

CAREER PLANNING BEGINS WITH ASSESSMENT

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

REVISED EDITION

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This document was developed by the National Collaborative on Workforce and Disability for Youth, (NCWD/Youth), composed of partners with expertise in disability, education, employment, and workforce development issues. NCWD/Youth is housed at the Institute for Educational Leadership in Washington, DC. The Collaborative is charged with assisting state and local workforce development systems to integrate youth with disabilities into their service strategies.

Information on the
Collaborative can be found at
www.ncwd-youth.info/.

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

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



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First Edition Acknowledgements

In 2002 the Office of Disability Employment Policy (ODEP) of the U.S. Department of Labor funded a variety of communities across the country to conduct pilot projects for the purpose of increasing the chances of youth with disabilities becoming self-sufficient adults. A key strategy in all the projects was to build bridges among workforce development organizations (schools, rehabilitation agencies, youth development organizations, One-Stops Centers) for the purpose of providing a set of quality services to youth based on person-centered planning. The organizations responsible for the pilot projects recognized the importance of arming youth, as well as themselves, with as much information as possible about personal goals, career interests, skills, and knowledge in order to assist the young people in making informed choices about their future. Knowing how to ensure that quality assessments occurred was identified as a common need. The development of this assessment guide began with requests from those pilot organizations to the National Collaborative on Workforce and Disability for Youth (NCWD/Youth), ODEP's youth technical assistance center, for assistance in the area of assessment services across agencies and organizations.

It became clear during the development of the guide that the issues go far beyond the selection of a particular assessment instrument, though selecting appropriate instruments is addressed. States and localities should consider treating assessment services as a part of a common infrastructure across the workforce development system in order to effectively use resources within and among organizations and institutions and to provide quality assessment services. We believe that the Assessment Guide provides an excellent framework to begin this process.

Special thanks go to Joe Timmons and Christine Bremer, Ph.D., from the National Center on Secondary Education and Transition (NCSET) at the University of Minnesota, whose calm and steady approach in the drafting and redrafting process proved to be

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About the Revised Edition

The following updates have been incorporated into this edition:

Chapter One: The Family Involvement and Supports Guidepost has been added to Table 1.1 — *Guideposts for Success*. Table 1.2 — *Selected Transition Components of Federal Programs* has been updated to reflect the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The Job Preferences section of Exhibit 1.2 — *Compiling Personal Transition Data* was revamped.

Chapter Two: The list of disability categories has been updated to reflect changes in the IDEA 2004 proposed regulations. The disclosure and accommodations sections have been expanded. A description of the “response to intervention” criterion for learning disabilities and a short section on chronic illness have been added. Information on learning disability screens in Spanish and mental health screens has also been added.

Chapter Three: The Common Performance Measures in Table 3.1 were adjusted to reflect current policy. Nine assessment instruments were added to Exhibit 3.1: Achenbach System of Empirically Based Assessment, ACT, Behavior Evaluation Scale—3rd Edition, Conduct Disorder Scale (CDS), Devereux Behavior Rating Scale (DBRS), Kuder Career Planning System, Massachusetts Youth Screening Instrument (MAYSI 2), SAT, and Systematic Screening for Behavior Disorders (SSBD). Vocational Interest, Temperament, and Aptitude System (VITAS) was removed because it is no longer commercially available. The APTICOM was also removed because it is no longer being sold, although existing customers are being supported. Other entries were updated as needed.

Chapter Four: The section on building an assessment infrastructure has been expanded.

Appendix A — Assessments and Federal Laws: The IDEA Amendments of 1997 section was replaced with a section on the Individuals with Disabilities Education Improvement Act (IDEA) of 2004.

Thank you to all the readers and conference attendees whose questions and suggestions helped shape the second edition. Special thanks to Nancie Payne, Payne & Associates; Robin Schwarz, The TLP Group; Glenn Young, National Association of Workforce Boards; Sallie Rhodes, Institute for Educational Leadership; and Pam Leconte, Collaborative Vocational Evaluation Training Program, Graduate School of Education and Human Development, the George Washington University, for sharing their professional expertise and contacts in addressing the assessment issues described above.

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Mary Podmostko

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Preface: Purpose of this Guide

To successfully make the transition from school to adult life and the world of work, adolescents and young adults need guidance and encouragement from caring, supportive adults. The best decisions and choices made by transitioning youth are based on sound information including appropriate assessments that focus on the talents, knowledge, skills, interests, values, and aptitudes of each individual.

In this guide, assessment is defined as “the process of collecting data for the purpose of making decisions” (Salvia & Ysseldyke, 2004, p. 5). The assessment process can be complex, and a deep understanding of assessment dynamics is essential, particularly when working with youth with disabilities. Adults who work with youth need to have a solid understanding of the purpose, benefits, and limitations of assessment if they are to provide effective guidance.

This guide will serve as a resource for multiple audiences within the workforce development system. It will be useful to policymakers, administrators, and a wide variety of youth service practitioners including teachers, transition coordinators, counselors, work experience coordinators, tutors, job placement specialists, and job coaches. The guide can be used in many settings including secondary and postsecondary education programs, school-to-work transition programs, One-Stop workforce centers, youth employment programs, community rehabilitation programs, and community-based organizations that serve youth and young adults, ages 14 to 25.

For youth service practitioners, this guide will

- describe the purposes and dynamics of four ways to assess,

- delineate how to select and use assessment tools, both formal and informal,
- provide practical information about many commonly used published assessment and testing instruments,
- describe when and how to seek help or further information about assessments, and
- review legal issues, ethical considerations, and confidentiality as they pertain to assessment and testing.

For administrators and policymakers, this guide will provide helpful information in developing

- practical and effective policies,
- greater collaboration among programs, and
- interagency assessment systems.

Overall, using this guide in transition planning programs can improve

- the quality of services at the local level,
- strategic planning at state and local levels, and
- results for youth.

This guide was developed by the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) and the National Center on Secondary Education and Transition (NCSET). Both organizations are charged with assisting education and workforce development organizations to improve the successful transition of youth with disabilities into the workplace.

How to Use This Guide

This guide was developed in response to requests from grantees funded by the U.S. Department of Labor for information on how to find good career-related assessments and how to determine when a youth would benefit from assessment to determine the presence of a disability. The grantees included public schools, non-profit organizations, rehabilitation services offices, institutions of higher education, and Workforce Investment Act service providers who wished to improve practice and develop policy.

The guide was deliberately developed with numerous quick reference charts, tables, and sample forms to save time for counselors, career advisors, and other professionals who work directly with youth. Since quick reference tools are of limited use without an understanding of effective assessment and a context in which to operate, in-depth information is provided on a variety of topics including types and uses of assessment, guiding principles for good assessment, criteria for test selection, special considerations when testing, and organizational concerns such as collaboration agreements, ethics, confidentiality and legal issues.

Ideally, users who do not have considerable background in assessment should read the entire guide. In reality, many users will pick and choose the most relevant items for their immediate needs. Both approaches will work as long as users abide by the principles and practices of good assessment described in this guide. When in doubt, refer to the guide or ask an assessment professional. Assessment professionals can be found in school districts, community service and adult agencies, and at community colleges. Specialists in vocational and career assessment can be found through the Commission on Certification of

Work Adjustment and Vocational Evaluation Specialists at <http://www.ccwaves.org> or the Vocational Evaluation and Career Assessment Professionals at <http://www.vecap.org>.

Reference

Salvia, J. and Ysseldyke, J. (2004). *Assessment in special and inclusive education*. Boston, MA: Houghton Mifflin.

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CHAPTER 1

Understanding the Terrain of Assessment

INTRODUCTION

This chapter provides an overview of information related to assessment for career planning including experiences youth need to support career planning, the role of person-centered planning, federal law supporting career planning and assessment, and general information on the range of assessment activities. The chapter also provides basic information on assessment methods and domains, which will be particularly helpful to those who have little experience in this area.

EXPERIENCES THAT SUPPORT THE POSTSECONDARY PLANNING PROCESS

In this guide, transition is defined as the period of time when adolescents are moving into adulthood. This guide is designed to (a) help youth and the adults who work with them understand the role of assessment in transition and (b) describe ways to collect and use data

that will lead to informed choices based on accurate assessment of each individual's assets.

Additionally, youth with disabilities may need to access specific and individualized accommodations while they are in school, in training, or in the workforce. Youth with disabilities and their advocates should develop an understanding of reasonable accommodations, including assessment accommodations, that they can request and control in educational and work settings.

In order for youth to make informed choices about academic programs and career planning, they need access to a range of opportunities and experiences that allow them to explore their own interests and the many options available to them for postsecondary education and employment. The National Collaborative on Workforce and Disability for Youth has developed a list of these helpful opportunities and experiences (based on individual preferences, interests, goals and needs) called Guideposts for Success, (NCWD/Youth, 2004), described in Table 1.1.

TABLE 1.1: GUIDEPOSTS FOR SUCCESS

GUIDEPOST 1:

School Based Preparatory Experiences

In order to perform at optimal levels in all education settings, all youth need to participate in educational programs grounded in standards, clear performance expectations, and graduation exit options based upon meaningful, accurate, and relevant indicators of student learning and skills. These should include the following:

- academic programs that are based on clear state standards;
- career and technical education programs that are based on professional and industry standards;
- curricular and program options based on universal design of school, work, and community-based learning experiences;
- learning environments that are small and safe, including extra supports such as tutoring, as necessary;
- supports from and by highly qualified staff;
- access to an assessment system that includes multiple measures; and
- graduation standards that include options.

In addition, youth with disabilities need to do the following:

- use their individual transition plans to drive their personal instruction, and use strategies to continue the transition process post-schooling;
- have access to specific and individual learning accommodations while they are in school;
- develop knowledge of reasonable accommodations that they can request and control in educational settings, including assessment accommodations; and
- be supported by highly qualified transitional support staff that may or may not be school staff.

GUIDEPOST 2:

Career Preparation and Work-Based Learning Experiences

Career preparation and work-based learning experiences are essential in order to form and develop aspirations and to make informed choices about careers. These experiences can be provided during the school day or through after-school programs and will require collaborations with other organizations. All youth need information on career options, including the following:

- career assessments to help identify students' school and post-school preferences and interests;
- structured exposure to post-secondary education and other life-long learning opportunities;
- exposure to career opportunities that ultimately lead

to a living wage, including information about educational requirements, entry requirements, income and benefits potential, and asset accumulation; and

- training designed to improve job-seeking skills and work-place basic skills (sometimes called "soft skills").

In order to identify and attain career goals, youth need to be exposed to a range of experiences, including the following:

- opportunities to engage in a range of work-based exploration activities such as site visits and job shadowing;
- multiple on-the-job training experiences, including community service (paid or unpaid) that is specifically linked to the content of a program of study and school credit;
- opportunities to learn and practice their work skills (so-called "soft skills"); and
- opportunities to learn first-hand about specific occupational skills related to a career pathway.

In addition, youth with disabilities need to do the following:

- understand the relationships between benefits planning and career choices;
- learn to communicate their disability-related work support and accommodation needs; and
- learn to find, formally request, and secure appropriate supports and reasonable accommodations in education, training, and employment settings.

GUIDEPOST 3:

Youth Development and Youth Leadership

Youth Development is a process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them gain skills and competencies. Youth leadership is part of that process. In order to control and direct their own lives based on informed decisions, all youth need the following:

- mentoring activities designed to establish strong relationships with adults through formal and informal settings;
- peer-to-peer mentoring opportunities;
- exposure to role models in a variety of contexts;
- training in skills such as self-advocacy and conflict resolution;
- exposure to personal leadership and youth development activities, including community service; and
- opportunities that allow youth to exercise leadership and build self-esteem.

TABLE 1.1: GUIDEPOSTS FOR SUCCESS

Youth with disabilities also need the following:

- mentors and role models including persons with and without disabilities; and
- an understanding of disability history, culture, and disability public policy issues as well as their rights and responsibilities.

**GUIDEPOST 4:
Connecting Activities**

Young people need to be connected to programs, services, activities, and supports that help them gain access to chosen post-school options. All youth may need one or more of the following:

- mental and physical health services;
- transportation;
- tutoring;
- financial planning and management;
- post-program supports thorough structured arrangements in postsecondary institutions and adult service agencies; and
- connection to other services and opportunities (e.g., recreation).

Youth with disabilities may need one or more of the following:

- acquisition of appropriate assistive technologies;
- community orientation and mobility training (e.g., accessible transportation, bus routes, housing, health clinics);
- exposure to post-program supports such as independent living centers and other consumer-driven community-based support service agencies;
- personal assistance services, including attendants, readers, interpreters, or other such services; and
- benefits-planning counseling including information regarding the myriad of benefits available and their interrelationships so that youth may maximize those benefits in transitioning from public assistance to self-sufficiency.

**GUIDEPOST 5:
Family Involvement and Supports**

Participation and involvement of parents, family members, and/or other caring adults promotes the social, emotional, physical, academic, and occupational growth of youth, leading to better post-school outcomes. All youth need parents, families, and other caring adults who do the following:

- have high expectations which build upon the young person's strengths, interests, and needs and foster each youth's ability to achieve independence and self-sufficiency;
- remain involved in their lives and assist them toward adulthood;
- have access to information about employment, further education, and community resources;
- take an active role in transition planning with schools and community partners; and
- have access to medical, professional and peer support networks.

In addition, youth with disabilities need parents, families, and other caring adults who have the following:

- an understanding of the youth's disability and how it affects his or her education, employment, and daily living options;
- knowledge of rights and responsibilities under various disability-related legislation;
- knowledge of and access to programs, services, supports and accommodations available for young people with disabilities; and
- an understanding of how individualized planning tools can assist youth in achieving transition goals and objectives.

Many youth with disabilities have not had the same opportunities as their non-disabled peers in terms of exposure to career preparation options. In the past, the career planning process for youth with disabilities often did not reflect the values of choice and self-determination. Many youth with disabilities were relegated to passive roles in their own career planning process, which often resulted in

- very few options being recommended or offered,
- options that reflected the low expectations of advisors,
- options that featured perceived needs for protection and support, and
- options driven primarily by community availability rather than an individual's choices.

As a result, many youth have not had the opportunity to pursue career options that they found motivating and satisfying. Today, education and vocational programs for youth in transition focus on the skills, knowledge, and abilities that youth can contribute to the work place. A large part of this effort lies in accurately identifying a youth's assets and sharing this information with the youth and those who work with him or her.

FEDERAL LAW AND PERSON-CENTERED PLANNING

Most major federal workforce development legislation is now written with the assumption that individuals will obtain services based upon an individualized plan of action that has been jointly developed by the individual and an organization acting on behalf of the government. Initials abound – IEP (Individualized Education Program), ISS (Individual Service Strategy), and CSP (Consumer Service Plan). What these plans have in common is that they are individualized and centered on the person's goals. This guide will use the term "person-centered planning" when discussing any of these approaches. It should be noted that the requirements for different person-centered planning processes may vary in detail, but good assessment services share a similar approach.

Person-centered planning processes are driven by an

individual's needs and desires. In transition, person-centered planning focuses on the interests, aptitudes, knowledge, and skills of an individual, not on his or her perceived deficits. It also involves the people who are active in the life of a youth, including family members, educators, and community service professionals. The purposes of person-centered planning are to identify desired outcomes that have meaning to the youth and to develop customized support plans to achieve them. The process closely examines the interests and abilities of each individual in order to establish a basis for identifying appropriate types of employment, training, and career development possibilities. A person-centered career plan identifies marketable job skills, articulates career choices, establishes individual outcome objectives, and maps specific action plans to achieve them. *Effective assessment, both formal and informal, is the foundation on which this process rests.*

Federal funding of workforce development programs for youth in transition arises from three key pieces of federal legislation. Each has provisions regarding certain services for youth. The Individuals with Disabilities Education Act (IDEA) funds special education services in public schools. Title I of the Workforce Investment Act (WIA) addresses employment needs of traditionally underemployed groups such as high school dropouts, teen parents, the elderly, and people with disabilities. Title IV of WIA contains the Rehabilitation Act Amendments and reauthorizes Vocational Rehabilitation (VR) services for individuals with disabilities. Table 1.2 describes eligibility requirements and services provided under these three pieces of legislation.

OTHER FEDERAL LEGISLATION

Besides IDEA, WIA Title I, and the Rehabilitation Act, there are three other major pieces of federal legislation that support transition activities of individuals with disabilities. The first, the Perkins Act, provides funding for vocational training programs in individual states. The second, Ticket to Work, is designed to directly help individuals with disabilities (ages 18 to 64) with vocational services and, at the same time, provide incentives for employers to hire people with disabilities. The third, the Adult Basic Skills and Family Literacy Education Act (Title II of the

TABLE 1.2: SELECTED TRANSITION COMPONENTS OF FEDERAL PROGRAMS

	IDEA Amendments— Special Education for Youth with Disabilities	WIA Title I— Provisions for All Eligible Youth	WIA Title IV—The Rehabilitation Act— Vocational Rehabilitation Services for Youth with Disabilities
Eligibility Requirements Individuals can be eligible in one, two, or three of these federal programs.	Individuals who are determined, through an individualized diagnostic evaluation, to be in one or more of 13 disability categories, who need special assistance, and are attending school.	Individuals who have barriers to employment, including disabilities. Some services may only be available to individuals with low income.	Individuals who have a physical or mental impairment which constitutes or results in a substantial impediment to employment and who can benefit in terms of an employment outcome from VR services. The individual must require VR services to prepare for, secure, retain, or regain employment.
Age Requirements	Transition services begin at age 16 or sooner if the IEP team decides. Most states will end services at high school graduation or age 21, whichever occurs earlier.	Transition-related services for youth can be provided from ages 14 to 21. Core adult services can begin at 18 with no upper age limit.	Depending on the state, services can begin as early as elementary school or junior high. No upper age limit.
Assessment Services	<p>Evaluations and reevaluations to determine whether a child has a disability, and the educational needs of such child. A variety of assessment tools and strategies shall be used to determine relevant functional, developmental, and academic information, including information provided by the parent, and in all areas of suspected disability.</p> <p>When appropriate, evaluation of assistive technology needs including a functional evaluation in the child's customary environment. Functional behavioral assessments may be provided in certain circumstances. Transition services include appropriate postsecondary goals based on age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and functional vocational evaluation.</p> <p>Students with disabilities must be included in statewide achievement assessments via accommodations or alternate assessments, as appropriate.</p>	<p>Youth Programs: Objective assessment of academic levels, skill levels, and service needs including basic and occupational skills, prior work experience, interests, aptitudes, employability, supportive services needs, and developmental needs. A recent assessment conducted by another program may be used if appropriate.</p> <p>Core Adult Services: Initial assessment of skill levels, aptitudes, abilities and supportive services needs shall be available.</p> <p>Intensive Services: May include comprehensive and specialized assessments of skill levels and service needs which may include diagnostic testing, in-depth interviewing, and evaluation to identify employment barriers and goals.</p> <p>Job Corps: Counseling and testing at regular intervals to measure progress in educational and vocational training programs including pre-graduation determination of capabilities.</p>	<p>Preliminary assessment for determining eligibility and vocational rehabilitation including rehabilitation technology, if appropriate. Assessment means a review of existing data, or, if additional data is necessary, a comprehensive assessment limited to information necessary to identify rehabilitation needs and develop an individualized plan for employment, referral to rehabilitative technology services to assess work capacities, and periodic assessments during trial work experiences to explore the individual's capacity to work.</p>

(adapted from Timmons, 2003)

TABLE 1.2: SELECTED TRANSITION COMPONENTS OF FEDERAL PROGRAMS

	IDEA Amendments— Special Education for Youth with Disabilities	WIA Title I— Provisions for All Eligible Youth	WIA Title IV—The Rehabilitation Act— Vocational Rehabilitation Services for Youth with Disabilities
Educational Services	Classroom instruction, community experiences, mentoring, tutoring, and development of postsecondary training, education, employment and independent living objectives. Supplemental services required under NCLB may also be provided. Annual planning and review meetings. Beginning at age 16 or earlier, the IEP must address transition service needs.	Tutoring, study skills training, and instruction leading to school completion or GED testing. Alternative school services. Community service opportunities. Supportive services.	May provide assistance with accommodations and assistive technology if student is not eligible for services under IDEA. Vocational training to gain skills for employment or to adjust to work. May include college or trade school tuition.
Workforce Preparation For Eligible Youth	A coordinated set of activities, designed within a results-oriented process, focused on improving the academic and functional achievement to facilitate movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.	Summer employment opportunities that are directly linked to academic and occupational learning. Year round paid and unpaid work experiences including internships and job shadowing. Year round occupational skills training.	Provides funding for workplace adaptations, and vocational supports. Provides vocational counseling, interpreter services for people with hearing impairments, and/or reader services for people with visual impairments. May provide placement services, job coaching, supported employment, and other related services.
Other Related Services	Development of employment and other post-school adult living objectives based on students' interests. The IEP must include a statement of transition services including, if appropriate, a statement of each public agency's and each participating agency's responsibilities and linkages before the student leaves the school setting. Student participation is expected in the development of transition plans. Youth who graduate with a regular diploma or age out of school will receive a summary of his or her academic achievement and functional performance, including recommendations on the assistance needed to meet postsecondary goals.	Adult mentoring, follow-up services, comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral. Intake and orientation. Job search and placement assistance. Career counseling. Provision of labor market information. Determination of eligibility for additional services.	Some expenses reimbursed during training or placement. Transportation services. Independent living skills training. Personal assistance services.
Primary Site to Initiate Services	Local school district or local intermediate school district that provides special education programming.	Local One-Stop employment service sites, WIA-sponsored youth programs, or other state-sponsored employment service centers.	Federal or state sponsored Vocational Rehabilitation or Services for the Blind offices. May be in WIA One-Stop sites, in schools with special education programs, or at stand-alone sites, e.g., community rehabilitation programs or those contracting with the federal-state agency.

(adapted from Timmons, 2003)

Workforce Investment Act), provides educational opportunities to young people and adults who are out of the public school system but still are in need of instruction in reading, writing, speaking, and math skills; to individuals who seek to complete their secondary education; and to parents to support the educational development of their children.

The Carl D. Perkins Vocational and Technical Education Act provides grants to each state to help provide career and technical education to youth and adults. These programs prepare individuals to enter directly into jobs that do not require a four-year degree. Funds are provided to individual states based on demographics and income of eligible participants, based on a set of criteria for distribution throughout the state. Specific career planning and assessment services are not described in the Act; these are determined by state or local agencies. The Perkins Act also provides for transition from career and technical education programs to postsecondary programs or employment.

The Ticket to Work and Self-Sufficiency Program is an amendment to the Social Security Act and is designed to provide Social Security Administration (SSA) beneficiaries with disabilities more choices for employment services, vocational rehabilitation services, and other support through the establishment of Employment Networks. Employment Networks are government or community agencies, businesses, schools, or individuals that can provide employment services to eligible persons. These service providers receive compensation from the SSA after participants find employment. Although none are mandatory, services may include career planning, career plan development, vocational assessment, job training, placement, and follow-up services. Persons wishing more information about Ticket to Work should contact a local SSA office.

WIA Title II is designed to help people who lack sufficient mastery of basic skills, those who have left high school prior to graduation or who have not completed the General Educational Development (GED) test, and those who have limited English proficiency. WIA Title II provides funding to states to administer educational programs for those eligible. Providers of these services may include local

educational agencies, community-based or faith-based organizations, voluntary literacy organizations, colleges, libraries, and other organizations with the capacity to work with people who have these needs.

ASSESSMENT ACTIVITIES

Understanding the requirements laid out in federal legislation is necessary, but these policies, in and of themselves, do not assure that youth will receive high-quality transition services. Helping all youth to make informed choices and achieve desired outcomes requires a structured, well-defined assessment process. This process should provide a full array of effective practices and coordinate the gathering of helpful planning information. To collect all needed data, assessment activities should include observations, interviews, record reviews, and testing/performance activities.

Observation is the process of watching or listening to an individual's behavior and performance and recording relevant information. This process can be structured or unstructured, formal or informal, obtrusive or unobtrusive. Observation has elements of the objective and the subjective, but objectivity should be emphasized. Also, because different observers may come to different conclusions, it may be important to have more than one observer.

Interviews are structured or unstructured conversations intended to gather information from an individual through a verbal question-and-answer format. Like observations, interviews can also be formal or informal. An interviewer can quickly gather key information about an individual, while at the same time building trust and a shared vision for the career planning process.

Record Reviews incorporate prior assessment results and should include records from schools and care providers, as available. A review of records can provide background information about academic achievement and performance, previous career planning and goals, and family involvement and support systems. Care should be taken that the information is up-to-date and from sources that have properly gathered the data. Legally obtained releases of information are usually required, and confidentiality

is essential when reviewing any assessment data or other protected records.

Testing and Performance Reviews account for a large share of the most common assessment activities of youth in transition. Testing “consists of administering a particular set of questions to an individual...to obtain a score” (Salvia & Ysseldyke, 2004, p. 6). Typically, scores are intended to be used for quite specific purposes. This type of data collection is generally more formal and structured and frequently requires specially trained persons to administer and/or score the test.

Performance reviews are activities that look at a whole spectrum of what has been learned and are more subjective, holistic, and qualitative in nature (Salvia & Ysseldyke, 2004, p. 252). Work experiences and related activities often are best evaluated using performance reviews. It is very helpful to have some written, objective standards for individuals to use in measuring behaviors. Observation rating forms are particularly valuable for recording behaviors and outcomes on various tasks and work experiences.

Written organizational procedures should guide the collection and review of available information, including observations, interview data, academic test scores, career interest profiles, work experience and job training histories, relevant disability diagnostic testing, etc. Care should be taken to avoid duplicating assessment activities. Information available from schools, family members, and referring agencies can fill important gaps in each youth’s academic or career planning profile. Appropriate releases must be secured to authorize the receipt and sharing of any confidential data or information. (Exhibit 1.1, at the end of this chapter, is a sample of an interagency release of information form.)

Assessment is not an end unto itself. The following principles should guide each step of the assessment process:

- Self-determination based on informed choices should be an overriding goal of assessment.
- Assessment is a dynamic intervention process.
- Assessment facilitates self-discovery of talents, goals, strengths, and needs.

- The purposes and goals of assessment should be clear.
- Assessment should be integrated into a larger plan of individualized services.
- Assessment should consider environmental factors affecting the individual.
- Formal assessment instruments should be carefully chosen with attention to their documented reliability and validity.
- Formal assessments should be administered and interpreted by qualified personnel.
- Assessment reports should be written in easily understandable language.
- Assessment activities should be positive and lead to self-empowerment.

WHEN A YOUTH ENTERS A PROGRAM

The transition from youth to adulthood is a lengthy process. Career development is one aspect of transition that often involves a few false starts as youth explore multiple options. For those youth with disabilities who explore careers through structured programs, the process of transition may involve transferring from one program or service provider to another. Each time a youth begins working in a new program, the need for assessment should be revisited. It is important to remember throughout the interview and on-going transition process that many youth have had less than positive experiences with tests and testing which may color their responses to assessment opportunities.

Prior to beginning formal or informal testing or performance reviews, youth service practitioners can gather a lot of information by observing, interviewing, and reviewing records. Privacy and confidentiality must be maintained, and securing information from other agencies must be done ethically and legally, using signed consent forms when these are needed. (See Exhibit 1.1.)

Initial Interview The initial interview should establish rapport with the youth and his or her family, and

should help them develop a realistic understanding of what an agency has to offer. Personal information about health or disability issues may be part of the interview process and should be handled with tact and sensitivity. The Americans with Disabilities Act provides guidance and language in this regard (<http://www.ada.gov>).

While an interview should not be overly rigid, all youth should be asked essentially the same questions. To comply with nondiscrimination requirements, it is acceptable to ask questions about possible disabilities only if the same initial questions are asked of everyone, not just a select few. Depending on the answer to a given question, there may be a need for follow-up questions to probe for further details. Some questions may uncover a need for testing or referral for additional services. Exhibit 1.2 is a form that can be adapted for use when interviewing youth who are known or thought to have disabilities. With the youth's permission, many of these questions can also be asked of parents or family members to verify the information provided by the youth. With proper releases, teachers or other adults who have worked with the youth can also be part of the interview process.

Youth service providers, One-Stop centers, and other entities need to be aware of the nondiscrimination requirements of WIA Section 188. A Section 188 Disability Checklist is available from the Office of Disability Employment Policy in the U.S. Department of Labor to assist in compliance when conducting initial interviews and administering subsequent assessments (<http://www.dol.gov/oasam/programs/crc/section188.htm>). The elements of the checklist that apply specifically to the intake process are:

5.1.9 The recipient [of WIA Title I funding] must not impose or apply eligibility criteria that screen out or tend to screen out an individual with a disability or class of individuals with disabilities unless such criteria can be shown to be necessary for the provision of the aid, benefit, service, training, program or activity being offered.

5.1.12 An individual with a disability is not required to accept an accommodation, aid, benefit, service, training, or opportunity that such individual chooses not to accept.

5.8.3 For employment-related training, does the recipient review selection criteria to ensure that they do not screen out or tend to screen out an individual with a disability or any class of individuals with disabilities from fully and equally enjoying the training unless the criteria can be shown to be necessary for the training being offered?

5.8.4 Does the recipient prohibit pre-employment inquiries and pre-selection inquiries regarding disability? Note: Pre-employment and pre-selection inquiries are permissible if they are required or necessitated by another Federal law or regulation.

The checklist also requires that staff be aware of what constitutes legal and illegal inquiries in a pre-employment interview and that records and medical information be kept confidential.

The Role of Family Members Family members have very important roles in supporting and preparing youth for adulthood. As youth make this transition, there is a natural tendency to seek independence and to rely less and less on parents and other family members. Youth service practitioners must be aware that there is often a tension between a youth's wants and needs and those of the rest of the family—and that both the family and the youth may need support in the transition process. Additionally, parents and youth may have different expectations of schools and workforce development programs as well as different levels of access to information about transition and career planning. All participants in a youth's transition team should have a clear understanding of the ongoing and evolving roles they play in this process.

Youth with no family or from non-traditional family settings may not have adults in their lives who can give guidance and support. In these cases, extra effort must be made to ensure that the youth has access to caring adults to help make decisions (and sometimes share responsibilities) that are customarily handled by parents or other family members.

Screening A youth's assessment data may suggest previously unidentified or undiagnosed problems that may affect career planning and career development. These problems may include low literacy levels, inconsistent academic performance, limited vocabulary, or lack of proficiency in English. Learning disabilities,

behavior disorders, mental and physical health problems, or other hidden (non-apparent) disabilities may be present. A screening process may be needed to determine whether further diagnostic assessment (usually conducted by a specialist) should be provided.

Screening instruments may point to previously undiscovered physical problems (such as vision or hearing loss), academic problems (such as learning disabilities), or mental or chemical health problems. Schools and workforce programs should have specific policies about when to screen.

The ideal screening instrument or series of screening instruments are

- helpful in determining the need for future testing;
- inexpensive;
- quick to administer, score, and interpret;
- appropriate for large numbers of persons;
- narrow in purpose;
- able to provide a cursory assessment of several areas, such as language, motor, or social skills; and
- usable without extensive training of staff. (National Institute for Literacy, n.d.)

THE FOUR DOMAINS OF ASSESSMENT

Assessment of transition-age youth falls into four major domains—**educational, vocational, psychological, and medical**. In these domains, there is quite a bit of overlap, and assessment in one domain will often lead to useful information or understanding in another. In the educational and vocational domains, assessments measure achievement, aptitudes, skill levels, interests, physical and functional capacities, and cognition. These data are then used to form educational, training, or employment plans specific to the individual's situation.

In psychological or medical areas, most assessment is conducted to identify or diagnose mental or physical problems that may impede an individual's academic progress or vocational growth, to develop treatment or

therapy plans to alleviate them, and to identify appropriate accommodations for school, home, and workplace. Medical and psychological assessments are conducted by licensed physicians or medical personnel and psychologists. Note that no assessment outcome stands alone and that data from all four domains are needed to have complete and well-documented plans in place for the individual.

The Seven Areas of Testing and Performance Reviews

In testing and performance reviews, there are seven areas commonly considered when working with transition-age youth. These are **academic performance or achievement; cognitive abilities; behavioral, social, and emotional considerations; vocational interests; job aptitudes and skills; occupation specific certification; and physical and functional capacities**. Cognitive abilities may fall under the educational or psychological domain. Physical and functional capacities may fall under the vocational or medical domain. Chapter 3 has detailed descriptions of testing and performance reviews, along with information about specific, published assessment instruments commonly used with transition-age youth.

EDUCATIONAL DOMAIN

Academic Performance or Achievement Tests are used by schools, school districts, and states and focus on educational performance or achievement in specific subject areas taught in school such as such as reading, spelling, or mathematics. These tests may have national norms or be based on specific curricula used by the school. Academic tests are used in early elementary school through postsecondary education. These tests also include the General Educational Development exam (GED) and college entrance exams such as the ACT (formerly the American College Test) and the SAT (formerly the Scholastic Aptitude Test). Individuals who use English as a second language or are English language learners are also tested to measure skills in reading, writing, and speaking. Academic tests are generally used to measure educational progress but can also be used for diagnostic purposes. School districts and states also use testing data as part of their accountability systems to determine effectiveness of schools or specific programs. Academic tests are administered and scored by teachers, proctors, counselors, or other professionals authorized by the test publisher.

Cognitive Abilities Tests are used by schools and workforce preparation programs to measure intellectual skills and to diagnose neuropsychological problems and learning disabilities. IQ tests are commonly used to measure cognitive abilities and measure individuals' skills in perceptual discrimination, generalization, motor behavior, general knowledge, vocabulary, induction, comprehension, sequencing, detail recognition, analogical reasoning, pattern completion, abstract reasoning, and memory (Salvia & Ysseldyke, 2004, pg. 121). Note that such test results could inaccurately represent a student's abilities if they are English language learners or have certain disabilities.

PSYCHOLOGICAL DOMAIN

Cognitive Abilities Tests also include neuropsychological tests that are used to assess organic brain function and impairment and can be used to identify the need for rehabilitation programs for people with brain injuries and cognitive disabilities. Tests to diagnose learning disabilities serve to identify learning barriers and can lead to adaptive teaching techniques for individuals. Cognitive abilities tests are administered by licensed psychologists or other professionals with advanced training.

Behavioral, Social, and Emotional Assessments are used by schools and workforce preparation programs to identify, diagnose, and suggest treatment of mental health and chemical health problems. These can include behavioral disorders, emotional problems, social skills problems, and chemical dependency. Identification of problems in these areas may lead to special education services, counseling, and/or medical treatment. Licensed psychologists, social workers, or other specially trained persons generally conduct these types of assessments. Some less formal assessments can be conducted by teachers or others with appropriate expert support.

VOCATIONAL DOMAIN

Vocational Interests are assessed in schools and workforce preparation programs to match an individual's interests, goals, and values to available employment, training, or post-secondary education programs. These assessments are most useful when done in conjunction with other vocational activities including work experiences, technology training, and assessment of vocational aptitudes. Teachers, work

coordinators, rehabilitation counselors, vocational evaluators, or other assessment specialists perform these assessments.

Vocational Aptitudes and Skills are measured in schools and workforce preparation programs to determine an individual's ability or potential to learn or perform in order to hold specific jobs or to train for specific careers. Work behaviors that will impact performance or compliance with employer expectations may be assessed. Formats may include pencil and paper tests (similar to many academic assessments), observations, and assessments of physical activities and work activities (work samples, on-the-job assessment, work experiences, internships, or job-seeking activities). These are usually done concurrently with other work-related assessments.

Some youth may participate in a comprehensive **Vocational Evaluation**. These evaluations utilize a systematic appraisal process to determine an individual's vocational potential and interests and to further his or her career development. Evaluations are conducted by trained and certified evaluators in simulated or real work settings using formal and informal assessment instruments, techniques, and methods. Comprehensive vocational evaluations result in in-depth vocational profiles with recommendations for planning, placement, and programming for individuals requiring more specific information than that provided by interest and aptitude assessments (Dowd, 1993).

Occupation Specific Certification tests are given by licensure boards, businesses, apprenticeship programs, and workforce preparation programs (such as community colleges, technical colleges, or workforce development training programs). They measure individual achievement and the ability to perform very specific work or jobs, are often compared to industry standards, and can be used to document the effectiveness of training programs themselves.

VOCATIONAL AND MEDICAL DOMAIN

Physical and Functional Capacities assessments are provided in schools, workforce preparation centers, clinics, rehabilitation facilities, and at work sites to determine how an individual can physically perform in specific situations. These assessments measure physical abilities and functional limitations and also

TABLE 1.3: FORMAL TESTING AREAS

	Major Area of Testing	What is Being Measured	Assessment Instrument Types	Primary Users and Purposes
EDUCATIONAL DOMAIN	Academic Performance or Achievement	Reading Skills Writing Skills Mathematics Skills Spelling Skills	Academic Testing	Used in schools to assess progress of students and by adult education programs and workforce development to determine need or eligibility for program participation and to develop plans.
			Achievement Testing	Used mainly by districts and states to monitor progress of students and as a key part of the education accountability system.
			Curriculum-Based Assessment	Used by schools to determine instructional needs of individuals in relation to established curriculum.
			GED (Writing, Reading, Math, Science, and Social Studies)	Used by workforce development and adult education to gain a high school equivalency credential.
			ACT or SAT	Used by many colleges and universities as part of entrance requirements.
	Cognitive Abilities*	Intelligence	Intelligence Testing (IQ)	Used by schools to measure cognitive abilities such as discrimination, motor behavior, abstract reasoning, etc.
PSYCHOLOGICAL DIAGNOSTIC DOMAIN	Cognitive Abilities*	Neuropsychological Involvement	Neuropsychological Testing	Used by schools and workforce preparation programs to diagnose and to suggest treatment and accommodations in these areas.
		Learning Disabilities	Diagnostic Testing	
	Behavioral Social Emotional	Emotional Behavior	Behavioral Analysis	Used by schools and workforce preparation programs to identify, diagnose, and suggest treatment in behavioral, social, and mental health environments.
		Social Skills	Social Adaptation and Work-Related Behaviors	
		Mental Health	Mental Health Screening and Assessments	
		Chemical Health	Screening for Drug and Alcohol Usage	Used by schools, organizations, and employers to detect the use of drugs or alcohol by participants.
	Chemical Dependency Assessment		Used by schools and others to detect dependency on drugs or alcohol by participants.	

TABLE 1.3: FORMAL TESTING AREAS

	Major Area of Testing	What is Being Measured	Assessment Instrument Types	Primary Users and Purposes
VOCATIONAL AND CAREER DOMAIN	Vocational and Career Interests	Interests, Preferences, Values, and Temperaments	Interest Testing	Used by schools and workforce preparation programs to match an individual's interests and values to employment opportunities.
			Personality Inventory	
			Career Exploration Experiences	
			Work Values Assessment	
	Job Aptitudes and Skills	Aptitudes	Assessing Potential to Learn and Occupational Abilities	Used by schools and workforce preparation programs to determine an individual's ability to find, perform, and hold specific jobs. Work experiences and other related activities lead to performance reviews to document actual work potential, skills, and needs.
			Situational Work Assessment	
		Work Behaviors	Job Seeking and Keeping Skills Assessment	
			Skills	
			Community-Based or On-the-Job Assessment	
		Occupation Specific Certification	Mastery of Knowledge, Skills, and Abilities in Specific Occupations	Tests or assessment given at the end of apprenticeships, college programs, and other job training programs focused on one specific job or career area, and based on industry-validated skill standards
Physical and Functional Capacities*	Work Capacities	Work Tolerance	Used by workforce preparation programs to determine an individual's ability to handle specific work situations.	
		Physical Capacities Scales, Work Samples, Community-Based Assessments		
		Assistive Technology		Used by schools and workforce preparation programs to determine an individual's need for and ability to use technology and adaptive equipment.
		Work Accommodations	Used by workforce preparation programs to determine individual's need for accommodations in training programs or worksites.	
MEDICAL DOMAIN	Physical and Functional Capacities*	The Need for Diagnoses and Medical Therapies	Occupational Therapy Assessment	Used by schools and workforce preparation programs to determine the need for medical intervention, accommodations, and independent living supports and instruction. They are often used to determine eligibility for special education and vocational rehabilitation services and for entitlement programs like Social Security and Medicare.
			Physical Therapy Assessment	
			Speech and Language Assessment	
			Hearing Assessments	
			Vision Assessments	

*Cognitive abilities and physical/functional capacities each fall under two domains.

suggest recommendations for training or treatment. These kinds of assessments may also be used by programs to determine eligibility for services or financial assistance (such as special education, vocational rehabilitation, Social Security, or Medicare).

Independent living skills assessments are often conducted by teachers, counselors, or others to determine how well an individual can engage in activities of daily living. These assessments can be provided in conjunction with other medical assessments conducted by therapists or other medical personnel.

Work tolerance or physical capabilities tests are used primarily in the vocational rehabilitation field and are administered by vocational evaluators, work coordinators, counselors, or others to measure an individual's ability to handle specific work situations. Assistive technology (AT) assessments determine an individual's need for technology and ability to use technology with recommendations for training and specific adaptive equipment. Work accommodations assessments determine the need for adjustments to work sites, schedules, training procedures, etc., to improve a person's ability to do a job. AT and work accommodations assessments can be provided by AT specialists or rehabilitation engineers.

Medical therapies and diagnostics are performed by therapists, medical personnel, or others who provide treatment and education in alleviating physical problems. Occupational, physical, and speech therapists; vision teachers; mobility instructors; and audiologists most commonly provide these kinds of assessments. Their recommendations can lead to accommodations in the classroom, training setting, or workplace. Physical exams can also be considered assessments.

More information on the domains and areas of assessment is contained in Table 1.3.

SETTINGS

Tests are designed to be administered in certain optimal conditions. The testing environment should be comfortable, and lighting, furniture, and ventilation should not be taken for granted. Since many youth with disabilities require accommodations when taking tests, tests should not be administered until all involved parties are completely clear about the impact of the disability on the results of a test. (Chapter Two has more information about testing and accommodations.) Youth in transition may be tested in any number of academic and community settings. The most common places an individual may be assessed are described below.

Classrooms and Educational Settings. Most academic assessments, such as achievement and aptitude tests, are offered in secondary and postsecondary educational settings.

One-Stop Workforce Centers and Community-Based Organizations. One-Stop centers and community-based organizations, such as youth employment agencies, youth development programs, and Welfare-to-Work programs, offer a variety of assessment opportunities for youth through an array of employment and training programs. These may include academic testing, work sampling, community-based assessment, computerized job skills assessments or full-fledged comprehensive vocational evaluation for people with severe disabilities and/or those facing the greatest vocational challenges, and other job development resources and interventions.

Mental Health Agencies and Clinics. Assessing mental health in social, behavioral, and emotional areas is generally done in mental health centers, hospitals, regional treatment centers, or the private offices of trained health care providers. Occasionally these assessments are conducted in educational or community settings, but always by licensed practitioners.

Chemical Health Clinics. Individuals who may have alcohol or drug dependencies benefit from assessment, diagnosis, and treatment from organizations or individuals having specific expertise in these areas. These organizations and individuals may be independent providers or connected to social services or medical facilities.

Community Rehabilitation Programs. Many youth are referred to community rehabilitation programs for evaluation services by secondary schools, WIA youth programs, and state vocational rehabilitation agencies. A community rehabilitation program may offer a range of assessment methods that are helpful to the academic or career planning needs of a youth. These may include screenings, career exploration, and comprehensive vocational or career assessments.

Medical and Therapeutic Testing or Screening Clinics. Medical diagnostic testing and physical health examinations are typically administered by trained health care professionals in medical clinics or hospitals having proper testing equipment and lab facilities. Specialized therapeutic testing services are provided by therapists in appropriately equipped health care settings. Some school systems also employ therapists; others may contract with a local health clinic for these assessments.

Private Industries and Businesses. Assessments may be provided in private industries and businesses that partner with schools, youth development programs, and other agencies serving youth. “Hands-on” situational work assessments, on-the-job assessments, career exploration experiences, and some occupational skills assessments can be provided in business settings with the participation of the employer’s staff.

Community Settings. Some assessment procedures call for the use of naturalistic community settings to gather relevant planning information. Behavioral skills, daily living skills, travel skills, and consumer skills are often assessed in community settings to better gauge a youth’s functional skills and support needs for independent living and how he or she may perform and behave in real work settings.

On the Web. Some paper and pencil assessments have been transformed into computer or Web-based instruments. These are available through state workforce development systems, career technology education, university career services, public libraries, etc. The federal government also provides such resources through O*Net (<http://online.onetcenter.org>) and Career OneStop (<http://www.careeronestop.org>).

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Note: WIA Section 188.

A Section 188 Disability Checklist is available from the Office of Disability Employment Policy in the U.S. Department of Labor to assist in compliance when conducting initial interviews and administering subsequent assessments, at <http://www.dol.gov/oasam/programs/crc/section188.htm>.

EXHIBIT 1.1: SAMPLE RELEASE OF RECORDS FORM

INTERAGENCY RELEASE OF INFORMATION

By signing and dating this release of information, I allow the persons or agencies listed below to share specific information, as checked, about my history. I understand that this is a cooperative effort by agencies involved to share information that will lead to better utilization of community resources and better cooperation amongst our agencies to best meet my needs.

Agencies or agency representatives that will be sharing information:

Name	Address	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The information is to be released is: _____ History _____ Lab Work
_____ Diagnosis _____ Psychological Assessment
_____ Summary of Treatment _____ Psychiatric Evaluation
_____ Medications _____ Legal issues/concerns
_____ School Evaluation _____ Performance
_____ Other (specify) _____

and is to be released solely for the purpose of _____.

This consent to release is valid for one year, or until otherwise specified, and thereafter is invalid. Specify date, event, or condition on which permission will expire: _____

I understand that at any time between the time of signing and the expiration date listed above I have the right to revoke this consent.

Student Name Date of Birth

Address City State Zip Code

Student Signature Date Witness Date

Guardian or Responsible Party Date Witness Position
(if student is under legal age)

Guardian/Responsible Party Relationship to Student Sample contributed by Flint Hills Special Education Cooperative

EXHIBIT 1.2: COMPILING PERSONAL TRANSITION DATA

What follows are common starting points in compiling personal information for young people in career planning programs. Note that the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) establish strict federal standards concerning the use of health, education, and human services information. (See Chapter 4 for more information.) Programs or providers who are funded by the Workforce Investment Act should also review the Section 188 Disability Checklist and local service plans for guidelines on acceptable inquiries, confidentiality, accommodations, and universal access.

Transition Information Summary

Personal Information

Name _____ Date of Birth _____

Street Address _____ Telephone _____

City, State, Zip _____ E-mail _____

Support Network

Family Contacts/Roles _____

Other Adults/Roles _____

Friends/Roles _____

Living Arrangements

Current Situation _____

Education

Current Situation _____

Health

Current Situation _____

Transition Goals

Training/Education _____

Employment, Short-term _____

Employment, Long-term _____

Transportation _____

Independent Living _____

Recreation _____

Other _____

Personal Details

Living Arrangements

Stability _____

Independent Supports _____

Training Needs _____

Income/Monetary Status

Current Cost of Living _____

Current Expenses _____

Current Sources of Personal Income _____

Family/Other Sources of Income _____

Government Benefits _____

Transportation

Currently Uses: Public transportation Drives own car Drives family/other car Supported transportation

Needs: Drivers license Buy car Orientation/Mobility training

Health/Behavior

Medical Conditions _____

Physical Conditions _____

Communication Issues _____

Medical Treatment _____

Medications/Side effects _____

History/Prognosis _____

Adaptive Equipment _____

Assistive Technology _____

Mental Health History _____

Substance Use History _____

Counseling _____

Behavior at School _____

Behavior at Work _____

Contact with Courts/Law Enforcement _____

Incarceration/Probation _____

Other _____

Education Detail

Background

In School Where/Grade _____

Out of School Highest Level Completed _____

Assessments Completed _____

Reading Skills _____ Math Skills _____

Writing Skills _____ Other Skills _____

Memory Skills Issues _____ Speech Issues _____

Listening Skills Issues _____ Other _____

Schools/Colleges Attended

Most Recent _____

Plans for Additional Education/Training

No Yes

If yes, describe: _____

Personal Traits

Hobbies _____

Leisure Activities _____

Interpersonal Skills _____

Things that Motivate _____

Work History

Recent Employment

1. _____
2. _____
3. _____
4. _____

Wages/Reasons for Leaving

1. _____
2. _____
3. _____
4. _____

Employment Details

Resume completed Letters of recommendation Skills certification

Transferable Skills _____

Work Speed/Quality/Productivity _____

Learning Experiences _____

Volunteer/Other Positions

Disability Issues

Accommodations _____

Adaptive Equipment _____

Job Supports _____

Job Coach _____

Health Insurance Status _____

On-Going Medical Needs _____

Legal Issues _____

Other _____

Job Preferences

- Using my hands
- Using my mind
- Driving a truck or car
- Working with tools
- Working with machines
- Working with advanced technology
- Working with computers
- Working outdoors
- Working for a large company
- Working for a small company
- Consistent hours
- Flexible hours
- Daytime hours
- Early morning work
- Evening hours
- Part-time hours
- Using my education/training
- Jobs that require reading
- Jobs that require math
- Being challenged
- Doing physical labor
- Doing repetitious tasks
- Having a variety of duties
- Having frequent changes in routine
- Feeling needed
- Having others view my work as important
- Waiting
- Sitting for long periods of time
- Standing for long periods of time
- Doing heavy lifting
- Walking
- Working in loud, noisy places
- Being warm/hot
- Being cold
- Getting my hands dirty
- Working alone
- Working with others
- Being my own boss
- Having close supervision
- Having minimal supervision
- Being given detailed instructions
- Being given orders with no explanation
- Working in a relaxed atmosphere
- Being pressured to work fast
- Working toward a career goal
- Having the opportunity to be promoted
- Earning a lot of money
- Receiving company benefits
- Making new friends
- Being close to home
- Traveling
- Being home on weekends
- Working on weekends
- Taking the bus to work
- Traveling long distances to work
- Disclosing my disability

Job Search Assistance Needed

- Working independently
- Working with agencies
- Working with schools
- Clothing
- Resume
- Disclosure/Disability issues
- Informational interviews
- Applications
- Reference letters
- Finding job openings
- Job interviews
- Other support

CHAPTER 2

The Dynamics of Disabilities

INTRODUCTION

This chapter provides information on in-school and out-of-school youth with disabilities and on how school enrollment status and age relate to definitions of disability and determinations of access to services. The chapter also discusses means of identifying specific disabilities, including hidden or non-apparent disabilities, and strategies for using accommodations to support and assist young people with disabilities in various assessment, classroom, and work settings. An example of a screening tool is provided.

YOUTH WITH DISABILITIES IN PUBLIC SCHOOLS

The process for identifying and defining disabling conditions is different for every student. Language, philosophy, and legislative disparities obscure the practical and functional aspects of living with a disability, and youth often are caught in difficult positions because of the complex dynamics of service systems. Definitions of disability also vary across

special education, vocational rehabilitation, and other community service agency programs.

Perhaps the best place to start a discussion of disabilities is in the public school setting, where federal, state, and local regulations require compliance in describing disabling conditions and determining who is eligible for special services related to these conditions. Most infants, children, and adolescents with disabilities receive special services funded through the Individuals with Disabilities Education Act (IDEA). Once youth graduate from or otherwise leave the public school system, they are no longer covered by IDEA. (Some youth leave or drop out before graduation; this may not preclude them from returning to school or accessing certain services depending on the circumstance.) However, entitlement for special education services is also guided by age-specific criteria. In most states, special education eligibility continues to age 21.

To be eligible for IDEA-funded services, two criteria must be met: (a) the presence of a disability and (b) a need for special educational services based on the

disability. There are currently thirteen disability categories defined by IDEA:

1. **Autism:** A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance as defined below.
2. **Deafness:** A hearing impairment so severe that the child cannot understand what is being said even with a hearing aid.
3. **Deaf-blindness:** A combination of hearing and visual impairments causing such severe communication, developmental, and educational problems that the child cannot be accommodated in either a program specifically for the deaf or a program specifically for the blind.
4. **Emotional Disturbance (ED) (formerly Severe Emotional Disturbance or SED):** A condition exhibiting one or more of the following characteristics, displayed over a long period of time and to a marked degree, that adversely affects a child's educational performance:
 - An inability to learn that cannot be explained by intellectual, sensory, or health factors
 - An inability to build or maintain satisfactory interpersonal relationships with peers or teachers
 - Inappropriate types of behavior or feelings under normal circumstances,
 - A general pervasive mood of unhappiness or depression
 - A tendency to develop physical symptoms or fears associated with personal or school problems
5. **Hearing impairment:** An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness as listed above.
6. **Mental retardation:** Significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior, manifested during the developmental period that adversely affects a child's educational performance.
7. **Multiple disabilities:** A combination of impairments (such as mental retardation-blindness, or mental retardation-physical disabilities) that causes such severe educational problems that the child cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.
8. **Orthopedic impairment:** A severe orthopedic impairment that adversely affects educational performance. The term includes impairments such as amputation, absence of a limb, cerebral palsy, poliomyelitis, and bone tuberculosis.
9. **Other health impairment:** Having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, rheumatic fever, asthma, hemophilia, and leukemia which adversely affect educational performance. Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) are included in this category.
10. **Specific Learning Disability (SLD):** A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. This term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. This term does not include children who have learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; or environmental, cultural or economic disadvantage.

11. **Speech or language impairment:** A communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child’s educational performance.
12. **Traumatic Brain Injury (TBI):** An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.
13. **Visual impairment, including blindness:** An impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.

In public schools, states and school districts have some limited latitude in determining eligibility and providing services, but eligible students are entitled to request and receive services that are prescribed in an Individualized Education Program (IEP) that is written or updated at least yearly. Transition planning and related assessments are to be included in the IEP beginning when a student reaches age sixteen. When disputes or disagreements arise related to eligibility or provision of services, school districts must have in place mediation or due process policies that allow for resolution of such issues. School districts also should have formal policies about assessment practices and a system for providing them, including collaborative relationships with consultants and outside experts when needed.

Students with disabilities who do not need special services under IDEA (for instance, an individual who uses a wheelchair but has no educational limitations) may be eligible for certain services related to accommodations under Section 504 of the 1973 Rehabilitation Act or the Americans with Disabilities Act (ADA). While there are no special provisions for assessment under these two acts, these laws do provide for non-discriminatory assessment practices.

OUT OF SCHOOL YOUTH WITH DISABILITIES

Once a young person leaves the public school system, and eligibility for special education services ends, eligibility for and access to adult community services dramatically change. Definitions of disability and descriptions of specific disabilities vary from law to law, program to program, state to state, and local area to local area. The Rehabilitation Act and the Workforce Investment Act (WIA) each have specific provisions related to serving youth with disabilities, but states are given latitude to determine who is eligible to receive Vocational Rehabilitation (VR) services and how WIA Title I-funded services are prioritized.

In the VR system, individuals with the most severe disabilities have, by law, priority for services. Many states have “order of selection” rules that determine eligibility for individuals with the most severe disabilities and put others on waiting lists or deny them services altogether. Individuals who do not or cannot receive VR services may apply for WIA Title I services. VR services for individuals include assessment, education, counseling, and training for finding and keeping employment and for maintaining independence. These services may be intensive and include adaptive equipment, funds for accommodations, and funds for personal services.

WIA-funded One-Stop centers and Title I service providers are required to make services available to eligible participants who are eighteen and over. Some eligible adults can receive intensive services and job training. Youth services (for participants aged 14 to 21) are available depending on factors that prioritize services for youth with dependent children, who are poor or at-risk, who are in the juvenile justice system, or who have disabilities. These priority decisions vary based on federal regulations and Workforce Investment Board and Youth Council policies set at the state and local levels. During intake at One-Stop offices, youth receive information about eligibility criteria for WIA services. Some youth may be eligible for both adult and youth services.

Youth services are based on the individual youth’s needs and may include tutoring and study skills training (including for GED); summer employment

opportunities; paid and unpaid work experiences; occupational skills training; leadership development opportunities; supportive services; adult mentoring; follow-up services; and guidance and counseling services. Table 1.2 in Chapter One details services provided by IDEA, WIA, and VR.

IDENTIFYING DISABILITIES OUTSIDE OF THE SCHOOL SETTING

Some youth have obvious disabilities (usually sensory or physical disabilities such as visual impairments, hearing loss, or physical impairments). Other youth have somewhat less obvious but still recognizable cognitive disabilities (such as mental retardation or autism). The majority of these youth have had concrete interventions in school to alleviate the effects of the disability. Parents of these youth often develop a good understanding of the dynamics of their child's disability, and chances are good that transition plans include documentation of accommodations and supports needed for academic and career development. The identification of a youth as a person with a disability usually follows him or her out of school and into postsecondary training or employment. A high percentage of these youth are eligible for VR services.

Other youth have hidden or non-apparent disabilities. Hidden disabilities include Specific Learning Disabilities (SLD), Attention Deficit/Hyperactivity Disorder (AD/HD), Attention Deficit Disorder (ADD), mental health or emotional problems (such as depression, anxiety disorders, or conduct disorders), and Traumatic Brain Injuries (TBI). Occasionally, young people with mental retardation can be considered to have a hidden disability. Because of a high level of functioning, their disability may not be apparent, and their condition can be misidentified as SLD.

Because of the nature of hidden disabilities, identification and the assignment of needed interventions and supports are more difficult. Parents, as well as professionals, often have an inadequate understanding of the nature of hidden disabilities or of useful accommodations. Most importantly, youth with hidden disabilities are less likely than others to disclose their disability because they wish to avoid

being stigmatized or labeled. This means that youth with these disabilities may enroll and enter educational, training, and employment programs without communicating their disability and needs for accommodations and special assistance.

Whether or not to disclose a disability to prospective employers, teachers, or others is an important decision and can have both short and long term ramifications. To help individuals understand the complex issues involved, NCWD/Youth has published *The 411 on Disability Disclosure*, available at http://www.ncwd-youth.info/resources_&_Publications/411.html. This workbook helps young people and the adults who work with them make informed decisions about disclosure and shows how these decisions can impact their education, employment, and social lives.

SERVING YOUTH WITH HIDDEN DISABILITIES

To effectively help youth with hidden disabilities, youth service practitioners must have an understanding of how hidden disabilities affect youth and how best they can provide support.

When in-school youth with hidden disabilities begin transition planning, a helpful strategy is to formally connect them with WIA-funded programs and services. With WIA services accessed early, smoother transition from school is more likely, decision-making is more collaborative, and access to needed community resources is more available.

What follows are basic descriptions of common hidden disabling conditions with some suggestions of ways to help individuals. In the section on mental health and emotional disorders, there is also a brief discussion of chemical abuse and dependency which may accompany hidden disabilities.

Specific Learning Disabilities

The following section is adapted from the booklet *Learning Disabilities* (National Institutes of Health, 2003):

Specific Learning Disabilities (SLD) affect people's ability to interpret what they see and hear or to link information from different parts of the brain. These differences can show up in many ways, as specific

difficulties with spoken and written language, coordination, self-control, or attention. Such difficulties affect schoolwork and can impede learning to read, write, or do math.

SLDs can be lifelong conditions that, in some cases, affect many parts of a person's life: school or work, daily routines, family life, and sometimes even friendships and play. In some people, many overlapping learning disabilities may be apparent. Other people may have a single, isolated learning problem that has little impact on other areas of their lives. *It is important to note that having an SLD does not indicate a deficit in intelligence. Many people with very high IQs have SLDs.*

SLD is a broad term that covers a pool of possible causes, symptoms, treatments, and outcomes. Partly because learning disabilities can show up in so many forms, it is difficult to diagnose or to pinpoint the causes. Not all learning problems are necessarily SLDs; many children are simply slower in developing certain skills. Because children show natural differences in their rate of development, sometimes what seems to be a learning disability may simply be a delay in maturation or brain development. To be diagnosed as a learning disability, specific criteria must be met. Information on identifying SLDs is provided below.

Developmental Speech and Language Disorders

Speech and language problems are often the earliest indicators of a learning disability. People with developmental speech and language disorders have difficulty producing speech sounds, using spoken language to communicate, or understanding what other people say.

Academic Skills Disorders Students with academic skills disorders are often years behind their classmates in developing reading, writing, or math skills. The diagnoses in this category include:

Developmental Reading Disorder This type of disorder, also known as dyslexia, is quite widespread. In fact, reading disabilities affect two to eight percent of elementary school children. A person with a developmental reading disorder can have problems in any of the tasks involved in reading. However, scientists have found that a

significant number of people with dyslexia share an inability to distinguish or separate the sounds in spoken words.

Developmental Writing Disorder Writing, too, involves several brain areas and functions. A developmental writing disorder may result from problems in the brain networks for vocabulary, grammar, hand movement, or memory.

Developmental Arithmetic Disorder Arithmetic involves recognizing numbers and symbols, memorizing facts such as the multiplication table, aligning numbers, and understanding concepts like place value and fractions. Any of these may be difficult for children with developmental arithmetic disorders. Problems with numbers or basic concepts are likely to show up early. Disabilities that appear in the later grades are more often tied to problems in reasoning.

Many aspects of speaking, listening, reading, writing, and arithmetic overlap and build on the same brain capabilities. So it's not surprising that people can be diagnosed as having more than one area of learning disability. For example, the ability to understand language underlies learning to speak. Therefore, any disorder that hinders the ability to understand language will also interfere with the development of speech, which in turn hinders learning to read and write. A single gap in the brain's operation can disrupt many types of activity.

Other SLDs SLDs also include motor skills disorders and specific developmental disorders not otherwise specified. These diagnoses include delays in acquiring language, academic, and motor skills that can affect the ability to learn but do not meet the criteria for other specific learning disabilities. Also included are coordination disorders that can lead to poor penmanship, as well as certain spelling and memory disorders.

Identifying or Diagnosing Specific Learning

Disabilities Many young people make it to adolescence or adulthood without discovering they have a specific learning disability. Youth who are "low performers" or "under-achievers" are sometimes difficult to distinguish from individuals who have an

SLD. These young people can go undiagnosed and subsequently do not receive appropriate assistance and support.

Until the reauthorization of IDEA in 2004, schools used the concept of “a severe discrepancy between aptitude and achievement” as the basis on which to identify a student with an SLD. However, IDEA allowed states, and states often allowed the local districts, to determine how this discrepancy is measured. This sometimes created problems for students who transfer to other school districts or other states. Many states use or used standardized test scores, cognitive discrepancies, and/or grade level deviation as a determinant (Ahearn, 2003).

IDEA now allows schools to move away from such approaches because the reasons for the discrepancies may be related to other factors (culture, environment, language, etc.) that may not respond to interventions for SLDs. In place of the discrepancy model, IDEA allows using a more clinical approach in identifying and alleviating the effects of SLDs; this approach is called Response to Intervention (RTI). Ahearn describes RTI as a multi-tiered method of identifying and helping students who are experiencing learning difficulties before they are “diagnosed.” Only students who do not respond to valid interventions are referred for more evaluation. This is intended to limit and make more precise the identification of students “who have a disability for whom special education is needed” (Ahearn, 2003).

If a young person with an identified SLD chooses to attend college, most postsecondary institutions have resources and accommodations to assist students. Contacting the college’s office for students with disabilities and recent documentation of a disability are usually required to access these services.

Out-of-school youth with SLDs are often in a much more difficult situation. In fact, very high percentages of high school dropouts, prison inmates, and welfare recipients either have diagnosed SLDs or have similar histories of significant difficulties in school. The workforce development system has a mandate to serve out-of-school youth, and practitioners should be prepared to assist program participants who have observable problems with reading, writing, or

mathematics that can severely limit opportunities in the work world and greatly impact independent living. Helping people with sensitivity and understanding can go a long way in maximizing outcomes.

Helping Young People with Specific Learning

Disabilities Because SLDs are often hidden, screening, testing, and identifying youth with SLDs takes insight and persistence. Collaborating with professionals who specialize in SLDs is valuable. The collaboration should have a process for youth service practitioners to screen for possible SLDs that may lead to referral for further services. Specialists may include psychologists and others who are licensed to make disability determinations. Exhibit 2.1 is a sample screening tool that has been used in the state of Washington.

Determining whether an English Language Learner has a learning disability can be challenging, particularly since it is extremely difficult to validate screening tools. An excellent source of information on this subject, *LD and the English Language Learner*, can be found at http://ldlink.coe.utk.edu/esl_ld.htm.

Keep in mind that all persons with SLDs can learn; efforts must be made to find methods of teaching that work with each individual. If an SLD is identified, the person can enter adult or alternative education programs, enroll in a postsecondary education program, or seek out specialized tutoring. Education programs that lead to General Educational Development (GED) testing can be motivational for youth who have dropped out of high school. In career planning, identification of a SLD can lead to refocusing career plans based on the individual’s skills and aptitudes while incorporating accommodations to alleviate the effects of the SLD. When interviewing for jobs, individuals may or may not disclose the SLD to prospective employers. If hired, an individual may choose to disclose the SLD in order to ensure the employer can tailor training or job requirements to fit individual needs.

For more information about Specific Learning Disabilities, visit the Learning Disabilities of America Web site (<http://www.lidaamerica.us/>) or access the Maryland State Department of Education’s guide, *Identifying Specific Learning Disabilities* (<http://www.msde.state.md.us/specialeducation/>).

Attention Deficit Hyperactivity and Attention Deficit Disorders

According to the National Institutes of Mental Health (2003), Attention Deficit/Hyperactivity Disorder (AD/HD) refers to a family of related chronic neurobiological disorders that interfere with an individual's capacity to regulate activity level (hyperactivity), inhibit behavior (impulsivity), and attend to tasks (inattention) in developmentally appropriate ways. The core symptoms of AD/HD include an inability to sustain attention and concentration, developmentally inappropriate levels of activity, distractibility, and impulsivity. Children with AD/HD have functional impairment across multiple settings including home, school, and peer relationships. AD/HD has also been shown to have long-term adverse effects on some individuals' academic performance, vocational success, and social-emotional development.

Many educators and physicians also use the term Attention Deficit Disorder (ADD) without the hyperactivity component. Some people who may be diagnosed with ADD are affected by inattention when engaging in tasks at home, school, or work. According to the National Dissemination Center for Children with Disabilities (2000), inattention means individuals do not pay close attention to details; cannot stay focused, organized or finish tasks; and may be forgetful and lose track of things.

Many formal assessments are available for diagnosing AD/HD; these must be administered by appropriately trained psychologists or other licensed professionals. When supporting youth with AD/HD, it is important to consider whether the youth also have a learning disability, depression, or other type of related mental health problem. Medications are available that may help with symptoms of AD/HD. Other physical or psychological therapies and behavior modification strategies can also be used to alleviate the effects of AD/HD. Formal testing for AD/HD should include academic aptitude testing and achievement testing within the context of behavioral assessment and observation. (James Madison University, 2003).

For more information about AD/HD, visit the Web site of the National Resource Center on AD/HD (<http://www.help4adhd.org/>).

Traumatic Brain Injury

According to the National Institute of Neurological Disorders and Stroke (2003), Traumatic Brain Injury (TBI) is a "sudden physical assault on the head that causes damage to the brain." This injury may be closed or penetrating, and the range of "severity of a TBI can [run] from a mild concussion to the extremes of coma or even death." TBI is also called Acquired Brain Injury in some settings. Long-term effects of TBI can include chronic confusion or other cognitive problems; changes in personality; depression, irritability, or other emotional and behavioral problems; seizures; and vision or hearing loss.

Persons with moderate to severe long-term effects face difficulty in education or work settings. Impulsive or irrational behavior and inconsistent cognitive skills are often misunderstood or misinterpreted by those working with individuals with a TBI. Assessing skills and developing long-term career plans takes time and patience. Many larger cities have dedicated agencies that specialize in training persons with TBI. Unlike many other hidden disabilities, persons with TBI are often eligible for VR services.

For more information about TBI, visit the Brain Injury Association of America's Web site (<http://www.biausa.org/Pages/splash.html>).

Mental Health or Emotional Disorders

Identifying a mental health or emotional disorder and supporting a person who has one can be difficult, especially if it is a secondary disability or a response to another primary diagnosis such as a physical disability or a learning disability. Additionally, some youth may be unable or unwilling to disclose a mental health or emotional disorder because of the stigma attached to these disabilities. Youth who are experiencing depression, anxiety, or other mental health issues may become truant and avoid school or have attendance problems at work. Some may need psychiatric medication and therapy. Others may need additional emotional or psychological support to treat the problem prior to any academic or career planning.

Because of the medical nature of these disorders, appropriate diagnosis and treatment by licensed psychologists, social workers, and other medical professionals is essential. Youth service practitioners

must be able to screen and refer for mental health disorders when appropriate. Responsibly helping youth with mental health disorders is a primary reason for having effective collaborative services in place.

The most common mental health problems faced by youth involve depression, anxiety, and maladaptive behaviors. Other more serious mental health problems, such as schizophrenia, psychosis, and bi-polar disorder, are less common but may be present in youth who seek services in the workforce system. When working with youth with these more severe mental health problems, immediate assistance from qualified professionals should be sought. For the others, the information below should be considered before beginning services.

Chemical health problems, while not always disabling, are often present in youth with disabilities; screening for chemical dependency might be a consideration when working with transition age youth.

Depressive Disorders Young people with clinical depression (defined as depression lasting more than a few weeks) often have multiple symptoms including a depressed mood or irritability, difficulty enjoying normally pleasurable activities, overeating or lack of appetite, difficulty sleeping at night or wanting to sleep during the daytime, low energy, physical slowness or agitation, low self esteem, difficulty concentrating, and recurrent thoughts of death or suicide. Fortunately, depression is one of the most treatable of all medical illnesses. According to the National Mental Health Association (2003), more than 80 percent of people with clinical depression can be treated successfully with medication, psychotherapy or a combination of both.

Like many mental health problems, untreated depression can make education or career planning difficult. Only a qualified health professional can determine if someone has clinical depression, and as with many illnesses, early treatment increases the likelihood of preventing serious recurrences.

Anxiety Disorders There are a number of anxiety disorders that interfere with school performance or attendance and with job training or work. According to the National Mental Health Association (2003), "Generalized Anxiety Disorder (GAD) is characterized by six months or more of chronic, exaggerated worry and tension that is unfounded or much more severe

than the normal anxiety most people experience." People with GAD are often pessimistic and worry excessively, even though there may be no specific signs of trouble. These anxieties may translate into physical symptoms including insomnia, eating problems, and headaches. Young people with GAD may have social anxieties about speaking in public or working in public areas. Because anxiety disorders are medical conditions, diagnosis and treatment should be performed by licensed psychologists or medical personnel. Screening and referral by youth service practitioners should be part of appropriate career planning.

Conduct Disorders The American Academy of Child and Adolescent Psychiatry (AACAP) (2000) defines conduct disorders as a "complicated group of behavioral and emotional problems" in youth manifested by a "great difficulty following rules and behaving in a socially acceptable way. [These youth] are often viewed by other children, adults and social agencies as bad or delinquent, rather than mentally ill."

Children or adolescents with conduct disorders may exhibit some of the following behaviors: aggression to people and animals, destruction of property, deceitfulness, lying, stealing, or other serious violations of rules.

Many youth with a conduct disorder have other conditions affecting mental health, and self-medication (through illicit drugs and alcohol) is very common. Early and comprehensive treatment is usually necessary to avoid ongoing problems that impede academic growth or vocational planning. "Without treatment, many youngsters with conduct disorder are unable to adapt to the demands of adulthood and continue to have problems with relationships and holding a job. They often break laws or behave in an antisocial manner" (AACAP, 2000). For more information about mental health and emotional disorders, visit the National Mental Health Association Web site (<http://www.nmha.org/>).

Chemical Dependency Although not always considered a disability, chemical dependency is relatively common among youth with hidden disabilities and can cause serious problems. Self-medicating with drugs or alcohol may make a youth feel better temporarily but

often leads to physical problems, accidents, decreased intellectual functioning, or addiction. Chemical dependency is defined as “the use of any chemical substance, legal or illegal, that creates behavioral or health problems, or both, resulting in operational impairment. This term includes alcoholism, drug dependency, or both” (State of Montana, 2003). Youth who use alcohol or drugs while undergoing assessment often end up with poor or invalid results. Youth service practitioners who suspect chemical dependency problems can arrange for professional assessment but only within a standard protocol, as described below.

Chemical dependency assessments usually start with an interview with a trained and licensed counselor, during which an individual’s chemical use is reviewed and the impact on his or her life is documented. The assessment may also include “an individual diagnostic test, review of relevant medical, legal, mental health and previous treatment records, a physical screening and assessment for detoxification, and interviews with other people in that individual’s life” (Minnesota Department of Human Services, 2003). Youth should be made aware of employer expectations about chemical use. New employees in many industries are required to be screened for drugs prior to beginning employment.

For more information about chemical dependency, visit the National Institute on Chemical Dependency’s Web site (<http://www.ni-cor.com/>).

Additional Considerations Youth service practitioners must take extra care when working with young people who may have mental or chemical health problems. Because many mental health problems such as depression go undiagnosed, and other problems such as conduct disorders can be over-diagnosed, it can be helpful to partner with local mental health providers to develop screening protocols to determine when to make a referral.

The Columbia TeenScreen® Program is a research-based mental health and suicide risk screening program for youth that provides free consultation, training, screening tools, and technical assistance to communities that implement the TeenScreen model. Three screening tools are available, based on a community’s needs:

- Diagnostic Predictive Scales (DPS-8), a general purpose screen for mental health disorders
- Columbia Depression Scale (CDS), a screen for adolescent depression
- Columbia Health Screen (CHS) a screen for risk factors of suicide

Communities that successfully complete the TeenScreen site development process and agree to abide by its implementation standards offer a five part, voluntary screening process that may result in a recommendation for a full mental health evaluation for youth whose scores and interviews indicate a potential mental health need. Complete information on the Columbia TeenScreen Program is available at <http://www.teenscreen.org> for schools, clinics, shelters and other youth-serving organizations who wish to offer these services.

Questions to youth about drug and alcohol use should be carefully framed, and answers must be kept confidential. Under employment law, employers may not ask about drug or alcohol usage, or accuse someone of being under the influence. They may only ask questions about behavior or observed physical conditions in relation to fulfilling the requirements of a job or for safety reasons. Under WIA, questions in intake conversations regarding drug or alcohol use are for the purpose of establishing eligibility for services and must be asked of everyone. This is also true of questions relating to disability.

Treatment of young people with mental health and/or chemical dependency conditions can be complex and challenging. Treatment can be provided in a variety of different settings, depending on the severity of the conditions. Usually medication, therapy, or a combination is advised, and treatment may take many years to complete. Adding to the challenge of treatment can be a youth’s uncooperative attitude, fear and distrust of adults, and skepticism of the value of treatment or even the presence of a problem. Parental attitudes and involvement are also key components of treatment in these cases and should not be overlooked.

In many cases, academic programs and career or vocational planning can be therapeutic, but forced participation in such programs can be a barrier to achieving mental or chemical health. When used in

concert with treatment by mental or chemical health professionals, school, work, or training can help individuals gain self-esteem, provide constructive activities, and move forward with their lives.

Youth with Chronic Illness Another group that should be considered here are youth who have chronic illnesses or conditions. Like hidden disabilities, chronic illnesses or conditions may not be apparent or disclosed. Only a small percentage of individuals with a chronic illness will be eligible for special education and/or vocational rehabilitation services, however, their conditions can limit their ability to perform certain work functions, and care must be taken to consider these issues when career planning is being done. Such chronic illnesses or conditions include asthma, diabetes, juvenile rheumatoid arthritis, cystic fibrosis, spina bifida, Crohn's disease/colitis, seizure disorders, cerebral palsy, cancer, HIV AIDS, forms of anemia, and Lupus.

PROVIDING ACCOMMODATIONS

Accommodations, for the purpose of this guide, are changes made in a classroom, work site, or assessment procedure that help people with disabilities learn, work, or receive services. Accommodations are designed not to lower expectations for performance in school or work but to alleviate the effects of a disability. Common accommodations include allowing a student with a learning disability extra time to complete an assignment or a test, providing amplification equipment for a student with a hearing impairment in a classroom, or providing a special keyboard in a work place for someone with dexterity problems.

Federal laws require that accommodations be provided to people with disabilities who need them in the classroom, at work sites and in most public places. The ADA mandates equal opportunity for people with disabilities in employment, education, state and local government services, public accommodations, and transportation. Similarly, IDEA ensures the right of youth with disabilities to a free and appropriate public education that meets their unique learning needs. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with disabilities under federal grants and programs. These laws are designed to ensure equal opportunity for people with disabilities in employment, education, government services,

public accommodations, and transportation.

In addition to Section 504, ADA, and IDEA, Section 188 of the Workforce Investment Act prohibits discrimination on the basis of disability (and other factors) by programs or activities funded or financially assisted under WIA. The Office of Disability Employment Policy in the U.S. Department of Labor has developed a Section 188 Disability Checklist to assist service providers, One Stop centers, and other funded entities with compliance. See "When a Youth Enters a Program" in Chapter One for more information.

Testing Accommodations Provisions of ADA and IDEA promote the use of testing accommodations for youth with disabilities for the purpose of increasing access and participation to public education and employment. Accommodations are of particular concern when using criterion-referenced or norm-referenced instruments. The goal should be to change the way that a test is taken without changing the validity of the test results.

Criterion-referenced tests measure whether an individual has learned specific information or can perform certain activities. These tests do not compare one person's results to another's. Drivers' tests are a good example of criterion-referenced tests. Norm-referenced tests are tests in which a person's score is compared to others in a specific reference group. Achievement and IQ tests are examples of norm-referenced tests.

When a question arises about the reliability or validity of certain tests when accommodations are used, the test publisher should be contacted for clarification. At no point should an individual be penalized or denied services because of unreliable or invalid test results. If a particular assessment cannot be conducted in a way that assures validity, other methods of assessment should be used. Chapter Three describes reliability and validity in more detail.

Testing accommodations come in four classes according to Thurlow, House, Boys, Scott, and Ysseldyke (2000):

- *Presentation format*: changes in how tests are presented including accommodations like providing Braille versions of the tests or orally reading the directions to students;

- *Response format*: changes in the manner in which students give their responses including accommodations such as having a student point to a response or use a computer for responding;
- *Setting of the test*: home, or in small groups; and finally,
- *Timing of the test*: including extending the time allowed, or providing more breaks during testing.

Youth service practitioners need to understand how specific accommodations affect the validity or fairness of individual tests. They must also be familiar with local practice since states, local agencies, and school districts all have subjective guidelines, and inconsistencies are widespread.

The Council for Chief State School Officers (CCSSO) has published a guide to help interested parties in the use of accommodations in school settings focusing on

large-scale assessments and related instruction— *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodation for Instruction and Assessment of Students with Disabilities*.

[The manual] presents a five-step process for Individualized Educational Program (IEP) teams, 504 plan committees, general and special education teachers, administrators, and district level assessment staff to use in the selection, administration, and evaluation of the effectiveness of the use of instructional and assessment accommodations by students with disabilities. (Thompson, Morse, Sharpe, and Hall, 2005)

It also has many practical tools and checklists that can be used with individual students. Sections are categorized by types of disabling conditions. The manual can be found at http://www.ccsso.org/projects/scass/Projects/Assessing_Special_Education_Students/.

TABLE 2.1: COMMON ACCOMMODATIONS IN CLASSROOMS, ASSESSMENT SETTINGS, AND WORKPLACES

Presentation Accommodations	Information read aloud
	Sign language
	Braille
	Large print
	Directions clarified
	Assistance from another person
Presentation Equipment Accommodations	Magnification
	Amplification
	Noise buffer
	Templates
	Audio/video cassettes
	Lighting/acoustics
Response Accommodations	Computer or other machinery
	Communication device (symbol boards, talking boards)
	Spell checker
	Braille
	Tape recorder
	Calculator
Scheduling Accommodations	Extended time
	Extra breaks
	Multiple sessions
	Time beneficial to individual (such as around medication schedule)
Setting Accommodations	Number (individual may work better alone or in small groups)
	Place (individual may work better at home or off-site setting)
	Proximity (individual may need to be closer to instructor, blackboard, restrooms, etc.)

Adapted from Thurlow, House, Boys, Scott, and Ysseldyke (2000).

Despite the legal requirements regarding reasonable accommodations, many published tests have not been standardized or normed for people with disabilities. Additionally, states and local agencies have their own interpretation of what individual accommodations do to the validity of formal tests. Most state boards of education have specific information about accommodations for tests that are given on a statewide basis. Contact the individual state's department of education for more information.

Postsecondary and Workplace Accommodations

Assessment can aid planning for accommodations needed by youth with disabilities in postsecondary academic or employment settings. Youth service practitioners can enhance career-building opportunities for youth by working closely with local postsecondary institutions. Many vocational-technical colleges, community colleges, and four-year colleges and universities employ disability specialists who support postsecondary students. These experts offer customized support for curricular adjustments, ideas for adjusting teaching or learning methods, tutoring, counseling, or other accommodations that aid students in completing academic classes or degree programs. (Visit <http://www.ahead.org> and <http://www.heath.gwu.edu> for more information.)

The level of assistance available in postsecondary settings varies widely. Some independent postsecondary schools and other providers of training or education (such as trade schools or craft apprenticeships) typically do not have staff familiar with accommodations and may have limited success in helping young people with disabilities. Section 504 of the Rehabilitation Act and the ADA provide the basis for these services in postsecondary programs if the student has recent documentation of a disability. Regardless of the setting, postsecondary students have a greater level of responsibility for initiating the provision of accommodations and modifications than they may have had in secondary settings.

Vocational assessments may lead to practical ideas for job accommodations with training programs and employers. An effective vocational assessment should examine potential needs for accommodations that will enable a youth to perform the essential functions of a chosen job. On-site and off-site accommodations that

might improve the job placement success of youth with disabilities include modifications to a job, restructuring of tasks, use of job coaches to assist with training, or use of American Sign Language interpreters.

The Job Accommodation Network (JAN) is a free consulting service that provides information about workplace accommodations, the ADA, and the employability of people with disabilities. JAN has information for employers and people with disabilities. A major feature of the network is the Searchable Online Accommodation Resource found on their Web site (<http://janweb.icdi.wvu.edu/>).

Accommodations and Advising Advisors should consider what environmental factors might help a youth succeed in a challenging setting. For example, youth who have learning disabilities can often succeed in college and other postsecondary education or training options with appropriate learning accommodations; youth with behavioral disorders may succeed in competitive employment when carefully screened for selected jobs; and youth with mental health disabilities may be able to manage employment requiring high levels of responsibility or skills when well-defined job support services are in place.

Employers may be willing to make environmental work site changes or task accommodations so a youth with complex physical disabilities can perform the essential functions of a desired job. Co-workers can be trained as peer mentors to prompt or coach a youth with an intellectual disability or AD/HD. Youth who are considered vulnerable to exploitation may be successfully placed into safe and nurturing competitive job settings with adequate levels of job supervision. To test the viability of some vocational options, agencies need to be willing to work with youth to help address issues of access and accommodation. It should be noted that most workplace accommodations are inexpensive and not difficult to put into place.

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Points to Consider

As a case manager, social worker, counselor or employment and training specialist working in a One-Stop center, the subject of screening for learning disabilities is frequently a topic of conversation. While there is a great amount of debate as to whether screening for learning disabilities should occur, there is also a significant amount of discussion around the definition of screening as well as its purpose.

“Screening” is an often over-used word with multiple meanings. Webster’s dictionary defines the word “screening” as a system for grouping people or a method to select, consider or group by examining systematically. Medical references further define screening as a preliminary procedure, such as a brief test or examination, to detect the most characteristic sign or signs of a disorder that may require further investigation (Urdang, 1983). There are two key factors within these definitions. The first is the reference to a preliminary procedure and the second refers to a system or systematic procedure. The definition further implies that those screening know the characteristic signs to look for as well as the next steps for further investigation. Simply stated then, screening for learning disabilities is a preliminary part of a whole assessment procedure that is systematically implemented to look for specific characteristics of the disability and to decide whether further investigation or assessment is warranted. Neil Sturomski of Sturomski & Associates states in *Supporting Adults with Learning Disabilities and Other Special Learning Needs* (1997) that “assessment refers to the gathering of relevant information which can be used to help an adult make decisions, and provides a means for assisting an adult to live more fully.” He goes on to state that “The first stage of assessment is usually screening. Screening methods use abbreviated, informal methods to determine if an individual is at-risk for a learning disability.” Examples of informal methods include, but are not limited to, an interview; reviews of medical, school or employment histories; written answers to a few questions; or a brief test. Sturomski goes on to state, “It is important to understand, however, that being screened for a

learning disability is different from completing a thorough assessment.”

Given Sturomski’s description of screening, it is important to identify screening factors. These factors make up the framework for identification of services, resources, and referrals:

- Factor 1. Vision acuity and developmental functions
- Factor 2. Hearing acuity
- Factor 3. Medical and health related conditions
- Factor 4. Substance abuse and treatment
- Factor 5. Extreme attention difficulties
- Factor 6. Performance levels in school, training and/or employment
- Factor 7. Participation level in current activities
- Factor 8. Communication and social difficulties
- Factor 9. Time management and organization
- Factor 10. Behaviors and psychological manifestations

Each of these factors can be the result of a learning disability, be co-existent with a learning disability, or be mistaken for a learning disability. Thus, the person conducting the screening must know *something about each factor* and *have well-developed observation and interviewing skills*. That requires a commitment to training and development.

All too often one hears the myth that if you screen using a “researched tool with a referenced baseline score,” you can by-pass the diagnostic phase and go directly to providing accommodations. That is far from the truth. Recalling that screening is a *preliminary systematic procedure to reveal major characteristic signs and identify the next steps for further investigation*, it is safe to assume accommodations cannot be provided until a more intensive assessment process occurs. When accommodations are identified and provided, many times the implication or assumption is that the individual receiving the accommodations has a diagnosed disability. If the goal of screening is to provide accommodations, how can that be accomplished without an in-depth evaluation of the individual’s potential compared to his or her knowledge, skills, and present functioning abilities?

Screening is the beginning step in the “whole” of assessment. Screening is not diagnostic, but a crucial step to making recommendations for effective and efficient use of resources. Screening requires time as well as a system that frames the process. The attachment provides a list of questions which, when answered, can assist in providing a sturdy framework for screening and subsequent services to occur.

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LEARNING NEEDS SCREENING TOOL

Background & Development

The Learning Need Screening Tool is a brief, oral interview developed through an intensive authentic research project for the State of Washington Division of Employment and Social Services Learning Disabilities Initiative (November 1994-June 1997) under contract with Nancie Payne, MS, Senior Consultant, Payne & Associates, Inc., Olympia, Washington.

Funded by federal and state resources, the research as well as the Learning Needs Screening Tool are in the public domain and can be accessed by anyone who wishes. However, prior to implementation or use in a program or system, several facts must be noted:

- The research was conducted with a welfare clientele; thus, the tool may not be valid with other populations. Use with other populations not having the same or similar characteristics as the research study could lead to misinterpretation of information and put the client screened by the Tool at risk as well as the entity using the Tool.
- The Learning Needs Screening Tool has not been validated and **is not** an appropriate tool to use in its present form with populations who have limited English proficiency (LEP).
- Criteria for implementation and use must be explored and clearly established in order to minimize discrimination or perceived bias when providing services. A set of standards for services should be established to ensure protection of the client and the entity using the Tool.
- All individuals should be screened for health-related needs (physical, vision, hearing, etc.) as well as other impacts (mental and emotional health) that may manifest as learning disabilities. This may mean adopting a more intensive interview protocol as a next step after initial screening. Simply screening for a condition does not allow the user to make the assumption that the individual has the condition for which he/she is being screened.
- Appropriate referrals and resources must be put into place prior to implementation. An organization or program cannot simply screen individuals without having the next steps in place. The Tool has been validated through the research and in using the Tool; the user accepts the responsibility associated with using a valid screening tool.
- Protocols for confidentiality and disclosure of information must be established.
- The organization or system's capacity to serve individuals with learning disabilities and other cognitive disorders must be evaluated.
- The Tool is most effective when proper training, implementation, and evaluation protocols are put into place.
- **The Learning Needs Screening Tool is not a diagnostic tool and should not be used to determine the existence of a disability.**

LEARNING NEEDS SCREENING

Interviewer Name: _____

Interview Date: _____

Client Name: _____

Date of Birth: _____

Social Security #: _____

Gender: Male Female

How many years of schooling have you had? _____

Check ALL earned: High School Diploma GED Technical/Vocational Certificate
 AA Degree Other (specify): _____

What kind of job would you like to get? _____

Do you have experience in this area? Yes No

What makes it hard for you to get or keep this kind of job? _____

What would help? _____

BEFORE PROCEEDING TO THE QUESTIONS, READ THIS STATEMENT ALOUD TO THE CLIENT:

The following questions are about your school and life experiences. We're trying to find out how it was for you (or your family members) when you were in school or how some of these issues might affect your life now.

Your responses to these questions will help identify resources and services you might need to be successful securing employment.

See final page for directions and scoring.

The Learning Needs Screening is not a diagnostic tool and should not be used to determine the existence of a disability.

Section A	
1. Did you have any problems learning in middle school or junior high school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Do any family members have learning problems?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Do you have difficulty working with numbers in columns?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Do you have trouble judging distances?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Do you have problems working from a test booklet to an answer sheet?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Count the number of “Yeses” for Section A X 1 =	
Section B	
6. Do you have difficulty or experience problems mixing arithmetic signs (+/x)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Did you have any problems learning in elementary school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Count the number of “Yeses” for Section B X 2 =	
Section C	
8. Do you have difficulty remembering how to spell simple words you know?	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Do you have difficulty filling out forms?	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. Did you (or do you) experience difficulty memorizing numbers?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Count the number of “Yeses” for Section C X 3 =	
Section D	
11. Do you have trouble adding and subtracting small numbers in your head?	<input type="checkbox"/> Yes <input type="checkbox"/> No
12. Do you have difficulty or experience problems taking notes?	<input type="checkbox"/> Yes <input type="checkbox"/> No
13. Were you ever in a special program or given extra help in school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Count the number of “Yeses” for Section D X 4 =	
Total “Yeses” multiplied by factor indicated for A, B, C, D	

See next page for directions and scoring.

14. Check to see if the client has ever been diagnosed or told he/she has a learning disability. If so, by whom and when?

The Learning Needs Screening is not a diagnostic tool and should not be used to determine the existence of a disability.

LEARNING NEEDS SCREENING DIRECTIONS

1. Ask the client each question in each section (A, B, C, D) and question #14.
2. Record the client's responses, checking "Yes" or "No."
3. Count the number of "Yes" answers in each section.
4. Multiply the number of "Yes" responses in each section by the number shown in the section subtotal. For example, multiply the number of "Yeses" obtained in Section C by 3.
5. Record the number obtained for each section after the "=" sign in the section subtotal.
6. To obtain a Total, add the subtotals from Sections A, B, C, and D.

If the Total from Sections A, B, C, and D is 12 or more, refer for further assessment. *It is recommended interviewers ask an additional set of medical/health-based questions to gather more complete background information.*

The Learning Needs Screening is not a diagnostic tool and should not be used to determine the existence of a disability.

ADDITIONAL QUESTIONS THAT MAY BE ASKED:

GLASSES:

- Does the client need or wear glasses? Yes No
Last examination was within two years? Yes No

HEARING:

- Does the client need or wear a hearing aid? Yes No

MEDICAL/PHYSICAL:

Has the client experienced any of the following?:

- Multiple, chronic ear infections Yes No
- Multiple, chronic sinus problems Yes No
- Serious accidents resulting in head trauma Yes No
- Prolonged, high fevers Yes No
- Diabetes Yes No
- Severe allergies Yes No
- Frequent headaches Yes No
- Concussion or head injury Yes No
- Convulsions or seizures Yes No
- Long-term substance abuse problems Yes No
- Serious health problems Yes No

Is the client taking any medications that would affect the way he/she is functioning? Yes No

If yes, what is the client taking? _____

How often? _____

Does the client need medical or follow-up services? Yes No

Referrals needed/made: _____

The Learning Needs Screening was developed for the Washington State Division of Employment and Social Services Learning Disabilities Initiative (November 1994 to June 1997) under contract by Nancie Payne, senior Consultant, Payne & Associates, Olympia, Washington.

CHAPTER 3

Selecting and Using Assessments

INTRODUCTION

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

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

MEETING INSTITUTIONAL ASSESSMENT NEEDS

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

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

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

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

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

TABLE 3.1: EMPLOYMENT AND TRAINING COMMON MEASURES	
Adult	
<ul style="list-style-type: none"> • Entered employment • Employment retention 	<ul style="list-style-type: none"> • Average earnings
Youth	
<ul style="list-style-type: none"> • Placement in employment or education • Attainment of degree or certificate 	<ul style="list-style-type: none"> • Literacy and numeracy gains for out-of-school youth

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

For more information on the common performance measures, refer to the Department of Labor’s Training and Employment Guidance Letter (TEGL) No.17-05 (February 17, 2006) (http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2195). The TEGL contains a list of the programs subject to the common measures, definitions of key terms, explanations of the common measures, and descriptions of the educational functional levels.

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

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

The TEGL also lists EFLs for individuals in English as a Second Language programs. These programs, besides using the assessments mentioned above, many incorporate Student Performance Levels (SPLs), which are descriptions of English language proficiency levels for adult non-native speakers of English. SPLs describe how an individual performs in three areas: speaking and listening, reading and writing, and functional and workplace literacy. For more information on SPLs, go to the Center for Adult English Language Acquisition at <http://www.cal.org/caela/tools/program%5Fdevelopment/elltoolkit/>.

MEETING AN INDIVIDUAL’S ASSESSMENT NEEDS

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

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

To help a young person with disabilities to develop a comprehensive plan, the transition resource professional must understand the various community transition systems, including those providing medical, mental health, financial, and independent living resources. In addition, because each youth comes to the assessment process with a unique set of issues and needs, transition resource professionals have the challenging task of understanding an individual's background and the implications for transition plans. This information can be collected through interviews, observations, and records. Psychological and medical history records may or may not be part of the process at this point, depending on individual circumstances.

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

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

CHOOSING PUBLISHED TESTS AND ASSESSMENTS

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

There are a number of factors to consider when choosing tests and assessments. The ideal assessment instrument is (a) reliable, (b) fair, (c) valid, (d) cost-effective, (e) of appropriate length, (f) well-matched to

the qualifications of the test administrator, (g) easy to administer, (h) able to provide easy-to-understand results, and (i) appropriate for the individual's needs. Balancing these factors can be difficult. Each of these factors is discussed in detail below.

1. Reliability. A reliable test provides consistent results over time; in other words, students with the same reading level who take a reading test would have very similar if not identical scores on the test regardless of when they take it, assuming their reading levels did not change over time. Publishers' Web sites or test manuals often cite research establishing the reliability of test instruments. If no information is provided about test reliability, the test should be used with caution *and should not be used as the only source of information for making important decisions about the youth tested.*

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

Fairness can also be affected by the test-taker's familiarity with testing processes. For example, people who have never used "bubble" answer sheets may become so confused by the process that their scores are affected. Other factors may include fluency in the language in which the test is given, familiarity with the test administration mode (computer, pencil and paper), and prior experiences or cultural familiarity with tests. Practice sessions can be useful to help with these issues. Test administrators should also observe youth as they mark answers to see if they have difficulty with the answer sheets. For more information on construction and characteristics of various tests, see Kapes and Whitfield (2002).

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

3. Validity. Validity is “the extent to which a test measures what its authors or users claim it measures; specifically, test validity concerns the appropriateness of the inferences that can be made on the basis of test results” (Salvia & Ysseldyke, 2004, p. 693). If a test is valid for one group or population, it may not be valid for another group. For example, if a test of mathematical reasoning is based on a tenth grade reading level, a low score for a test-taker with a sixth grade reading level may reflect either the test-taker’s reading level or mathematical reasoning ability. Care should be taken when testing youth with disabilities and when selecting accommodations so as not to affect validity.

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

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

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

Exhibit 3.1 includes pricing information for selected instruments. All publishers of these tests have Web sites that explain in greater detail how their products are sold. Some test publishers will provide an examination kit for minimal cost for personnel to determine if they want to use the instrument. Many

publishers have several versions of tests and offer pricing based on quantity, scoring methods, and whether or not administration materials are already owned by those administering the tests.

5. Time Needed to Administer and Score. Publishers usually have explicit instructions for timing certain tests but often will include provisions for additional time for individuals with specific disabilities such as learning disabilities or visual impairments. For some young people, tests that take a long time can lead to anxiety that may make scores less valid than those based on shorter tests. For other youth, fatigue becomes a factor. Care should be taken to select tests whose validity for an individual is not likely to be affected by such variables, especially when comparing individual test scores to norm groups.

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

6. Qualifications of the Test Administrator. Tests vary in the level of expertise and training needed by those who administer or score individual tests. Therefore, publishers usually indicate these qualifications on the test materials or in their marketing materials—and may require documentation of expertise prior to purchase of tests. Doctoral or masters’ degrees, special coursework, or specific experience may be required. Administration or scoring of tests by unqualified personnel is a serious ethical violation and may also result in invalid or misleading test results.

7. Ease of Use. Tests should be as easy to take and to administer as possible. Scores can be adversely affected if the test-taker or the test administrator does not understand the directions. Complex answer sheets can be difficult to use and to score. (Many test-takers have gotten half-way through a bubble answer sheet—or farther—only to discover that they have been filling in the bubbles on the wrong line or in the wrong section.) Young people who have limited experience taking tests may waste precious test time concentrating on the process

rather than the content of the test. For some assessments, it is acceptable to take practice tests prior to official test administration. If practice sections are not provided, consider other ways to simulate testing activities prior to actual testing.

8. Reporting Format. Test results should be reported in a useful, easy-to-understand format. Scores, interpretive data, diagnoses, and recommendations should be clearly expressed and understandable. Reports should be available to the young person and/or family members in written form for future reference. Unfamiliar terms should be defined. If tests are administered by consultants, the consultant should be available to answer questions or provide further insight by phone, mail, or in person as part of the reporting process.

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

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

USING FORMAL TESTING INSTRUMENTS IN ASSESSMENT

In addition to having criteria for assessing quality in tests, youth service practitioners must choose tests that fulfill the specific needs of the individual. After reviewing available records and conducting informal interviews, planning should determine some short-term, and possibly longer-term, goals. Eligibility

assessment can be conducted at this point along with diagnostic or achievement testing to determine where an individual may belong in classes or in training programs. Here, more formal assessments may be used to answer some questions. For the purposes of this guide, formal assessments are defined as published instruments with specified administration procedures.

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

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

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

Appropriate Use of Published Assessment

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

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

EDUCATIONAL DOMAIN — ACADEMIC PERFORMANCE OR ACHIEVEMENT TESTING

Purposes of Assessment in Academic Planning

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

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

Academic Teacher-Made Testing Academic teacher-made testing is generally non-standardized performance review that individual teachers and others use to assess progress in a specific subject area. These tests are given at the end of curriculum units or academic terms and are often written and graded by the teacher. These are the tests on which grades are based, and they can lead to screening or further assessment for special education services for students who consistently perform at levels below the norm. These tests are also used in adult or postsecondary programs. Academic testing can be informal in nature, particularly if observation, interviews, and record reviews indicate such a need. Objective measures should take precedence over subjective measures to eliminate bias as much as possible.

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

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

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

of basic skills in language, reading, and mathematical abilities.

Achievement tests can help to measure the size and scope of challenges associated with a youth's academic learning and future postsecondary choices. When, for example, a youth's achievement test score is significantly below the performance of a peer group, it may indicate that special education, academic tutoring, or other support services will be needed. Finally, achievement tests can offer information leading to different teaching methods or learner accommodations to support the achievement of long-term career development goals.

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

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

General Educational Development (GED) Testing The General Educational Development (GED) test is an achievement test and exit examination administered to more 800,000 people worldwide each year. The test questions are based upon periodic analysis of high school graduation requirements established by the states. Thus as high school graduation requirements increase, GED requirements also increase. The GED measures the knowledge, skills and abilities (KSAs) of

people tested in comparison to students who graduate with a traditional high school diploma. The GED measures performance in five academic areas: writing, social studies, science, literature/arts, and mathematics. Successful completion of the test is considered by many employers as equivalent to a high school diploma, although others may view it as less valuable.

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

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

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

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

Many education and youth development programs struggle to develop access to reliable academic and vocational assessment procedures for youth with limited English proficiency (LEP). A number of testing tools have been developed to support programs serving youth with LEP. For example, the Comprehensive Adult Student Assessment System (CASAS) is designed to assist in the assessment of LEP populations and is used in some One-Stop career centers as a tool to assess the academic skills of non-English speaking refugees, immigrants, and ethnic minorities. In addition to the CASAS, the Secondary Level English Proficiency Test (SLEP) is used by some education and youth development agencies to help assess youth and young adults with LEP. The Tests of English as a Foreign Language (TOEFL) are used by colleges and universities throughout the United States to determine English proficiency of students from other countries prior to acceptance. An applicant who scores poorly on the TOEFL may be required to take special English preparatory classes prior to acceptance or during his or her first year.

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

Cultural Considerations in Assessment Many education and youth development programs are inadequately prepared to provide assessments for youth from culturally diverse backgrounds. For this reason, it is important for youth service programs to incorporate cultural diversity in the design and delivery of its youth assessment services. A cultural diversity plan should consider the following issues: (1) recruiting youth service practitioners who reflect the cultural diversity of youth populations served; (2) ensuring that professionals and hired consultants are culturally and linguistically competent; and (3)

ensuring that testing instruments, strategies, and methods selected for vocational assessment purposes are valid and reliable for the youth populations served – and where they are not, that alternate assessment activities are arranged.

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

EDUCATIONAL/PSYCHOLOGICAL DOMAINS – COGNITIVE ABILITIES TESTING

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

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

Despite some historical controversy in educational assessment, IQ testing remains a core policy provision of IDEA for youth with disabilities who receive special education services. The IQ score continues to be used as a standard in public education to measure a youth’s cognitive abilities and determine eligibility for special

education and other remedial services. Intelligence testing is commonly used by secondary education and youth development programs to document the presence of mental retardation, some learning disabilities, and cognitive dysfunction. This diagnostic information is also necessary to determine disability eligibility and to enable access to many adult service programs for transition-age youth and young adults. *Intelligence testing can only be administered and interpreted by licensed psychologists, psychiatrists, and psychometrists who have the proper training and qualifications. Thus, youth programs should maintain a directory of qualified professionals to whom they may make referrals.*

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

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

It is essential for youth service practitioners to understand the meaning, uses, and limitations of IQ scores, and it is important to pay attention to overall IQ scores as well as the range of subtest scores. These may indicate specific problems in some cognitive areas or superior skills in others. By design, modern IQ tests provide an objective framework for identifying intellectual gifts and challenges. When an individual’s IQ performance scores are significantly below the

norm for peers, or when there is inconsistency among subtest scales, this is an indication that special education, academic tutoring, or remedial education may be helpful. When used properly, IQ tests offer a way to identify and better understand the learning and support needs of youth with disabilities. They should never be used as entrance criteria or as screening for access to services.

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

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

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

Testing for Learning Disabilities Psychological testing services are crucial to the formal diagnostic assessment of cognitive and intellectual disabilities. Tests such as the Diagnostic Assessment of Reading with Trial Teaching Strategies (DARTTS), Dyslexia Screening Instrument, Learning Disabilities Diagnostic Inventory, Peabody Individual Achievement Test-Revised Normative Update (PIAT-RNU), Peabody Picture Vocabulary Test-III (PPVT-III), Wechsler Intelligence Scales for Children (WISC), Woodcock Diagnostic

Reading Battery, and the Woodcock-Johnson III Complete Battery (Tests of Achievement & Tests of Cognitive Abilities) are used to measure cognitive impairment, intellectual reasoning deficits, and other learning difficulties that may hinder present and future career development activities. Generally, only qualified psychologists or psychometrists should administer these tests.

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

PSYCHOLOGICAL DOMAIN— BEHAVIORAL, SOCIAL, AND EMOTIONAL TESTING

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

A fundamental issue facing education and youth development agencies is the need to develop programs that fully engage youth who have mental health, chemical health, and behavioral issues. This means creating opportunities for youth to develop their

knowledge, skills and abilities and to increase independence and self-sufficiency, yet retain proper safeguards to protect both the youth and others. Although this challenge is formidable, it is within the reach of education and youth development providers. If a youth's behavior impedes her performance and proves too challenging for the program, appropriate referral should be made to an alternative service program, such as vocational rehabilitation.

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

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

Standardized behavioral testing instruments are available to assist youth service practitioners in the measurement of problem behaviors. These testing tools include the Behavior Rating Profile-2 (BRP-2), Behavioral Assessment System for Children (BASC), Conners Rating Scales-Revised (CRS-R), and the

Vineland Adaptive Behavior Scales (VABS). These instruments can help to assess behavior in a number of core areas such as communications, daily living skills, socialization, and motor skills. Some behavioral assessment instruments such as the BASC can help identify students with a variety of maladaptive behaviors such as Attention Deficit/Hyperactivity Disorder or Adolescent Adjustment Disorder. Frequently, vocational evaluators, teachers, or work experience coordinators develop behavior observation forms that are aligned with educational, career technology or work programs.

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

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

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

more socially acceptable behaviors and enhance opportunities for participation in community settings.

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

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

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

Medications and maintaining a consistent regimen can be critical to work behavior and performance. It is necessary to work in concert with the youth, family members, and medical/psychiatric personnel to monitor medication usage and/or the need to alter medications. For example, a youth experiencing fatigue or lethargy on a new medication should be reported and monitored closely.

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

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

Purposes of Assessment in Work and Career

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

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

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

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

Some of the more common interest tests sold commercially include the Campbell Interest and Skill Survey (CISS), Career Exploration Inventory (CEI), COPSsystem Interest Inventory Form R (COPS-R), and the Harrington-O'Shea Career Decision-Making System (CDM-R). The Pictorial Inventory of Careers

DV-2000 (PIC) and the Reading Free Vocational Interest Inventory 2 offer “reading-free” interest testing for youth who lack reading or English literacy skills.

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

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

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

Assessing Aptitudes, Work Behaviors, and Skills

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

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

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

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

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

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

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

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

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

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

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

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

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

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

More information about wage issues can be found at your state's department of labor or at the U. S. Department of Labor's Wage and Hour Division (<http://www.dol.gov/esa/whd/>).

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

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

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

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

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

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

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

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

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

Skills standards established by industries help secondary and postsecondary education and job training programs produce better qualified candidates to meet the skilled labor needs of businesses and industries. Credentialing exams help job candidates communicate their skills to prospective employers; they also help learners identify training they will need to advance in their chosen career fields. Ultimately, the certification process helps employers build a workforce capable of meeting the highest performance standards in an increasingly competitive global economy.

VOCATIONAL/MEDICAL DOMAINS— PHYSICAL AND FUNCTIONAL CAPACITIES TESTING

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

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

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

Work Tolerance and Functional Capacities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INDEPENDENT LIVING SKILLS (ILS) ASSESSMENTS

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

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

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

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

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EXHIBIT 3.1: DIRECTORY OF COMMONLY USED PUBLISHED TESTS

Considerations for investigating and selecting assessments:

- The publisher's Web site should always be consulted prior to using formal tests as information changes regularly.
- Target groups generally refer to ages or grades of intended test takers and may include some language or disability demographics.
- Norming information from the publisher establishes standardization over a specific population. Many publishers provide norming information only in technical manuals.
- Qualifications needed to purchase, administer, or interpret tests are determined by the publisher. Oftentimes credentials must be established prior to purchase. If special credentials are required, tests can only be purchased by an individual (or agent) with those credentials.
- Reliability and validity data are available on some Web sites and are so noted. Many publishers will only provide this information with the purchase of testing materials or technical manuals.
- Many tests come in different formats or have more than one version of the same format. Care should be taken when comparing test scores that they are measuring the same things.
- Costs may include manuals, equipment, consumable test booklets, answer sheets, and reporting forms. Some instruments have large up-front costs. Computerized scoring usually means higher prices. Pricing information is current as of January 21, 2004. Generally, the cost of kits is for 25 individuals. Additional score sheets or test booklets are extra.
- If assessments are available on computer CDs or disks, note that the costs will be higher.
- The information included in the directory comes from text found on publishers' Web sites.
- Tests are listed in alphabetical order.
- Blank cells in the table indicate that information was not available on the publisher's Web site.
- For a more complete description of many of the tests listed here, see Kapes and Whitfield, *A Counselor's Guide to Career Assessment Instruments, 4th edition*, found in the reference list for this chapter.

Categories/Domains of Published Tests

ACADEMIC PERFORMANCE OR ACHIEVEMENT

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

COGNITIVE ABILITIES

Conners' Rating Scales-Revised (CRS-R) and Conners' Adult AD/HD Ratings Scales (CAARS)	Stanford-Binet Intelligence Scales, Fifth Edition (SB5)
Diagnostic Assessment of Reading with Trial Teaching Strategies (DARTTS)	Tests of Adult Basic Education (TABE)
DISCOVER Assessment--- Discovering Intellectual Strengths and Capabilities while Observing Varied Ethnic Responses	Wechsler Adult Intelligence Scale (WAIS-III)
Dyslexia Screening Instrument	Wechsler Intelligence Scale for Children (WISC III)
Learning Disabilities Diagnostic Inventory	Woodcock Diagnostic Reading Battery
Peabody Individual Achievement Test-Revised Normative Update (PIAT-RNU)	Woodcock-Johnson III Complete Battery (Tests of Achievement & Tests of Cognitive Abilities)
Peabody Picture Vocabulary Test-III (PPVT-III)	Woodcock Language Proficiency Battery-Revised (WLP-R)
	Woodcock Reading Mastery Tests-Revised (WRMT-RNU)

BEHAVIORAL, SOCIAL, EMOTIONAL

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

Achenbach System of Empirically Based Assessment
Ansell-Casey Life Skills (ACLSA)
Behavior Evaluation Scale-Third Edition (BES-3)
Behavior Rating Profile-2 (BRP-2)
Behavioral Assessment System for Children (BASC)
Brigance Life Skills/Employability Skills Inventories
Conduct Disorder Scale (CDS)
Conners' Rating Scales-Revised (CRS-R) and Conners' Adult AD/HD Ratings Scales (CAARS)

Devereux Behavior Rating Scale-School Form (DBRS) – (Child and Adolescent Versions)
Massachusetts Youth Screening Instrument (MAYSI 2)
Myers-Briggs Type Indicator (MBTI)
Systematic Screening for Behavior Disorders (SSBD)
Transition Planning Inventory (TPI)
Type Focus Personality Type Profile
The Vineland Adaptive Behavior Scales (VABS)

VOCATIONAL INTERESTS AND VALUES

Ansir's 3 Sides of You Self-Perception Profiling System
Armed Services Vocational Aptitude Battery (ASVAB)
Campbell Interest and Skill Survey (CISS)
Career Exploration Inventory
Career Focus 2000 Interest Inventory (CF2II)
Careerlink Inventory
The Career Key
CareerScope Career Assessment and Reporting System
COPSystem
COPSystem Picture Inventory of Careers (COPS-PIC)
Harrington-O'Shea Career Decision-Making System (CDM)

Kuder Career Planning System
Occupational Aptitude Survey and Interest Schedule (OASIS)
O*NET Career Exploration Tools
Pictorial Inventory of Careers (PIC)
Reading Free Vocational Interest Inventory 2 (RFVII 2)
Self-Directed Search Form E
Type Focus Personality Type Profile
Voc-Ties and Career Development Plan
Vocational Exploration and Insight Kit (VEIK)
Vocational Implications of Personality (VIP)

JOB APTITUDES AND SKILLS

Ansir's 3 Sides of You Self-Perception Profiling System
Armed Services Vocational Aptitude Battery (ASVAB)
Bennett Hand Tool Dexterity Test
Brigance Life Skills/Employability Skills Inventories
The Career Key
CareerScope Career Assessment and Reporting System
COPSystem
Crawford Small Parts Dexterity Test

Occupational Aptitude Survey and Interest Schedule (OASIS)
Personnel Test for Industry-Oral Directions Test (PTI)
Purdue Pegboard Test
Talent Assessment Program
Tests of Adult Basic Education (TABE)
VALPAR Work Samples
Work Keys

WORK BEHAVIORS

Brigance Life Skills/Employability Skills Inventories
The Career Key

Personnel Test for Industry-Oral Directions Test (PTI)

PHYSICAL AND FUNCTIONAL CAPACITIES

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

Ansell-Casey Life Skills (ACLSA)

Purdue Pegboard Test

Talent Assessment Program

Transition Planning Inventory (TPI)

VALPAR Work Samples

Selected Subdomains

ASSESSMENT FOR LEARNING DISABILITIES

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

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

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

Ansell-Casey Life Skills Assessment (ACLSA)
Brigance Life Skills/Employability Skills Inventories

Transition Planning Inventory (TPI)

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

Adult Basic Learning Examination-Second Edition
(ABLE)
Basic English Skills Test (BEST)
Comprehensive Adult Student Assessment System
(CASAS)

Tests of Adult Basic Education (TABE)
WorkKeys

THE TESTS

Test name	Achenbach System of Empirically Based Assessment
Web site	http://www.aseba.org/
What is measured	The Child Behavior Checklist (CBCL) for Ages 6-18 obtains reports from parents, other close relatives, and/or guardians regarding children's competencies and behavioral/emotional problems. The Adult Behavior Checklist (ABCL) for ages 18 to 59 include normed scales for adaptive functioning, empirically based syndromes, substance use, internalizing, externalizing, and Total Problems.
Target groups	Youth and adults, aged 6 to 59. Versions in Spanish are available.
How normed	The CBCL scales are based on new factor analyses of parents' ratings of 4,994 clinically referred children, and are normed on 1,753 children aged 6 to 18. The ABCL profiles display scale scores in relation to norms for each gender at ages 18-35 and 36-59, based on national probability samples.
Qualifications required to administer	The use and interpretation of ASEBA materials require graduate training in standardized assessment of at least the Master's degree level, plus thorough knowledge of the relevant Manuals and documentation. Administration of the SCICA additionally requires supervised experience in interviewing children.
How administered	Pencil and paper surveys given to individuals, their parents, and/or teachers.
Time needed for administration	5 to 15 minutes.
How scored	Hand or computer scored.
Cost	Hand-scored surveys are \$25.00 for fifty. Other formats and materials are available.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	ASEBA 1 South Prospect Street • Burlington, VT 05401-3456 802-264-6432 • http://www.aseba.org
Test name	ACT
Web site	http://www.act.org
What is measured	The ACT is a college entrance exam that assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay.
Target groups	High school students and others who plan on applying to college.
How normed	
Qualifications required to administer	Administered by trained staff at test centers.
How administered	Must be taken at a regional or local test center. See Web site for more information. Information about test accommodations is available at: http://www.act.org/aap/disab/
Time needed for administration	Three hours and thirty minutes. Longer if the optional writing test is included.
How scored	Scores are given to each test area. The Composite Score is the average of four Test Scores, rounded to the nearest whole number. The Composite score is used by colleges and others to place students.
Cost	\$29.00.
Reliability and validity	
Publisher's address and phone	ACT 500 ACT Drive • P.O. Box 168 • Iowa City, Iowa 52243-0168 319-337-1000 • http://www.act.org

Test name	Adult Basic Learning Examination-Second Edition (ABLE)
Web site	http://harcourtassessment.com
What is measured	Functional abilities of adults.
Target groups	ABLE is appropriate for use with adults in a variety of adult education programs, including Tech Prep programs, GED programs, and adult literacy programs. The content accommodates the non-reader.
How normed	Grade Equivalents, Reference Group Percentile Ranks, and Stanines.
Qualifications required to administer	Eligibility to purchase these instruments is determined on the basis of training and experience.
How administered	Paper and pencil.
Time needed for administration	Un-timed. Each level averages two hours, 40 minutes.
How scored	Hand- or self-scorable.
Cost	Basic kit is \$100.00. Additional test booklets and score sheets are extra.
Reliability and validity	
Publisher's address and phone	Harcourt Assessment 1950 Bulverde Road • San Antonio, TX 78259 800-211-8378 • http://harcourtassessment.com
Test name	Ansell-Casey Life Skills Assessment (ACLSA)
Web site	http://www.caseylifeskills.com or http://www.caseylifeskills.org
What is measured	The Ansell-Casey Life Skills Assessment is an evaluation of youth independent living skills. It consists of statements about life skills that the youth and his/her caregivers complete.
Target groups	There are ACLSA versions for four suggested age ranges: <ul style="list-style-type: none"> • ACLSA-I (ages 8-9 with 37 questions) • ACLSA-II (ages 10-12 with 56 questions) • ACLSA-III (ages 13-15 with 81 questions) • ACLSA-IV (ages 16 and up with 118 questions) • ACLSA Short (ages 11-18 with 18 questions)
How normed	Each version has been normed on large groups of appropriately aged youth.
Qualifications required to administer	None.
How administered	The test is taken on-line.
Time needed for administration	The ACLSA full-length forms can take anywhere from 15-30 minutes to complete. The ACLSA short form takes about five minutes to complete.
How scored	A score report is e-mailed back to the respondent within a few minutes after completion.
Cost	No cost.
Reliability and validity	Reliability and validity information is available on Web site.
Publisher's address and phone	Casey Family Programs 1300 Dexter Avenue North, Floor 3 • Seattle, WA 98109-3542 206-282-7300 • Fax: 206-282-3555 • http://www.caseylifeskills.com or http://www.caseylifeskills.org

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

Test name	Armed Services Vocational Aptitude Battery (ASVAB)
Web site	http://www.asvabprogram.com
What is measured	The ASVAB assesses a student's ability to learn new skills and is a predictor of success in training and education programs. The ASVAB Career Exploration Program offers an interest inventory and other activities and resources designed to help students explore the world of work and gain confidence in making career decisions.
Target groups	High school and postsecondary students.
How normed	Norms for the ASVAB were derived from a large and diverse nationally representative sample of young men and women, ages 16 to 23, selected by the National Opinion Research Center. Norm groups used for reporting students' results include males and females in grades 10, 11, and 12, plus students attending two-year postsecondary schools.
Qualifications required to administer	The military will administer and interpret the scores of the ASVAB. Information is available from high school counselors.
How administered	Paper and pencil and computerized adaptive testing.
Time needed for administration	Total administration time is five hours.
How scored	Machine-scored.
Cost	There is no cost either to participating schools or individuals. The military will administer and interpret the scores at no cost.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Defense Manpower Center, Personnel Testing Division 400 Gigling Road • Seaside, CA 93955 800-323-0513 • http://www.asvabprogram.com

Test name	Behavior Evaluation Scale-Third Edition (BES-3)
Web site	http://www.hes-inc.com/hes.cgi/03550.html
What is measured	The Behavior Evaluation Scale-Third Edition provides results that assist school personnel in making decisions about eligibility, placement, and programming for students with behavior problems who have been referred for evaluation. The scale yields relevant behavioral information about students regardless of handicapping conditions, and therefore may be used with students who have learning disabilities, mental retardation, physical impairments, and other handicapping conditions. The BES-3 was factor analyzed to create the following factor clusters (subscales): Learning Problems, Interpersonal Difficulties, Inappropriate Behavior, Unhappiness/Depression, and Physical Symptoms/Fears.
Target groups	Children and youth, K through 12.
How normed	The BES-3 School Version was standardized on a total of 5,124 students ages 4 through 19 years old. The BES-3 Home Version was standardized on a total of 4,643 students ages 4 through 19 years old. The standardization population included students from 29 states, represented all geographic regions of the United States, and closely approximated the 2000 demographic characteristics of the United States.
Qualifications required to administer	
How administered	Paper and pencil.
Time needed for administration	The BES-3:S SV can be completed in approximately 15 minutes and includes 54 items easily observed and documented by educational personnel. The BES-3:S HV can be completed by a parent/guardian in approximately 15 minutes and includes 52 items representing behaviors exhibited in and around the home environment.
How scored	Hand or computer scoring.
Cost	The kit costs \$206.50. Forms and other materials are extra.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Hawthorne Educational Services 800 Gray Oak Drive • Columbia, MO 65201 800-542-1673 • http://www.hes-inc.com/hes.cgi/index.html?id=LC7D58Uu
Test name	Balanced Assessment in Mathematics
Web site	http://www.CTB.com (Click on Special Products under the Products & Services tab)
What is measured	The purpose of the Balanced Assessment in Mathematics is to assess the students' mathematical skill level. The emphasis is on assessing student performance on worthwhile tasks involving practical contexts and substantial chains of reasoning.
Target groups	Grades three to ten; eight levels, one for each grade.
How normed	The grade-by-grade content is based on the National Council of Teachers of Mathematics' Principles and Standards for School Mathematics, as well as international standards. The content reflects a broad spectrum of mathematics content and processes and provides structured insight into what students know.
Qualifications required to administer	Teacher administration.
How administered	Paper and pencil.
Time needed for administration	Forty minutes for form A; 40 minutes for form B.
How scored	Computer scoring.
Cost	Complete kit for each grade level (25 students) is \$192.00.
Reliability and validity	Reliability and validity data not available on the Web site.
Publisher's address and phone	CTB/McGraw-Hill 20 Ryan Ranch Road • Monterey, CA 93940 800-538-9547 • FAX 800-282-0266 • http://www.ctb.com

Test name	Basic English Skills Test (BEST)
Web site	http://www.cal.org/BEST/
What is measured	The BEST is a measurement tool designed for adult ESL learners at the survival and pre-employment skills level. The BEST consists of an Oral Interview Section and a Literary Skills Section that are scored separately.
Target groups	Adult ESL learners.
How normed	
Qualifications required to administer	
How administered	Face to face and paper and pencil. Computerized versions also available.
Time needed for administration	The Oral Interview Section is an individually administered, face-to-face interview requiring approximately 15 minutes per examinee. The Literacy Skills Section may be administered in one hour, either individually or to groups.
How scored	Hand-scored.
Cost	Complete kit is \$150.00.
Reliability and validity	
Publisher's Address and Phone	Center for Applied Linguistics 4646 40th Street NW Washington, DC 20016-1859 202-362-0700 • FAX 202-362-3740 • http://www.cal.org/BEST/
Test name	Behavior Rating Profile-2 (BRP-2)
Web site	http://www.proedinc.com/store/index.php?mode=product_detail&id=0910
What is measured	A battery of six norm-referenced instruments, the BRP-2 provides different evaluations of a student's behavior at school and at home by teachers, parents, peers, and the target students themselves.
Target groups	Children ages six and a half to 18.
How normed	The BRP-2 components were all normed individually on large, representative populations. The Student Rating Scales normative group included 2,682 students residing in 26 states. The Parent Rating Scales were completed by 1,948 parents in 19 different states. The Teacher Rating Scales were normed on a group of 1,452 teachers from 26 states.
Qualifications required to administer	
How administered	Paper and pencil. Forms may be completed by teachers, parents, peers, and the target student.
Time needed for administration	Twenty minutes.
How scored	The responses allow examiners to test different diagnostic hypotheses when confronted with reports of problem behavior.
Cost	A complete kit is \$204.00.
Reliability and validity	Reliability information is available on the Web site.
Publisher's address and phone	PRO-ED, Inc. 8700 Shoal Creek Boulevard Austin, TX 78757-6897 800-897-3202 • http://www.proedinc.com

Test name	Behavioral Assessment System for Children (BASC-2)
Web site	http://www.agsnet.com/Group.asp?nGroupInfoID=a30000
What is measured	The BASC is a multi-method, multi-dimensional approach to evaluating the behavior and self-perceptions of children. It has five components that can be used individually or in any combination. The three core components are Teacher Rating Scales (TRS), Parent Rating Scales (PRS), and Self-Report of Personality (SRP). Additional components include Structured Developmental History (SDH) and Student Observation System (SOS). The BASC measures positive (adaptive) as well as negative (clinical) dimensions of behavior and personality.
Target groups	Two forms covering ages two to 21.
How normed	Norm groups used represent the population of U.S. children aged two and a half to 18, including a representative sample of exceptional children.
Qualifications required to administer	Users are expected to have had formal training in the administration, scoring, and interpretation of behavior rating scales and self-report personality scales. Clerical staff, with appropriate training, may administer and score various BASC components, but interpreting and applying the results require a graduate level of education in psychology.
How administered	Paper surveys.
Time needed for administration	TRS/PRS: 10-20 minutes, SRP: 30 minutes. SDH: Because this is a comprehensive history and background survey, it will vary from family to family. SOS: 15 minutes
How scored	Forms can be hand-scored or scored by computer with the BASC Enhanced ASSIST or the BASC Plus software.
Cost	Examination starter set is \$109.99. Many other components and manuals are available.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	AGS Publishing 4201 Woodland Road • Circle Pines, MN 55014-1796 800-328-2560 • FAX 800-471-8457 • http://www.agsnet.com
Test name	Bennett Hand-Tool Dexterity Test
Web site	http://harcourtassessment.com/
What is measured	The Bennett Hand-Tool Dexterity Test measures basic hand-tool skills.
Target groups	Adults or young people.
How normed	Included in the Technical Manual are percentile ranks for maintenance mechanics, technical trainees, physically injured workers, special education and vocational training students, and trainees with mental or emotional disabilities.
Qualifications required to administer	No specific qualifications required to administer or interpret the Bennett Hand-Tool Dexterity Test.
How administered	Hands-on.
Time needed for administration	Ten minutes
How scored	Score is based on speed of completion.
Cost	Complete set is \$375.00. Can be used over and over again.
Reliability and validity	
Publisher's address and phone	Harcourt Assessment 19500 Bulverde Road • San Antonio, TX 78259 800-211-8378 • http://harcourtassessment.com/

Test name	Brigrance Life Skills/Employability Skills Inventories
Web site	http://www.curriculumassociates.com
What is measured	The Life Skills Inventory evaluates the basic skills and functional life skills in the context of real world situations. Employability Skills Inventory assesses basic and employability skills in the context of job seeking and on-the-job.
Target groups	Secondary special education, vocational education and ESL programs. Spanish version available.
How normed	Criterion referenced. Each inventory is based on observable functions and sequenced by task analysis.
Qualifications required to administer	Assessment can be completed by a paraprofessional under professional supervision.
How administered	Paper and pencil. Inventory binder and student/class record keeping documents are inclusive of all necessary items.
Time needed for administration	Administration time varies, but individual assessments are reported to take 10-20 minutes each depending on the learner.
How scored	Hand-scored.
Cost	LSI/ESI Manuals are \$89.95 each and are reusable. Learner record books are \$24.95 for 10, and program record books are \$12.95 each.
Reliability and validity	
Publisher's address and phone	Curriculum Associates, Inc. 153 Rangeway Road • N. Billerica, MA 01862 800-225-0248 • http://www.curriculumassociates.com
Test name	Campbell Interest and Skill Survey (CISS)
Web site	http://www.pearsonassessments.com/tests/ciss.htm
What is measured	The CISS measures self-reported vocational interests and skills. Similar to traditional interest inventories, the CISS interest scales reflect an individual's attraction for specific occupational areas.
Target groups	Individuals aged 15 and older.
How normed	The CISS Orientation, Basic Interest and Skill, and Occupational scales were standardized using a reference sample of 5,225 employed men and women representing a wide array of occupations.
Qualifications required to administer	Bachelor's degree in related field and coursework in the use of psychological testing.
How administered	Paper and pencil or on-line administration. Spanish versions available.
Time needed for administration	Twenty-five minutes.
How scored	Computer, mail-in, or Internet scoring.
Cost	Internet administration: starting at \$14.75 per individual.
Reliability and validity	Reliability and validity information only available in technical manuals available for purchase.
Publisher's address and phone	Pearson Assessments 1-800-627-7271, ext. 3225 http://www.pearsonassessments.com

Test name	Career Exploration Inventory (CEI)
Web site	http://www.jist.com
What is measured	Interest levels in 15 career clusters via 120 questions.
Target groups	Target group: high school and adult. Spanish version available.
How normed	Norm group information not available. Reading level: grade seven.
Qualifications required to administer	No specific qualifications required for administering and interpreting the Career Exploration Inventory.
How administered	Paper and pencil administration.
Time needed for administration	
How scored	Self-scoring.
Cost	One to nine packages are \$34.95 per package, and ten or more packages are \$30.95 per package. A package contains 25 8.5" x 11", 12-panel, self-scoring/self-interpreting foldouts.
Reliability and validity	Validity information available on Web site.
Publisher's address and phone	JIST Publishing 8902 Otis Avenue • Indianapolis, IN 46216 800-648-5478 • http://www.jist.com
Test name	Career Focus 2000 Interest Inventory (CF2II)
Web site	http://www.iccweb.com/careerfocus/index.asp
What is measured	The CF2II contains 180 inventory items about work tasks drawn from 18 occupational fields. Respondents will receive an analysis report indicating their level of interest in each field and a list of occupations matching their interests.
Target groups	High school and college students, as well as adults who wish to identify career options related to their personal interests.
How normed	
Qualifications required to administer	
How administered	Self-administered, on-line.
Time needed for administration	Completion of the CF2II takes approximately 20-30 minutes.
How scored	By completing the CF2II, respondent will receive an analysis report immediately after completing the questions.
Cost	No cost.
Reliability and validity	
Publisher's address and phone	James C. Gonyea Gonyea & Associates, Inc. 1151 Maravista Drive • New Port Richey, FL 34655 727-376-0373 • http://www.iccweb.com/careerfocus/index.asp

Test name	Careerlink Inventory
Web site	http://www.mpc.edu/cl/climain.htm
What is measured	The Careerlink Inventory is designed to match the way individuals see themselves — their interests, aptitudes, temperaments, physical capacities, preferred working conditions and desired length of preparation for employment — with available career information from the United States Department of Labor.
Target groups	Designed for college students and above. May be appropriate for some high school students.
How normed	
Qualifications required to administer	
How administered	Self administered, on-line.
Time needed for administration	On-line administration takes 10 to 15 minutes to complete.
How scored	Scored automatically with results available in less than two minutes.
Cost	No cost.
Reliability and validity	
Publisher's address and phone	Monterey Peninsula College • Counseling Department 980 Fremont Street • Monterey, CA 93940 831-646-4000 • http://www.mpc.edu/cl/climain.htm
Test name	The Career Key
Web site	http://www.careerkey.org
What is measured	The Career Key is a career test that measures an individual's skills, abilities, values, interests, and personality. It identifies jobs and provides information about salaries, job outlook, and job training requirements.
Target groups	Young people and adults.
How normed	
Qualifications required to administer	
How administered	Self administered, on-line.
Time needed for administration	On-line administration takes about 15-20 minutes for input followed by interpretation of answers. The site contains a great deal of supplemental career information based on national career publications.
How scored	Self scoring and interpreting.
Cost	No cost.
Reliability and validity	
Publisher's address and phone	Lawrence K. Jones http://www.careerkey.org

Test name	CareerScope — Career Assessment and Reporting System
Web site	http://www.vri.org/careerscope/
What is measured	The Interest Inventory measures and identifies a user's attraction to careers that correspond to the U.S. Department of Labor's Interest Areas. It also measures six areas of aptitude and combines results to form an "Assessment Profile".
Target groups	Middle school students through adults.
How normed	
Qualifications required to administer	
How administered	On personal computer using specially designed software. Reading level is fourth grade. Also comes with audio capabilities. Available in Spanish.
Time needed for administration	Less than 60 minutes.
How scored	Scoring and reporting done automatically by computer.
Cost	Cost varies by method of administration.
Reliability and validity	
Publisher's address and phone	Vocational Research Institute 1528 Walnut Street, Suite 1502 Philadelphia, PA 19102 800-874-5387 • http://www.vri.org/careerscope/
Test name	Comprehensive Adult Student Assessment System (CASAS)
Web site	http://www.casas.org
What is measured	CASAS contains a variety of instruments to measure functional reading, math, listening, speaking, and higher order thinking skills in everyday adult life and work contexts. Assessment can be customized to measure specific competencies. Instructors can use CASAS to place learners into programs, diagnose learners' instructional needs, monitor progress, and certify mastery of functional basic skills. The CASAS Skill Level Descriptors show a continuum of skills from beginning through advanced adult secondary. They provide descriptions of adults' general job-related ability in reading, mathematics, oral communication, and writing. The Skill Level Descriptors explain in general terms what most learners can accomplish at the CASAS scale score level in a specific skill area.
Target groups	Adolescents and adults in the workforce system.
How normed	Results from most CASAS tests are reported on a common numerical scale. This scale has been verified and validated on more than three million adult and youth learners.
Qualifications required to administer	Because CASAS is a comprehensive curriculum management and assessment system, training is necessary to ensure accurate use of tests and interpretation of learner results. CASAS has developed an effective implementation plan to deliver training to administrators, instructors, workplace trainers, human resources personnel and other key staff in education and training programs nationwide.
How administered	CASAS tests are mainly paper and pencil. Some computerized versions of tests are available.
Time needed for administration	Varies considerably depending on the type of assessment.
How scored	Hand or computer scoring.
Cost	Varies considerably depending on the type of assessment.
Reliability and validity	Reliability and validity information available by purchasing technical manual.
Publisher's address and phone	CASAS 5151 Murphy Canyon Road, Suite 220 • San Diego, California 92123-4339 800-255-1036 • http://www.casas.org

Test name	Conduct Disorder Scale (CDS)
Web site	http://www.proedinc.com/store/index.php?mode=product_detail&id=10355
What is measured	The Conduct Disorder Scale (CDS) is an instrument for evaluating students exhibiting severe behavior problems who may have Conduct Disorder. The 40 items on the CDS describe the specific diagnostic behaviors characteristic of persons with Conduct Disorder. These items comprise four subscales representing the core symptom clusters necessary for the diagnosis of Conduct Disorder: Aggressive Conduct, Non-aggressive Conduct, Deceitfulness and Theft, and Rule Violations.
Target groups	The CDS is for individuals ages 5 through 22 who present unique behavioral problems.
How normed	Normed on a representative national sample of more than 600 persons who were diagnosed with Conduct Disorder.
Qualifications required to administer	The CDS can be administered by anyone who has had direct, sustained contact with the referred individual (e.g., teachers, parents, siblings, etc.).
How administered	Paper and pencil.
Time needed for administration	Five to ten minutes.
How scored	Standard scores and percentiles are provided. A Conduct Disorder Quotient is derived based on information from all four subscales.
Cost	A complete kit is \$89.00. Other forms and materials available.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	PRO-ED, Inc. 8700 Shoal Creek Boulevard • Austin, Texas 78757-6897 800-897-3202 • http://www.proedinc.com
Test name	Conners' Rating Scales-Revised (CRS-R), Conners' Adult AD/HD Ratings Scales (CAARS)
Web sites	http://www.pearsonassessments.com/tests/crs-r.htm • http://www.pearsonassessments.com/tests/caars.htm
What is measured	CRS-R is an instrument that uses observer ratings and self-report ratings to help assess attention deficit/hyperactivity disorder (AD/HD) and evaluate problem behavior in children and adolescents. CAARS evaluates adults.
Target groups	For the CRS-R, parents and teachers of children and adolescents ages three to 17 and adolescent self-report ages 12-17. For the CAARS, self-report ages 18 and older.
How normed	For the CRS-R, norms were based on a sample of 8000+ children and adolescents, males and females, ages three to 17. Minority group samples were represented. Standardized data were based on the means and standard deviations for groups of children with AD/HD and children without psychological problems. The CAARS non-clinical self-report was based on 1,026 individuals and observer form on 943 individuals.
Qualifications required to administer	Bachelor's degree in related field and coursework in the use of psychological testing.
How administered	Paper and pencil to parents of younger children or to the adolescent.
Time needed for administration	Long Version takes 15-20 minutes. Short Version takes 5-10 minutes
How scored	Hand scoring. When the profile forms are completed, an easy-to-interpret graphical display of the results is produced to help present results to parents, teachers, or other relevant parties.
Cost	Complete package with manuals and 25 score sheets is \$243.00.
Reliability and validity	Reliability and validity information only available in technical manuals available for purchase.
Publisher's address and phone	Pearson Assessments 1-800-627-7271, ext. 3225 http://www.pearsonassessments.com

Test name	COPSystem: Career Occupational Preference Interest Inventory (COPS), Career Ability Placement Survey (CAPS) and Career Orientation Placement and Evaluation Survey (COPES)
Web sites	http://www.edits.net/cops.html • http://www.edits.net/caps.html • http://www.edits.net/copes.html
What is measured	The COPSystem instruments are designed to provide individuals with coordinated measures of interests, abilities and work values.
Target groups	Junior high, high school and adult. Spanish and pictorial versions available.
How normed	Norms are based on junior high/high school and community college students.
Qualifications required to administer	No specific qualifications are required to administer or interpret the COPSystem.
How administered	Paper and pencil administration
Time needed for administration	COPS (interests), 20 minutes CAPS (abilities), 50 minutes COPES (work values), 20-30 minutes
How scored	Time for hand scoring is 15-20 minutes per test. Time required for machine scoring and returning is about ten days.
Cost	Self-scoring cost for all three assessments combined (COPS, CAPS, COPES) is \$145.50 for 25. Machine scoring cost depends on quantity.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	EdITS P.O. Box 7234 • San Diego, CA 92167 800-416-1666 • http://www.edits.net
Test name	COPSystem Picture Inventory of Careers (COPS-PIC)
Web site	http://www.edits.net/copsPic.html
What is measured	COPS-PIC is a non-verbal assessment of occupational interest. It illustrates a variety of occupational activities, using realistic pictures of people in non-stereotyped roles.
Target groups	This form of the COPS was designed to help assess younger students, students with reading or language difficulties, and individuals with low academic or career motivation. It is also appropriate for adults with lower or no reading ability as well as non-English speaking examinees. Scores are keyed to the 14 COPSystem Career Clusters and provide access to information about thousands of occupations.
How normed	Seventh through twelfth grades.
Qualifications required to administer	
How administered	Paper and pencil with no reading required.
Time needed for administration	Less than half an hour to take and score.
How scored	Hand scored by administrator. Scores are keyed to the 14 COPSystem Career Clusters and provide access to information about thousands of occupations.
Cost	The cost is \$34.25 for 25 test booklets. Manuals and other materials available.
Reliability and validity	
Publisher's address and phone	EdITS P.O. Box 7234 • San Diego, CA 92167 800-416-1666 • http://www.edits.net

Test name	Crawford Small Parts Dexterity Test
Web site	http://harcourtassessment.com/
What is measured	The Crawford Small Parts Dexterity Test measures an individual's eye-hand coordination and fine motor dexterity.
Target groups	Adolescents or adults.
How normed	Percentile ranks for electronics assembly trainees and for individuals who fit into ADA profiles.
Qualifications required to administer	
How administered	Hands on. No reading.
Time needed for administration	Eight to 15 minutes.
How scored	By the amount of time to complete.
Cost	Complete set is \$512.00. Can be used over and over.
Reliability and validity	
Publisher's address and phone	Harcourt Assessment 19500 Bulverde Road • San Antonio, TX 78259 800-211-8378 • http://harcourtassessment.com/

Test name	Devereux Behavior Rating Scale-School Form (DBRS)—(Child and Adolescent Versions)
Web site	http://harcourtassessment.com
What is measured	The DBRS is used for identifying behaviors that may indicate severe emotional disturbances in children and adolescents and is based on federal criteria and can be used by educators, psychologists, guidance counselors, and other assessment professionals. It can evaluate the existence of behaviors indicating severe emotional disturbance, provide normative comparisons of behaviors, compare results across informants (e.g., teachers, parents), assess an individual in a variety of settings, provide information for treatment planning, and evaluate treatment effectiveness as a pre/post measure.
Target groups	Children and youth, aged 5 to 18.
How normed	
Qualifications required to administer	This instrument may be purchased by individuals who are certified by a professional organization recognized by Harcourt Assessment to require training and experience in a relevant area of assessment and may also be purchased by individuals with a master's degree in psychology, education, or a related field with relevant training in assessment.
How administered	Paper and pencil administration.
Time needed for administration	Five minutes.
How scored	
Cost	Complete kit is \$175.00. Other forms and materials available.
Reliability and validity	
Publisher's address and phone	Harcourt Assessment, Inc. 19500 Bulverde Rd. • San Antonio, Texas 78259-3701 1-800-211-8378 • harcourtassessment.com

Test name	Diagnostic Assessment of Reading with Trial Teaching Strategies (DARTTS)
Web site	http://www.riverpub.com/products/group/dartts/
What is measured	The DARTTS program comprises individually administered tests and related diagnostic lessons. The Diagnostic Assessments of Reading is comprised of six tests of reading and language. The Trial Teaching Strategies are comprised of brief lessons tailored to stages of reading development.
Target groups	Students of all ages, including those in adult education.
How normed	Normed for all ages of students.
Qualifications required to administer	Designed for reading teachers, classroom teachers, special education and Title I teachers, and other professionals charged with helping students read better.
How administered	Paper and pencil administration.
Time needed for administration	Takes approximately 50 minutes to administer.
How scored	Hand scored.
Cost	Program kit is \$249.50. Program records booklets are \$23.75 for 15.
Reliability and validity	Validity information available on Web site.
Publisher's address and phone	Riverside Publishing 425 Spring Lake Drive • Itasca, IL 60143 800-323-9540 • http://www.riverpub.com
Test name	DISCOVER Assessment — Discovering Intellectual Strengths and Capabilities while Observing Varied Ethnic Responses
Web site	http://www.discover.arizona.edu/
What is measured	The DISCOVER Assessment is an observation-based instrument designed to measure a wide range of abilities in individuals, ages three and up. Unlike most traditional assessment methods, the DISCOVER approach combines several modern theories of intelligence with current research on brain functioning, resulting in a comprehensive and accurate profile of strengths. Most DISCOVER Assessments take place in a regular classroom, with an entire class of students at the same time. Participants are guided through active, hands-on problem-solving exercises (using toys and other age-appropriate materials) that have the appearance of play activities. Instruments are available for various age groups from pre-K to twelfth grade. Adult versions are also available.
Target groups	Ages three to adult.
How normed	
Qualifications required to administer	Administered by DISCOVER staff or by local staff trained by DISCOVER staff.
How administered	Administration is done one-on-one or in small groups (no more than five students for one assessor).
Time needed for administration	An assessment may take up to eight hours including time to debrief.
How scored	Children participate in five activities: Spatial Artistic, Spatial Analytical, Oral and Written Linguistic, and Mathematics. Results are later compiled according to the respective intelligences and are used to create "Strength Profiles", reports that show the levels of strength for all the intelligences. Scoring is done by the administrator.
Cost	Dependent on type of administration. Tucson staff can perform assessments on site or can train staff at your school or facility to perform assessments. The cost can be as much as \$270.00 per student or as low as \$108.00 depending on travel.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Department of Special Education Rehabilitation & School Psychology College of Education • The University of Arizona • Tucson, AZ 85721-0069 520-622-8106 • http://www.discover.arizona.edu

Test name	Dyslexia Screening Instrument
Web site	http://harcourtassessment.com/
What is measured	The Dyslexia Screening Instrument Profile screens for strengths and weaknesses often associated with dyslexia
Target groups	Grades one through 12.
How normed	Norms – Pass/fail/inconclusive.
Qualifications required to administer	No specific requirements for administering and interpreting the Dyslexia Screening Instrument.
How administered	Computer administered.
Time needed for administration	Takes 30 minutes to complete.
How scored	Computer scored.
Cost	Complete kit (teacher rating forms, manual and scoring program software) is \$138.00. A package of 50 rating forms is \$59.00.
Reliability and validity	
Publisher's address and phone	Harcourt Assessment 19500 Bulverde Road San Antonio, TX 78259 800-211-8378 http://harcourtassessment.com
Test name	General Educational Development Tests (GED)
Web site	http://www.acenet.edu (Click on GED Testing Services under Looking for a Program or Service)
What is measured	A high school equivalency test that assesses learning in five areas: language arts-writing, social studies, science, language arts-literature, and mathematics. A GED credential documents high school-level academic skills.
Target groups	Adults.
How normed	Grade 12 students from 557 schools stratified by public/non-public schools, geographic region, and socioeconomic status.
Qualifications required to administer	The test is administered by state agencies or their representatives. Test scorers are certified by the GED Testing Service.
How administered	Available in Braille, audio-cassette and large print editions. Information about test accommodations is available at: http://www.acenet.edu/AM/Template.cfm?Section=GEDTS&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=12223
Time needed for administration	Test time ranges from 90 to 110 minutes for each of the five tests.
How scored	Minimum scores for passing the test are set by individual states. Hand or machine scored.
Cost	Varies by state; the test may be free or cost as much as \$80.00.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	General Education Development Testing Service American Council on Education One Dupont Circle, NW • Washington, DC 20036-1163 202-939-9300 • http://www.acenet.edu

Test name	Harrington-O’Shea Career Decision-Making System (CDM)
Web site	http://www.agsnet.com/Group.asp?nGroupInfoID=a12633
What is measured	The CDM self-assesses abilities, interests, and work values all in one instrument.
Target groups	Middle school through adult. Spanish version available.
How normed	No derived scores from norm groups. 1991 standardization samples were made up of 965 people for Level 1 and 996 people for Level 2 and were defined based on 1990 U.S. Census data.
Qualifications required to administer	Test administrator must have completed training in measurement, guidance or appropriately related discipline or have equivalent supervised experience in test administration and interpretation.
How administered	Paper and pencil administration and computer version.
Time needed for administration	Total administration time is 25-45 minutes.
How scored	Time required for hand scoring is five to ten minutes. CDM Windows version available.
Cost	Full kits begin at \$399.99 for 25 administrations. Additional booklets extra.
Reliability and validity	Reliability and validity information available on Web site.
Publisher’s address and phone	AGS Publishing 4201 Woodland Road • Circle Pines, MN 55014-1796 800-328-2560 • FAX 800-471-8457 • http://www.agsnet.com/
Test name	Kaufman Test of Educational Achievement II—(K-TEA II)
Web site	http://www.agsnet.com/group.asp?nGroupInfoID=a32215
What is measured	The KTEA-II is an individually administered battery that gives you a flexible, thorough assessment of the key academic skills in reading, math, written language (new), and oral language (new).
Target groups	Ages: 4.5 through 25 (Comprehensive Form); 4.5 through 90+ (Brief Form)
How normed	Based on a national sampling of over 3,000 people, it provides accurate score comparisons for reading decoding, reading comprehension, and math applications with the other achievement batteries with which it was co-normed: PIAT-R/NU, KeyMath-R/NU, and WRMT-R/NU.
Qualifications required to administer	Test administrator must have completed graduate training in measurement, guidance or appropriate related discipline or have equivalent supervised experience in test administration and interpretation.
How administered	Paper and pencil administration.
Time needed for administration	Comprehensive Form—(PreK-K) 30 minutes; (Grades 1-2) 50 minutes; (Grades 3+) 80 minutes; Brief Form—(4-6 to 90) 20-30 minutes
How scored	Hand scored. Scoring software is available for the comprehensive form. Scores/Interpretation: Age- and grade-based standard scores (M=100, SD=15), age and grade equivalents, percentile ranks, normal curve equivalents (NCEs), and stanines
Cost	Comprehensive kit includes 25 record forms, test easels, and sample report to parents for \$299.99.
Reliability and validity	Reliability and validity information available on Web site.
Publisher’s address and phone	AGS Publishing 4201 Woodland Road • Circle Pines, MN 55014-1796 800-328-2560 • FAX 800-471-8457 • http://www.agsnet.com/

Test name	Key Math-Revised-Normative Update (Key Math-R-NU)
Web site	http://www.agsnet.com/Group.asp?nGroupInfoID=a26060
What is measured	Key Math-R-NU assesses critical math skills through 13 subtests to determine a measure of understanding and application of important mathematics concepts and skills.
Target groups	Grades K through 12.
How normed	Based on a national sampling of over 3,000 people, it provides accurate score comparisons for math operations and math applications with the other achievement batteries with which it was co-normed: K-TEA/NU and PIAT-R/NU.
Qualifications required to administer	Test administrator must have completed graduate training in measurement, guidance or appropriate related discipline or have equivalent supervised experience in test administration and interpretation.
How administered	The basic testing materials consist of two easels that contain testing items and directions for presenting and scoring items. Written computation is permitted only on some of the subtests in the operations area.
Time needed for administration	Administration time is 35-50 minutes
How scored	Hand scored or scoring software is available.
Cost	The entire kit (Form A or Form B) may be purchased for \$294.99. Both are \$532.99.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	AGS Publishing 4201 Woodland Road • Circle Pines, MN 55014-1796 800-328-2560 • FAX 800-471-8457 • http://www.agsnet.com/
Test name	Kuder Career Planning System
Web site	http://www.kuder.com/
What is measured	Three assessments are bundled. The Kuder Career Search with Person Match helps an individual discover career interests, explore occupations beyond job titles, and effectively apply personal interests to career plans. The Kuder Skills Assessment is a self-estimate of an individual's ability to perform work-related tasks. Super's Work Values Inventory-revised helps determine what work characteristics are important to the individual.
Target groups	Individuals in eighth grade through adulthood.
How normed	
Qualifications required to administer	Self-administered with additional materials that can be used with career counselors, parents, and teachers.
How administered	On-line with printed reports.
Time needed for administration	Twenty minutes or less for each assessment.
How scored	On-line and immediate.
Cost	One payment of \$19.95 covers all three assessments.
Reliability and validity	
Publisher's address and phone	National Career Assessment Services, Inc. 210 N 10th St • PO Box 277 Adel IA 50003 800-314-8972 • www.ncasi.com

Test name	Learning Disabilities Diagnostic Inventory (LDDI)
Web site	http://www.proedinc.com/store/index.php?mode=product_detail&id=8505
What is measured	The LDDI is a rating scale designed to help psychologists, diagnosticians, LD specialists, speech-language pathologists, and others identify (i.e., diagnose) intrinsic processing disorders and learning disabilities in students.
Target groups	Ages 8 to 17 years and 11 months.
How normed	The test was normed on 2,152 students with Learning Disabilities residing in 43 states and DC. The demographic characteristics of the normative sample are representative of the population of students who have learning disabilities in the United States as a whole.
Qualifications required to administer	The examiner should be a school psychologist, educational diagnostician, speech-language pathologist, LD specialist, or similarly-trained professional who knows how to interpret quantitative and qualitative information and use it to diagnose specific learning disabilities.
How administered	Paper and pencil administered.
Time needed for administration	Takes 10-20 minutes to complete.
How scored	Hand scored.
Cost	\$112.00 for a complete kit including examiner's manual (106 pages) and 50 rating summary booklets.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	PRO-ED, Inc. 8700 Shoal Creek Boulevard • Austin, TX 78757-6897 800-897-3202 • http://www.proedinc.com
Test name	Massachusetts Youth Screening Instrument (MAYSI 2)
Web site	http://www.umassmed.edu/nysap/MAYSI2/
What is measured	The MAYSI-2 is a screening instrument used for youth who are entering the juvenile justice system in order to identify potential mental health problems in need of immediate attention.
Target groups	Youth, ages 12-17, entering the juvenile justice system
How normed	
Qualifications required to administer	MAYSI-2 is feasible for use by non-clinical staff at intake probation, pretrial detention admission, and reception into a state's youth authority facilities.
How administered	Requiring less than 10 minutes to administer and using the youth's self-report, the MAYSI-2 is feasible for use by non-clinical staff at intake probation, pretrial detention admission, and reception into a state's youth authority facilities.
Time needed for administration	Ten minutes.
How scored	Hand scored in three minutes.
Cost	The MAYSI 2 manual costs \$60.00. Reproducible screening forms come with the manual and there is no limit on the number of copies that can be made.
Reliability and validity	Reliability and validity information available on the Web site.
Publisher's address and phone	The National Youth Screening Assistance Project University of Massachusetts Worcester Campus 55 Lake Avenue North • Worcester, MA 01655 Phone 508-856-8564 • http://www.umassmed.edu/NYSAP/

Test name	Myers-Briggs Type Indicator (MBTI)
Web site	http://www.cpp.com/products/mbti/index.asp
What is measured	A personality inventory that helps counselors/career professionals/consultants improve work and professional relationships, increase productivity, and identify leadership and interpersonal communication preferences for clients.
Target groups	Individuals 14 years and older. Spanish, German, French, Dutch, French Canadian, Italian, Korean, Portuguese, Danish, Norwegian, Chinese, Swedish and Anglicized adaptation versions available.
How normed	Norm group on which scores are based was 3,200 adults, 18 years and older, from across the United States. Percentages of age, gender, and ethnic groups matched 1990 U.S. Census percentages.
Qualifications required to administer	Qualification is granted to those who have received training for the use of the MBTI, either through a CPP, Inc. approved qualifying program (you must pass the common exam) OR have a minimum of a bachelors degree that includes successful completion of a college course in the interpretation of psychological assessment and measurement at an accredited college or university.
How administered	Paper and pencil administration. Computer software administration also available.
Time needed for administration	Total administration time is 15-30 minutes based on form used.
How scored	Hand scoring is available and takes ten minutes to complete.
Cost	Per form: self-scorable \$8.00. Other versions are available.
Reliability and validity	
Publisher's address and phone	CPP, Inc. 3803 East Bayshore Road • P. O. Box 10096 • Palo Alto, CA 94303 800-624-1765 • http://www.cpp-db.com
Test name	Occupational Aptitude Survey and Interest Schedule (OASIS-3)
Web site	http://www.proedinc.com/store/index.php?mode=product_detail&id=10130
What is measured	The OASIS-3 Aptitude Survey measures six broad aptitude factors that are directly related to skills and abilities required in more than 20,000 jobs listed in the Dictionary of Occupational Titles. The OASIS-3 Interest Schedule measures 12 interest factors directly related to the occupations listed in the Guide of Occupational Exploration.
Target groups	Grades 8-12.
How normed	The tests were normed on the same national sample of 2,005 individuals from 20 states.
Qualifications required to administer	No specific qualifications are required to administer or interpret the OASIS.
How administered	Paper and pencil administration.
Time needed for administration	Each test takes 30-45 minutes to administer.
How scored	Machine or hand scoring.
Cost	Aptitude Survey: Complete kit \$164.00 (examiner's manual, 10 student test booklets, 50 hand scorable answer sheets, one sample interpretation workbook, and 50 profile sheets). Interest Schedule: Complete kit \$164.00 (examiner's manual, 25 student test booklets, 50 hand scorable answer sheets, one sample interpretation workbook, and 50 scoring forms).
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	PRO-ED, Inc. 8700 Shoal Creek Boulevard • Austin, TX 78757-6897 800-897-3202 • http://www.proedinc.com

Test name	O*NET Career Exploration Tools—Interest Profiler, Work Importance Locator and Profiler, and Ability Profiler.
Web site	http://www.onetcenter.org/tools.html
What is measured	<p>O*NET Career Exploration Tools are a set of self-directed career exploration/assessment tools to help workers consider and plan career options, preparation, and transitions more effectively. They also are designed for use by students who are exploring the school-to-work transition. The assessment instruments, which are based on a “whole-person” concept, include: <i>O*NET Ability Profiler, O*NET Interest Profiler, O*NET Computerized Interest Profiler, O*NET Work Importance Locator, O*NET Work Importance Profiler</i></p> <p>These instruments will help individuals identify their work-related interests, what they consider important on the job, and their abilities in order to explore those occupations that relate most closely to those attributes. Users of the tools may link to the more than 900 occupations described by the O*NET database, as well as to occupational information in CareerOneStop.</p>
Target groups	Youth and adults.
How normed	
Qualifications required to administer	Administrators should have completed the training materials available on the Web site.
How administered	Paper and pencil administration using downloadable files from Web site.
Time needed for administration	Approximately 30 minutes per test.
How scored	Self-scoring. The Ability Profiler requires the use of a scanner to score.
Cost	There is no cost for downloading files. Printed copies from the U. S. Government Printing Office are about \$2.00 to \$5.00 each purchased in bulk at http://bookstore.gpo.gov . Scanners to score the Ability Profiler are costly.
Reliability and validity	Reliability and validity information available on Web site.
Publisher’s address and phone	Occupational Information Network • O*Net Consortium http://www.onetcenter.org
Test name	Peabody Individual Achievement Test-Revised Normative Update (PIAT-R-NU)
Web site	http://www.agsnet.com/Group.asp?nGroupInfoID=a29060
What is measured	The Peabody Individual Achievement Test-Revised Normative Update is an individually administered, norm-referenced instrument designed to provide a wide-ranging screening measure of academic achievement in six content areas: mathematics, reading recognitions, reading comprehension, spelling, general information, and written expression. The PIAT-R-NU may be used to identify specific learning disabilities.
Target groups	Kindergarten through 12th grade.
How normed	Based on a national sampling of over 3,000 people, it provides accurate score comparisons for reading decoding, reading comprehension, and math applications with the other achievement batteries with which it was co-normed: K-TEA/NU, Key Math-R/NU, and WRMT-R/NU.
Qualifications required to administer	Test administrator must have completed graduate training in measurement, guidance, or appropriate related discipline, or have equivalent supervised experience in test administration and interpretation.
How administered	The PIAT-R-NU is individually administered. Materials are contained in four easel kits, one for each volume of the test. Easel kit volumes present stimulus materials to the student at eye level; the examiner’s instructions are placed on the reverse side. The student can see one side of the response plate, whereas the examiner can see both sides.
Time needed for administration	Sixty minutes.
How scored	Hand scored.
Cost	The PIAT-RNU complete kit (four easels, 50 combined test record and written expression booklets, NU manual, and carry bag) costs \$385.99.
Reliability and validity	Reliability and validity information available on Web site.
Publisher’s address and phone	AGS Publishing 4201 Woodland Road • Circle Pines, MN 55014-1796 800-328-2560 • FAX 800-471-8457 • http://www.agsnet.com/

Test name	Peabody Picture Vocabulary Test-Third Edition (PPVT-III)
Web site	http://www.agsnet.com/Group.asp?nGroupInfoID=a12010
What is measured	The PPVT-III is a measure of receptive vocabulary for standard English and a screening test of verbal ability.
Target groups	Can be used with all ages.
How normed	The authors include studies of the performance on the PPVT-III of seven special populations: students with speech impairment, language delay, language impairment, mental retardation, learning disability in reading, and hearing impairment.
Qualifications required to administer	Completed graduate training in measurement, guidance, individual psychological assessment, or special appraisal methods appropriate for a particular test.
How administered	The PPVT-III is administered in easel format, with the examiner showing the test taker a series of plates on which four pictures are drawn. The examiner reads a stimulus word for each plate, and the person being tested points to the picture that best represents the stimulus word. The PPVT-III is an untimed test.
Time needed for administration	Ten to 15 minutes.
How scored	Hand scoring and computer scoring available.
Cost	PPVT-III A & B test kit includes picture plates, norm booklet, examiner's manual, and a package of 25 performance records for \$299.99.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	AGS Publishing 4201 Woodland Road • Circle Pines, MN 55014-1796 800-328-2560 • FAX 800-471-8457 • http://www.agsnet.com/
Test name	Personnel Test for Industry-Oral Directions Test (PTI)
Web site	http://harcourtassessment.com
What is measured	The PTI is a wide range assessment of general mental abilities and an individual's comprehension of verbal, numerical and oral directions. The PTI may be used to evaluate applicants with limited English proficiency or hearing impaired applicants.
Target groups	Persons applying for jobs.
How normed	Publisher will not provide norm group information without purchasing the technical manual.
Qualifications required to administer	No specific qualifications are required to administer or interpret the Personnel Test for Industry-Oral Directions Test.
How administered	Administered by cassette tape, PTI measures the applicant's comprehension of English and the ability to understand oral directions.
Time needed for administration	15 minutes.
How scored	Hand scored.
Cost	A complete set of 100 tests with recorder and cassette tapes is \$185.00.
Reliability and validity	
Publisher's address and phone	Harcourt Assessment 19500 Bulverde Road • San Antonio, Texas 78259 800-211-8378 • http://harcourtassessment.com

Test name	Pictorial Inventory of Careers DV-2000 (PIC)
Web site	http://www.talentassessment.com/programs_pic.php
What is measured	The Digital Pictorial Inventory of Careers is an affective domain interest assessment which requires no reading. PIC measures career interest by using Digital Quality Live Action Videos of real life work scenes, instead of paper pencil tests.
Target groups	Middle school to adults.
How normed	
Qualifications required to administer	No specific qualifications are required to administer or interpret the Pictorial Inventory of Careers
How administered	Administered through live action videos or real life work scenes instead of paper and pencil tests.
Time needed for administration	22 minutes.
How scored	Computer.
Cost	In 2004, the \$695.00 cost includes two video-cassette programs (regular and low level), 100 regular response forms, 100 alternate response forms, comprehensive manual, computer software for scoring, and portable carrying case.
Reliability and validity	
Publisher's address and phone	Talent Assessment, Inc. P.O. Box 5087 • Jacksonville, FL 32247 800-634-1472 • http://www.talentassessment.com
Test name	Purdue Pegboard Test
Web site	http://www.pearsonps.com/rh/instruments/purdue.htm
What is measured	The Purdue Pegboard Test measures finger dexterity and hand-eye coordination by testing an individual's ability to move hands, fingers and arms (gross movement) and to control movements of small objects (fingertip dexterity).
Target groups	Grade nine to adults.
How normed	Percentile norms are listed by subtest for the following classifications: applicants for assembly jobs, applicants for production work, and applicants for general factory work.
Qualifications required to administer	Purchasers must provide credentials indicating a bachelor's degree in psychology, education, human relations or human resources, business or a closely related field. Specific course work or workshops are not required.
How administered	Board utilizes pegs, washers and collars.
Time needed for administration	The test takes approximately three to nine minutes to complete.
How scored	Pieces must be counted by administrator. Yields five separate scores.
Cost	Start-up kit (examiner's manual; pegboard with complete set of washers, collars and pegs; and 100 profile sheets) costs \$346.00.
Reliability and validity	Validity information available on Web site.
Publisher's address and phone	Pearson 800-922-7343 • FAX 312-242-4400 • http://www.pearsonps.com

Test name	Reading Free Vocational Interest Inventory 2
Web site	http://harcourtassessment.com/hai/ProductListing.aspx?Category=CareerGuidance
What is measured	The newly revised RFVII 2 measures the vocational interests of special populations. It uses pictures of individuals engaged in different occupations to measure the vocational likes and dislikes of students and adults who do not read.
Target groups	Age 13 through adult.
How normed	
Qualifications required to administer	Can be administered by teachers, psychologists, counselors, or other vocational and educational personnel.
How administered	Pencil and paper. Information about test accommodations is available at: http://www.collegeboard.com/ssd/student/
Time needed for administration	About 20 minutes.
How scored	
Cost	The manual is \$55.00. Twenty test booklets are \$55.00.
Reliability and validity	
Publisher's address and phone	Harcourt Assessment 19500 Bulverde Road • San Antonio, Texas 78259 800-211-8378 • http://harcourtassessment.com
Test name	SAT (formerly the Scholastic Aptitude Test)
Web site	http://www.collegeboard.com/splash
What is measured	The SAT is a college entrance exam and is a measure of the critical thinking skills needed for academic success in college. The SAT assesses how well a student analyzes and solves problems—skills learned in school that will be needed in college. The SAT now includes a writing section.
Target groups	The SAT is typically taken by high school juniors and seniors.
How normed	
Qualifications required to administer	Administered by trained staff at test centers.
How administered	Must be taken at a regional or local test center. See Web site for more information. Information about test accommodations is available at: http://www.collegeboard.com/ssd/student/
Time needed for administration	Three hours and forty five minutes.
How scored	
Cost	The SAT is \$41.00. Additional costs for optional services.
Reliability and validity	
Publisher's address and phone	The College Board Headquarters 45 Columbus Avenue • New York, NY 10023 212-713-8000 • http://www.collegeboard.com/splash

Test name	Secondary Level English Proficiency Test (SLEP)
Web site	http://www.ets.org (Click on Tests, then go to SLEP in Test Directory)
What is measured	The SLEP Test is a measure of English language ability for nonnative speakers in two primary areas, listening comprehension and reading comprehension.
Target groups	Although SLEP is used predominantly by secondary schools, it has also been used by community colleges and other organizations.
How normed	The choice of material for the SLEP test was based on an analysis of actual materials designed for use in American classrooms (grades 7-12).
Qualifications required to administer	No specific qualifications are required.
How administered	Paper and pencil in individual or group setting.
Time needed for administration	Less than two hours.
How scored	Hand or machine scored.
Cost	The SLEP Basic Test Package (20 test books, 100 two-ply answer sheets, a cassette recording, and a SLEP test manual) is \$235.00.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Educational Testing Service (ETS) Princeton, NJ http://www.ets.org
Test name	Self-Directed Search, Forms R and E
Web sites	http://www3.parinc.com/products/product.aspx?Productid=SDS_R http://www3.parinc.com/products/product.aspx?Productid=SDS_E On-line version: http://www.self-directed-search.com/
What is measured	Form R assesses career interests for high school students, college students, and adults. Form E assesses career interests among individuals with limited reading skills. Other forms are for middle school students and speakers of Canadian French and Spanish.
Target groups	Adults and older adolescents.
How normed	Normative data derived from a nationally representative sample of 2,602 students and working adults.
Qualifications required to administer	No specific qualifications are required to administer or interpret the Self-Directed Search.
How administered	Paper and pencil, personal computer, or on-line.
Time needed for administration	Total administration time: 35-45 minutes.
How scored	Hand scoring takes 10 minutes.
Cost	Complete kit for 25 test takers is \$175.00. Extra test forms for 25 additional test takers is \$32.00. Alternative forms also available. On-line version is \$9.95 per person.
Reliability and validity	
Publisher's address and phone	Psychological Assessment Resources, Inc. 16204 N. Florida Avenue • Lutz, FL 33549 800-899-8378 • http://www.parinc.com

Test name	Stanford Achievement Test Series (Stanford–10) (Three separate measures make up the Stanford Achievement Test Series: the Stanford Early School Achievement Test [SESAT], the Stanford Achievement Test [SAT], and the Test of Academic Skills [TASK].)
Web site	http://harcourtassessment.com
What is measured	The tests measure achievement through a series of subtests: reading, listening, language, spelling, mathematics, science, and social science.
Target groups	SESAT: Kindergarten and grade 1. SAT: Grades 1 through 9. TASK: Grades 9 through 12.
How normed	Latest norms (2002) were based on the K-12 population.
Qualifications required to administer	Eligibility to purchase these instruments is determined on the basis of training and experience.
How administered	Paper and pencil group administration.
Time needed for administration	Untimed with recommended ranges. All tests can be completed in one day.
How scored	Hand scored and machine scored with many scoring and reporting options.
Cost	See Web site for details.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Harcourt Assessment 19500 Bulverde Road • San Antonio, Texas 78259 800-211-8378 • http://harcourtassessment.com
Test name	Stanford-Binet Intelligence Scales, Fifth Edition (SB5)
Web site	http://www.riverpub.com/products/clinical/sbis5/features.html
What is measured	The SB5 is a comprehensive measurement of five factors: fluid reasoning, knowledge, quantitative reasoning, visual-spatial processing, and working memory. Includes Full Scale IQ, Verbal and Nonverbal IQ, and Composite Indices spanning five dimensions with a standard score mean of 100, SD 15.
Target groups	
How normed	The SB5 was normed on a stratified random sample of 4,800 individuals that matched the 2000 U.S. Census. Bias reviews were conducted on all items for gender, ethnic, cultural/religious, regional, and socioeconomic status issues.
Qualifications required to administer	Must have credentials to administer IQ type tests.
How administered	Individually, with paper and pencil, and manipulatives.
Time needed for administration	45 to 60 minutes.
How scored	Hand or computer scored.
Cost	Complete kit includes 3 item books, examiner's manual, technical manual, 25 test records, and a plastic case containing all manipulatives in a carrying case for \$892.00. Twenty-five additional test records cost \$54.00.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Riverside Publishing 425 Spring Lake Drive • Itasca, IL 60143 800-323-9540 • http://www.riverpub.com

Test name	Stanford Diagnostic Mathematics Test, Fourth Edition (SDMT4)
Web site	http://harcourtassessment.com
What is measured	A diagnostic test designed to identify specific strengths and weaknesses in math. It emphasizes general problem-solving and math specific problem-solving strategies while measuring student competence in those basic math skills and concepts that are prerequisite to mathematics problem solving.
Target groups	Grades 1.5 through 13.
How normed	
Qualifications required to administer	Eligibility to purchase these instruments is determined on the basis of training and experience.
How administered	Paper and pencil group administration; multiple choice and free response.
Time needed for administration	Approximately 150 minutes.
How scored	Hand scored or machine scored
Cost	Complete kits for class levels (25 students) are \$80.00 to \$120.00. Many other prices and combinations of testing materials available.
Reliability and validity	
Publisher's address and phone	Harcourt Assessment 1950 Bulverde Road • San Antonio, Texas 78259 800-211-8378 • http://harcourtassessment.com
Test name	Stanford Diagnostic Reading Test, Fourth Edition (SDRT 4)
Web site	http://harcourtassessment.com
What is measured	A diagnostic test providing group administered diagnostic assessment of the essential components of reading in order to determine students' strengths and needs.
Target groups	Grades 1.5 through 13.
How normed	
Qualifications required to administer	Eligibility to purchase these instruments is determined on the basis of training and experience.
How administered	Paper and pencil group administration or computer administration.
Time needed for administration	The test takes 85-105 minutes to administer depending on the grade level.
How scored	Hand scored or machine scored
Cost	Kits for 25 students are 82.00. Other combinations available.
Reliability and validity	
Publisher's address and phone	Harcourt Assessment 1950 Bulverde Road • San Antonio, Texas 78259 800-211-8378 • http://harcourtassessment.com

Test name	STAR Math
Web site	http://www.renlearn.com/starmath/
What is measured	STAR Math helps determine the math level of students, measure individual and class growth, and forecast results on standardized tests.
Target groups	
How normed	
Qualifications required to administer	Administered by teachers.
How administered	Using personal computer.
Time needed for administration	About 12 minutes.
How scored	Automatically on computer.
Cost	Cost is 39 cents per year per student plus one time school setup fee of \$1299.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Renaissance Learning, Inc. P.O. Box 8036 • Wisconsin Rapids, WI 54495-8036 866-492-6284 • http://www.renlearn.com

Test name	STAR Reading
Web site	http://www.renlearn.com/reading.htm
What is measured	STAR Reading helps determine the reading level of students, measure individual and class growth, and forecast results on standardized tests.
Target groups	
How normed	STAR Reading has been validated with a nationally representative sample of more than 60,000 student tests. Scores correlate with results on popular standardized tests. The latest version includes new normative data to ensure that students are compared with their peers of today.
Qualifications required to administer	Administered by teachers.
How administered	Using personal computer.
Time needed for administration	About 10 minutes.
How scored	Automatically on computer.
Cost	Cost is 39 cents per year per student plus one time school setup fee of \$1299.
Reliability and validity	Validity information available on Web site.
Publisher's address and phone	Renaissance Learning, Inc. P.O. Box 8036 • Wisconsin Rapids, WI 54495-8036 866-492-6284 • http://www.renlearn.com

Test name	Systematic Screening for Behavior Disorders (SSBD)
Web site	http://www.sopriswest.com
What is measured	The SSBD allows you to screen and identify students who may be at risk of developing behavior disorders. The three-stage process makes use of teachers' judgment as well as direct observation.
Target groups	Children and youth, pre-K through 12th grade.
How normed	
Qualifications required to administer	
How administered	Paper and pencil administration. The SSBD kit includes three manuals, training video (80 minutes), an audiotape to prompt observation, and reproducible forms.
Time needed for administration	
How scored	
Cost	The program kit is \$100.95.
Reliability and validity	
Publisher's address and phone	Sopris West 4093 Specialty Place • Longmont, CO 80504 303-651-2829 or 800-547-6747 • http://www.sopriswest.com/
Test name	Talent Assessment Program
Web site	http://www.talentassessment.com
What is measured	Reading-free assessment of functional aptitudes. Consists of 10 hands-on tests, such as form perception, ability to follow patterns, color discrimination, and tactile discrimination. Results are compiled into a profile that can be compared with job requirements in the Dictionary of Occupational Titles (DOT) and the Occupational Outlook Handbook (OOH).
Target groups	Middle school to adult. Does not require any reading ability. Instructions may be given in any format—oral, written, signed, or simply demonstrated—providing equal assessment opportunities to the blind, functionally illiterate, hearing impaired, lower functioning handicapped, and learning disadvantaged, as well as to the literate.
How normed	Uses one of the largest norming groups of any evaluation system, assuring a high degree of reliability. The results are correlated both to the DOT, the Worker Groups of the Guide to Occupational Exploration (GOE) and the occupational data of the U.S. Department of Labor.
Qualifications required to administer	
How administered	Hands-on administration.
Time needed for administration	
How scored	Computerized scoring.
Cost	Complete package (all talent Assessment Program testing components, IBM-PC computer software for scoring, portable carrying cases, on-site staff training within the 48 states, and shipping and handling within the 48 states) costs \$6,495.00 (2004 price).
Reliability and validity	
Publisher's address and phone	Talent Assessment, Inc. P.O. Box 5087 • Jacksonville, FL 32247 800-634-1472 • http://www.talentassessment.com

Test name	Terra Nova (CAT/6)
Web site	http://www.ctb.com
What is measured	The Terra Nova is a group administered multiple-skill battery that provides norm-referenced and objective-mastery scores. CAT Multiple Assessments measure Reading/Language Arts, Mathematics, Science, and Social Studies. CAT Basic Multiple Assessments are offered for those interested in assessing just Reading/Language Arts and Mathematics.
Target groups	Kindergarten through grade 12. Available in Spanish.
How normed	Based on large, nationally representative student samples, including more than 275,000 students in Grades K-12.
Qualifications required to administer	Requires a basic understanding of psychometrics to administer and interpret the Terra Nova.
How administered	The test includes selected-response items (multiple-choice) and extended open-ended items. The Terra Nova is available in multiple formats: CTBS complete battery, CTBS survey battery, and CTBS multiple assessment. For both the complete battery and the survey battery, users may administer the basic test, consisting of four subtests, or the basic tests plus the supplemental tests. Usually administered in groups.
Time needed for administration	Times vary per test and grade level. Complete survey can be done in about a half a day. Complete battery may take up to six hours.
How scored	Scoring is done by the publisher.
Cost	Consumable scannable test books: \$175.00 for a package of 25. Basic multiple assessment test books: \$139 for a package of 25. Many other options for purchase available.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	CTB/McGraw-Hill 20 Ryan Ranch Road • Monterey, CA 93940 800-538-9547 • FAX 800-282-0266 • http://www.ctb.com
Test name	Tests of Adult Basic Education (TABE) Forms 9 and 10
Web site	http://www.ctb.com (Click Adult Education tab)
What is measured	A series of norm-referenced tests designed to measure achievement of basic skills found in adult basic education curricula and taught in instructional programs. TABE assesses adult functional literacy and basic skills (vocabulary, reading, language, language mechanics, mathematics, and spelling).
Target groups	Adult students, literacy and ABE/GED instruction groups, workforce development, vocational-technical programs, and school-to-work programs. Suitable for ages 14 to adult, but note that the norm sample is primarily older youth and adults. Available in Spanish.
How normed	Four norm reference groups were used for TABE 7/8 including adult basic education students, postsecondary vocational-technical students, adult and juvenile offenders, and college students.
Qualifications required to administer	Adult educators and administrators who have a general knowledge of measurement principles and are willing to abide by the assessment standards of the American Psychological Association.
How administered	Paper and pencil, individual or group administration, and computer software administration.
Time needed for administration	About three to four hours for the complete battery.
How scored	Machine scored.
Cost	Twenty five test battery booklets are \$95.00. Other ordering options are available.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	CTB/McGraw-Hill 20 Ryan Ranch Road • Monterey, CA 93940 800-538-9547 • FAX 800-282-0266 • http://www.ctb.com

Test name	Tests of English as a Foreign Language (TOEFL)
Web site	http://www.ets.org
What is measured	The Test of English as a Foreign Language (TOEFL) measures the ability of nonnative speakers of English to use and understand North American English as it is used in college and university settings.
Target groups	College level students.
How normed	
Qualifications required to administer	Administered only at authorized testing centers.
How administered	Paper and pencil and computer versions. Administered only at authorized testing centers.
Time needed for administration	Total testing time is less than three hours.
How scored	Computer scored.
Cost	\$140.00
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Educational Testing Service (ETS) Tests of English as a Foreign Language (TOEFL) Princeton, NJ http://www.ets.org • http://www.toefl.org
Test name	Test of Written Language (TOWL-3)
Web site	http://www.agsnet.com/Group.asp?nGroupInfoID=a19045
What is measured	Written language skills for school age children.
Target groups	School age children grades 3 to 12.
How normed	The TOWL-3 was standardized on a 26-state sample of more than 2,000 public and private school students in grades 2 through 12.
Qualifications required to administer	User has completed at least one course in measurement, guidance, or an appropriately related discipline or has equivalent supervised experience in test administration and interpretation.
How administered	Paper and pencil.
Time needed for administration	Untimed, but usually takes about ninety minutes.
How scored	Hand-scored.
Cost	Complete kit (manual, 25 student response booklets A, 25 student response booklets B, 50 Profile/Story Scoring forms) is \$193.00.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	AGS Publishing 4201 Woodland Road • Circle Pines, MN 55014-1796 800-323-2560 • FAX 800-471-8457 • http://www.agsnet.com

Test name	Transition Planning Inventory (TPI)
Web site	http://www.proedinc.com/store/index.php?mode=product_detail&id=6805
What is measured	The TPI is an instrument for identifying and planning for the comprehensive transitional needs of students. It is designed to provide school personnel a systematic way to address critical transition planning areas that are mandated by the Individuals with Disabilities Education Act (IDEA) and that take into account the individual student's needs, preferences, and interests.
Target groups	Students receiving special education services who have a transition Individualized Education Program.
How normed	
Qualifications required to administer	Profile questions are answered by the IEP team, including the youth, parents, and teachers.
How administered	Participants complete paper and pencil questionnaire leading to profile.
Time needed for administration	
How scored	
Cost	Complete kit is \$159.00 and can be used with 25 students. Other forms and manuals available.
Reliability and validity	Information not available on Web site.
Publisher's address and phone	PRO-ED, Inc. 8700 Shoal Creek Boulevard • Austin, Texas 78757-6897 800-897-3202 • http://www.proedinc.com
Test name	Type Focus Personality Type Profile
Web site	http://www.typefocus.com
What is measured	The Type Focus Personality Profile estimates personality type using the following preference pairs: Extravert/Introvert; Sensing/Intuition; Thinking/Feeling; Judgment/Perception. The authors consider the Type Focus Personality Profile to be a tool for self-awareness.
Target groups	Youth and adults ages 14 and up.
How normed	
Qualifications required to administer	
How administered	Self administered, on-line.
Time needed for administration	It takes about 20 minutes to answer the 66 questions.
How scored	Automatically scored on-line at the end of the profile.
Cost	No cost. Additional consulting services are available for \$29.95 per year.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Type Focus Internet, Inc. http://www.typefocus.com

Test name	VALPAR Work Samples
Web site	http://www.valparint.com (Search by Product Name: 12 –Work Samples)
What is measured	VALPAR Work Samples are a series of 19 self-contained work samples/activity units designed to assist in evaluating career potential in jobs and job classifications described in the U.S. Labor Department's 1990 Dictionary of Occupational Titles and its related publications.
Target groups	Adolescents and adults.
How normed	Norm groups for most VALPAR components have been developed separately and include 11 different norm groups ranging from Air Force personnel and employed workers to groups of individuals who are blind and deaf.
Qualifications required to administer	VALPAR Work Samples are used by rehabilitation specialists, vocational evaluators, workforce development specialists, One-Stop career centers, occupational therapists, and others.
How administered	Each VALPAR manual describes the method, sequence, and procedures needed for administering individual components. Preliminary screening of the individual in terms of reading level and general educational development is encouraged prior to administering the VALPAR units.
Time needed for administration	
How scored	Hand scored.
Cost	Individual units are sold separately, and the price varies considerably. Pricing is available by contacting the company directly.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	VALPAR International Corporation P.O. Box 5767 • Tucson, AZ 85703 800-528-7070 • http://www.valparint.com
Test name	The Vineland Adaptive Behavior Scales Second Edition (VABS-II)
Web site	http://www.agsnet.com/Group.asp?nGroupInfolD=aVineland
What is measured	The Vineland Adaptive Behavior Scales measure personal and social skills used for everyday living. They provide critical data for the diagnosis or evaluation of a wide range of disabilities, including mental retardation, developmental delays, functional skills impairment, and speech/language impairment. Vineland has also been proven to be an accurate resource for predicting autism and Asperger syndrome, among other differential diagnoses.
Target groups	Interview Edition, Survey Expanded Forms: Ages 0 through 18 years–11 months and low-functioning adults. Classroom Edition: Ages 3 through 12 years 11 months.
How normed	The Vineland was standardized on a representative national sample of 3,000 individuals selected to match U.S. census data. The sample was stratified for age, race, gender, region, parental education, and community size. Supplementary norm groups of individuals with disabilities provide more data for interpretation of the Survey Form and the Expanded Form.
Qualifications required to administer	Must be a psychologist or licensed social worker to administer the VABS.
How administered	Through interviews or surveys given to parents, teachers, or other caregivers.
Time needed for administration	Interview Edition, Survey Form: 20-60 minutes Interview Edition, Expanded Form: 60-90 minutes Classroom Edition: 20 minutes.
How scored	Items are examiner scored. Software assistance is available.
Cost	Complete Vineland starter set is \$199.99.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	AGS Publishing 4201 Woodland Road • Circle Pines, MN 55014-1796 800-328-2560 • FAX 800-471-8457 • http://www.agsnet.com

Test name	Voc-Ties & Career Development Plan
Web site	http://www.pineymountain.com/vties.htm
What is measured	Voc-Ties measures an individual's interest in career/technical pathways.
Target groups	Secondary students in special education.
How normed	
Qualifications required to administer	
How administered	Personal computer.
Time needed for administration	
How scored	Automatically. Report gives information about technical careers and helps with preparation of Individualized Education Program (IEP).
Cost	The whole kit with software and 200 answer sheets is \$595.00
Reliability and validity	
Publisher's address and phone	Piney Mountain Press, Inc. P.O. Box 86 • Cleveland, GA 30528 800-255-3127 • http://www.pineymountain.com/
Test name	Vocational Exploration and Insight Kit (VEIK)
Web site	http://www3.parinc.com/products/product.aspx?Productid=VEIK
What is measured	This program is designed for use by highly motivated students or adults who are seeking additional career guidance beyond that provided by the Self-Directed Search (see above). The VEIK consists of an 8-page Action Plan Workbook containing a variety of activities which individuals complete in several hours during three or four sessions.
Target groups	High school to adult.
How normed	The VEIK uses the Self-Directed Search as a main assessment tool and uses the SDS norm groups: 719 individuals 15-72 years of age from a variety of ethnic and educational backgrounds.
Qualifications required to administer	No special qualifications required to administer or interpret the Vocational Insight and Exploration Kit.
How administered	Paper and pencil.
Time needed for administration	Total administration time: 35-45 minutes.
How scored	Time required for hand scoring: 10 minutes.
Cost	The VEIK Comprehensive Kit (25 SDS Form R Assessment Booklets, 25 Occupations Finders, 25 Alphabetized Occupations Finders, 25 You and Your Career Booklets, 1 VEIK user Guide, 25 Action Plan Workbooks, and 2 Vocational Card Sort Decks) costs \$171.00 (2004 Prices).
Reliability and validity	
Publisher's address and phone	Psychological Assessment Resources, Inc. 16204 North Florida Avenue • Lutz, FL 33549 800-899-8378 • http://www.parinc.com

Test name	Vocational Implications of Personality (VIP)
Web site	http://www.talentassessment.com/programs_vip.php
What is measured	VIP and VIP Jr. are comprehensive assessments of an individual's unique personality traits and how they fit into the working world.
Target groups	Adults or those with work experience. VIP Jr. is targeted for middle school and high school students. Spanish version available.
How normed	
Qualifications required to administer	No special qualifications required to administer or interpret the VIP.
How administered	Computer and Internet administration.
Time needed for administration	20 minutes.
How scored	Computer and Internet scoring available.
Cost	Contact publisher.
Reliability and validity	
Publisher's address and phone	Talent Assessment, Inc. P.O. Box 5087 • Jacksonville, FL 32247-5087 800-634-1472 • http://www.talentassessment.com
Test name	Wechsler Adult Intelligence Scale (WAIS+ -III)
Web site	http://harcourtassessment.com/
What is measured	Clinical instrument designed to assess the intellectual ability of adults ages 16 through 89. The WAIS III includes the following Verbal subtests: Information, Comprehension, Similarities, Arithmetic, Vocabulary, and Digit Span. The WAIS III includes the following Performance subtests: Picture Completion, Picture Arrangement, Block Design, Coding, and Matrix Reasoning.
Target groups	Ages 16 through 89.
How normed	The WAIS III was standardized on 2,450 adults between 16 and 89 years of age. The standardization sample appears representative in terms of race, educational level, and geographic region.
Qualifications required to administer	Must be a licensed psychologist to administer and interpret the WAIS-III.
How administered	Paper and pencil.
Time needed for administration	60 to 90 minutes.
How scored	Hand scored or computer scored.
Cost	The WAIS-III boxed set (administration norms manual, technical manual, stimulus booklet, 25 record forms, 25 response forms, and scoring templates) costs \$825.00.
Reliability and validity	Validation information available on Web site.
Publisher's address and phone	Harcourt Assessment 19500 Bulverde Road • San Antonio, Texas 78259 800-211-8378 • http://harcourtassessment.com

Test name	Wechsler Intelligence Scale for Children (WISC-IV)
Web site	http://harcourtassessment.com
What is measured	Clinical instrument for assessing the intellectual ability of children.
Target groups	Ages 6 through 16.
How normed	WISC-III norms were based on a carefully selected standardization sample of 2,200 children representative of sex, age, parental education levels, region, and race/ethnicity.
Qualifications required to administer	Must be a licensed psychologist to administer and interpret the WISC-IV.
How administered	Paper and pencil.
Time needed for administration	50 to 85 minutes.
How scored	Hand or computer scored.
Cost	The WISC-IV basic kit (technical manual, stimulus booklet, 25 record forms, 25 response forms, coding/scoring template, and symbol scoring template) costs \$825.00.
Reliability and validity	Validity information available on Web site. Reliability information available in the manual.
Publisher's address and phone	Harcourt Assessment 19500 Bulverde Road • San Antonio, Texas 78259 800-211-8378 • http://harcourtassessment.com
Test name	Wide Range Achievement Test (WRAT-3)
Web site	http://www3.parinc.com/products/product.aspx?Productid=WRAT3
What is measured	The WRAT-3 measures the codes needed to learn the basic skills of reading, writing, spelling, and arithmetic.
Target groups	Individuals ages 5 to 75.
How normed	The WRAT-3 features a national stratified sample, grade ratings, scaling, and item analysis by the Rasch Method.
Qualifications required to administer	All WRAT tests may be administered and scored by professional and paraprofessional personnel with adequate supervision in accordance with ethical standards of the American Psychological Association. Sales are restricted to professionally trained personnel and institutions. Interpretation of tests requires professional training and experience.
How administered	Paper and pencil.
Time needed for administration	Time for each form is 15 to 30 minutes, depending on age.
How scored	Scoring by hand takes less than five minutes. Computer scoring is also available.
Cost	Complete starter set costs \$165.00. Other products available.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	PAR, Inc. 16204 North Florida Avenue • Lutz, FL 33549 813-968-3003, ext 361 • http://www3.parinc.com/default.aspx

Test name	Wonderlic Basic Skills Test (WBST)
Web site	http://www.wonderlic.com/products/product.asp?prod_id=5
What is measured	The WBST is a short form measure of basic verbal and math skills for adults. Results can be directly compared to the skills required for entry-level jobs.
Target groups	Adults. Versions in French, German, Mexican Spanish, Puerto Rican Spanish are available.
How normed	
Qualifications required to administer	Wonderlic tests are designed to be administered and interpreted by office staff. Test scores are related directly to job requirements.
How administered	Paper and pencil or Internet administration.
Time needed for administration	12 minutes.
How scored	Computer scoring or FAX-back service available for paper version. Internet scoring requires Microsoft Internet Explorer 5.5 or higher.
Cost	Paper versions: 25 forms for \$115.00, 50 for \$160.00, 100 for \$215.00 (2004 prices).
Reliability and validity	
Publisher's address and phone	Wonderlic, Inc. 1795 North Butterfield Avenue • Libertyville, IL 60048-1387 800-323-3742 • http://www.wonderlic.com
Test name	Woodcock Diagnostic Reading Battery (WDRB)
Web site	http://www.riverpub.com/
What is measured	The WDRB assesses reading achievement and reading-related abilities to help determine why a reading problem exists.
Target groups	Ages 4 to 90 years.
How normed	
Qualifications required to administer	Riverside Publishing requires all first-time test purchasers to furnish evidence of their qualifications to use tests. Test use should be consistent with sound professional practice.
How administered	Paper and pencil.
Time needed for administration	50 to 60 minutes for all sub-tests.
How scored	Hand scoring, computer scoring, and interpretive program available.
Cost	Kit (test books, audiocassette, examiner's manual, norm tables, and 25 test records) costs \$356.50. Other components sold separately.
Reliability and validity	
Publisher's address and phone	Riverside Publishing 425 Spring Lake Drive • Itasca, IL 60143 800-323-9540 • http://www.riverpub.com

Test name	Woodcock-Johnson III Complete Battery (Tests of Achievement & Tests of Cognitive Abilities) (WJ III)
Web site	http://www.riverpub.com/products/clinical/wj3/home.html
What is measured	The Woodcock-Johnson III Complete Battery provides a co-normed set of tests for measuring general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language, and academic achievement.
Target groups	Ages 2 to 90. Available in Spanish.
How normed	Normative data compiled from over 8,800 subjects located in more than 100 geographically diverse communities in the United States
Qualifications required to administer	Riverside Publishing requires all first-time test purchasers to furnish evidence of their qualifications to use tests. Test use should be consistent with sound professional practice.
How administered	Computer administered.
Time needed for administration	Administration time varies. Each test takes about five minutes to complete, with approximately 35-45 minutes to complete the cognitive tests, and 55-65 minutes to complete the achievement tests.
How scored	The WJ-III must be scored by a computer program.
Cost	Complete battery kit is \$1,056.00. Additional test records are available.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	Riverside Publishing 425 Spring Lake Drive • Itasca, IL 60143 800-323-9540 • http://www.riverpub.com
Test name	Woodcock Language Proficiency Battery-Revised (WLPB-R)
Web site	http://www.riverpub.com
What is measured	The WLPB-R provides an overall measure of language proficiency and greatly expanded measures of oral language, reading, and written language in both English and Spanish. The WLPB-R English Form and Spanish Form are parallel versions, which facilitates comparison between the languages.
Target groups	Ages 2 to 90 years.
How normed	The English form was standardized on 6,300+ subjects in the United States, and the Spanish form was standardized on 2,000+ native Spanish-speaking subjects.
Qualifications required to administer	Riverside Publishing requires all first-time test purchasers to furnish evidence of their qualifications to use tests. Test use should be consistent with sound professional practice.
How administered	Paper and pencil or computer administration.
Time needed for administration	Administration time varies depending on the number of subtests administered, typically 20-60 minutes.
How scored	Hand scoring and computer scoring available.
Cost	The English complete test or the Spanish complete test is \$363.50, including test book, audiocassette, 25 test records, 25 subject response booklets, examiner's manual, and norm tables. A package of 25 English or Spanish test records and 25 English or Spanish subject response books is \$60.50.
Reliability and validity	Reliability information available on Web site.
Publisher's address and phone	Riverside Publishing 425 Spring Lake Drive • Itasca, IL 60143 800-323-9540 • http://www.riverpub.com

Test name	Woodcock Reading Mastery Tests-Revised Normative Update (WRMT-R/NU)
Web site	http://www.agsnet.com/Group.asp?nGroupInfoID=a16640
What is measured	The normative update of the Woodcock Reading Mastery Tests-Revised (WRMT-R/NU) is a battery of six individually administered tests to assess the development of readiness skills, basic reading skills, and reading comprehension.
Target groups	Kindergarten through 75 years of age.
How normed	Stratified multistage sampling of schoolchildren and young adults, over 3700 people total.
Qualifications required to administer	Test administrator must have completed graduate training in measurement, guidance or appropriate related discipline or have equivalent supervised experience in test administration and interpretation.
How administered	Paper and pencil; free response.
Time needed for administration	The WRMT-R/NU is an individually administered test that takes 10-30 minutes for each cluster of tests. Form G offers two readiness tests and four tests of reading achievement, and Form H offers four tests of reading achievement.
How scored	Hand scoring and computer scoring available.
Cost	The WRMT-R/NU Form G/H Kit costs \$443.99 and includes G & H test books, 25 NU form G & H test records, sample NU Form, G & H summary record form, pronunciation guide cassette, sample report to parents, NU examiner manual, and carry bag.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	AGS Publishing 4201 Woodland Road • Circle Pines, MN 55014-1796 800-328-2560 • FAX 800-471-8457 • http://www.agsnet.com
Test name	Work Keys
Web site	http://www.act.org/workkeys
What is measured	Work Keys tests skills in problem solving, communication, and teamwork. It also identifies the skill levels needed to do specific jobs. Work Keys is a series of paper-and-pencil assessments that shows individuals their skill levels in eight foundational skills (the skills needed to learn other skills): applied mathematics, applied technology, listening and writing, locating information, observation, reading information, and teamwork
Target groups	Grades 9-12.
How normed	
Qualifications required to administer	Work Keys is administered in centers by specially trained personnel.
How administered	Paper and pencil.
Time needed for administration	Each of eight tests takes between 45 and 60 minutes.
How scored	Hand scored and machine scored.
Cost	
Reliability and validity	
Publisher's address and phone	ACT 500 ACT Drive • P.O. Box 168 • Iowa City, IA 52243-0168 800-967-5539 • http://www.act.org/workkeys

CHAPTER 4

The Organizational Perspective

INTRODUCTION

Large and small organizations can benefit from developing assessment practices and policies to effectively utilize existing resources, including funding. Chapter Four focuses on assessment issues at three levels: (a) state, (b) regional or local, and (c) individual organizations. Examining assessment issues with an organizational perspective will help to support the establishment of a coordinated system of assessment services, improve system capacity, foster interagency cooperation, streamline the delivery of assessment services, and deliver quality assessment services at the individual level.

This chapter also includes a number of resources, including sample forms and templates, to assist organizations and collaboratives in addressing legal issues, ethics and fairness in assessment, privacy and confidentiality, information and data sharing, interagency collaboration, resource mapping, and decision-making.

THE CURRENT SITUATION

Workforce development services vary extensively across states and communities. These services may be provided by community-based organizations, publicly and privately funded education and training providers, unions or labor councils, employer groups, and/or professionals in private practice. Variations in services and providers create a particularly challenging context for the provision of assessment services to youth, especially at-risk populations such as youth with disabilities.

Publicly-funded organizations, both state and local, charged with providing assessment services find that they must navigate a complex maze of laws, regulations, and policies in order to make decisions about these services. Assessment decisions are further constrained by funding concerns, lack of knowledge of available assessment resources, staff inexperience with certain assessments or types of assessment tools, privacy protections, and reporting and evaluation requirements. However, assessment forms the basis

upon which educational, vocational, and employment planning decisions may be made. Also, assessment promotes self-knowledge and awareness of post-secondary options and opportunities for youth.

Federal legislation related to transition provides an impetus for convening stakeholders and service providers at the state and local levels to improve workforce development services to job seekers and employers. But because of an emphasis on local decision-making, implementation of services varies from state to state and community to community. Variations in local philosophy, workforce priorities, resources, and other environmental factors affect the decision-making process. Mandated partners struggle to meet the spirit of the laws while complying with sometimes conflicting policy guidelines for their pieces of the workforce development puzzle.

Appendix A summarizes the mandated and permitted assessments under several laws governing mandated and some non-mandated partners under the Workforce Investment Act. (Mandated assessments are those required for all applicants or participants. Permitted assessments may be provided for some applicants or participants if appropriate under certain circumstances.) Collectively the assessments have a number of purposes and may fall into any of the four domains of assessment: educational, vocational, psychological, or medical. There are both gaps and overlaps among the laws, but a clear possibility to establish common strategies is obvious.

The common measures required under the President's 2001 Management Agenda (described in Chapter Three) are an attempt to bring order to the outcome measurements of federal job training and employment programs. Agencies beginning implementation of the common measures may find the change provides an opportune time to collaborate on developing a cross-agency infrastructure to expand and bring greater efficiency to assessment services in a state or locality.

BUILDING AN ASSESSMENT INFRASTRUCTURE

Collaborative, cross-agency cooperation (both statewide and in local communities) is becoming necessary to maximize available expertise and to leverage funding for youth service delivery. Resource

mapping, a type of environmental scanning, is a useful means of identifying, recording, and disseminating related resources and services that comprise this delivery system. By detailing current capacities, needs, and expertise, an organization or group of organizations can begin to make strategic decisions about ways to broaden their collective assessment capacity. The beginning point can be to identify providers of assessment services and their purposes in doing so. According to Crane and Skinner (2003):

Resource Mapping focuses on what states and communities have to offer by identifying assets and resources that can be used for building a system. It is not a "one-shot" drive to create a published list or directory, but rather a catalyst for joint planning and professional development, resource and cost sharing, and performance-based management of programs and services.

Resource mapping also allows states and communities to identify service gaps and service overlaps. This information is essential to aligning assessment services and for strategic planning. Exhibit 4.1 provides a sample format for conducting a resource mapping scan.

The resource mapping process may also reveal agencies or organizations with expertise in particular areas that partner agencies may wish to access. For example, partners may wish to draw on the expertise of the state department of education in developing assessment accommodation guidelines that will ensure consistency across agencies. An additional resource for accommodations is the Council of Chief State School Officers' *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities* (Thompson, Morse, Sharpe, and Hall, 2005) which provides step-by-step guidelines for assessing and students with disabilities on statewide academic assessments that may be applicable to career assessments. A number of resources are included such as a policy framework flow chart and detailed information on types of accommodations based on student characteristics. The manual is available at http://www.ccsso.org/projects/scass/Projects/Assessing_Special_Education_Students/.

Once the organizations providing assessment services are identified and a plan evolves to align assessment

services, understandings or agreements between agencies will need to be developed to ensure that assessment services are provided as planned. Formal interagency agreements are not new, but to date there is little evidence that they have been used to build common assessment infrastructures or that it is possible to build upon these interagency agreements to “zero in” on assessment issues. Agencies who are party to these agreements will be breaking new ground in the alignment and provision of assessment services.

FORMALIZING INTERAGENCY AGREEMENTS

When state agencies and organizations work together for common causes, formal relationships can be formed to ensure that there is agreement about who is doing what and how services will be funded. Several states have interagency transition entities whose members collectively decide how they can best work together, including when and how assessments will be provided. Some of these interagency transition groups have formal, written agreements that delineate specific responsibilities for each agency.

For example, in Minnesota, the state legislature has enacted the Minnesota System of Interagency Coordination (MnSIC) designed to encourage partnerships among groups serving youth with disabilities from birth to young adulthood. MnSIC provides guidance and leadership on a statewide level with representatives from state agencies (Education, Economic Security, Commerce, Corrections, Health, Human Rights, and Human Services) and statewide associations representing counties, nurses, school boards, and special education administrators. On the local and regional level, Community Transition Interagency Committees (CTIC’s) comprised of various stakeholders in the transition process (including youth) meet regularly to

- identify current services, programs, and funding sources provided within the community for secondary and postsecondary-aged youth with disabilities and their families;
- facilitate the development of multi-agency teams to address present and future transition needs of students in their Individualized Education Programs;

- develop a community plan to include mission, goals, and objectives, and an implementation plan to assure that transition needs of individuals with disabilities are met;
- recommend changes or improvements in the community system of transition services;
- exchange agency information such as appropriate data, effectiveness studies, special projects, exemplary programs, and creative funding of programs; and
- prepare a yearly summary assessing the progress of transition services in the community, including follow-up, to determine post-school outcomes for individuals with disabilities who were provided transition services (Minnesota System of Interagency Coordination, 2003).

Through the work of interagency committees or teams such as these, a regional plan can be developed to foster and advance assessment resources and practices and provide information to stakeholders. By establishing a list of commonly used assessments and providing assessment services in a coordinated manner, youth-serving organizations can provide high quality services efficiently.

When organizations or groups formally plan to coordinate services or form collaborative enterprises, a legal document called a Memorandum of Understanding (MOU) is often drawn up to detail the work and fiscal responsibilities of participating parties. Such documents may also be referred to as Service, Resource Sharing, or Governance Agreements. These agreements include details regarding who is providing what services, how much they will cost, who is paying for them, where they will be delivered, and additional information as needed.

The MOU can also contain agreed-upon policies and procedures, such as the written service plan based on the WIA Section 188 Disability Checklist that contains guidelines on universal access, accommodations, confidentiality, and other nondiscrimination issues. An MOU should be flexible but clear about responsibilities and should be amendable when new issues arise or new service providers become available. Table 4.1 lists the elements commonly found in MOUs and discusses assessment issues that should be considered for inclusion in an MOU.

Funding

When organizations agree to work together, deciding who will pay for assessments is complicated as funding is generally tied to individual participants who meet specific eligibility criteria. Because some assessments can be very expensive, clear criteria for expenditures are needed. Explicit processes should ensure that (a) prior assessments are reviewed and used if appropriate and up-to-date; (b) maximum use is made of the expertise within each agency (e.g., a

rehabilitation counselor's knowledge of disability-related assessments or availability of certified vocational evaluators in the area); and (c) cost-sharing options are explored across the range of assessments needed. Regulations and policies regarding funding must be detailed from the start through the resource mapping exercise in order to promote clarity, eliminate confusion, and avoid duplication or gaps in services for targeted youth.

TABLE 4.1: MEMORANDA OF UNDERSTANDING COMPONENTS

The components of an MOU will vary according to its purpose, the needs of the signatory parties, and regulatory requirements. The following list, geared towards assessment, was compiled from a wide variety of MOUs, none of which contained every item listed below.

□ Basic Information

- Parties to the MOU (Organization names, addresses, contact persons, phones, FAXes, e-mails)
- Purpose of the MOU
- Duration of the MOU
- Authorized Signatures, dates, titles

□ Setting the Stage

- Joint vision
- Key assessment principles
- Commitments (e.g., specific assessments, information exchange, cross referrals)
- Key practices (e.g., adherence to the Code of Fair Testing Practices in Education and WIA Section 188 Disability Checklist service plan)

□ Description of Duties and Responsibilities

- Shared or coordinated assessment responsibilities
- Individual organizational assessment responsibilities
- Methods of referral
- Exchange of information
- Management structure

□ Measuring Progress

- Performance measurement standards
- Evaluation and review processes
- Reporting and recordkeeping requirements

□ Financial Options

- Budget and methods of payment
- Non-financial cooperative agreements
- Subcontracting arrangements

□ MOU Management Issues

- Modification, amendment or assignment
- Renewal and termination
- Dispute process
- Assurances and certifications (often required/ provided by funding sources)

□ Optional Attachments

- Confidentiality/information releases
- Cross referral forms
- Resource sharing agreement
- Governance agreement

For examples of memoranda of understanding and resource agreements, visit the **New York Association of Training and Employment Professionals (NYATEP)** Web site at <http://www.nyatep.org/pubsresources/samplemous.html>

Resource mapping is especially useful in resolving funding issues, since half the battle is knowing which organizations are doing what, what fiscal resources are dedicated to assessment, and where assessment service gaps and overlaps are. Once that information is laid out, interagency agreements can be developed to specify which agencies will provide different types of assessment.

A braided funding strategy is also useful, particularly in One-Stops where several agencies may be co-located, since it allows the mixing of services without the commingling of funds. Braiding is a financial management process where collaborative members designate the use of funds from each partner for the provision of specific services. Partners maintain control of their funds rather than pooling them, which makes reporting easier and reduces turf disputes.

Program Evaluation and Reporting

Some federally funded performance-driven systems are evaluated on the basis of performance standards and goals that rely heavily on formal assessments. The No Child Left Behind Act of 2001 requires a similar evaluation system based on student achievement measures that assess whether schools are achieving “Adequate Yearly Progress.” In these systems, Workforce Investment Boards (WIBs) and state and local education agencies are penalized if they miss their goals and rewarded if they exceed their goals. Penalties and rewards are usually financial. For example, WIBs that exceed their goals earn incentive funds in addition to their annual budget; WIBs that miss their goals must implement corrective action plans without additional funding.

Resource mapping and strategic planning processes should incorporate program evaluation and reporting requirements for assessment services. The often-elaborate reporting requirements of federally funded partners will need to be factored into data sharing and data management agreements. These should also take into account confidentiality and privacy issues.

Ethical and Fair Assessment Practices

States, localities, organizations, and youth service practitioners must make every effort to provide assessment and testing services that are ethical and fair to all participants. Some youth service practitioners are

members of professional organizations that have established codes of ethics for members, including testing procedures, and these codes can be built upon to provide guidelines as needed.

The American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME) have published the *Standards for Educational and Psychological Testing*. This text was revised in 1999 and provides a great detail of information concerning test construction, evaluation, and documentation; fairness in testing; and testing applications. The new *Standards* “reflect changes in federal law and measurement trends affecting validity; testing individuals with disabilities or different linguistic backgrounds; and new types of tests as well as new uses of existing tests.” (American Psychological Association, 2003).

With the involvement of many contributors to the *Standards*, and using the Fairness in Testing section as a guide, the Joint Committee on Testing Practices put together a Code of Fair Testing Practices in Education in 1988 and revised it in 2004. This code, while specifically designed to cover educational testing, addresses many ethical and practical considerations relevant to any assessment situation. The Code of Fair Testing Practices is contained in Exhibit 4.2 and provides ethical guidelines as well as effective practices in developing and selecting tests, interpreting scores, and providing information to test takers.

The fair and ethical use of testing is part of a larger sphere of fair and ethical practices in working with youth and others. Many professional organizations that work with youth or youth with disabilities have codes of ethics and standards of practice that may be used to guide the behavior of professionals working in the field of workforce development. Exhibit 4.3 is an example of such a code developed by the National Association of Workforce Development Professionals.

Confidentiality and Privacy Issues in Assessment

Data privacy practices of health, education, and human services organizations determine a portion of what must be addressed in any collaborative initiative

among agencies and institutions. Two federal data privacy laws, the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA), establish strict federal standards concerning the use of education, health, and human services information.

FERPA is a federal law that protects the privacy of student education records. The law applies to all schools, colleges, and universities that receive funds under applicable programs of the U.S. Department of Education. Exhibit 4.4 provides an overview of FERPA.

HIPAA, which took effect in April of 2003, includes a set of federal privacy standards to protect patients' medical records and other health information provided to health plans, doctors, hospitals and other health care providers. These new standards were developed by the Department of Health and Human Services to provide individuals with greater access to their medical records and more control over how their personal health information is used and disclosed. Exhibit 4.5 provides an overview of HIPAA.

In addition to FERPA and HIPAA, many states have enacted data privacy laws to protect individuals from misuse of confidential information by public and private entities. In general, private and confidential information about youth may not be shared or used in any form without the expressed and written consent of the affected individuals and those who are authorized to represent them.

Educators and other youth service providers should have a working knowledge of the data privacy laws and regulations governing the operations of their respective organizations. This includes understanding formal data management policies regulating: (a) storage, protection, and security of confidential youth information; (b) receipt and sharing of youth information; (c) the intended uses of privileged information; (d) procedures for obtaining written authorization from youth (or family members) to authorize the receipt, sharing, and use of information; (e) prevention of potential misuses of confidential information; and (f) destruction of all electronic and written records after defined time intervals. Exhibit 4.6 is a sample interagency data-sharing agreement.

A COORDINATED ASSESSMENT SERVICES SYSTEM IN ACTION

States and localities that have completed the assessment resource mapping and strategic planning process and have the appropriate interagency agreements in place should be well on their way to developing a coordinated assessment services system. Table 4.2 summarizes the general roles and responsibilities in such a system.

A Skill Gap Assessment Model

What does a coordinated assessment services system look like in action? The Eastern Washington Agriculture and Food Processing Partnership's (EWAFPP) Skill Gap Assessment Model is an example of such a system. Its 21 partners were drawn from business, labor, community and technical colleges, community-based organizations, workforce development councils, and Washington state government agencies. The goals were to (a) reduce the skill gaps for current and future workers; (b) provide a system utilizing skills standards and assessments for public and private organizations to target training investments; (c) pilot the system in a 19 county area; and (d) apply best practices to Washington State's workforce system.

In the EWAFPP model, a series of existing assessment tools were used to move future and current workers through a process that identified individuals interested in meeting or exceeding established skill standards in the food industry. A variety of assessments were used including interest inventories, employability assessments, basic skills assessments, and technical assessments in the manufacturing field. Assessment administration was shared among the partners based on their familiarity and experience—and included employers who provided performance evaluations.

As illustrated in Figure 4.3, future, transitional and incumbent workers could access the system at several entry points based on their assessed interests, basic and employability skills, basic manufacturing skills, and industry skills standards knowledge and ability. The results of the pilot project, which served 97 individuals, were that (a) employers targeted training needs to current workers; (b) workforce professionals targeted training needs to clients and students; (c)

individuals increased self-esteem; (d) career paths were clearly defined for both employed and unemployed clients by use of skill standards; and (e) students and clients were more employable (Lund, 2003).

One of the features of the EWAFPP model is the development of individual training plans for trainees based on their assets and assessed skills gaps. For individual youth in transition, organizations may want to consider assembling a team of cross-agency youth service practitioners and other involved persons to help put together formal training or career plans. Youth with or without disabilities can benefit from

career planning, especially those youth who may have limited post-secondary educational opportunities. Career planning typically involves the support of people who know and are active in the life of a youth. Secondary schools and WIA-sponsored programs are usually the locale for such planning, but other settings in the community can also be used. Person-centered career planning based on self-determination and informed choice may include some or all of the following activities:

1. Identifying career or employment goals of high importance to the individual

TABLE 4.2: ROLES AND RESPONSIBILITIES BY ORGANIZATIONAL LEVEL

State

- Resource mapping and strategic planning across state agencies and stakeholders.
- Development or amendment of Memoranda of Understanding (MOUs) between state agencies including cost sharing for assessment centers throughout the state.
- Coordination of assessment requirements for state and federal program evaluation and reporting including selection of specific test instruments.
- Development of assessment policy guidelines for use by regions and localities.
- Information dissemination guidance to regions and localities.
- Training to state and local personnel managers on global issues such as confidentiality, data-sharing, etc.

Region/Locality

- Resource mapping and strategic planning across regional/local agencies and stakeholders.
- Development of MOUs between local agencies not covered by state MOUs including locally determined assessment services and coordination.
- Implementation of state assessment policy guidelines.

- Coordination of assessment services between partners, including identification of qualified personnel, specific test instruments, and administering organizations.
- Information dissemination and guidance to organizations.
- Training to local and organizational personnel on issues such as principles guiding appropriate assessment, test administration, test accommodations, etc.

Organization

- Internal resource mapping and strategic planning.
- Development of agreements with agencies/organizations not covered by state or regional/local MOUs including the provision of assessment services not provided by state assessment centers or regional/local providers.
- Development of assessment schedules and administration policy internally and with partners.
- Selection of unique assessment instruments and development of policy guidance for assessments not covered by state or local policy.
- Guidance and training of youth service practitioners as needed.
- Provision of person-centered planning and direct assessment services to customers.

2. Planning and engaging customized support plans that are essential to finding or developing a competitive employment position of the youth's choosing
3. Identifying any secondary or postsecondary job training or education that may be needed
4. Brainstorming possible accommodations that may be necessary to perform essential job functions or to succeed in a postsecondary education program
5. Identifying the individual supports that will be necessary to pursue and obtain defined career outcomes of importance
6. Engaging individual or agency supports needed to make a career plan viable

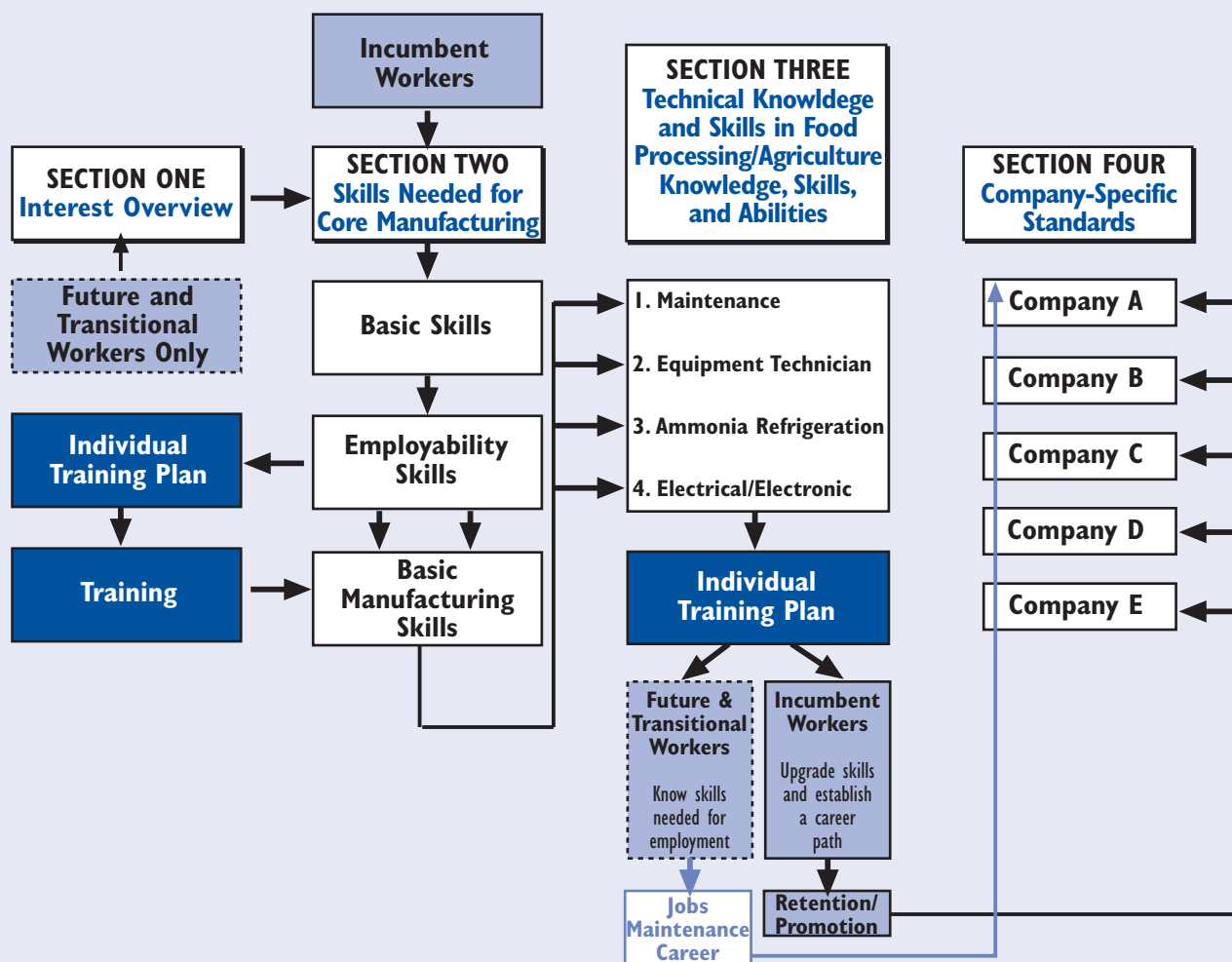
7. Identifying ongoing job support, education, and future career development activities to promote future job progression and career success

Throughout the career planning process, assessment and testing activities can be useful. A coordinated system of assessment services featuring collaborative relationships with assessment and testing consultants will make this process efficient and timely.

At the service delivery level, career planning can be facilitated by the youth, a parent or guardian, or by an involved professional. The facilitator should understand principles of person-centered planning, informed choice and self-determination, and be aware

FIGURE 4.3: SKILL GAP ASSESSMENT MODEL

Eastern Washington Agriculture & Food Processing Partnership



of resources and funding that may be needed to execute the plan. When a career planning process is completed, it is always wise to record all established goals and service agreements in writing. A career plan is often recorded in first-person language to clearly communicate the message that all career choices, defined outcome objectives, and service plans are the personal property of the youth.

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EXHIBIT 4.1: ASSESSMENT RESOURCE MAPPING

Exhibit 4.1 is a sample format for conducting an environmental scan that builds on information gathered about assessment programs or service providers. Keep in mind that many programs provide multiple services. When compiling data, use formatting and input that will be compatible with your end product (i.e. database or spreadsheet software). Below is guidance for completing each column on the chart.

Column 1. Identify the program and its sponsor/funder.

Column 2. List the assessment services provided by this program in the four assessment domains: educational, vocational, psychological, and medical, and the four institutional uses of assessment: eligibility determination, progress measurement, program accountability, and assistive technology or accommodation determination.

Column 3. Identify the program's target youth population and the number of youth served in the most recent period available. The latter can be expressed as a percent of the eligible population.

Column 4. Indicate how funds are distributed within the state or local area and identify who actually delivers the service and how these services are delivered.

Column 5. Identify the other agencies and organizations that the program currently partners with in providing assessment services.

This information will create a large-scale portrait of assessment services that can be used to start the analysis of services. Questions to consider in the analysis include:

- Where are the major gaps in assessment service delivery?
- Who are the target populations most in need of improved access to assessment services?
- What are the barriers to aligning assessment programs and services?
- What, if any, are the quick fixes for assessment?
- What assessment issues need to be addressed first?
- Who needs to be involved in corrective action?
- How will success be measured?
- Who is available to provide assessments, especially for youth with disabilities?

Sample Environmental Scan Format

1. Program and Sponsor/ Funder	2. Assessment Services				3. Target Population & Service Level Statistics	4. Service Delivery	5. Partnering with Other Agencies
	Educ	Voc	Psych	Med			
	Eligibility Determination						
	Formal Assessments of Progress						
	Program Accountability						
	Assistive Technology/ Accommodations						
	Eligibility Determination						
	Formal Assessments of Progress						
	Program Accountability						
	Assistive Technology/ Accommodations						

Code of Fair Testing Practices in Education

Prepared by the Joint Committee on Testing Practices

The *Code of Fair Testing Practices in Education (Code)* is a guide for professionals in fulfilling their obligation to provide and use tests that are fair to all test takers regardless of age, gender, disability, race, ethnicity, national origin, religion, sexual orientation, linguistic background, or other personal characteristics. Fairness is a primary consideration in all aspects of testing. Careful standardization of tests and administration conditions helps to ensure that all test takers are given a comparable opportunity to demonstrate what they know and how they can perform in the area being tested. Fairness implies that every test taker has the opportunity to prepare for the test and is informed about the general nature and content of the test, as appropriate to the purpose of the test. Fairness also extends to the accurate reporting of individual and group test results. Fairness is not an isolated concept, but must be considered in all aspects of the testing process.

The *Code* applies broadly to testing in education (admissions, educational assessment, educational diagnosis, and student placement) regardless of the mode of presentation, so it is relevant to conventional paper-and-pencil tests, computer based tests, and performance tests. It is not designed to cover employment testing, licensure or certification testing, or other types of testing outside the field of education. The *Code* is directed primarily at professionally developed tests used in formally administered testing programs. Although the *Code* is not intended to cover tests made by teachers for use in their own classrooms, teachers are encouraged to use the guidelines to help improve their testing practices.

The *Code* addresses the roles of test developers and test users separately. Test developers are people and organizations that construct tests, as well as those that set policies for testing programs. Test users are people and agencies that select tests, administer tests, commission test development services, or make decisions on the basis of test scores. Test developer and test user roles may overlap, for example, when a state

or local education agency commissions test development services, sets policies that control the test development process, and makes decisions on the basis of the test scores.

Many of the statements in the *Code* refer to the selection and use of existing tests. When a new test is developed, when an existing test is modified, or when the administration of a test is modified, the *Code* is intended to provide guidance for this process.

The *Code* is not intended to be mandatory, exhaustive, or definitive, and may not be applicable to every situation. Instead, the *Code* is intended to be aspirational, and is not intended to take precedence over the judgment of those who have competence in the subjects addressed.

The *Code* provides guidance separately for test developers and test users in four critical areas:

- A. Developing and Selecting Appropriate Tests
- B. Administering and Scoring Tests
- C. Reporting and Interpreting Test Results
- D. Informing Test Takers

The *Code* is intended to be consistent with the relevant parts of the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], and National Council on Measurement in Education [NCME], 1999). The *Code* is not meant to add new principles over and above those in the Standards or to change their meaning. Rather, the *Code* is intended to represent the spirit of selected portions of the *Standards* in a way that is relevant and meaningful to developers and users of tests, as well as to test takers and/or their parents or guardians. States, districts, schools, organizations and individual professionals are encouraged to commit themselves to fairness in testing and safeguarding the rights of test takers. The *Code* is intended to assist in carrying out such commitments.

The *Code* has been prepared by the Joint Committee on Testing Practices, a cooperative effort among several professional organizations. The aim of the Joint Committee is to act, in the public interest, to advance the quality of testing practices. Members of the Joint Committee include the American Counseling Association (ACA), the American Educational Research Association (AERA), the American Psychological Association (APA), the American Speech-Language-Hearing Association (ASHA), the National Association of School Psychologists (NASP), the National Association of Test Directors (NATD), and the National Council on Measurement in Education (NCME).

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A. DEVELOPING AND SELECTING APPROPRIATE TESTS

*Test developers should provide the information and supporting evidence that test users need to select appropriate tests.
Test users should select tests that meet the intended purpose and that are appropriate for the intended test takers.*

TEST DEVELOPERS

A-1. Provide evidence of what the test measures, the recommended uses, the intended test takers, and the strengths and limitations of the test, including the level of precision of the test scores.

A-2. Describe how the content and skills to be tested were selected and how the tests were developed.

A-3. Communicate information about a test's characteristics at a level of detail appropriate to the intended test users.

A-4. Provide guidance on the levels of skills, knowledge, and training necessary for appropriate review, selection, and administration of tests.

A-5. Provide evidence that the technical quality, including reliability and validity, of the test meets its intended purposes.

A-6. Provide to qualified test users representative samples of test questions or practice tests, directions, answer sheets, manuals, and score reports.

A-7. Avoid potentially offensive content or language when developing test questions and related materials.

TEST USERS

A-1. Define the purpose for testing, the content and skills to be tested, and the intended test takers. Select and use the most appropriate test based on a thorough review of available information.

A-2. Review and select tests based on the appropriateness of test content, skills tested, and content coverage for the intended purpose of testing.

A-3. Review materials provided by test developers and select tests for which clear, accurate, and complete information is provided.

A-4. Select tests through a process that includes persons with appropriate knowledge, skills, and training.

A-5. Evaluate evidence of the technical quality of the test provided by the test developer and any independent reviewers.

A-6. Evaluate representative samples of test questions or practice tests, directions, answer sheets, manuals, and score reports before selecting a test.

A-7. Evaluate procedures and materials used by test developers, as well as the resulting test, to ensure that potentially offensive content of language is avoided.

A-8. Make appropriately modified forms of tests or administration procedures available for test takers with disabilities who need special accommodations.

A-9. Obtain and provide evidence on the performance of test takers of diverse subgroups, making significant efforts to obtain sample sizes that are adequate for subgroup analyses. Evaluate the evidence to ensure that differences in performance are related to the skills being assessed.

A-8. Select tests with appropriately modified forms or administration procedures for test takers with disabilities who need special accommodations.

A-9. Evaluate the available evidence on the performance of test takers of diverse subgroups. Determine to the extent feasible which performance differences may have been caused by factors unrelated to the skills being assessed.

B. ADMINISTERING AND SCORING TESTS

Test developers should explain how to administer and score tests correctly and fairly.

Test users should administer and score tests correctly and fairly.

TEST DEVELOPERS

B-1. Provide clear descriptions of detailed procedures for administering tests in a standardized manner.

B-2. Provide guidelines on reasonable procedures for assessing persons with disabilities who need special accommodations or those with diverse linguistic backgrounds.

B-3. Provide information to test takers or test users on test question formats and procedures for answering test questions, including information on the use of any needed materials and equipment.

B-4. Establish and implement procedures to ensure the security of testing materials during all phases of test development, administration, scoring, and reporting.

B-5. Provide procedures, materials and guidelines for scoring the tests, and for monitoring the accuracy of the scoring process. If scoring the test is the responsibility of the test developer, provide adequate training for scorers.

B-6. Correct errors that affect the interpretation of the scores and communicate the corrected results promptly.

B-7. Develop and implement procedures for ensuring the confidentiality of scores.

TEST USERS

B-1. Follow established procedures for administering tests in a standardized manner.

B-2. Provide and document appropriate procedures for test takers with disabilities who need special accommodations or those with diverse linguistic backgrounds. Some accommodations may be required by law or regulation.

B-3. Provide test takers with an opportunity to become familiar with test question formats and any materials or equipment that may be used during testing.

B-4. Protect the security of test materials, including respecting copyrights and eliminating opportunities for test takers to obtain scores by fraudulent means.

B-5. If test scoring is the responsibility of the test user, provide adequate training to scorers and ensure and monitor the accuracy of the scoring process.

B-6. Correct errors that affect the interpretation of the scores and communicate the corrected results promptly.

B-7. Develop and implement procedures for ensuring the confidentiality of scores.

C. REPORTING AND INTERPRETING TEST RESULTS

Test developers should report test results accurately and provide information to help test users interpret test results correctly.

Test users should report and interpret test results accurately and clearly.

TEST DEVELOPERS

C-1. Provide information to support recommended interpretations of the results, including the nature of the content, norms or comparison groups, and other technical evidence. Advise test users of the benefits and limitations of test results and their interpretation. Warn against assigning greater precision than is warranted.

C-2. Provide guidance regarding the interpretations of results for tests administered with modifications. Inform test users of potential problems in interpreting test results when tests or test administration procedures are modified.

C-3. Specify appropriate uses of test results and warn test users of potential misuses.

C-4. When test developers set standards, provide the rationale, procedures, and evidence for setting performance standards or passing scores. Avoid using stigmatizing labels.

C-5. Encourage test users to base decisions about test takers on multiple sources of appropriate information, not on a single test score.

C-6. Provide information to enable test users to accurately interpret and report test results for groups of test takers, including information about who were and who were not included in the different groups being compared, and information about factors that might influence the interpretation of results.

C-7. Provide test results in a timely fashion and in a manner that is understood by the test taker.

C-8. Provide guidance to test users about how to monitor the extent to which the test is fulfilling its intended purposes.

TEST USERS

C-1. Interpret the meaning of the test results, taking into account the nature of the content, norms or comparison groups, other technical evidence, and benefits and limitations of test results.

C-2. Interpret test results from modified test or test administration procedures in view of the impact those modifications may have had on test results.

C-3. Avoid using tests for purposes other than those recommended by the test developer unless there is evidence to support the intended use or interpretation.

C-4. Review the procedures for setting performance standards or passing scores. Avoid using stigmatizing labels.

C-5. Avoid using a single test score as the sole determinant of decisions about test takers. Interpret test scores in conjunction with other information about individuals.

C-6. State the intended interpretation and use of test results for groups of test takers. Avoid grouping test results for purposes not specifically recommended by the test developer unless evidence is obtained to support the intended use. Report procedures that were followed in determining who were and who were not included in the groups being compared and describe factors that might influence the interpretation of results.

C-7. Communicate test results in a timely fashion and in a manner that is understood by the test taker.

C-8. Develop and implement procedures for monitoring test use, including consistency with the intended purposes of the test.

D. INFORMING TEST TAKERS

Under some circumstances, test developers have direct communication with the test takers and/or control of the tests, testing process, and test results. In other circumstances the test users have these responsibilities. Test developers or test users should inform test takers about the nature of the test, test taker rights and responsibilities, the appropriate use of scores, and procedures for resolving challenges to scores.

D-1. Inform test takers in advance of the test administration about the coverage of the test, the types of question formats, the directions, and appropriate test-taking strategies. Make such information available to all test takers.

D-2. When a test is optional, provide test takers or their parents/guardians with information to help them judge whether a test should be taken—including indications of any consequences that may result from not taking the test (e.g., not being eligible to compete for a particular scholarship) —and whether there is an available alternative to the test.

D-3. Provide test takers or their parents/guardians with information about rights test takers may have to obtain copies of tests and completed answer sheets, to retake tests, to have tests rescored, or to have scores declared invalid.

D-4. Provide test takers or their parents/guardians with information about responsibilities test takers

have, such as being aware of the intended purpose and uses of the test, performing at capacity, following directions, and not disclosing test items or interfering with other test takers.

D-5. Inform test takers or their parents/guardians how long scores will be kept on file and indicate to whom, under what circumstances, and in what manner test scores and related information will or will not be released. Protect test scores from unauthorized release and access.

D-6. Describe procedures for investigating and resolving circumstances that might result in canceling or withholding scores, such as failure to adhere to specified testing procedures.

D-7. Describe procedures that test takers, parents/guardians, and other interested parties may use to obtain more information about the test, register complaints, and have problems resolved.

Note: The membership of the Working Group that developed the *Code of Fair Testing Practices in Education* and of the Joint Committee on Testing Practices that guided the Working Group is as follows:

Peter Behuniak, PhD

Lloyd Bond, PhD

Gwyneth M. Boodoo, PhD

Wayne Camara, PhD

Ray Fenton, PhD

John J. Fremer, PhD (Co-Chair)

Sharon M. Goldsmith, PhD

Bert F. Green, PhD

William G. Harris, PhD

Janet E. Helms, PhD

Stephanie H. McConaughy, PhD

Julie P. Noble, PhD

Wayne M. Patience, PhD

Carole L. Perlman, PhD

Douglas K. Smith, PhD (deceased)

Janet E. Wall, EdD (Co-Chair)

Pat Nellor Wickwire, PhD

Mary Yakimowski, PhD

Lara Frumkin, PhD, of the APA served as staff liaison.

The Joint Committee intends that the Code be consistent with and supportive of existing codes of conduct and standards of other professional groups who use tests in educational contexts. Of particular note are the Responsibilities of Users of Standardized Tests (Association for Assessment in Counseling, 1989), APA Test User Qualifications (2000), ASHA Code of Ethics (2001), Ethical Principles of Psychologists and Code of Conduct (1992), NASP Professional Conduct Manual (2000), NCME Code of Professional Responsibility (1995), and Rights and Responsibilities of Test Takers: Guidelines and Expectations (Joint Committee on Testing Practices, 2000).

Code of Professional Ethics and Practices

National Association of Workforce
Development Professionals

Revised March 3, 2002

Approved by the NAWDP Board of Directors,
March 3, 2002

General Principles

As a member of the National Association of Workforce Development Professionals, I pledge to

- exhibit and uphold the highest standards of professional and ethical conduct in order to ensure the integrity and advancement of the workforce development profession;
- advance programs and services that are consistent with the public trust and responsive to the public interest;
- demonstrate commitment to maintaining professional competencies through ongoing professional development.
- exercise maximum effort in the workplace to ensure optimal benefit to my customers—employers, job seekers and trainees—and to my organization and community;
- promote cooperation and collaboration with partner organizations in order to maximize our customers' opportunities for success;
- respect the integrity, promote the welfare and maximize the freedom of choice and informed consent of my customers;
- respect and protect the privacy of my customers when gathering, recording, storing and sharing confidential information;
- recognize and respect the unique challenges faced by culturally or ethnically diverse and physically or mentally challenged individuals; and
- abstain from using my official position to secure personal or political privilege, advantage, gain or benefit.

This Code of Professional Ethics and Practices for members of the National Association of Workforce Development Professionals has been adopted to establish and advance the highest standards of professional and ethical conduct among its members. By joining the Association, a member espouses this Code thereby assuring public confidence in the principles and integrity of workforce development professionals.

Standards of Practice

The standards of practice articulate specific areas of application for professional and ethical behavior and decision-making for members of the profession. These standards of practice are intended to provide detailed guidance to members regarding their responsibilities to customers, their employer, colleagues, partner organizations, and the profession in general.

Responsibilities to Customers

1.0 Customer Commitment – Members respect the dignity and well-being of the customer by providing information and services designed to advance the economic interests and welfare of the customer.

1.1 Customer Self-determination – Members respect and promote customer freedom of choice and informed consent.

1.2 Confidentiality – Members respect and safeguard the customer’s right to privacy by promoting confidentiality in gathering, recording, storing, and sharing personal and sensitive customer information.

1.3 Conflicts of Interest – Members avoid situations where real or potential conflicts of interest may arise. If members find themselves in a conflict of interest situation, they report the situation to their employer at the earliest possible time.

1.3a Dual Relationships – Members, who in their official capacity are in a position of power, decision-making and/or influence over a customer, do not engage in extra-organizational interpersonal relationships with customers so as to avoid any real or potential harm or exploitation of the customer. If such a relationship is unavoidable for legitimate reasons, the member is required to disclose the situation to management so appropriate oversight may be provided.

1.3b Unfair Influence – Members do not use their official capacity to unfairly influence customers to further their personal, political, religious, business, or financial interests.

1.3c Acceptance of Gifts – Members do not solicit or accept gifts or services from customers that provide personal gain, benefit, or advantage. When in doubt regarding a situation, members are to consult with their employer.

1.4 Professional Relationships – Members develop and maintain professional and ethical working relationships with customers.

1.4a Member to Customer Interactions – In all interactions with customers, members act respectfully and professionally. Members refrain from using disrespectful and/or derogatory language.

Members take reasonable steps to ensure customers fully understand complex information and are properly prepared to make important decisions.

1.4b Professional Competence – Members do not engage in activities with customers for which they are not competent by means of academic preparation, in-service training, prior experience, and/or supervised on-site training.

1.4c Physical Contact – Members avoid inappropriate physical contact and/or comments that might be perceived as unwelcome or harassing.

1.5 Standardized Assessment Instruments –

Members promote the professional and ethical use of standardized assessment instruments. Members understand that standardized instruments are a valuable part of an assessment process but may require substantial expertise to use properly. Members attempt to prevent and/or correct situations in which standardized instruments are used improperly.

1.5a Appropriate Use of Standardized Instruments – Members ensure that standardized instruments will be used only for the purposes identified by the publisher/developer.

1.5b Instrument Selection – Members use standardized instruments only with individuals identified as appropriate by the test developer/publisher. When instruments are used with individuals not identified as appropriate (i.e., not part of a normed group), the member recognizes the results of the testing process may not be valid and uses such results with significant caution.

1.5c Staff Preparation – Members involved in standardized instrument selection, administration, scoring and interpretation must be competent to perform their role in the assessment process by virtue of academic preparation, in-service training, prior experience, or supervised on-site training.

1.5d Customer Orientation – Members orient customers properly to the purpose and process of any standardized assessment activity in order to ensure the results of the process provide a fair and accurate representation of the customer.

1.5e *Administration and Scoring* – Members follow administration and scoring standards required by the developer/publisher and ensure that the environment during the assessment process provides the most favorable conditions possible for the customer.

1.5f *Interpretation of Results* – Members ensure that customers receive a full and complete interpretation of the instruments' results in a format they can both understand and integrate with other applicable assessment information.

1.5g *Limitations of Standardized Instruments* – Members recognize the proper role of standardized instruments and take into account such limitations of customers age, physical or learning disability, culture, education, literacy and other related factors.

1.6 **Use of Technology** – Members whose organizations leverage technology in their services matrix must ensure the technology is used to benefit the customer and that adequate safeguards protect the customer's right to confidentiality.

1.6a *Self-directed Services* – Members ensure that customers accessing information via technology receive proper guidance and oversight in order to maximize their benefit. Members also ensure that the organization's technology is utilized by customers only for authorized activities.

1.6b *Confidentiality* – Where customers are provided with storage of personal files on internal networks, members ensure adequate safeguards are constructed to protect the customer's confidential information and prevent unauthorized access.

Responsibilities to Employer

2.0 **Commitment to Employer** – Members recognize and accept their ethical responsibilities to their employer by performing their job duties with integrity, competence and professionalism. When representing their employer in the public arena, members demonstrate appropriate ethical and professional behavior.

2.1 **Professional Accountability** – Members demonstrate maximum effort in the workplace

and promote and support the vision, goals, and objectives of the organization. Members adhere to the policies and procedures established by the organization. If members experience conflicts or situations where either the welfare of the customer or the organization is threatened, the member discloses the conflict or situation to the organization at the earliest possible time.

2.2 **Professional Development** – Members demonstrate a positive commitment to professional development in order to increase or enhance their knowledge, skills, and/or competencies. Members participate in performance appraisal processes in a positive manner.

2.3 **Use of Technology** – Members utilize their organization's technology only for authorized activities. Members do not use the Internet, e-mail, and/or other electronic systems for personal use unless expressly approved by management. Members do not copy, borrow, or in any other way violate the copyright restrictions of software registered to the organization.

2.4 **Management Responsibilities** – Members in supervisory and/or management positions recognize and accept their ethical responsibilities to deal fairly and professionally with coworkers and subordinates.

2.4a *Performance Feedback* – Members in management positions provide fair, accurate and timely feedback to subordinates in order to facilitate increased performance at the individual, unit, and/or department level.

2.4b *Staff Preparation and Training* – Members in management positions do not require or encourage staff to take on work assignments for which they are not prepared or competent unless training and/or direct supervision is provided. Members in management positions provide ongoing training to subordinates to ensure competence to deal with expanding roles and responsibilities.

2.4c *Productive Work Environment* – Members in management positions create and maintain productive work environments where colleagues and subordinates are encouraged to perform at optimal levels under positive, non-threatening condi-

tions. Members in management positions encourage colleagues and subordinates to play an active role in continuous improvement processes designed to increase the performance of the organization.

Responsibilities to Colleagues

3.0 Commitment to Colleagues – Members recognize and accept their ethical responsibilities to colleagues by demonstrating interpersonal respect and cooperation. Members refrain from unwarranted criticism of colleagues, demeaning comments and do not engage colleagues in personal conflicts or disputes. If a member becomes involved in a personal conflict or dispute with a colleague, the member must make a good faith effort to resolve the situation. If unable to resolve the situation, the member should consult with management.

3.1 Impairment, Incompetence, or Unethical Behavior of Colleagues – Members who observe impairment, incompetence, or unethical behavior on the part of a colleague should make a good faith effort to consult with the colleague to make him aware of his behavior and what might be done to prevent and/or correct the situation. If the impairment, incompetence, or unethical behavior continues and is of a serious nature, the member must report the impairment, incompetence or unethical behavior to management.

3.2 Illegal or Threatening Behavior of Colleagues – Members who observe or who have a serious suspicion of illegal or threatening behavior of a colleague should contact management at the earliest possible time.

Responsibilities to Partner Organizations

4.0 Commitment to Partner Organizations – Members recognize and accept their professional and ethical responsibilities to partner organizations by demonstrating interpersonal respect, cooperation, collaboration, and teamwork. Members refrain from unwarranted criticism of partner organizations and demeaning comments and do not engage in personal conflicts or disputes with colleagues in partner organizations. If a member becomes involved in a personal conflict or dispute with a colleague of a

partner organization, the member must make a good faith effort to resolve the situation. If unable to resolve the situation, the member should consult with his or her employer.

4.1 Impairment, Incompetence or Unethical Behavior of Partner Organization Colleagues – Members who observe impairment, incompetence, or unethical behavior on the part of a partner organization colleague should make a good faith effort to consult with the colleague to make him aware of his behavior and what might be done to prevent and/or correct the situation. If the impairment, incompetence, or unethical behavior continues and is of a serious nature, the member must report the impairment, incompetence, or unethical behavior to his or her employer.

4.2 Illegal or Threatening Behavior of Colleagues – Members who observe or who have a serious suspicion of illegal or threatening behavior of a partner organization colleague should contact management at the earliest possible time.

Responsibilities to the Profession

5.0 Commitment to the Profession – Members demonstrate the highest standards of professional and ethical conduct in order to promote the integrity of the workforce development profession and to enhance the identity of the profession in the eyes of the public and other stakeholders.

5.1 Advancement of the Profession – Members participate in local, state, regional, and national forums and activities intended to further the vision, goals, and objectives of the profession.

5.2 Program Evaluation and Research – Members contribute to the knowledge base of the workforce development profession by participating in and supporting research and other activities that identify successful strategies and programs.

NOTE #1: Sections of this document were developed by using the following codes as models: *Code of Ethics* of the National Association of Social Workers and the *Code of Ethics and Standards of Practice* of the American Counseling Association.

NOTE #2: Members of NAWDP are encouraged to provide whatever feedback or input they feel is necessary. Members are also encouraged to disseminate and discuss these ethical guidelines with colleagues.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

- Parents or eligible students have the right to inspect and review the student’s education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address:
 Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-4605

U.S. Department of Education
 Policy Guidance
<http://www.ed.gov/policy/gen/guid/fpc/ferpa/index.html>

The HIPAA Privacy Rule

The *Standards for Privacy of Individually Identifiable Health Information* (Privacy Rule) establishes, for the first time, a set of national standards for the protection of certain health information. The U.S. Department of Health and Human Services (HHS) issued the Privacy Rule to implement the requirement of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). The Privacy Rule standards address the use and disclosure of individuals' health information – called “protected health information” by organizations subject to the Privacy Rule – called “covered entities,” as well as standards for individuals' privacy rights to understand and control how their health information is used. Within HHS, the Office for Civil Rights (“OCR”) has responsibility for implementing and enforcing the Privacy Rule with respect to voluntary compliance activities and civil money penalties.

A major goal of the Privacy Rule is to assure that individuals' health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public's health and well being. The Rule strikes a balance that permits important uses of information, while protecting the privacy of people who seek care and healing. Given that the health care marketplace is diverse, the Rule is designed to be flexible and comprehensive to cover the variety of uses and disclosures that need to be addressed.

Protected Health Information. The Privacy Rule protects all “*individually identifiable health information*” held or transmitted by a covered entity or its business associate, in any form or media, whether electronic, paper, or oral. The Privacy Rule calls this information “*protected health information (PHI)*.”

“*Individually identifiable health information*” is information, including demographic data, that relates to

- the individual's past, present or future physical or mental health or condition,
- the provision of health care to the individual, or
- the past, present, or future payment for the provision of health care to the individual,

and that identifies the individual or for which there is a reasonable basis to believe can be used to identify the individual. Individually identifiable health information includes many common identifiers (e.g., name, address, birth date, Social Security Number).

The Privacy Rule excludes from protected health information employment records that a covered entity maintains in its capacity as an employer and education and certain other records subject to, or defined in, the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g.

De-Identified Health Information. There are no restrictions on the use or disclosure of de-identified health information. De-identified health information neither identifies nor provides a reasonable basis to identify an individual. There are two ways to de-identify information; either: 1) a formal determination by a qualified statistician; or 2) the removal of specified identifiers of the individual and of the individual's relatives, household members, and employers is required, and is adequate only if the covered entity has no actual knowledge that the remaining information could be used to identify the individual.

Covered Entities. The Privacy Rule, as well as all the Administrative Simplification rules, apply to health plans, health care clearinghouses, and to any health care provider who transmits health information in electronic form in connection with transactions for which the Secretary of HHS has adopted standards under HIPAA (the “covered entities”). For help in determining whether you are covered, use the decision tool at: <http://www.cms.hhs.gov/hipaa/hipaa2/support/tools/decisionsupport/default.asp>.

To view the entire Rule, and for other additional helpful information about how it applies, see the OCR Web site: <http://www.hhs.gov/ocr/hipaa>. In the event of a conflict between this summary and the Rule, the Rule governs.

Excerpted from “OCR Privacy Brief: Summary of the HIPAA Privacy Rule”
Office for Civil Rights
U.S. Department of Health and Human Services
<http://www.hhs.gov/ocr/privacysummary.rtf>

Sample Inter-Agency Data-Sharing Agreement Department of Health/State Medicaid Agency

State of _____

Requester

Agency Name _____

Data User _____

Title _____

Address _____

Phone _____

Data Provider

Agency Name _____

Custodian _____

Title _____

Address _____

Phone _____

I. PURPOSE

In this section, both parties must state in non-technical language the purpose(s) for which they are entering into the agreement, i.e., how the data will be used, what studies will be performed, or what the desired outcomes are perceived to be as a result of obtaining the data. The source of the data will come from any and all public health or claims databases. The data will only be used for research and/or analytical purposes and will not be used to determine eligibility or to make any other determinations affecting an individual. Furthermore, as the data will be shared within a State, it will be subjected to all applicable requirements regarding privacy and confidentiality that are described herein.

II. PERIOD OF AGREEMENT

The period of agreement shall extend from _____ to _____.

III. JUSTIFICATION FOR ACCESS

A. Federal requirements: Section 1902(a)(7) of the Social Security Act (as amended) provides for safeguards which restrict the use or disclosure of information concerning Medicaid applicants and recipients to purposes directly connected with the administration of the State plan. Regulations at 42 CFR 431.302 specify the purposes directly related to State plan administration. These include (a) establishing eligibility; (b) determining the amount of medical assistance; providing services for recipients; and (d) conducting or assisting an investigation, prosecution, or civil or criminal proceeding related to the administration of the plan.

If the State Medicaid agency is a party to this agreement, specifically as the provider of information being sought by the requestor, it must be demonstrated in this section how the disclosure of information meets the above requirements.

An example of permissible data matching/sharing arrangements is the matching of data with a registry of vaccines or diseases for the purposes of improving outreach or expanding Medicaid coverage of populations being served under Medicaid.

States should identify any additional requirements that are needed for the release of additional data in this section.

B. State requirements: Cite specific State statutes, regulations, or guidelines (See Appendices)

IV. DESCRIPTION OF DATA

In this section, the parties provide specific detailed information concerning the data to be shared or exchanged.

V. METHOD OF DATA ACCESS OR TRANSFER

A description of the method of data access or transfer will be provided in this section. The requestor and its agents will establish specific safeguards to assure the confidentiality and security of individually identifiable records or record information. If encrypted identifiable information is transferred electronically through means such as the Internet, then said transmissions will be consistent with the rules and standards promulgated by Federal statutory requirements regarding the electronic transmission of identifiable information.

VI. LOCATION OF MATCHED DATA AND CUSTODIAL RESPONSIBILITY

The parties mutually agree that one State agency will be designated as “Custodian” of the file(s) and will be responsible for the observance of all conditions for use and for establishment and maintenance of security agreements as specified in this agreement to prevent unauthorized use. Where and how the data will be stored and maintained will also be specified in this section.

This agreement represents and warrants further that, except as specified in an attachment or except as authorized in writing, that such data shall not be disclosed, released, revealed, showed, sold, rented, leased, loaned, or otherwise have access granted to the data covered by this agreement to any person. Access to the data covered by this agreement shall be limited to the minimum number of individuals necessary to achieve the purpose stated in this section and to those individuals on a need-to-know basis only.

Note that, if all individually identifiable Medicaid data remains within the purview of the State Medicaid agency, matching with any other data is permissible. Any results of the data matching which contains individually identifiable data cannot be released outside the agency unless the release meets the conditions of Section III.

Any summary results, however, can be shared. Summary results are those items which cannot be used to identify any individual. It should be noted that the stripping of an individual’s name or individual identification number does not preclude the identification of that individual, and therefore is not sufficient to protect the confidentiality of individual data.

VII. CONFIDENTIALITY

The User agrees to establish appropriate administrative, technical, and physical safeguards to protect the confidentiality of the data and to prevent unauthorized use or access to it. The safeguards shall provide a level and scope of security that is not less than the level and scope of security established by the Office of Management and Budget (OMB) in OMB Circular No. A-130, Appendix III – Security of Federal Automated Information System, which sets forth guidelines for security plans for automated information systems in Federal agencies.

Federal Privacy Act requirements will usually not apply if this agreement is entered into by agencies of the State and no Federal agencies are involved. The same applies to the Computer Matching and Privacy Protection Act of 1988. However, State laws, regulations, and guidelines governing privacy and confidentiality will apply.

It is strongly suggested that the guidelines presented in the Model State Vital Statistics Act be applied. The

guidelines are available from the U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, National Center for Health Statistics, Hyattsville, Maryland (DHHS) Publication No. (PHS) 95-1115.

Where States have enacted laws based on this model, the actual provisions of the statute take precedence.

VIII. DISPOSITION OF DATA

(Sample Language)

The requestor and its agents will destroy all confidential information associated with actual records as soon as the purposes of the project have been accomplished and notify the providing agency to this effect in writing. Once the project is complete, the requester will

1. destroy all hard copies containing confidential data (e.g., shredding or burning);
2. archive and store electronic data containing confidential information off line in a secure place, and delete all on line confidential data; and
3. all other data will be erased or maintained in a secured area.

IX. DATA-SHARING PROJECT COSTS

In this section, it should be stated in detail how the costs associated with the sharing or matching of data are to be met. If these can be absorbed by the “salaries and expenses,” and the partner providing the requested data is agreeable to absorbing such costs, that should be noted here. If there are extra costs to be assumed, the parties need to specify here how they will be met. If the requesting party is to bear the burden of specific extra costs, or the party providing the data is unable or unwilling to bear such, these special requirements are to be formalized in this section.

X. RESOURCES

The types and number of personnel involved in the data sharing project, the level of effort required, as well as any other non-personnel resources and material, which are required, are to be listed here.

XI. SIGNATURES

In witness whereof, the Agencies’ authorized representatives as designated by the Medicaid Director and Health Commissioner attest to and execute this agreement effective with this signing for the period set forth in Article II.

(Name)

(Title)

(Date)

(Name)

(Title)

(Date)

Source: Centers for Medicaid and Medicare Services
<http://www.cms.hhs.gov/states/letters/smd10228.asp>

APPENDIX A

Assessments and Federal Laws

Mandated Assessments –

Required for all applicants or participants.

Permitted Assessments –

May be provided for some applicants or participants if appropriate or under certain circumstances.

Assessments identified in this table under the following laws are subject to the common performance measures: P.L. 93-112 Rehabilitation Act and P.L. 105-220 Amendments, P. L. 104-193 Personal Responsibility and Work Opportunities Reconciliation Act, P. L. 105-220 Workforce Investment Act, and P.L. 105-332 Carl D. Perkins Vocational and Technical Education Act. See Chapter 3 for more information on the common performance measures.

Social Security Act of 1935 and Amendments

P.L.104-193 Personal Responsibility and Work Opportunities Reconciliation Act of 1996 –

Mandated Assessments: The State agency responsible for administering the [Temporary Assistance for Needy Families] program funded under this part shall make an initial assessment of the skills, prior work experience, and employability of each recipient of assistance under the program who – (A) has attained 18 years of age; or (B) has not completed high school or obtained a certificate of high school equivalency, and is not attending secondary school.

Permitted Assessments: None designated.

P.L. 106-170 Ticket to Work –

Mandated Assessments: None.

Permitted Assessments: Services provided under the Program may include case management, work incentives planning, supported employment, career planning, career plan development, vocational assessment, job training, placement, follow-up services, and such other services as may be specified by the Commissioner under the Program.

P.L. 101-336 Americans with Disabilities Act of 1990

No Mandated or Permitted Assessments in Act

P.L. 108-446 Individuals with Disabilities Education Improvement Act of 2004

Mandated Assessments: Evaluations and reevaluations consisting of procedures to determine whether a child has a disability and to determine the educational needs of such child. The local education agency shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent. Each local assessment agency shall ensure that the child is assessed in all areas of suspected disability. Transition services will be based upon age appropriate transition assessments related to training, education, and employment.

Permitted Assessments: Functional behavioral assessments may be provided under certain circumstances. Where appropriate, transition services will be based upon age-appropriate transition assessments related to independent living skills. If needed, assistive technology services will include the evaluation of the needs of a child with a disability including a functional evaluation of the child in the child's customary environment. IDEA funds may also be used to support the development and provision of accommodations and valid and reliable alternate assessments for assessing the performance of children with disabilities on statewide academic achievement assessments.

P.L. 107-110 No Child Left Behind Act of 2001

Mandated Assessments:

Academic assessments: Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high-quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and science that will be used as the primary means of determining the yearly performance of the State and of each local educational agency and school in the State in enabling all children to meet the State's challenging student academic achievement standards, except that no State shall be required to meet the requirements of this part relating to science assessments until the beginning of the 2007-2008 school year.

Language assessment: Each State plan shall identify the languages other than English that are present in the participating student population and indicate the languages for which yearly student academic assessments are not available and are needed. Academic assessments of English language proficiency. Each State plan shall demonstrate that local educational agencies in the State will, beginning not later than school year 2002-2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the State educational agency.

NAEP: The State will, beginning in school year 2002-2003, participate in biennial State academic assessments of 4th and 8th grade reading and mathematics under the National Assessment of Educational Progress.

Reading First Assessments: Screening, diagnostic, and classroom-based instructional reading assessments.

Permitted Assessments: None designated.

P.L. 105-220 Workforce Investment Act of 1998

Note: The Workforce Investment Act includes three titles that have explicit or implied assessment requirements: Title I Workforce Investment Systems, Title II Adult Education and Literacy, and Title IV Rehabilitation Act Amendments of 1998. The latter title is included in this table with P.L. 93-112 Rehabilitation Act of 1973 below.

Mandated Assessments:

Youth Programs: For eligible youth, programs [shall] provide an objective assessment of the academic levels, skill levels and service needs of each participant, which assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive services needs, and developmental needs of such participant, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program.

Core Services: Core services shall be available to eligible individuals who are adults [including older youth who are co-enrolled as adults] or dislocated workers and shall include initial assessment of skill levels, aptitudes, abilities and supportive services needs.

Job Corps: Counseling and testing for each enrollee shall be arranged at regular intervals to measure progress in the education and vocational training programs carried out through the Job Corps. Counseling and testing shall be arranged for enrollees prior to their scheduled graduations to determine their capabilities.

Permitted Assessments: Intensive Services: For eligible adults [including older youth who are co-enrolled as adults] and dislocated workers who have been determined by a One-Stop operator to be in need of such intensive services, services may include comprehensive and specialized assessments of the skill levels and service needs which may include diagnostic testing and use of other assessment tools, and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.

P.L. 105-332 The Carl D. Perkins Vocational and Technical Education Act
No Mandated or Permitted Assessments in Act.

Rehabilitation Acts

P.L. 93-112 Rehabilitation Act of 1973

Mandated Assessments: an assessment for determining eligibility and vocational rehabilitation needs by qualified personnel.

Permitted assessments: an assessment by personnel skilled in rehabilitation technology.

P.L. 105-220 Title IV The Rehabilitation Act Amendments of 1998

Mandated Assessments: Assessment for Determining Eligibility and Vocational Rehabilitation Needs means, as appropriate in each case:

A) a review of existing data to determine whether an individual is eligible for vocational rehabilitation services, and to assign priority for an order of selection ... in the States that use an order of selection ..., and to the extent necessary, the provision of appropriate assessment activities to obtain necessary additional data to make such determination and assignment;

B) to the extent additional data is necessary to make a determination of the employment outcomes, and the objectives, nature, and scope of vocational rehabilitation services, to be included in the individualized plan for employment of an eligible individual, a comprehensive assessment to determine the unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, including the need for supported employment, of the eligible individual, which comprehensive assessment is limited to information that is necessary to identify the rehabilitation needs of the individual and to develop the individualized plan for employment of the eligible individual; uses, as a primary source of such information, to the maximum extent possible and appropriate and in accordance with confidentiality requirements, existing information obtained for the purposes of determining the eligibility of the individual and assigning priority for an order of selection ... for the individual, such information as can be provided by the individual and, where appropriate, by the family of the individual; may include, to the degree needed to make such a determination, an assessment of the personality, interests, interpersonal skills, intelligence and related functional capacities, educational achievements, work experience, vocational aptitudes, personal and social adjustments, and employment opportunities of the individual, and the medical, psychiatric, psychological, and other pertinent vocational, educational, cultural, social, recreational, and environmental factors, that affect the employment and rehabilitation needs of the individual; and may include, to the degree needed, an appraisal of the patterns of work behavior of the individual and services needed for the individual to acquire occupational skills, and to develop work attitudes, work behaviors, work tolerance, and social and behavior patterns necessary for successful job performance, including the utilization of work in real job situations to assess and develop the capacities of the individual to perform adequately in a work environment;

C) referral, for the provision of rehabilitation technology services to the individual, to assess and develop the capacities of the individual to perform in a work environment; and

D) an exploration of the individual's abilities, capabilities, and capacity to perform in work situations, which shall be assessed periodically during trial work experiences, including experiences in which the individual is provided appropriate supports and training.

Permitted Assessments: None designated.

Glossary of Terms Used in this Guide

Academic Performance or Achievement Tests:

assessments used by schools, school districts, and states that focus on educational performance or achievement in specific subject areas such as reading, spelling, or mathematics.

Accommodations: changes made in a classroom, work site, or assessment procedure that help people with disabilities learn, work, or receive services.

Accommodations are designed not to lower expectations for performance in school or work but to alleviate the effects of a disability.

Aptitude: the potential to learn.

Aptitude Test: a test that measures the vocational potential or capacities of an individual to succeed in future career endeavors.

Assessment: the process of collecting data for the purpose of making decisions. Four domains of assessment include the educational, the vocational, the psychological, and the medical.

Assistive Technology (AT) Assessments: activities used to determine an individual's need for technology and ability to use technology. These are accompanied with recommendations for training and specific adaptive equipment.

Attention Deficit Disorder (ADD): a family of related chronic neurobiological disorders that interferes with an individual's capacity to inhibit behavior (impulsivity) and to attend to tasks (inattention) in developmentally appropriate ways.

Attention Deficit/Hyperactivity Disorder (AD/HD): a family of related chronic neurobiological disorders that interferes with an individual's capacity to regulate activity level (hyperactivity), to inhibit behavior (impulsivity), and to attend to tasks (inattention) in developmentally appropriate ways.

Behavioral, Social, and Emotional Assessments: activities used by schools and workforce preparation programs to identify, diagnose, and suggest treatment

of mental health and chemical health problems.

Cognitive Abilities Tests: assessments used by schools and workforce preparation programs to measure intellectual skills and to diagnose neuropsychological problems and learning disabilities.

Criterion-referenced Tests: instruments used to measure whether an individual has learned specific information or can perform certain activities.

Fair Test: a test that is free from bias and conforms to recognized test administration standards and ethics.

Hidden Disabilities: disabilities that are not apparent upon casual observation. Hidden disabilities include, but are not limited to, Specific Learning Disabilities (SLD), Attention Deficit/Hyperactivity Disorder (AD/HD), Attention Deficit Disorder (ADD), mental health or emotional problems (such as depression, anxiety disorders, or conduct disorders), Epilepsy, and Traumatic Brain Injuries (TBI).

IQ Testing or Intelligence Testing: the measurement of an individual's general cognitive ability to function within various community settings.

Independent Living Skills Assessments: assessments that are often conducted by teachers, counselors, or others to determine how well an individual can engage in activities of daily living.

Interviews: structured or unstructured conversations intended to gather information from an individual through a verbal question-and-answer format

Memorandum of Understanding (MOU): a written document detailing the work and fiscal responsibilities of participating parties. Such documents may also be referred to as Service, Resource Sharing, or Governance Agreements. These agreements include details regarding who is providing what services, how much they will cost, who is paying for them, where they will be delivered, and additional information as needed.

Neuropsychological Testing: medical assessment used to examine brain function and identify cognitive disorders. The purpose of these tests is to diagnose localized organic dysfunction and to help determine rehabilitative treatment that may be needed by individuals with brain injuries and related cognitive disabilities.

Norm-referenced Tests: tests in which a person's score is compared to others in a specific reference group.

Observation: the process of watching or listening to an individual's behavior and performance and recording relevant information.

Occupation Specific Certification Tests: assessments given by licensure boards, businesses, apprenticeship programs, and workforce preparation programs (such as community colleges, technical colleges, or workforce development training programs). They measure individual achievement and the ability to perform very specific work or jobs, are often compared to industry standards, and can be used to document the effectiveness of training programs themselves.

Order of Selection: in State Vocational Rehabilitation agencies, rules that help determine eligibility when funding is limited. Federal law requires eligibility for individuals with the most severe disabilities and puts others on waiting lists or denies them services altogether.

Performance Reviews: assessment activities that look at a whole spectrum of what an individual has learned and is more subjective, holistic, and qualitative in nature than testing.

Person-centered Planning: planning processes that focus on an individual's needs and desires and promote self-determination. In transition, person-centered planning focuses on the interests, aptitudes, knowledge, and skills of an individual, not on his or her perceived deficits.

Physical and Functional Capacities Assessments: assessments provided in schools, workforce preparation centers, clinics, rehabilitation facilities, and at work sites to determine how an individual can physically perform in specific situations.

Record reviews: assessment activities that incorporate prior assessment results including records from schools and care providers, as available.

Reliability: a quality that indicates a test provides consistent results over time.

Resource Mapping: a type of environmental scanning that is a useful means of identifying, recording, and disseminating all related resources and services that comprise a service delivery system.

Screening: a process used by lay people to determine whether further diagnostic assessment should be provided by professionals.

Situational Work Assessments: occupational skills and work behaviors that are assessed in real or simulated settings and measure capacities and competencies to perform essential job duties of specific competitive employment positions.

Specific Learning Disabilities (SLD): learning problems that affect an individual's ability to interpret what they see and hear or to link information from different parts of the brain.

Testing: an activity that consists of administering a particular set of questions to an individual to obtain a score.

Transition: the period of time when adolescents are moving into adulthood and is often concerned with planning for postsecondary education or careers. In the workforce environment, it usually encompasses the ages 14 to 24.

Traumatic Brain Injury (TBI): a sudden physical assault on the head that causes damage to the brain. This injury may be closed or penetrating and the range of severity of a TBI can run from a mild concussion to the extremes of coma or even death.

Validity: the extent to which a test measures what its authors or users claim it measures; specifically, test validity concerns the appropriateness of the inferences that can be made on the basis of test results.

Vocational Aptitudes and Skills Assessments: activities used in schools and workforce preparation

programs to measure or determine an individual's ability or potential to learn or perform in order to hold specific jobs or to train for specific careers.

Vocational Interest Assessments: activities used in schools and workforce preparation programs to match an individual's interests, goals, and values to available employment, training, or post-secondary education programs.

Work Accommodations Assessments: activities used to determine the need for adjustments to work sites, schedules, training procedures, etc. to improve a person's ability to do a job.

Work Sampling: a process of using standardized instruments that are used to help assess the job potential of an individual.

Work Tolerance Assessments: physical activities that use a structured process for examining and measuring the physical endurance, strength, motor coordination skills, and emotional capacities of a worker when performing essential job tasks.

For More Information, Please Contact:

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