
49. Minnesota Clerical Test
50. Personnel Tests for Industry--Oral Directions Test
51. Revised Minnesota Paper Form Board Test
HOW TO USE THE MANUAL

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

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

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

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

A CURRICULUM-BASED MODEL

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

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

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

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

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

Comparison of scores to industrial classifications

List of job titles

10
assessed can accurately discuss and evaluate the merits of different employment opportunities. While the rehabilitation profession has found this assessment model to be effective with the industrially injured, it has limited application in the school setting. The tests imply that all job tasks must be performed to obtain work, limited job training is needed, and a student with a limited work history can accurately determine career interests from pictures or written descriptions about jobs. Utilization of this vocational assessment model with a high school student is described below.

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

1. The entire assessment is time limited, occurring within a ten-day period. It is not part of a longitudinal curriculum which provides experiences to help John or his teachers determine his interests;

2. The assessment occurs in a situation and with materials that are isolated from John's daily/weekly experiences;

3. The inference is made that a process designed for a different population is suitable or appropriate for students such as John;

4. The method used to measure John's performance is based on national standards and not those specific to actual jobs or parts of jobs in John's town; and

5. The assessment process does not evaluate critical social skills needed on the job or match social skills with work environment etiology.

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

John was referred (at age 17) for vocational evaluation. Information was gathered from John and his parents about his job interests. John mentioned he liked planes and would like to be a pilot. His parents mentioned John "helped out" with some maintenance tasks with the family's crop dusting plane and that the pilot had befriended him. They felt John was most motivated when the work was of a physical nature.
and not sedentary. From this initial information John’s teacher and vocational evaluator summarized his vocational interests as directed toward physical activities with a particular interest in planes which could be extended to small and large engine maintenance or operation. In addition, the summary noted that John had information limited to jobs found on his parents’ farm, and specifically those jobs where other employees were outgoing and friendly towards him. The report suggested that over the next year John should visit employment sites where planes and small and large engines are used and maintained. He should also visit sites where employees performed physical labor, such as the local feed and grain elevator, food processing plant, grocery stores, and hospitals where grounds and janitorial crews are employed. Sites which do not require physical work seemingly preferred by John would also be observed. These may include photocopying, mail sorting, microfilming and data entry. After these structured observations, which would be done by John and other students with the guidance of the leader, John would indicate what he liked and disliked about each site/job. He would then select a site and job task to try out for second semester. His job performance would be assessed and monitored as well as his performance of job-related skills, such as interacting with his coworkers, getting to and from work, and maintaining appropriate grooming and hygiene.

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

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

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

This assessment strategy is illustrated in Chart B.

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

1. Interviews with parents and students to determine their interests and expectations. This information can be summarized in a report regarding initial job/career possibilities, potential residential arrangements, and goals for recreation/leisure and community involvement.

2. Structure on-site observations at preferred and non-preferred jobs and sites. This activity can provide more in-depth information about a student's preferences and ability to observe and record job performance and tasks of an employee.
Level I. Assessment
Assessment of Functional Skills

DO

1. Parent/Student Interview

\ /
\ /
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List of student:
1. Work experiences
2. Career Interests
3. Functional skills
4. Expectations
5. Resources

Level II. Assessment
Assessment of Career & Vocational Interests

DO

1. On-Site Observations

\ /
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1. Student familiarity with community sites.
2. Employer expectations
3. Identification of functional and academic requirements.
4. Prioritized list of jobs.

Level III. Assessment
Assessment of Career & Job Employability

DO

1. On-Site Training

\ /
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1. Identification of skill and deficit areas as related to the job.
2. Identification of potential job placement sites.
3. Identification of work related skills.
4. Identification of required functional, social and academic skills.
Discussions of employees observed can yield an assessment by each student of his or her abilities to perform each job task and/or training that would assist him or her to perform each task.

3. Select a training site and place the student on the site for initial supervised work exploration. This can yield an assessment of productivity level, learning rate, and social skills of the student. The summary of this information can list the assets and remaining deficits and recommend instructional strategies, curriculum, and other types of work or environments in which the student might obtain training and later a job.

4. Interview students and parents again to determine their perceptions of the work experience. Administer standardized vocational and social skills assessments to determine wider interest areas and provide information that cannot be determined through on-the-job observations. This can provide parents, teachers, and students with an updated summary of work ability, career preferences, assets, and curricular strategies to assist the student to obtain additional training and job experience and/or work.

5. Write a summary of the above training activities and outcomes and initiate a transition strategy with the parents, students and adult agency personnel. This will result in a transition plan and a planned transition from school to work and other post-school environments and services as needed.
This process has been delineated and integrated into a vocational curriculum model. The levels of the assessment model and the overlap with the curriculum phases are delineated in Chart C.

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

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

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

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

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

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

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

LEVEL I: Assessment of Functional Skills
Age of Student: Grade seven/eight or ages 11-13
Curricular Phase: Career Exploration

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

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

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

Career Exploration--Mild

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

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

LEVEL II: Assessment of Initial Career and Vocational Interest and Skills
Age of Student: Ninth and tenth grade or ages 14-16
Curricular Phases: Career Exploration and Work Exploration

Purpose: These assessment strategies are designed to:

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

Description: Vocational assessment at Level II includes a combination of informal assessment tools aimed at identifying a variety of training options for the student. The process is initiated by performing a parent/guardian and student interview as described in the STEP Career Exploration manual. This curricular phase provides the process to
conduct student self-assessments of work ability, attitudes towards work, initial local job and work place priorities, as well as assessments of social and job-related skills. The curriculum phase of Work Exploration provides the process for placing a student on an initial job training site and supervising and evaluating his/her performance.

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

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

**LEVEL III:** Assessment of Career and Job Employability
Age of Students: Eleventh/twelfth grade or ages 17-21
Curricular Phases: Job Focus and Job Preparation

Purpose: The assessment information is used to:
1. Validate the student's vocational progress;
2. Generate employment options that are most suitable for the individual;
3. Formulate a specific transition plan from school to the community; and
4. Assess job-related social skills and target job-related social skill areas and types of problems for intervention and environmental matches.

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

Forms: Included in these curricular phases are the following:

**Job-Related Social Skills**

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

**Measures of Career Awareness/Vocational Interests**

10. AAMD-Backer Reading-Free Vocational Interest Inventory
11. California Occupational Preference System
12. Career Awareness Inventory
13. Career Orientation Placement and Evaluation Survey
14. Career Maturity Inventory
15. Comprehensive Career Assessment Scale
16. Geist Picture Interest Inventory
17. Gordon Occupational Checklist
18. Individual Career Exploration
19. Individual Career Exploration--Picture Form
20. Ohio Vocational Interest Survey
21. Picture Interest Exploration Survey
22. The Self-Directed Search
23. Valpar Vocational Interest Screening
24. Vocational Interest, Experience, and Skill Assessment
25. Vocational Interest and Sophistication Assessment
26. Vocational Preference Inventory
27. Wide Range Interest-Opinion Test
Measures of Achievement/Functional Skills

28. Adult Basic Learning Examination
29. Brigance Diagnostic Inventory of Essential Skills
30. Duval County Functional Literacy Test
31. Everyday Skills Test
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33. Program for Assessing Youth Employment Skills
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46. Bennett Mechanical Comprehension Test

Aptitude Tests

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

Assessment of Functional Skills

Career Exploration--Mild
STUDENT INTERVIEW

To be completed by student:

Name: ____________________________  Date: ____________

Address: ____________________________________________

City, State, Zip: ______________________________________

What year are you planning to graduate? __________________

Do you receive any special services at school? ____ Yes ____ No

If yes, what kind? ______________________________________

Previous Work Experience

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

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

   Name of Employer       Type of Work       When
   ________________________  ____________________  ____________
   ________________________  ____________________  ____________
   ________________________  ____________________  ____________

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

4. Have you ever been interviewed for a job? ____ Yes ____ No
Career Interests

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


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


3. Which of these jobs is the one you would most like to do?
   First Choice: 
   Second Choice: 
   Third Choice: 

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


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


Skills

1. What would an employer like about you?


2. What would an employer not like about you?


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

_______________________________

_______________________________

_______________________________

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Notes

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Interviewed By: ___________________________ Date ________
PARENT INTERVIEW

General Student Information

Student's Name ____________________ First ___________ Middle ___________ Last ___________  
Birthdate ___________________________ Age ___________ 
Current Address ____________________ Phone ___________ 
Parent/Caregiver ____________________ Phone ___________ 
Parent/Caregiver Address ____________________ (If different from student's) 

1. What kind of high school program would you like for your son or daughter (check all which apply)?
   - Classes preparing for college
   - Classes which teach basic reading, writing, and math
   - Classes which teach skills needed for independent living, such as cooking, budgeting, shopping, hygiene
   - Vocational classes such as business, mechanics, carpentry
   - Work/study or on-the-job training

2. What do you consider the most important skills for your son/daughter to learn in school (for example, math, reading, writing, spelling, job-seeking skills, job-keeping skills)?

3. When do you think your son/daughter will graduate? ___________

4. In what kind of program would you like your son/daughter enrolled after finishing high school?
   - College
   - Military
   - None
   - Junior College
   - Industrial/trade school
   - Don't know

5. What do you see your son/daughter doing after leaving high school?
   a. employment: 
   b. living arrangements:
   c. leisure activities:
6. What types of work do you think your son/daughter would like best? Why?

7. What types of work do you think your son/daughter might not like? Why?

8. What type of summer job do you think your son/daughter could perform this summer or next? Would he/she need training to do this?

9. What work behaviors/attitudes does your son/daughter have that an employer might like?

10. What specific job-finding or job-keeping skills would you especially like your son/daughter to learn?
### CLASS SUMMARY OF VOCATIONAL INTERESTS

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Prioritized Career/Job Interests</th>
<th>Math Level</th>
<th>Reading Level</th>
<th>Career Exploration Goals Needed (Circle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

| 1.           |                                  | 1          | 2            | 3                                        |
| 2.           |                                  | 4          | 5            | 6                                        |
| 3.           |                                  | 7          | 8            | 9                                        |

| 1.           |                                  | 1          | 2            | 3                                        |
| 2.           |                                  | 4          | 5            | 6                                        |
| 3.           |                                  | 7          | 8            | 9                                        |

| 1.           |                                  | 1          | 2            | 3                                        |
| 2.           |                                  | 4          | 5            | 6                                        |
| 3.           |                                  | 7          | 8            | 9                                        |

| 1.           |                                  | 1          | 2            | 3                                        |
| 2.           |                                  | 4          | 5            | 6                                        |
| 3.           |                                  | 7          | 8            | 9                                        |

| 1.           |                                  | 1          | 2            | 3                                        |
| 2.           |                                  | 4          | 5            | 6                                        |
| 3.           |                                  | 7          | 8            | 9                                        |
Class Summary of Vocational Interests
Page Two

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Prioritized Career/Job Interests</th>
<th>Math Level</th>
<th>Reading Level</th>
<th>Career Exploration Goals Needed (Circle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>1 2 3</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td>4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>7 8 9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

______________________________  ________________________________
Signature                        Date

______________________________  ________________________________
Work Site                        Taping Date
CAREER VALUES ACTIVITY SHEET

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

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

1. In my job, I want to ____
   - make money
   - have fun
   - be important
   - be physically active
   - make things
   - think
   - be independent
   - organize things
   - take risks
   - follow directions
   - work with others
   - be in charge
   - do different things
   - be safe
   - make the world better

2. In my job, I'd like to have ____
   - adventure
   - comfort
   - fun
   - happiness
   - free time
   - nice surroundings
   - money
   - power
   - nice clothes, cars
   - security
   - peace and quiet
   - many friends

3. On the job, I want to be ____
   - brave
   - smart
   - confident
   - hard-working
   - creative
   - neat
   - tough
   - kind
   - loyal
   - trusting
   - easy to talk to
   - honest
   - caring
   - competitive
   - responsible
   - free
   - needed
   - mature
   - organized
   - powerful
   - funny
   - self-accepting

4. In the world, I would like to work toward ____
   - peace
   - human rights
   - developing technology
   - brotherhood
   - arms control
CAREER VALUES ACTIVITY SHEET

WHO AM I?

Write words that describe you best in each box.

<table>
<thead>
<tr>
<th>AM</th>
<th>WANT</th>
<th>NEED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>HATE</th>
<th>DON'T</th>
<th>LOVE</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>HAVE</th>
<th>CAN</th>
<th>TRY</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

STUDENT SCHOOL RECORD
SUMMARY FORM

Name __________________________ Social Security # __________
Date of Birth ___________________ Age ______
Parent/Caregiver __________________________ Phone ______
Address __________________________

Career Interests: ____________________ Work Experience Placements:
1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

Assessment Data

Academic Ability

Reading Level _____ Test _______ Date ______
Math Level ______ Test _______ Date ______
Language _______ Test _______ Date ______

Intelligence

Verbal _____ Performance _____ Full Scale ______

Career Interests/Aptitudes

Test _______ Results __________________
Date ______________

Test _______ Results __________________
Motor Ability
Test Date
Physical Capacities (taken from health record and observations)

<table>
<thead>
<tr>
<th>Physical Limitations</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climb/Balance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stoop/Bend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reach/Handle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk/Hear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional Vision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lift/Carry (L) 10 lbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(M) 20 lbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(H) 50 lbs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Health-Related Information

Learning Characteristics (from teacher observation):

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

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

Effective Reinforcers
Goal 6
Activity 2

WORK OBSERVATION SITE DEVELOPMENT LOG

<table>
<thead>
<tr>
<th>Contact Date</th>
<th>Site &amp; Address</th>
<th>Contact Person/Phone</th>
<th>Tasks</th>
<th>Observation Site</th>
<th>Training Site</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
JOB SKILL/INDIVIDUAL SKILL ANALYSIS

Name ___________________________ Date _________
Observation Site ___________________ Job ____________

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I ALREADY HAVE:

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

THESE ARE WAYS I COULD GAIN THE SKILLS I NEED:

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

THIS JOB IS:  
   ONE I BELIEVE I COULD DO
   PROBABLY NOT RIGHT FOR ME
Step--University of Idaho

Goal 6
Activity 1

STUDENT JOB ANALYSIS

Observer ________________________________

Date ________________________________

Job Site ________________________________

Job ________________________________

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

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________
8. ________________________________
9. ________________________________
10. ________________________________
11. ________________________________
12. ________________________________
13. ________________________________
14. ________________________________
15. ________________________________
B. Job Requirements: Check those observed and add comments, if needed.

1. Math
   Add ____ Subtract ____ Multiply ____ Divide ____
   Make Change ____ Tell Time ____ Measure ____

2. Reading
   Directions ____ Manuals ____ Labels/Signs ____

3. Writing ____

4. Speaking to:
   Supervisor ____ Coworkers ____ Customers ____ Others ____

5. Using the telephone to:
   Take messages ____ Give information ____ Make requests ____

6. Using hand tools __________________________

7. Operating machinery __________________________

8. Lifting, carrying, pushing, pulling __________________________

9. Other __________________________

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

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

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

1. Extremely hot ______ 11. Good ventilation ______
2. Extremely cold ______ 12. Tension and pressure ______
3. Humid ______ 13. Distracting conditions ______
5. Dry ______ 15. Working with others ______
7. Noisy ______ 17. Working mostly inside ______
8. Supervised work ______ 18. Working mostly outside ______
9. Independent work ______ 19. Working many hours ______
10. Good lighting ______ 20. Other ______

Comments: ________________________________

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

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

F. Self-Evaluation

1. Could you do this job with the skills you have?
2. Could you do this job with training? _____ What skills would you need to learn?
3. Is this a job you would like to do?
STUDENT SELF INVENTORY

1. What do you do in your leisure time? (Sports, hobbies, etc.)

2. What jobs do you do at home? Do you get paid for them?

3. Have you ever worked for neighbors mowing lawns, weeding gardens, shoveling snow, baby-sitting, etc.?

4. What jobs do you do at school? (Office work, selling programs, tickets, concessions, manager of a team, etc.)

5. Have you ever done any volunteer work? If yes, please explain.

6. Have you ever had a job working for an employer? Where? How long?

7. What jobs do you think you would like to do?
8. What jobs do you think you are good at doing?

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

10. Check the classes you like best:

   __ English   __ Agriculture   __ Typing
   __ Math     __ Music         __ Art
   __ Science  __ Home Economics __ Other _______
   __ Social Science __ Shop     __ Auto Mechanics
   __ P.E.     __                   __

11. Check the classes you like least:

   __ English   __ Agriculture   __ Typing
   __ Math     __ Music         __ Art
   __ Science  __ Home Economics __ Other _______
   __ Social Science __ Shop     __ Auto Mechanics
   __ P.E.     __                   __

12. Check the vocational courses you have taken:

   __ Office Practices __ Consumer Ed __ Food Preparation
   __ Shop             __ Typing       __ Other _______
   __ Auto Mechanics   __ DECA        __
   __ Agriculture      __ Home Economics

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

   __ Maid      __ Loggers
   __ Cook      __ Carpenter
   __ Waiter/Waitress __ Gardener
   __ House Painter __ Librarian
   __ Assembly Line Worker __ Sales Clerk
   __ Nurse's Aide __ Mechanic
   __ Delivery Service __ Food Service Worker
   __ Cashier __ Laundry Worker
   __ Day Care Worker __ Truck Loader
   __ Veterinarian's Aide __ Janitor
   __ Gas Station Attendant __ Receptionist
   __ Dishwasher __ Clean and Set Tables
   __ File Clerk __ Stock Person
   __ Grocery Store Worker __ Other _______
   __ Truck Driver
14. Check the things that you CAN do:

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

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

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

- Honest
- Dependable
- Cooperative
- Happy
- Hated
- Nervous
- Capable
- Creative
- Emotional
- Strong
- Friendly
- Intelligent
- Loyal
- Patient
- Reliable
- Thoughtful
- Musical
- Competitive

- Quiet
- Hard Working
- Joking
- Worried
- Talkative
- Active
- Curious
- Considerate
- Trusting
- Understanding
- Helpful
- Kind
- Mature
- Quick
- Responsible
- Respected
- Artistic

- Loud
- Serious
- Plesant
- Afraid
- Lazy
- Careful
- Easygoing
- Energetic
- Trustworthy
- Cheerful
- Independent
- Likeable
- Outgoing
- Relaxed
- Self-Confident
- Leader
- Perfectionist
LEVEL I

Assessment of Functional Skills

Career Exploration--Moderate/Severe
Goal 1: Activity 1

LIVING SKILLS CHECKLIST

Student: ____________________________ Date: ____________________________

Completed by: ____________________________

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

<table>
<thead>
<tr>
<th>PERSONAL HYGIENE/GROOMING</th>
<th>I</th>
<th>W/Assistance (Describe)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Washes hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Washes hair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Washes body</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Uses deodorant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Combs/brushes hair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Brushes teeth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Shaves using razor (electric or straight edge)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Cleans/clips fingernails and toenails</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. (Female) Handles feminine hygiene</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Uses kleenex/handkerchief</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LAUNDRY/CLOTHING CARE</th>
<th>I</th>
<th>W/Assistance (Describe)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sorts clothes (light/white, dark/colored)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Uses regular washer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Uses regular dryer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Folds/hangs clothes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Other</td>
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</tbody>
</table>
Goal 1: Activity 1

<table>
<thead>
<tr>
<th>HOUSEKEEPING</th>
<th>I</th>
<th>W/Assistance (Describe)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dry mops/sweeps floor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Wet mops floor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Cleans bathroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Sets table for meal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Cleans dishes from table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Washes dishes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Uses sink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Uses dishwasher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Dries dishes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Stores dishes/pans/utensils in proper place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Cleans counter/table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Disposes of garbage in garbage disposal or container</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEAL PREPARATION/COOKING</th>
<th>I</th>
<th>W/Assistance (Describe)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assists with preparing meal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Assists with preparing snacks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Identifies kitchen utensils/cookware</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Identifies dishes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Identifies appliances, etc. (stove, oven, refrigerator, dishwasher, cupboard, table, chair, sink, freezer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>I</th>
<th>W/Assistance (Describe)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Distinguishes units of time:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. day/night</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. morning/evening/afternoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Distinguishes a.m./p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Distinguishes workdays/non-workdays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Tells time by hour and 1/4 hour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Sets and uses alarm clock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Other</td>
<td></td>
<td></td>
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</tbody>
</table>
## PERSONAL/SOCIAL SKILLS

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Carries identification (I.D.)</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>Responds when spoken to</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>Uses communication system if nonverbal</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>Communicates basic needs: verbally, nonverbally</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>Communicates full name: verbally, using I.D., written</td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td>Communicates address, phone number: verbally, using I.D., written</td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td>Communicates school or place of work: verbally, using I.D., written</td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td>Expresses anger in acceptable manner</td>
</tr>
<tr>
<td><strong>9.</strong></td>
<td>Expresses fear in acceptable manner</td>
</tr>
<tr>
<td><strong>10.</strong></td>
<td>Expresses affection in acceptable manner at home, school and in the community</td>
</tr>
<tr>
<td><strong>11.</strong></td>
<td>Expresses dislike in acceptable manner</td>
</tr>
<tr>
<td><strong>12.</strong></td>
<td>Apologizes</td>
</tr>
<tr>
<td><strong>13.</strong></td>
<td>Initiates interactions with others</td>
</tr>
<tr>
<td><strong>14.</strong></td>
<td>Converses with family members and visitors</td>
</tr>
<tr>
<td><strong>15.</strong></td>
<td>Practices acceptable manners in/at:</td>
</tr>
<tr>
<td></td>
<td>a. restaurant</td>
</tr>
<tr>
<td></td>
<td>b. theater/spectator event</td>
</tr>
<tr>
<td></td>
<td>c. party/dance</td>
</tr>
<tr>
<td></td>
<td>d. church</td>
</tr>
<tr>
<td></td>
<td>e. doctor</td>
</tr>
<tr>
<td></td>
<td>f. dentist</td>
</tr>
<tr>
<td><strong>16.</strong></td>
<td>Accepts/adjusts to situations that are contrary to own will or desire</td>
</tr>
<tr>
<td><strong>17.</strong></td>
<td>Accepts/adjusts to change</td>
</tr>
<tr>
<td><strong>18.</strong></td>
<td>Accepts/adjusts to novel situations: visitors, schedule changes</td>
</tr>
<tr>
<td><strong>19.</strong></td>
<td>Uses acceptable table manners</td>
</tr>
<tr>
<td><strong>20.</strong></td>
<td>Engages in a passive activity: stereo, movie, etc.</td>
</tr>
<tr>
<td></td>
<td>List preferences:</td>
</tr>
<tr>
<td><strong>21.</strong></td>
<td>Engages in solitary games</td>
</tr>
<tr>
<td></td>
<td>List preferences:</td>
</tr>
<tr>
<td><strong>22.</strong></td>
<td>Engages in games with others</td>
</tr>
<tr>
<td></td>
<td>List preferences:</td>
</tr>
<tr>
<td><strong>23.</strong></td>
<td>Engages in hobby/craft activity</td>
</tr>
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<td></td>
<td>List preferences:</td>
</tr>
</tbody>
</table>
### MOBILITY

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>W/Assistance (Describe)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Crosses streets safely using traffic lights and pedestrian crossings</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Knows way to selected locations</td>
<td></td>
</tr>
</tbody>
</table>

### COMMUNITY

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>W/Assistance (Describe)</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assists in making purchases at:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Grocery stores</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Department stores/malls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Convenience stores</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Uses recreational facilities (bowling lanes, YMCA, parks, etc.)</td>
<td></td>
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</tbody>
</table>

### CHORES

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>W/Assistance (Describe)</th>
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<tbody>
<tr>
<td>1.</td>
<td>Helps with household chores</td>
<td></td>
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<tr>
<td>List:</td>
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</tbody>
</table>

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Goal 2: Activity 2

WEEKDAY SCHEDULE
(Option 3)

Student __________________________ Date ______________________
Completed by __________________________________________________

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Present level of performance/assistance necessary</th>
<th>Priority</th>
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</table>
Goal 2: Activity 2

WEEKEND SCHEDULE

Student ___________________ Date ___________________

Completed by _______________________________________

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Present level of performance/ assistance necessary</th>
<th>Priority</th>
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<td>Time</td>
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<td>Present level of performance/assistance necessary</td>
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</table>
I understand that my child will be participating in a work exploration program in the community that has been explained to me by school personnel. I also understand that there may be occasions when school personnel will transport my child to job interviews and job-related activities.

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

_____ participating in a community work exploration program

_____ transportation by school personnel for job-related activities

Student accident or medical insurance is _____, is not _____ carried on my son or daughter _____________________________.

(Name of student)

Name of insurance company: __________________________________________

Policy Number: ____________________________

____________________________  ______________________________
Parent’s Signature  Date

____________________________  ______________________________
Principal’s Signature  Date

____________________________  ______________________________
Teacher’s Signature  Date
Goal 2: Activity 1

INITIAL STUDENT INTERVIEW

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

To be completed by student:

Name: ___________________________ Date: ___________________________

Address: ___________________________ Age: ___________________________

Street

City, State, Zip Code

Soc. Sec. #: __________________________

Graduation Date: __________________________

*******************************************************************************

Previous Work Experience

What jobs have you done:

At home ___________________________

For neighbors ___________________________

At school ___________________________

*******************************************************************************

Career Interests

What jobs would you like to do?

______________________________

______________________________
Goal 2: Activity 1

Are there any jobs you would not like to do?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

School Interests

What would you like to learn in school?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Interviewed by: ___________________________ Date: __________________________
STEP--University of Idaho

Goal 2
Activity 2

STUDENT INTERVIEW

To be completed by student:

Name: ___________________________ Date: ____________

Address: ________________________________________________

City, State, Zip: ___________________________________________

What year are you planning to graduate? _________________________

Do you receive any special services at school? ____ Yes ____ No

If yes, what kind? __________________________________________

Previous Work Experience

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

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

   Name of Employer       Type of Work       When
   ________________________       ________________________       __________
   ________________________       ________________________       __________
   ________________________       ________________________       __________

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

4. Have you ever been interviewed for a job? ____ Yes ____ No
Career Interests

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

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

3. Which of these jobs is the one you would most like to do?
   First Choice: ____________________________
   Second Choice: __________________________
   Third Choice: ____________________________

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

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

Skills

1. What would an employer like about you?

2. What would an employer not like about you?
3. Do you have any skills you learned in school or elsewhere that would help you on a job? 

***********************************************************************

Notes

***********************************************************************

Interviewed By: ___________________________ Date ________
Goal 2: Activity 4

STUDENT PROFILE

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

Student ___________________________ Completed by ___________________________

Date of Birth _______________________ Date Completed _______________________

Family History: ____________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Medical History: ____________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Social Characteristics: ____________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Academic Skills: ____________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

Likes (including reinforcers): ____________________________
________________________________________________________________________
________________________________________________________________________

Dislikes: ____________________________
________________________________________________________________________
________________________________________________________________________

Average speed/rate student performs tasks: ____________________________
Goal 2: Activity 4
Page Two

Average attention span: ________________________________

Average rate of acquisition of new skills: __________________

Flexibility to adapting to new tasks, persons, environments, etc. __________________

Initiative __________________

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

Overall strengths: __________________

Overall weaknesses (including any physical or medical limitations) __________________
STEP MANUAL - CAREER EXPLORATION

Goal 2: Activity 2

PARENT INTERVIEW
(Option 1)

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

Parent's Name ___________________________ Student's Name ___________________________

Completed by ___________________________ Date Completed ___________________________

1. What do you want for your son/daughter during the next year, in 5 years, after graduation in the areas of recreation/leisure, vocational, community functioning, and domestic living?
   Next Year
   Recreation/Leisure ____________________________________
   Vocational __________________________________________
   Summer Job __________________________________________
   Community Functioning __________________________________
   Domestic Living _______________________________________

   High School
   Recreation/Leisure ____________________________________
   Vocational __________________________________________
   Community Functioning __________________________________
   Domestic Living _______________________________________

   After Graduation
   Recreation/Leisure ____________________________________
   Vocational __________________________________________
   Community Functioning __________________________________
   Domestic Living _______________________________________

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

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

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

   ______________________________________________________
   ______________________________________________________
Goal 2: Activity 2

Page Two

4. When your son/daughter made a transition in the past, e.g., from one school to another, what were the problems encountered, if any?

____________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

5. Are you aware of any community agencies that will or might be involved with your son/daughter? Do you plan on making or maintaining contact with them?

____________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

6. What type of work do you think your son/daughter would like best? Explain.

____________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

7. What type of work do you think your son/daughter would like least? Explain.

____________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

8. What recreational/leisure facilities has your son/daughter utilized? Which ones would you like him/her to use?

____________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

9. What community activities does your son/daughter participate in (e.g. eating out, attending church, assisting with grocery shopping, etc.)? What would you like your child to use?

____________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
Goal 2: Activity 2

Parent Interview
(Option 2)

Parent's Name_________________________Student's Name_________________________
Completed by_________________________Date Completed_________________________

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

Degree of Independence:

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

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Degree of Independence</th>
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<tbody>
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</tbody>
</table>

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

   ___ Dressing appropriately/choosing clothes
   ___ Clothing care (including laundry, ironing, mending)
   ___ Meal preparation
   ___ Housekeeping
   ___ Hygiene/grooming
Goal 2: Activity 2
Page Two

____ Health education (including diet/exercise, sex education)

____ Other, please list

II. Community Functioning Domain

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Degree of Independence</th>
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<tbody>
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</tbody>
</table>

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

____ Use public transportation

____ Shop for groceries

____ Use shopping center/mall

____ Pedestrian safety

____ Use restaurant

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

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

____ Schedule appointments for health and grooming needs
III. Recreation/Leisure Domain

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

<table>
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<tr>
<th>Activity</th>
<th>Degree of Independence</th>
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</table>

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

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<thead>
<tr>
<th>Activity</th>
<th>Degree of Independence</th>
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</tbody>
</table>
C. What leisure activities would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

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

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

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<tr>
<th>Activity</th>
<th>Degree of Independence</th>
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</table>
B. What jobs does your child like to do?

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

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

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

- Verbal
- Sign Language
- Picture Book
- Written Message
- Gestures
- Other, please list

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

C. Other


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

<table>
<thead>
<tr>
<th>Domain</th>
<th>Student’s Goals</th>
<th>Parental Priorities</th>
<th>Teacher Priorities</th>
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</thead>
<tbody>
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<td>Community</td>
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<td>Functioning</td>
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<td>Recreation/Leisure</td>
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Goal 2: Activity 4
Page Two

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Other Concerns: ________________________________

___________

_________
WORK OBSESSION FORM - Option 1

NAME ___________________________ DATE _______________________

OBSERVATION SITE __________________________

JOB __________________________

LIST ACTIVITIES OBSERVED:

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________
6. ______________________________________

WORKING CONDITIONS:

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

2. DOES THIS PERSON ___WORK INSIDE? ___WORK OUTSIDE?
3. IS THIS JOB

___QUIET  ___LOUD

___CLEAN  ___DIRTY

OTHER ________________________________________

4. WHAT ARE THE WORK HOURS?

___MORNING  ___AFTERNOON  ___NIGHT

5. COMMENTS

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
As an in-school activity after participating in a work observation, students can select the appropriate pictures to be attached to the work observation form; students then label the pictures using index cards printed with the correct word or phrase to use as a model, or the student may ask someone to help them if he is unable to write.
WORK OBSERVATION FORM
Option 2

NAME ___________________________ DATE _______________________

OBSERVATION SITE ___________________________

JOB ___________________________

LIST ACTIVITIES OBSERVED:
1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________

WORKING CONDITIONS:
1. DOES THIS PERSON WORK ALONE?

2. DOES THIS PERSON WORK INSIDE?
Goal 5: Activity 4

3. IS THIS JOB
   - QUIET?
   - LOUD?

4. WHAT ARE THE WORK HOURS?
   - DAY
   - NIGHT

5. COMMENTS:
STEP--University of Idaho

Goal 2
Activity 2

STUDENT SELF INVENTORY

1. What do you do in your leisure time? (Sports, hobbies, etc.)

2. What jobs do you do at home? Do you get paid for them?

3. Have you ever worked for neighbors mowing lawns, weeding gardens, shoveling snow, baby-sitting, etc.?

4. What jobs do you do at school? (Office work, selling programs, tickets, concessions, manager of a team, etc.)

5. Have you ever done any volunteer work? If yes, please explain.

6. Have you ever had a job working for an employer? Where? How long?

7. What jobs do you think you would like to do?
8. What jobs do you think you are good at doing?

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

10. Check the classes you like best:

   _ English   _ Agriculture   _ Typing
   _ Math     _ Music        _ Art
   _ Science  _ Home Economics _ Other _______
   _ Social Science _ Shop  
   _ P.E.     _ Auto Mechanics  

11. Check the classes you like least:

    _ English   _ Agriculture   _ Typing
    _ Math     _ Music        _ Art
    _ Science  _ Home Economics _ Other _______
    _ Social Science _ Shop  
    _ P.E.     _ Auto Mechanics  

12. Check the vocational courses you have taken:

    _ Office Practices _ Consumer Ed _ Food Preparation
    _ Shop              _ Typing     _ Other _______
    _ Auto Mechanics    _ DECA       _ Home Economics
    _ Agriculture       _ 

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

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

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14. Check the things that you CAN do:

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

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

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

- Honest
- Dependable
- Cooperative
- Happy
- Hated
- Nervous
- Capable
- Creative
- Emotional
- Strong
- Friendly
- Intelligent
- Loyal
- Patient
- Reliable
- Thoughtful
- Musical
- Competitive
- Quiet
- Hard Working
- Joking
- Worried
- Talkative
- Active
- Curious
- Considerate
- Trusting
- Understanding
- Helpful
- Kind
- Mature
- Quick
- Responsible
- Respected
- Artistic
- Loud
- Serious
- Pleasant
- Afraid
- Lazy
- Careful
- Easygoing
- Energetic
- Trustworthy
- Cheerful
- Independent
- Likeable
- Outgoing
- Relaxed
- Self-Confident
- Leader
- Perfectionist
Directions: The instructor may go over the form and have the students begin to fill out the form as a group. The words that describe individual traits should be defined and illustrated so the students understand their meaning. The teacher should then conference individually with each student to ensure accurate completion of the form.

1. Things you CAN do:
   - Type
   - Use a calculator
   - Use a cash register
   - Count money
   - Count change
   - Change sheets on a bed
   - Change a diaper
   - Pump gas
   - Clean a bathroom
   - Feed a baby
   - Sweep
   - Mop
   - Wash dishes by hand
   - Load a dishwasher
   - Set a table
   - Ride a bicycle
   - Sweep
   - Cook
   - Fold laundry
   - Lift heavy objects
   - Drive a car
   - Use a telephone
   - Use a vacuum
   - File by numbers
   - File alphabetically
   - Dust
   - Cut up vegetables
   - Prepare salads
   - Pour coffee
   - Feed/water pets
   - Bathe pets
   - Wash car
   - Take care of garden
2. List other skills you can do:

3. Circle the words that describe YOU:

- honest
- dependable
- cooperative
- happy
- talkative
- active
- energetic
- emotional
- strong
- friendly
- kind
- loyal
- shy
- slow
- self-confident
- musical
- organized

- quiet
- hard working
- joking
- worried
- lazy
- careful
- curious
- trusting
- understanding
- helpful
- likeable
- mature
- patient
- reliable
- thoughtful
- artistic
- competitive

- loud
- serious
- pleasant
- afraid
- nervous
- considerate
- easygoing
- trustworthy
- cheerful
- independent
- weak
- outgoing
- quick
- responsible
- leader
- neat
- clean
JOB SKILL/INDIVIDUAL ANALYSIS FORM - Option 1

<table>
<thead>
<tr>
<th>Tasks Observed</th>
<th>Skills</th>
<th>Skills/adaptations To Help Learn Tasks</th>
<th>I Can</th>
<th>I Can Learn</th>
<th>I Would Like To Do (Yes/No)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Goal 5: Activity 6

JOB SKILL/INDIVIDUAL SKILL ANALYSIS FORM - Option 2

NAME: ___________________________ DATE: _______________

OBSERVATION SITE: ___________ JOB: _______________

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I ALREADY HAVE:

I CAN LEARN THESE SKILLS THE FOLLOWING WAYS:

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

I WOULD: _______ LIKE TO TRY THIS JOB

_______ DO NOT LIKE THIS JOB
Goal 5: Activity 5

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

Informal Inventory of Community Businesses

Business ___________________ Telephone ___________________
Address ___________________ Contact Person ________________

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

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

The following information can be obtained by asking the employer:

2. Primary Activity/Service:

3. Time of day, week or season when employer has greatest need for employment:

4. Time of day or week when work is slow (when a student being trained will not get in the way of other employees):

5. Operating hours:

6. Number of employees:

7. Number of new employees required each year (turnover rate):

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

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

Assessment of Initial Career and Vocational Interest and Skills

Work Exploration--Mild/Moderate/Severe
## Student Training Plan

**Student Training Plan**

<table>
<thead>
<tr>
<th>Student</th>
<th>Rating Key</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 - Not sufficient opp. to learn</td>
</tr>
<tr>
<td></td>
<td>1 - Needs constant supervision</td>
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<tr>
<td></td>
<td>2 - Needs some supervision</td>
</tr>
<tr>
<td></td>
<td>3 - Can do task unsupervised</td>
</tr>
</tbody>
</table>

### Task To Be Done

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Task</th>
<th>Rating</th>
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<td>CONTACT DATE</td>
<td>SITE</td>
<td>CONTACT PERSON/PHONE</td>
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</tbody>
</table>
Goal 3: Activity 2

STUDENT'S WORK LOG

Training Site ______________________

Day ____________________ Month __________ Date __________ Year __________

Activitie:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

Section I.

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

Section II.

PERSONAL INFORMATION

NAME: ____________________________

ADDRESS: ____________________________
Street

City State Zip Code

TELEPHONE NUMBER: ____________________________

BIRTH DATE: ____________________________

Section III.

EDUCATION

NAME OF SCHOOL: ____________________________

CITY: ____________________________ STATE: ____________________________

DATE OF GRADUATION: ____________________________
Goal 5: Activity 4
Page Four

Section IV.

WORK EXPERIENCE

NAME OF PLACE: ________________________________
DATE EMPLOYED: ________________________________
JOBS: ________________________________

NAME OF PLACE: ________________________________
DATE EMPLOYED: ________________________________
JOBS: ________________________________

NAME OF PLACE: ________________________________
DATE EMPLOYED: ________________________________
JOBS: ________________________________

NAME OF PLACE: ________________________________
DATE EMPLOYED: ________________________________
JOBS: ________________________________

NAME OF PLACE: ________________________________
DATE EMPLOYED: ________________________________
JOBS: ________________________________
INTERESTS

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

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Section VI.

REFERENCES

NAME: ___________________________ POSITION: ___________________________

PLACE OF EMPLOYMENT: ___________________________

CITY & STATE: ___________________________

TELEPHONE NO.: ___________________________

NAME: ___________________________ POSITION: ___________________________

PLACE OF EMPLOYMENT: ___________________________

CITY & STATE: ___________________________

TELEPHONE NO.: ___________________________

NAME: ___________________________ POSITION: ___________________________

PLACE OF EMPLOYMENT: ___________________________

CITY & STATE: ___________________________

TELEPHONE NO.: ___________________________
RESUME

OBJECTIVE: ____________________________________________

NAME: ________________________________________________

ADDRESS: ____________________________________________

TELEPHONE: __________________________________________

BIRTHDATE: __________________________________________

EDUCATION: __________________________________________

EXPERIENCE: __________________________________________

INTERESTS: __________________________________________

REFERENCES: _________________________________________
JOB ANALYSIS/INVENTORY
Part I - General Information

Name of Business:
Address:
Telephone Number:
Contact Person:
List of Positions:

Position Being Evaluated:

List Duties Required of This Position:

Job Analysis Completed on what Components of Job Being Evaluated?

Job Description Available?  ______ Yes (attached)  ______ No

General Description of Work Setting:
Goal 1: Activity 8

Page Two

Work Hours:

Work Contingencies:

a. Appropriate attire:

b. Procedure for absences:

c. Breaks:

d. Clocking in:

e. Attendance requirements:

f. Hygiene requirements:

g. Reasons for firing employees:

h. Other:

Production Rate:

Quality Standards:

General Description of Social Environment:
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>+ - ?</th>
<th>DISCREPANCY</th>
</tr>
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<tbody>
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</table>
JOB ANALYSIS/INVENTORY
Part III - Supportive Skill Requirements

Reading Skills Required:

List of Reading/Vocabulary Words:

Math Skills Required: (List any specific skills needed)

Money Skill Requirements:

Writing Skills:

Discrimination Skills Needed:

Time-Telling/Time-Judgement Skills Required:
Goal 1: Activity 8

Physical Skill Requirements:

Tool and Machine Skills:

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

Interpersonal Skills Required: (List specific skills)

Other Skill Requirements:
STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 9

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

Student ___________________________ Age ____
S.S.N. ___________________________ Home Telephone ___________________________
School ___________________________ Telephone ___________________________
Employer/Training Sponsor ___________________________
Address ___________________________ Telephone ___________________________
Work Exploration Supervisor ___________________________

************************************************************************
Beginning Date ___________________________
Ending Date ___________________________
Work Hours _______ to _______ M T W Th F
On the following holidays/vacations, the student:
  ____ will work
  ____ will not work

(list all holiday, vacation and other dates when school will not be in session in this space)
STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 9
Page Two

(Name of School)
TRAINING AGREEMENT

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

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

The Parent/Guardian Agrees To:
1. Share responsibility for school and job attendance, including calling the employer in case of illness or absence;
2. Encourage the student to succeed in school work and work experience.
The Work-Exploration Coordinator Agrees To:

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

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

a. The student is no longer enrolled in school;

b. The student's attendance or performance is unsatisfactory;

c. The policies or rules of the employer are abused by the student;

d. The student decides to terminate the training;

e. The activities no longer need to be performed at the site;

f. The student is performing the job at a competitive rate.

Student ___________________________ Date ___________________________

Parent/Guardian ___________________________ Date ___________________________

Employer ___________________________ Date ___________________________

Work-Experience Coordinator ___________________________ Date ___________________________
STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 9

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

STUDENT TRAINING AGREEMENT - Option 1
(Student Copy)

Training Site ________________________________

Work Hours _____ to _______ M T W Th F

On the following holidays/vacations, the student:

____ will work  ____ will not work

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

The Student Agrees To:

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

REMEMBER! You may be hired if:

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

REMEMBER! You may be fired at any time if:

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

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

_________________________________________  _______________________
Student                                      Date

_________________________________________  _______________________
Work-Experience Coordinator                  Date
STUDENT TRAINING AGREEMENT - Option 2
(Student Copy)

Training Site: Kentucky Fried Chicken

Work Hours:
1:30 (Start Work) 3:00 (Stop Work)

M T W Th F

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

I agree to:

1. Be to work on time.
2. Call if sick.
3. Be clean and neat.
4. Show that I like my job.
5. (list other rules specific to job)

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

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

__________________________  _________________________
Student                                Date

__________________________  _________________________
Work Experience Coordinator            Date
VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part I

Option 1

<table>
<thead>
<tr>
<th>Site</th>
<th>Job title</th>
<th>Dates start/end</th>
<th>Days per week</th>
<th>Hours per work session</th>
<th>Paid/ nonpaid</th>
<th>Tasks/activities performed</th>
<th>Job preference</th>
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</thead>
</table>

Note: Refer to job analyses for each job for more detailed information.
### VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part II

Option 1

<table>
<thead>
<tr>
<th>Site</th>
<th>Job Title</th>
<th>Adaptations (include adapted materials, devices &amp; physical environ.)</th>
<th>Supervision/Personal Assistance Provided (Current level of independence)</th>
<th>Average Rate/Quality of Work</th>
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</thead>
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</table>
VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part I

Option 2

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

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<thead>
<tr>
<th>Site</th>
<th>Job title</th>
<th>Dates start/end</th>
<th>Days per week</th>
<th>Hours per work session</th>
<th>Paid/ nonpaid</th>
<th>Tasks/activities performed</th>
<th>Job preference</th>
</tr>
</thead>
</table>

Name of Student

---

110
VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part II

Option 2

1. Daily Work Sequence
   a. Describe the typical time sequence for the activities performed by the student:
   
   b. Student is required to follow a specific, pre-established routine:  ____Yes  ____No
      Comments:

2. Adaptations/Modifications
   Describe any adapted materials, devices and/or adaptations to the physical environment that were used to increase student's ability to perform the job tasks:
STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 2

STUDENT'S SELF-EVALUATION FORM

Name __________________________ Date __________________

Training Site ____________________

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

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

I feel good about these things concerning my work: __________________________

I need to improve these things about my work: __________________________

Journal Entry: (See examples of journal questions on next page)
STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 1

WORK EXPLORATION COORDINATOR'S EVALUATION FORM

Student’s Name ___________________________ Date ___________________________

Training Site ___________________________ Supervisor ___________________________

1. List tasks the student is working on presently; describe performance on current tasks.

2. List areas where the student needs help with training, describe instructional ideas.

3. List academic skills identified at the training site that the student can work on in class.

4. Social skills:
   a. Comment on student’s strengths observed during the week.

   b. List areas in which student needs to improve.
**Task Assessment Data Sheet**

<table>
<thead>
<tr>
<th>NAME</th>
<th>WORKSITE</th>
<th>GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE</th>
<th>TASK</th>
<th>TIME BEGAN</th>
<th>TIME COMPLETED</th>
<th>ITEMS COMPLETED</th>
<th>TOTAL TIME</th>
<th>COMMENTS</th>
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<td>DATE</td>
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<tr>
<td>I = Independent</td>
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<tr>
<td>Inv = Indirect verbal cue</td>
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<tr>
<td>G = Gesture</td>
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<tr>
<td>VC = Verbal Cue</td>
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<tr>
<td>PC = Pictorial Cue</td>
<td></td>
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<tr>
<td>D = Demonstration</td>
<td></td>
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<tr>
<td>PP = Physical prompt</td>
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<tr>
<td>FA = Full Assist</td>
<td></td>
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<tr>
<td>Ø = No opportunity to perform</td>
<td></td>
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<tr>
<td>In = Initiated OR + Performed Independently</td>
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<tr>
<td>- Need Assistance</td>
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</tbody>
</table>
STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 1

STUDENT PROGRESS REPORT

Student ________________________ Job Title ________________________
Training Site ____________________ Date _____________________________

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

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

Are you satisfied with student's progress? __________________________________________

Additional comments:

__________________________________________
Supervisor's Signature
Program Evaluation

Work Station:

Supervisor:

Date of Evaluation:

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

1. Was supervision of the student adequate—too much supervision, not enough?

2. Did the work exploration program interfere with the operation of business and/or the employees in any way?

3. Were you given a realistic idea of what to expect from this program?

4. Knowing what is involved, are you willing to accept students for this program next semester?

5. Are you willing to pay a student for work experience?

6. If asked, will you write a letter of recommendation or talk with other businesses who have questions about becoming a work station site?

7. Suggestions for improvement, additional comments, etc. (use back of paper, if necessary)

Thank you for your cooperation!
## END OF THE YEAR EVALUATION

**Student's Name**

**Site**

<table>
<thead>
<tr>
<th>Ability Compared with Average Employee</th>
<th>Equal to</th>
<th>Below Average</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is reliable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gets along with coworkers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has acceptable behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productivity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Does student show potential for future employment?**

**Student's greatest strengths?**

**Problems student may encounter?**

**May student use your name as a reference?**  
____ Yes  ____ No

**Supervisor**

**Position**

**Address**

**Telephone Number**
LEVEL III

Assessment of Career and Job Employability
PARENT/TEACHER ASSESSMENT
OF JOB-RELATED SOCIAL SKILLS

Student Name: ___________________________

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

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

2 = The student does not have the skill.

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

4 = The student performs the skill consistently and independently.

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

1 2 3 4
<table>
<thead>
<tr>
<th>SKILL</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepts criticism</td>
<td></td>
</tr>
<tr>
<td>Accepts changes in work assignments and schedules</td>
<td></td>
</tr>
<tr>
<td>Refrains from conducting personal business on the job</td>
<td></td>
</tr>
</tbody>
</table>

Rater

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

<table>
<thead>
<tr>
<th>Skill</th>
<th>Problem</th>
<th>No Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being honest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepting and following instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeping hair, teeth, clothes &amp; body clean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Controlling anger and stress</td>
<td></td>
<td></td>
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<tr>
<td>Explaining problems and asking for help</td>
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</tr>
<tr>
<td>Showing interest in the job and willingness to learn new tasks</td>
<td></td>
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<tr>
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<td></td>
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<tr>
<td>Accepting criticism</td>
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<td></td>
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<tr>
<td>Accepting changes in work assignments and schedules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saving personal business for after work</td>
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</tbody>
</table>
THINK ABOUT THE SKILLS WHICH YOU MARKED AS PROBLEMS ON THE JOB. USE THE SCALE BELOW TO DESCRIBE YOUR PERFORMANCE ON THE PROBLEM SKILLS.

1 = I don't know how I do on the job.
2 = I don't have the skill.
3 = I have the skill but I don't always use it.

<table>
<thead>
<tr>
<th>SKILL</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being honest</td>
<td></td>
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<tr>
<td>Accepting and following instructions</td>
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<td></td>
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<tr>
<td>Saving personal business for after work</td>
<td></td>
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</tbody>
</table>
FOR EACH SKILL, PLEASE INDICATE WHETHER THE ABOVE STUDENT HAS A PROBLEM IN THE JOB BY MARKING THE APPROPRIATE BOX.

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>NO PROBLEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being honest</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
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<tr>
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<tr>
<td>Working cooperatively with supervisor and co-workers</td>
<td></td>
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<tr>
<td>Choosing suitable clothes for work</td>
<td></td>
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<tr>
<td>Accepting criticism</td>
<td></td>
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<tr>
<td>Accepting changes in work assignments and schedules</td>
<td></td>
</tr>
<tr>
<td>Saving personal business for after work</td>
<td></td>
</tr>
</tbody>
</table>
THE SKILLS WHICH ARE CIRCLED HAVE BEEN IDENTIFIED AS PROBLEMATIC FOR THE ABOVE STUDENT. PLEASE USE THE SCALE BELOW TO DESCRIBE THE STUDENT'S PERFORMANCE ON THE PROBLEM SKILLS.

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

<table>
<thead>
<tr>
<th>SKILL</th>
<th>RATING</th>
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<tbody>
<tr>
<td>Being honest</td>
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<tr>
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<tr>
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<td>Accepting changes in work assignments and schedules</td>
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<tr>
<td>Saving personal business for after work</td>
<td></td>
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</tbody>
</table>
### Videotaped Scenarios

<table>
<thead>
<tr>
<th>Videotape Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Being honest</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepting and following instructions</td>
<td></td>
<td></td>
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<tr>
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<tr>
<td>Saving personal business for after work</td>
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</tbody>
</table>

**Videotaped Scenarios**

1 = Could not tell or show (skill deficit)
2 = Could tell or show (performance deficit)
# SOCIAL SKILLS ASSESSMENT: DATA SUMMARY SHEET

## RATINGS

<table>
<thead>
<tr>
<th>SKILL</th>
<th>SELF</th>
<th>ADULT*</th>
<th>TEACHER</th>
<th>EMPLOYER</th>
<th>VIDEO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P/NP</td>
<td>#</td>
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<td></td>
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<tr>
<td>Being honest</td>
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<td></td>
<td></td>
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<tr>
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</tbody>
</table>

*parent, guardian, or other

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

Student's Name ___________________________ Date of Birth ____________

School ___________________________ Projected Date of Graduation or
Facilitator ___________________________ Program Completion ____________

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

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

<table>
<thead>
<tr>
<th>TRANSITION PLANNING AREAS</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>Age</td>
<td>Age</td>
<td>Age</td>
<td>Age</td>
<td>Age</td>
</tr>
<tr>
<td>AREAS WITH ACTION TAKEN</td>
<td>IEP RELATED</td>
<td>IEP RELATED</td>
<td>IEP RELATED</td>
<td>IEP RELATED</td>
<td>IEP RELATED</td>
</tr>
<tr>
<td>1. Financial/Income</td>
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<tr>
<td>2. Voc Train/Placement,</td>
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<tr>
<td>Post Sec Ed</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. Living Arrangements</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. Personal Management</td>
<td></td>
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<tr>
<td>5. Leisure/Rec</td>
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<tr>
<td>6. Transportation</td>
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<tr>
<td>7. Medical Services</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8. Advocacy/Legal Serv</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Personal/Family Rel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Gola 6: Activity 3

Name ___________________________ Date _______________________

Interviewer _______________________ Year of Graduation __________

WORK EXPLORATION EXIT INTERVIEW

Work Exploration

1. What skills did you learn from work exploration this semester?

2. Do you feel that you have the skills necessary to be employed in your current job? Why? What skills do you need to become employed?

3. How could you have been better prepared to work at your job?

4. What jobs are you interested in trying next year?

5. Did this job change your attitude about work or anything else?

6. Did not earning money for the work you did affect your work in any way?

7. If I called your employer, what would he say about you?

In-Class Activities

1. Did the work done in class this year help you on the job? How? Did it help you in other areas besides your job?

2. On the attached sheet, check the in-class activities that were of help to you.

3. What skills would you like to learn next year?
STEP MANUAL - WORK EXPLORATION

Goal 6: Activity 3
Page Two

General

1. What do you think you are good at?

2. In what areas do you think you need help?

3. Would you rather work or go to school? Why?

4. In what ways could the time you spend in school be made more useful?

5. What are your plans for this summer? Would you like help getting a job?

6. What do you see yourself doing after graduating?

7. What grade do you expect for this semester?
LEVEL III

Assessment of Career and Job Employability
**Name of Test:** AAMD-Backer Reading-Free Vocational Interest Inventory

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

**Type of Test:** Screening Inventory

(Measures what area) Vocational Interests

<table>
<thead>
<tr>
<th>Cost</th>
<th>Scoring Procedures</th>
<th>Time for Scoring</th>
<th>Administration Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>Hand Scored</td>
<td>10 min.</td>
<td>Group</td>
</tr>
<tr>
<td>Per Pupil</td>
<td>Machine Scored</td>
<td></td>
<td>Individual</td>
</tr>
<tr>
<td>$1.25 (ea. booklet)</td>
<td></td>
<td></td>
<td>Time Required 10-15 min</td>
</tr>
</tbody>
</table>

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

**Face Validity:** Good for students who can understand content of pictures; poor for students lacking career awareness.

**Nosing:** Norms provided for EMR public school males and females, grades 9-12, and for EMR residential males and females, ungraded. All N's are over 1000 cases.

**Reading Level:** None required

**Population for which test is best suited**

<table>
<thead>
<tr>
<th>Handicap</th>
<th>Age</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMR</td>
<td>14 up</td>
<td>high school</td>
</tr>
</tbody>
</table>

**Other comments by the Reviewer:**
- Inventory is both sex-biased and content biased - EMR's may not be limited to the types of jobs depicted.
- Would be more economical if separate answer sheet were available so that test booklets could be re-used.
- Easy to administer and score
- Should be interpreted in light of all other known data about the student.
MEASURES OF CAREER AWARENESS / VOCATIONAL INTERESTS

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

MEASURES OF ACHIEVEMENT / FUNCTIONAL SKILLS

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

DEXTERITY TESTS

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

APTITUDE TESTS

37. Bennett Mechanical Comprehension Test
38. Career Ability Placement Survey
39. Dailey Vocational Tests
40. Minnesota Clerical Test
41. Personnel Tests for Industry - Oral Directions Test
42. Revised Minnesota Paper Form Board Test
<table>
<thead>
<tr>
<th>Name of Test</th>
<th>California Occupational Preference System (COPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address to obtain test</td>
<td>Educational and Industrial Testing Service</td>
</tr>
<tr>
<td></td>
<td>P.O. Box 7234</td>
</tr>
<tr>
<td></td>
<td>San Diego, Calif. 92107</td>
</tr>
<tr>
<td>Type of Test</td>
<td>Screening Inventory</td>
</tr>
<tr>
<td></td>
<td>(Measures what area) Vocational Interests</td>
</tr>
<tr>
<td>Cost</td>
<td>Scoring Procedures</td>
</tr>
<tr>
<td>Initial</td>
<td>x Hand Scored</td>
</tr>
<tr>
<td>Per Pupil $</td>
<td>x Machine Scored</td>
</tr>
<tr>
<td>$45 approx.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Face Validity - Fair</td>
<td></td>
</tr>
<tr>
<td>Norming - Percentiles are given, based on a sample of 8000 public school elementary and secondary students.</td>
<td></td>
</tr>
<tr>
<td>Reading Level</td>
<td>Population for which test is best Suited</td>
</tr>
<tr>
<td>6th for COPS-R</td>
<td>Handicap</td>
</tr>
<tr>
<td>High School - for Cops.</td>
<td>Age</td>
</tr>
<tr>
<td></td>
<td>LD/ED w/reading ability</td>
</tr>
<tr>
<td></td>
<td>12 up</td>
</tr>
<tr>
<td></td>
<td>junior high and up</td>
</tr>
<tr>
<td>Other comments by the Reviewer:</td>
<td></td>
</tr>
<tr>
<td>- Correlated with the Career Ability Placement Survey (CAPS) and with the</td>
<td></td>
</tr>
<tr>
<td>Career Orientation Placement and Evaluation Survey (COPES)</td>
<td></td>
</tr>
<tr>
<td>- Designed primarily as a career exploration tool.</td>
<td></td>
</tr>
<tr>
<td>- A variety of teaching materials related to career exploration is available</td>
<td></td>
</tr>
<tr>
<td>*COPS-II is designed to be used with an elementary school population.</td>
<td></td>
</tr>
</tbody>
</table>
**Name of Test**: Career Awareness Inventory (CAI) (c) 1974

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

**Type of Test**: Screening Inventory

(Measures what area) Career Awareness

<table>
<thead>
<tr>
<th>Cost</th>
<th>Scoring Procedures</th>
<th>Time for Scoring</th>
<th>Administration Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial $13.00 for 20 students</td>
<td>Hand Scored Score key $0.50</td>
<td>10 minutes</td>
<td>Group Time Required 60-90 min may be broken down</td>
</tr>
<tr>
<td>Per Pupil $8.50 for 50 students</td>
<td>Machine Scored $0.80 per pupil</td>
<td></td>
<td>Individual Time Required</td>
</tr>
</tbody>
</table>

**Brief Description of Test**: The written portion of this instrument refers to a picture of a person performing a job. There are 35 five choice items and 41 two choice items. The CAI is based on the Taylor model which has two dimensions. One deals with the functions and contents of occupations in 12 broad institutional areas. The other deals with seven status or socio-economic levels of occupations into which are incorporated the variables of choice such as job requirements, mobility, lifestyle and experiences.

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

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

It is a criterion referenced measure.

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Population for which test is best Suited</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd-4th</td>
<td>Handicap Age Grade Level</td>
</tr>
<tr>
<td></td>
<td>any 14-16 4-8th or 9th</td>
</tr>
</tbody>
</table>

**Other comments by the Reviewer**: A very useful instrument in determining the student's level of knowledge about careers and in planning remedial approaches.

*Minimum scoring service charge $15.00

**Brief Description of Test, Cont'd**: ID's job that does not belong in cluster; Part 7 - ID's worker characteristics.
<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Career Orientation Placement and Evaluation Survey (COPES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address to obtain test</td>
<td>Educational and Industrial Testing Service</td>
</tr>
<tr>
<td></td>
<td>P.O. Box 7234</td>
</tr>
<tr>
<td></td>
<td>San Diego, Calif., 92107</td>
</tr>
<tr>
<td>Cost</td>
<td></td>
</tr>
<tr>
<td>Initial specimen set</td>
<td>$25 - scored by student</td>
</tr>
<tr>
<td>Per Pupil</td>
<td>$58.25 - scored by student</td>
</tr>
<tr>
<td>Scoring Procedures</td>
<td>X Hand Scored</td>
</tr>
<tr>
<td></td>
<td>X Machine Scored</td>
</tr>
<tr>
<td>Time for Scoring</td>
<td>X Group</td>
</tr>
<tr>
<td></td>
<td>X Individual</td>
</tr>
<tr>
<td>Administration Procedure</td>
<td>30-50 min</td>
</tr>
</tbody>
</table>

Brief Description of Test - Consists of 128 items, each consisting of two choices for completing a statement which begins "I value activities or jobs in which I..." Generates scores for 8 personality dimensions: Investigative, Practical, Independent, Leadership, Orderliness, Recognition, Aesthetic, and Social. Self-administered and scored; could be administered orally.

Face Validity - good
Norming - percentiles only provided

Reading Level | Population for which test is best suited
approx.: 5th - 6th | Handicap | Age | Grade Level |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ED/ non-hand.</td>
<td>12+</td>
<td>7th - adult</td>
</tr>
</tbody>
</table>

Other comments by the Reviewer:
- Correlated with California Occupational Preference Survey (COPS) and to the Career Ability Placement Survey (CAPS).
- COPES, COPS, and CAPS are designed primarily for counseling use.
<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Career Maturity Inventory (c 1973)</th>
<th>Type of Test</th>
<th>Screening Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address to obtain test</td>
<td>CTB/McGraw-Hill Del Monte Research Park Monterey, California 93940</td>
<td>(Measures what area)</td>
<td>Career choice attitudes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Career choice competencies</td>
</tr>
<tr>
<td>Cost</td>
<td>Initial $25.90</td>
<td>Time for Scoring</td>
<td>Administration Procedures</td>
</tr>
<tr>
<td></td>
<td>Per Pupil .74</td>
<td></td>
<td>Time Required 5-20 min.</td>
</tr>
<tr>
<td>Scoring Procedures</td>
<td>Hand Scored</td>
<td></td>
<td>Group</td>
</tr>
<tr>
<td></td>
<td>Machine Scored</td>
<td></td>
<td>Individual</td>
</tr>
<tr>
<td>Time Required</td>
<td>5-20 min.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Brief Description of Test**

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

**Face Validity**

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

**Reading Level**

6th grade (May be read or taped)

**Population for which test is best Suited**

<table>
<thead>
<tr>
<th>Handicap</th>
<th>Age</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any</td>
<td>14 up</td>
<td>6th-12th</td>
</tr>
</tbody>
</table>

**Other comments by the Reviewer:**

Attitude scale appears to be suited for pre-post test to measure change from less realistic to more realistic attitudes toward the world of work. Attitude Scale lends itself readily to an oral presentation (it contains 50 statements to which the client responds true-false). Competence Scale could be taped for non-readers.
NAME OF TEST: Comprehensive Career Assessment Scale
(c) 1974

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

Cost:
$9.00 per specimen
Initial set
$1.95 p/test bk
Per Pupil $1.95 p/test bk
$3.75 p/25 profile forms

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

Face Validity
Fairly good - depends upon client's honesty in his self-report of familiarity and interest with various jobs.
Normed in five different states (Alabama, California, Colorado, Nebraska, Pennsylvania), one class at each grade level (5-12), 3 classes grades 3 and 4.

Reading Level:
Variable, can be read to clients.

Population for which test is best suited:
Handicap
Any

Age
8 and up

Grade Level
3-12+

Administration Procedures
Group Time Required 10-15 min
Individual Time Required 10-15 min

Scoring Procedures
Hand Scored [X]
Machine Scored [ ]

Time for Scoring
15 minutes/student

Other comments by the Reviewer:
Test yields graphic profile of familiarity and interest. Appears to be useful in curriculum planning in career education if used on a large scale basis. Can also be used individually for educational planning and vocational guidance purposes.
NAME OF TEST: Guist Picture Interest Inventory (1968)

Type of Test: Screening Inventory - Norm Ref.

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

Measures: Interests

What area(s):

Cost:
Initial, Kit (10) $3.50
Per Pupil Male 8.50 (25)
Female 7.50 (25)

Scoring Procedures:
Hand Scored ☐

Time for Scoring:
5-10 minutes

Administration Procedures:
Group ☑

Per pupil:
Male 8.50 (25)
Female 7.50 (25)

Individual ☑

Time Required:
15-20 min.

Brief Description of Test:
2 versions - Male (11 interest areas) Female (12 interest areas)
Student selects one picture out of three which depict either jobs, activities, occupations, hobbies or objects. They must read the question below the picture. Pictures contain a great deal of detail. The occupations and activities relate to upper middle class and professional.

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

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

Reading Level:
3rd, or can be given orally

Population for which test is best suited:
Handicap LD/ED Age 14+ Grade Level 8th up

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

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

Sex-biased.
<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Gordon Occupational Check List</th>
<th>Type of Test</th>
<th>Screening Inventory</th>
</tr>
</thead>
</table>
| Address to obtain test | Harcourt Brace and World, Inc.  
757 Third Ave.  
New York, N.Y.  
10017           |          | (Measures what area) Vocational Interests |
| Cost                 | Initial 40¢ per sp. set  
Per Pupil $4.00 per 35 | Scoring Procedures  
Hand Scored  
Machine Scored  | Time for Scoring  
20-25 min. |
| Administration Procedure | Group  
Individual   | Time Required |
| Brief Description of Test | Designed specifically for use with individuals who have a high school education or less, who do not plan on going on to college. The Gordon OCL is an interest inventory which contains 240 statements of job duties and tasks, such as "install or repair plumbing in houses" and "fire and tend a large commercial furnace," found in occupations at the middle and lower levels of skill and responsibility. The statements are classified into occupational groupings (Business, outdoor, arts, technology, and service) which roughly correspond to the groups in Roe's occupational classification scheme. |
| Face Validity  
Norming | Evidence for the validity of the OCL is less extensive and convincing than that for its reliability, consisting primarily of logical arguments for the instrument's comprehensiveness, response selectivity, and acceptance by examinees. About the best that can be said is that the OCL samples a fairly wide range of occupations, which are commonly entered, it elicits responses to about one third of the items, and it appears to be considered worthwhile by those who take it. There are no norms reported. |
| Reading Level | Population for which test is best Suited  
Handicap  
Age  
Grade Level |
| 3-4th | any  
16+  
9-12 |
| Other comments by the Reviewer: | | | |
Individual Career Exploration

Type of Test: Screening Inventory

<table>
<thead>
<tr>
<th>Measures what area</th>
<th>Career Interests</th>
</tr>
</thead>
</table>

Cost

- Initial Cost:
- Follow-up Cost:
- Additional Costs:

Scoring Procedures

- Hand Scored
- Machine Scored

Time for Scoring

- 10 minutes

Administration Procedures

- Group
- Individual

Brief Description of Test

Selection or rejection of pictures showing activities.

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

Face Validity

Not a "normal" test.

Norming

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

Reading Level

Population for which test is best Suited

<table>
<thead>
<tr>
<th>Handicap</th>
<th>Age</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>12-18</td>
<td>6-12</td>
</tr>
</tbody>
</table>

Other comments by the Reviewer:

Format tends to stimulate interest.

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

Good for poor readers.
## Individual Career Exploration: Form

**TYPE OF TEST:** Screening Inventory - Exploration

**Address to obtain test:** Scholastic Testing Service
4:00 Heyer Road
Bensenville, Illinois 60106

**Test:** 
- Initial 26.00
- Per Pupil 7.50 / 20

**Scoring Procedures** 
- Hand Scored
- Machine Scored

**Time for Scoring** 
- 10 minutes

**Administration Procedures** 
- Group Time Required
- Individual Time Required

**Brief Description of Test:**
Selection or rejection of pictures showing activities.
First portion is familiarization, definition of terms, etc. in cartoon form. Explore eight career groups and six "decision levels".

**Face Validity/Item Rating:**
Face validity is good, since exploration and familiarization proceed assessment of interests.
No norms: Scores reveal relative level of interest in one area as compared with other areas - does not compare individuals.

**Reading Level:**
Low

**Population for which test is best suited:**
- Handicap
  - Any except SPH
  - Blind
- Age: 12-18
- Grade Level: 6-12

**Other comments by the Reviewer:**
Format tends to stimulate interest.
Can be used in lower grades - H.S. Students may find it less interesting.
Good for poor readers.
type of test: screening inventory - norm referenced

measures what vocational interest area(s):

administration procedures

cost:

initial $2.30

per pupil screening set

scoring procedures

hand scored □

machine scored □

time for scoring

administration procedures

60-90 minutes

individual time required

brief description of test:

ovis is a new interest inventory designed to assist students in grades 8-12 with their educational and vocational plans. the first 6 questions of the student information questionnaire gather background information about the student's occupational plans, post-high school plans, and vocational course interest. question 7, the local survey section of the questionnaire, enables the school to ask up to 8 additional questions pertinent to the local situation. the interest inventory asks the student to respond to job activities in terms of "like very much", "like", "neutral", "dislike", and "dislike very much".

face validity

forming

ovis was standardized in areas selected to provide a cross section of the jobs comprising the world of work. geographical differences in the world of work were provided for by dividing the country into 15 geographical regions. ten states were identified: ala., calif., colo., iowa., mass., n. carolina, ohio, oregon, penn., and texas.

school districts were drawn from urban, suburban, and rural. a total of 43 districts and 45,000 students in grades 8-12 took part in the standardization program. national norms are based on the standardization sample.

reading level:

population for which test is best suited:

handicap age grade level

lld/ed/physical 14-18 8-12

other comments by the reviewer: not appropriate for use in individual assessment.

the results of the ovis are presented in the form of student reports and school summaries. the student report folder presents:

a) scale interest scores which express the strength of student interest

b) percentile ranks and stanines which enable comparisons of the student's interest scores with those of students in the normative sample

c) scale clarity scores which indicate how consistent the student's responses are within each scale

(d) the student's responses to the questionnaire items. summary reports present the numbers and percents of students choosing the various options on the questionnaire.
**Test Title:** Picture Interest Exploration Survey  
**Type of Test:** Screening Inventory - No Norms

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

**Measures what area(s):** Vocational Interest

<table>
<thead>
<tr>
<th>Test</th>
<th>Scoring Procedures</th>
<th>Time for Scoring</th>
<th>Administration Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>$35.00</td>
<td>10 min.</td>
<td>(X) Group Time Required 30 minutes</td>
</tr>
<tr>
<td>Per Pupil</td>
<td>11c</td>
<td></td>
<td>(O) Individual Time Required</td>
</tr>
</tbody>
</table>

**Scoring Procedures:** Hand Scored □  
Machine Scored □

**Time for Scoring:** 10 min.

**Administration Procedures:**
- (X) Group Time Required 30 minutes
- (O) Individual Time Required

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

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

**Face Validity and Forming:** Face validity is good, since pictures are of actual jobs.

No norms - raw scores only are computed.

**Reading Level:** No reading level necessary.

**Population for which test is best suited:**
- Handicap
- Age: Recommended 9th or below (7-12)
- Grade Level: Low reading LD
- High Functional EMR

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

**Name of Test**: Self-Directed Search SDS (1977)

**Type of Test**: Screening Inventory

(Measures what area) Vocational interest areas related to a personality type

**Cost**: Consulting Psychologists Press

577 College Avenue

E. L. A. T. O. California 94306

**Initials**: E. L. A. T. O.

**Test Per Level**: Individual

**Scoring Procedures**: Hand Scored

**Time for Scoring**: included in administering

**Administration Procedures**: Group

**Time Required**: 15-30 min.

**Time Required**: Individual

**Time Required**: 15-30 min.

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

**Face Validity**

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

**Reading Level**: 4th to 5th

**Population for which test is best suited**: LD/ED/Physical

**Grade Level**: 15+

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

Alternate Form E available for persons with limited English.
**Name of Test**: VALPAR #17 - Vocational Interest Screening  
**Type of Test**: Screening Inventory

<table>
<thead>
<tr>
<th>Address to obtain test</th>
<th>Scoring Procedures</th>
<th>Time for Scoring</th>
<th>Administration Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>VALPAR Corp.</td>
<td>[X] Hand Scored</td>
<td>30-40 min</td>
<td>[X] Group</td>
</tr>
<tr>
<td>3231 E. 34th St.</td>
<td>[X] Machine Scored</td>
<td></td>
<td>[X] Individual</td>
</tr>
<tr>
<td>Tucson, Arizona</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cost**: Initial $100.00  
**Per Pupil**: (Heaunori what area) Occupational Interests

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

**Face Validity**: good  
**Norming**: Norms for the interest screening are not discussed in detail - most VALPAR norms are for specific groups and based on N of 50.

**Reading Level**: NONE  
**Population for which test is best suited**

<table>
<thead>
<tr>
<th>Handicap</th>
<th>Age</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMR/THR</td>
<td>14 up</td>
<td>Jr. high/high school</td>
</tr>
</tbody>
</table>

**Other comments by the Reviewer**:  
- Test is mechanically difficult to score  
- Sample of items is relatively small  
- Identifies interests in six areas: Machine, Outdoor, Sales, Social Service, Office-Clerical, Physical Science.  
- Includes 3 validation scales  
- 90 items in all.
Vocational Interest, Experience
and Skill Assessment (VIESA)

TYPE OF TEST: Screening Inventory - Norm Referenced

Measures what Vocational Interests Inventory area(s):

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

Cost:
Initial $13.80/box of 35
Per Pupil Specimen Set $42.25

Scoring Procedures
Hand Scored ☐
Machine Scored ☐

Time for Scoring Variable

Administration Procedures
Group Time Required (11/31°0)
Individual Time Required (varies with each student)

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

Face Validity
Norming Good

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

Reading Level: 7th

Population for which test is best suited:
Handicap LD, ED, Physical Age 15+
Grade Level 8-12

Other comments by the Reviewer:
Requires fairly sophisticated reading skills. Planning appropriate for regular education career awareness course. Has limited usefulness as a vocational assessment tool because of time required.
VISA (Vocational Interest and Sophistication Assessment) (c) 1968

TYPE OF TEST: Screening Inventory - NORM REF.

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

Measures Vocational Interests
area(s): what

Cost:
Initial $7.00
25 male $2.50
Per Pupil 25 female $2.50
50 soph. $3.00

Scoring Procedures
Hand Scored
Machine Scored

Time for Scoring
15 min.

Administration Procedures
Group
Individual
Time Required

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

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

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

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

Reading Level: None required

Population for which test is best Suited:
Handicap Age Grade Level
IQ - 45 - 84 14-35 any

Other comments by the Reviewer: The VISA provides the practitioner an approach to interest assessment which does not required any reading ability of the subject.

Must be individually administered. Sex biased. Inclusion of only low-level occupations may introduce bias.
**Type of Test:** Screening Inventory - Norm Referenced

**Measures:** Personality

**Time for Scoring:** 10 min.

**Administration Procedures:**
- Group Time Required
- Individual Time Required

**Brief Description of Test:**

The VPI is a personality inventory composed entirely of occupational titles. A person takes the inventory indicating the occupations which he likes or dislikes. The complex clusters of personal characteristics which the inventory assesses yield a broad range of information about the person's interpersonal relations, interest, values, self-concept, coping behavior and identifications. The inventory has eleven scales:

- Realistic
- Intellectual
- Social
- Conventional
- Enterprising
- Artistic
- Self-Control
- Masculinity
- Status
- Infrequency
- Acquiescence

**Face Validity:**

*Good/fair summary:*

- Norming 12,433 - Based on Hollands Theory

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

The evidence about the validity of the VPI scales supports the following conclusions:

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

**Reading Level:**

- 7th - could be given orally

**Population for which test is best suited:**

- Handicap
- Age: 14 up
- Grade Level: 8-12th

**Handicap Grade Level:**

- Normal I.Q.: 14 up
- 8-12th

**Other comments by the Reviewer:**

It is recommended that this instrument be interpreted by psychologists, vocational counselors and personnel workers who have a substantial knowledge and understanding of tests and personnel a good working knowledge of occupations including their sociology, and their implications for personality and related topics. The user should take the VPI himself and administer it to a few people he knows well. Because of the nature of the test, it would seem that it would be more valid if administered after occupational orientation classes.
Type of Test: Screening Inventory - Norm Ref.

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

Measures: what Interests area(s):

Cost:
Initial Approx.: $50.00
Specimen Set: $31.00
Per Pupil: ___

Scoring Procedures:
Hand Scored  X
Machine Scored

Time for Scoring:
10-15 min. short term

Administration Procedures:
X Group Time Required: 40 min.
Individual Time Required: 50-60 min.

Scoring Procedures:
Hand Scored  X
Machine Scored

Time for Scoring:
10-15 min. short term

Administration Procedures:
X Group Time Required: 40 min.
Individual Time Required: 50-60 min.

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

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

Validity dependent on level of career/occupational awareness.

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

Reading Level:
None required

Population for which test is best suited:
Handicap: good ability to limited schooling inferior reading
Age: 5 and up
Grade Level: Elementary and up

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

Does not appear to be sex-biased. Pictures available on filmstrip ($125.00)
ABLE Learning Examination (1967)

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

Cost:
Initial Scoring Procedures
[ ] Hand Scored
[ ] Machine Scored
Per Pupil

Time for Scoring
[ ] 5 minutes
Administration Procedures
[ ] Group Time Required: 2 hrs., 1 min.
[ ] Individual Time Required

Type of Test:
Achievement - Norm Referenced
Basic Skills

Brief Description of Test:
The ABLE has the following general characteristics: (1) Content which is adult oriented, (2) Measurement of achievement as low as first grade (3) Format which does not appear childish and is easy to follow (4) Coverage of only the fundamental areas; efficient in use of time, (5) Simplicity of administration for teachers with relatively limited experience in testing, two levels are available: Level I (functional grades 1-4) Level II (functional grades 5-8). Four subtests: Vocabulary, Reading, Spelling, Arithmetic.

Face Validity
Adequate

Norming
Grade norms are provided

Reading Level:
Functional

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

Other comments by the Reviewer:
Test 1: Vocabulary (dictated) 20 minutes
Test 2: Reading 30 minutes
Test 3: Spelling (dictated) 15 minutes
Test 4: Part A, Computation 30 minutes
Test 4: Part B, Problem Solving 35 minutes (dictated)
Name of Test:bridge Diagnostic Inventory of Essential Skills

Type of Test: Criterion-referenced
(Measures what area) Functional Skills

Cost

<table>
<thead>
<tr>
<th>Initial</th>
<th>Per Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20.00</td>
<td></td>
</tr>
</tbody>
</table>

Scoring Procedures

- Hand Scored
- Machine Scored

Time for Scoring
10-15 minutes

Administration Procedures

- Group
- Individual

Time Required
60 min.

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

Face Validity: Appears good.

Norming: None - criterion-referenced test.

Reading Level: NONE required, except where reading is assessed.

Population for which test is best suited

<table>
<thead>
<tr>
<th>Handicap</th>
<th>Age</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any except Blind</td>
<td>9 &amp; up</td>
<td>4-12</td>
</tr>
</tbody>
</table>

Other comments by the Reviewer:

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

We have not received this instrument yet - the information contained herein is drawn from catalogs and brochures and is subject to revision.
**Type of Test:**
Achievement - Criterion Referenced

**Address to obtain test:**
Duval County School Board
Florida

**Cost:**
Initial: $2.00
Per Pupil: [ ]

**Scoring Procedures:**
Hand Scored [ ]
Machine Scored [ ]

**Time for Scoring:**
5-10 min.

**Administration Procedures:**
Group [x]
Time Required: no set time
Individual: [ ]

**Brief Description of Test:**
All questions are to be read to the examinees. Throughout the test, examinees will be asked to read stimulus materials (e.g., food ads, clothing tags, application blanks, etc.) in order to answer the questions. All information for the administrator is composed of Capital Letters. Directions for examinees are in Standard Type.

**Face Validity**

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

**Reading Level:**
None

**Population for which test is best suited:**
Handicap: any
Age: 15+
Grade Level: 9-up

**Other comments by the Reviewer:**
Would make a good "pre-test" and then teach the items and then use McGraw Hill's Everyday Skills Test or TABE as a post test instrument.
Everyday Skills Test

TYPE OF TEST: Achievement - Norm Referenced

Measures: Reading, Mathematics

Area(s):

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

Cost:
Initial $11.20/35 pkg. Reading
Per Pupil $9.10/35 pkg. Math

Hand Scored: Reading
Machine Scored: Math

Scoring Procedures

Time for Scoring
10 - 15 minutes

Administration Procedures
Group Time Required: 2 hours
Total - 30 min. each test
Individual Time Required

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

Face Validity
Excellent

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

Reading Level:
5th and 6th

Population for which test is best suited:
Handicap any
Age 14+
Grade Level 9-12

Other comments by the Reviewer:
Appears useful for planning since errors can identify lack of specific skills. Can be used in assessment of everyday living skills. May be part of a district's competency testing program.
**Type of Test:** Fundamental Achievement Series (FAS)  
**Address to:** Psychological Corporation  
4040 Harry Hines Blvd.  
Dallas, Texas 75235

<table>
<thead>
<tr>
<th>Scoring Procedures</th>
<th>Time for Scoring</th>
<th>Administration Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand Scored ☐</td>
<td>10-15 min.</td>
<td>Group: 1 hour</td>
</tr>
<tr>
<td>Machine Scored ☐</td>
<td></td>
<td>Individual: Time Required</td>
</tr>
</tbody>
</table>

**Brief Description of Test:** Consists of two parts: Verbal and Numerical. Presented on audio tape; answers are recorded in separate test books. Designed for clients with limited academic training; ability required ranges from basic literacy to 8th grade. Measures such things as ability to: read signs, use alphabetical lists, recognize correct spelling, retain orally-presented information, tell time, count money, measure, solve arithmetic problems; etc. Basically a screening test; further assessment in deficit areas would be needed for instructional planning. Two equivalent forms are available (A & B).

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

**Reading Level:** Variable  
**Population for which test is best suited:** Handicap LD, ED, Mild MR  
Age: 12 up  
Grade Level: 6 up

**Other comments by the Reviewer:** Is most useful as a criterion-referenced screening test - e.g., the item-analysed fairly easily.
**PAYES**

**Program for Assessing Youth Employment Skills**

**TYPE OF TEST:** Screening Inventory - Criterion-Referenced

**Address to:** Cambridge Book Co.  
**Obtain test:** 56 Seventh Avenue  
**New York, N.Y. 10019**

**Measures**  
Basic skills relative to employability

**Cost:**  
Initial pkg. 10 for $33  
Per Pupil $3.90

<table>
<thead>
<tr>
<th>Scoring Procedures</th>
<th>Time for Administering</th>
<th>Administration Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand Scored ☐</td>
<td>10 - 15 min.</td>
<td>Group Time Required 1-2 hrs.</td>
</tr>
<tr>
<td>Machine Scored ☐</td>
<td></td>
<td>Individual Time Required 1-2 hrs.</td>
</tr>
</tbody>
</table>

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

**Face Validity**
Adequate on some measures, questionable on others (especially Attitude Toward Supervision)

**Norming**
Sample consisted of more than 1300 students and enrollees in vocational special needs classes, CETA Centers, skills training centers and correctional institutions throughout the country. Age range from 14 to 30, mean age 18.

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

**Population for which test is best suited:**

<table>
<thead>
<tr>
<th>Handicap</th>
<th>Age</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>LD, ED, high functioning</td>
<td>MR</td>
<td>14 &amp; up</td>
</tr>
</tbody>
</table>

**Other comments by the Reviewer:**
* Users must be approved by ETS
* Users guide and Administrators manual available free of charge.
* Best suited as a screening device for students in a pre-employmnt class, if sufficient time available for remediation in areas of deficiencies.
* Can be used in a small group setting, and can be administered by classroom teachers after minimal training.
* Useful as a counseling tool for VACs
### San Francisco Vocational Competency Scale (c)

**1968**

**Type of Test:** Screening Inventory

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

**Cost:** Initial pkg. 25 w/manual: $54.00
Per Pupil: $...

**Scoring Procedures:**
- Hand Scored ☑
- Machine Scored ☐

**Time for Scoring:** 5 minutes

**Administration Procedures:**
- Group ☐
- Individual ☑

**Time Required:** untimed

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

**Face Validity:** Good

**Norming:** Percentiles for retarded males and females, ages 18 and up, in workshops for the handicapped.

**Reading Level:** None

**Population for which test is best suited:**
- Handicap: MR
- Age: 18+
- Grade Level: N/A

**Other comments by the Reviewer:**
Appears to be useful in making placement decisions regarding older MR's, for either entry into or exit from a sheltered workshop situation.
Social and Vocational Information Battery (SPIB)

**TYPE OF TEST**
Screening Inventory - Norm Referenced

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

**Measures**
Functional Skills

**What area(s):**

- Scoring Procedures
  - Hand Scored
  - Machine Scored

- Time for Scoring
  - Initial
  - Per Pupil

- Administration Procedures
  - Group
  - Individual

**Cost:**
- Initial: $16.40 - $20.00
- Per Pupil: $.92

**Brief Description of Test:**
Nine subtests; job search skills, job related behavior, banking, budgeting, purchasing habits, home management, physical health care, hygiene and grooming, functional signs.

Test is read to the student; answers are marked true or false. Uses consumable test book ($18.40 for 26)

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

**Face Validity**

- Norming

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

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

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

**Reading Level:**
none required

**Population for which test is best suited:**
- Handicap: none
- Age: 12 - up
- Grade Level: 7-12

**Other comments by the Reviewer:**
Conceptual level of questions on SPIB presents a significant problem - SPIB-T appears more suitable for EMR's.

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

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

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

Grading Level
None required

Population for which test is best suited

<table>
<thead>
<tr>
<th>Hand cap</th>
<th>Age</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>TNR</td>
<td>14+</td>
<td>junior - senior high</td>
</tr>
</tbody>
</table>

Other comments by the Reviewer:
- The SPIB-T is an adoption of the SPIB, which has not been found to be a particularly useful instrument, primarily because the conceptual level of the test questions was frequently beyond the grasp for EMR's.
- Two-level response increases measurement error.
Brief Description of Test: Specifically constructed for use with a developmentally disabled population, the SSSQ is designed to evaluate functional knowledge and skills important for independent community living. Thus, it is a measure of adaptive behavior. The SSSQ consists of nine separate booklets, each containing 24 questions. Content areas include: Concepts; Functional Signs; Tool Identification and Use; Domestic Management; Health, First Aid, and Safety; Public Services; Time; Money; Measurement.

Face Validity FAIR/GOOD: Content, construct, concurrent, & predictive validity studies are presented in the manual. Norming Norms are provided for two samples: Adult neuropsychologically disabled (15-55 years of age) Average adolescents (14-18 years of age) Raw scores are converted to scaled scores with a mean of 10 and a standard deviation of 3. Total raw score can be converted to a survival skills quotient, based on a mean of 100 and a standard deviation of 15.

Population for which test is best suited

<table>
<thead>
<tr>
<th>Handicap</th>
<th>Age</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>any except blind</td>
<td>14 up</td>
<td>9th up</td>
</tr>
</tbody>
</table>

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

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

**Face Validity Forming**

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

Random sample 19,000 students - grades 2-9

**Reading Level:**

- 2.5-4.9 TABE E
- 4.5-6.9 TABE M
- 6.5-8.9 TABE D

**Population for which test is best Suited:**

- Handicap: any
- Age: 15 up
- Grade Level: 8-9-10-11-12

**Other comments by the Reviewer:**

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

Type of Test: Screening Inventory

(Measures what area) Functional Skills

Cost
Initial 24.00 (20 test bl.)
Per Pupil

Scoring Procedures
Hand Scored
Machine Scored

Time for Scoring
20-30 min.

Administration Procedures
Group
Individual

Brief Description of Test:
A battery of seven tests: Job-Search Skills, Job Related Behavior, Health Care, Home Management, Purchasing Habits, Banking, Budget. Designed to measure knowledge of life skills necessary to perform everyday tasks. Orally administered to groups of 20 or less. A separate Reading Scale score can be computed from those items where reading is required.

Face Validity:
Fair
Norming:
Extensive school norms are provided.

Reading Level:
None required, except where this skill is indirectly assessed.

Population for which test is best suited
Handicap: LD/ED
Age: 12+
Grade Level: Junior - Senior High

Other comments by the Reviewer:
- Similar to the Social and Prevocational Information Battery, except that the TEL calls for a 3-choice response.
- Language of test questions appears to be more understandable than language of questions in the SPIB.
Brief Description of Test: Consists of one part and score is total time to complete the task. Subject is required to remove twelve bolts from one vertical board and replace them on another according to instruction. There are three sizes of bolts and each has two washers and a nut. Four tools are used in the task, two open end wrenches, one adjustable wrench and one screwdriver. All four tools are required to complete the task. Measures prior knowledge of tool use and manual dexterity and coordination. Instructions in tool use are given but there is no practice time.

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

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

Reading Level: None required

Population for which test is best Suited: Handicap anyone without upper extremity handicaps Age any Grade Level any

Other comments by the Reviewer: The test requires full use of hands and arms. The high face validity, flexibility of the instructions and the practical nature of the test are appealing in a vocational evaluation situation. Reliability data suggest a large practice effect. Low correlations with other criteria reduce test usefulness. Finger dexterity is an important factor. Provides good observational data.
Craword Small Parts Dexterity Test

TYPE OF TEST: Work Sample (using tools)

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

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

Cost:
Initial $35.00
Per Pupil

Scoring Procedures
Hand Scored ☒
Machine Scored ☐

Time for Scoring
score is time to complete task.

Administration Procedures
Group Time Required
Individual Time Required
12 to 30 min.

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

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

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

Coding Level:
None required

Population for which test is best suited:
Handicap Age Grade Level
Any without upper extremity handicaps any any

Other comments by the Reviewer: Provides good observational data.
I: Pennsylvania Bi Manual Worksample (1943, 1945) TYPE OF TEST: Work Sample (no tools)

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

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

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

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

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

Address to obtain test:
Science Research Associates, Inc.
250 East Erie
Chicago, Illinois 60611

Measures what area(s):
Manual Dexterity
Eye-hand coordination
Short-arm gross motor

Cost:
Initial $60.00
Per Pupil none

Scoring Procedures
Hand Scored ☐
Machine Scored ☐

Time for Scoring
10 minutes

Administration Procedures
Group Time Required...
Individual Time Required...

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

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

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

Reading Level:
None required

Population for which test is best suited:
Handicap any
Age any
Grade Level any

Other comments by the Reviewer:
This dexterity test is designed to aid in the selection of employees for individual jobs requiring manual dexterity. It measures dexterity for two types of activity: one involving gross movements of hands, fingers and arms, and the other involving primarily what might be called "fingertip" dexterity.
Percentiles are given for both one trial and three scores. Correlations for three trial scores are higher than for one trial score.
**Minnesota Rate of Manipulation Tests**

**TYPE OF TEST:** Work Sample (no tools)

Measures Manual Dexterity

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

**Cost:**
Initial $50.00
Per Pupil $1.50 each

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

**Scoring Procedures**
Hand Scored □
Machine Scored □

**Time for Scoring Observation:** Time for completion is the score.

**Administration Procedures**
- Group Time Required: Approx. 1 hour
- Individual Time Required

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

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

**Reading Level:** any

**Population for which test is best Suited:**
- Handicap any
- Age any
- Grade Level any

**Other comments by the Reviewer:**
*Test given with examinee standing.*
Norms and instructions for Blind.
Norms for all groups are quite old. (1933)
Minnesota Spatial Relations Test (1930) TYPE OF TEST: Work Sample (no tools)

Address to obtain test: American Guidance Service
Publishers Bldg.
Circle Pines, Minnesota 55014

Cost: Initial $260.00
Per Pupil

Scoring Procedures
Hand Scored □
Machine Scored □

Time for Scoring
Time for completion is
the score.

Administration Procedures
Group Time Required
□ Individual Time Required
Approx. 20 min.

Brief Description of Test: Consist of four parts. No practice time is allowed. Each part requires the transfer of 58 blocks of assorted sizes and shapes from one form board to another. Each block will fit only one hole in a board. Parts A and B use the same set of blocks and Parts C and D use another set. The score is the time required for each transfer or combinations of times.

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

Reading Level: None

Population for which test is best suited:
Handicap any
Age any
Grade Level any

Other comments by the Reviewer: Provides excellent observational data.
Protocols are available but not necessary
**Type of Test:** Aptitude

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

**Cost:** $13.10 for 25 tests

**Scoring Procedures**
- Hand Scored [ ] with stencil
- Machine Scored [ ]

**Time for Scoring**
- 5 minutes

**Administration Procedures**
- Group Time Required
- Individual Time Required

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

Available in Spanish: "Test de Comprension Mecanica Bennett"

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

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

**Reading Level:**
5th—may be read to client; taped presentation is available from publisher

**Population for which test is best suited:**
- Handicap: any except blind
- Age: 15+
- Grade Level: High School

**Other comments by the Reviewer:**
Appears to be useful in determining aptitude for industrial jobs involving tools and machinery.

Cassette tapes are $10.25 each.
**NAME OF TEST:** Career Ability Placement Survey

**TYPE OF TEST:** Aptitude

<table>
<thead>
<tr>
<th>Cost:</th>
<th>2.25 specimen set $54.00/30 sets Per Pupil</th>
</tr>
</thead>
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<tr>
<td>Scoring Procedures</td>
<td>Hand Scored ☑ Machine Scored ☐</td>
</tr>
<tr>
<td>Time for Scoring</td>
<td>15-20 minutes</td>
</tr>
</tbody>
</table>

**Administration Procedures**

- Group: Time Required 40 min.
- Individual: Time Required...

**Brief Description of Test:**


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

**Face Validity**

- Norming: Good

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

**Reading Level:**

- 6+ for verbal and numerical parts

**Population for which test is best Suited:**

- Handicap: Age 14+
- LLD/ED/Physical: Grade Level 8+

**Other comments by the Reviewer:**

Generally appropriate for students of average reading ability - appears useful for high school level career awareness course.
TYPE OF TEST: Screening Inventory - Norm Referenced

Measures: Spatial visualization/Technical/Scholastic/Business-secretarial

Area(s):

TST: Technical and Scholastic Test
SVT: Spatial visualization test
BET: Business English Test

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

Face Validity: Each of the Dailey tests has one or more counterparts among the established tests given to large overlapping groups of military personnel and to nearly a half million high school students involved in Project Talent. Norms are available by grade level, male/female, trade school students and job applicants.

Grade Level:
- SVT - none
- BET - 5th
- TST - uses technical language

Population for which test is best suited:
- Handicap
- Age: 15+
- Grade Level: 8-12

Other comments by the Reviewer:
Tests of skill level. Specific areas of measurement tend to limit scope.
**Type of Test:** Aptitude

**Measures what area(s):** Clerical speed and accuracy

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**Testing Procedure:**

- **Initial Payment:** $.15/100
- **Per Pupil:** $4.30/25
- **Scoring Procedures:**
  - Hand Scored
  - Machine Scored
- **Time for Scoring:** 5 minutes
- **Administration Procedures:**
  - Group
  - Individual

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**Brief Description of Test:**

The Minnesota Clerical Test is a test of speed and accuracy in performing tasks related to clerical work. It has been found useful for selecting clerical employees and for advising persons who wish to seek training in the clerical field. The test consists of two parts: Number Checking and Name Checking. In each part there are two hundred items consisting of 100 identical pairs and 100 dissimilar pairs. The numbers in Number Checking range from 3-12 digits and the names in Name Checking contain 7 through 17 letters. Separate time limits are used for the two parts: 8 minutes for numbers, 7 minutes for names.

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**Validity: Testing:**

This test with its norms should contribute toward a more scientific and reliable basis for judging a pupil's clerical aptitude. Norms have been developed for grades 8-12. Norms for 11th and 12th grade students, classified according to high school curriculum, were based on a cross-section sampling of 6262 pupils from 76 New England High Schools.

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**Reading Level:** N/A*

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**Population for which test is best suited:**

- Handicap: All except SPH, Blind
- Age: 14 up
- Grade Level: 9-12

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**Other comments by the Reviewer:**

*although no reading comprehension is required, it has been found that students with poor reading perform poorly on the name checking section.*

Test allows for measurement of both clerical speed and clerical accuracy.

Level of motivation is a significant factor.
### Personal Tests for Industry -

#### NAME OF TEST: 

**Oral Directions Test (PT1-ODT)**

#### TYPE OF TEST: 

**Aptitude**

#### Measures: 

- Ability to follow oral directions

#### Area(s): 

- Ability to follow oral directions

#### Address to obtain test: 

**Psychological Corporation**

4620 Harry Hines Blvd.

Dallas, Texas 75235

#### Cost: 

- Initial version with 100 answer sheets: Mental Scored [ ]
- Per Pupil: [ ]

#### Scoring Procedures: 

- Hand Scored [ ]
- Machine Scored [ ]

#### Time for Scoring: 

- Less than 5 minutes...

#### Administration Procedures: 

- [X] Group Time Required 15 min.
- [X] Individual Time Required 15 min.

#### Brief Description of Test: 

Assesses an individual's ability to follow oral directions. Client listens to recorded directions, and responds on an answer sheet. Skills required to complete the test range from basic literacy to somewhat above the Jr. High level. Two equivalent forms available, one of which is available in Spanish - test contains 16 items containing 39 scorable responses.

Two equivalent forms.

#### Face Validity: 

Good - correlates positively and significantly with teacher's ratings of academic ability, and other tests of vocational aptitude. Also correlates well with other tests of mental ability.

Norms provided for a variety of populations and group sizes-including some high school students.

School norms are fairly poor.

#### Reading Level: 

- Not required - oral test.

#### Population for which test is best Suited: 

- Handicap: Age 14+
- LLD/ED/MR: Age 9+

#### Other comments by the Reviewer: 

- Recorded format allows for administration in a variety of settings.
- Not suited for students with severe dysgraphia.
TYPE OF TEST: Aptitude

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

Measures Spatial Relations

Cost: 25 @ $4.50
Initial 100 @ $15.25
Per Pupil

Scoring Procedures
Hand Scored
Forms AA and BB
Machine Scored
Forms MA and MB

Time for Scoring
5 minutes

Administration Procedures
Group
20 minutes
Individual

Brief Description of Test:
The Revised Minnesota Paper Form Board Test is a 20 minute speeded test consisting of 64 two-dimensional diagrams cut into separate parts. For each diagram there are 5 figures with lines indicating the different shapes out of which they are made. From these, the subject chooses the one figure which is composed of the exact parts that are shown in the original diagram.

Face Validity
The test has a long history of effective prediction on many academic and industrial fields, particularly those with a mechanical orientation. The studies summarized in the validity section strongly suggest that the test is a valuable tool for use in educational and vocational guidance and in employee selection. Correlations have been done with numerous other tests.

Norms provided for educational groups (grades 10 and 12) and a variety of industrial groups.

Reading Level: None required

Population for which test is best suited:
Handicap
LD/ED/Physical
Age
16 up
Grade Level
10-12

Other comments by the Reviewer: Test performance appears to be related to general intelligence.