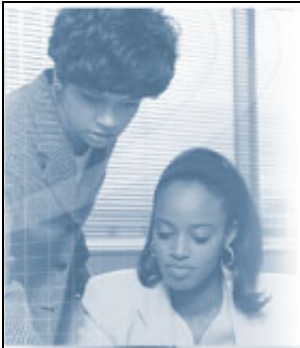




O*NET™ Ability Profiler: Administrator's Training Toolkit



Lunch and Learn Packet





Presented by the National Center for O*NET Development

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Lunch and Learn Overview

Purpose of the Session

The purpose of the Lunch and Learn session is to provide information to personnel in One-Stop Centers who plan to facilitate a 60-90 minute training session with potential Ability Profiler administrators. This information is also applicable to Ability Profiler administrators who would like to study as a group.

Session Learning Objectives

At the end of training, participants will be able to:

- Interpret basic O*NET Ability Profiler information
- Review administration procedures
- Discuss modifications in the testing process for persons with disabilities
- Explain the requirements and need for proper planning for an administration session

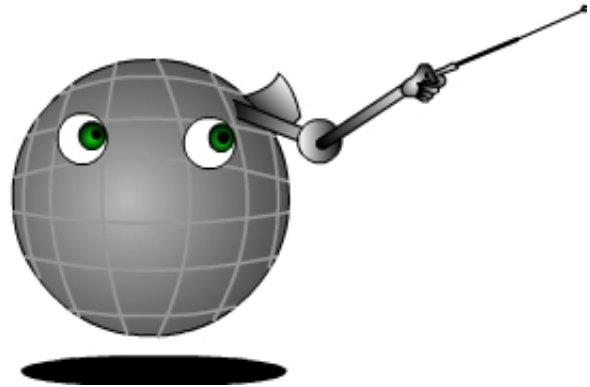
Session Prerequisites

Participants should review the following materials in advance:

- O*NET Ability Profiler User's Guide
- O*NET Ability Profiler Administration Manual

Training Materials

- PowerPoint Slides*
- Frequently Asked Questions
- Administrator Checklist
- Group Discussion Scenarios
- (Scenarios can be used to set up role-plays between participants.)



* This toolkit contains thumbnails of the PowerPoint slides used in this session. Make sure you obtain the Ability Profiler and Administration Details Lunch and Learn PowerPoint file.

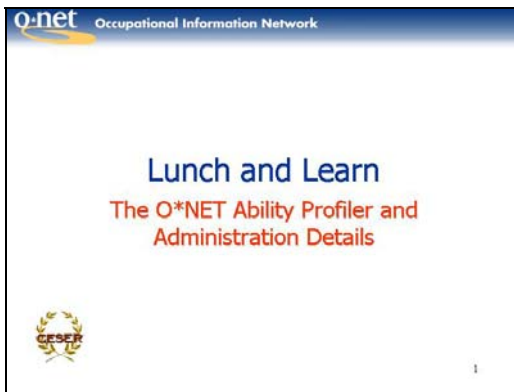
How to Use this Packet

Step	Activity	Time
1	Present PowerPoint™ Slides.	15 minutes
2	Discuss Administrator Checklist.	10 minutes
3	Facilitate select Scenarios for group discussion and debrief w/ <i>suggested</i> answers (*).	20-35 minutes
4	Review and answer Frequently Asked Questions.	15-30 minutes

Total: 60-90 minutes

Lunch and Learn PowerPoint Slides


Slide 1



Occupational Information Network

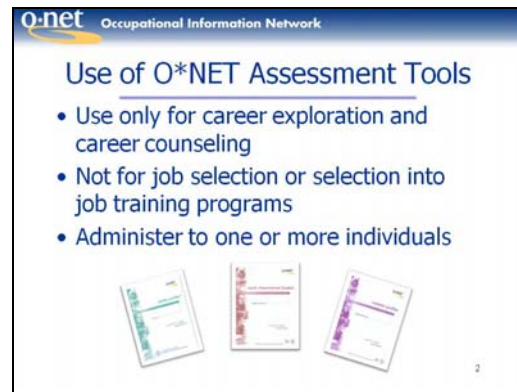
Lunch and Learn

The O*NET Ability Profiler and Administration Details



1


Slide 2



Occupational Information Network

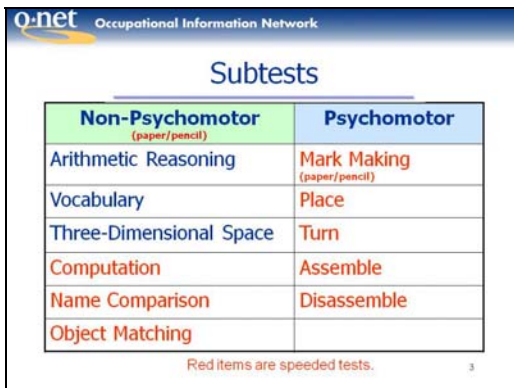
Use of O*NET Assessment Tools

- Use only for career exploration and career counseling
- Not for job selection or selection into job training programs
- Administer to one or more individuals



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Slide 3



Occupational Information Network

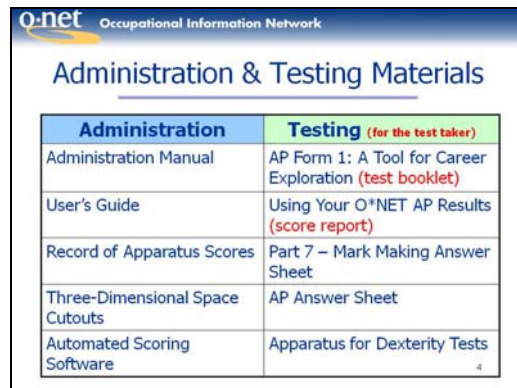
Subtests

Non-Psychomotor <small>(paper/pencil)</small>	Psychomotor
Arithmetic Reasoning	Mark Making <small>(paper/pencil)</small>
Vocabulary	Place
Three-Dimensional Space	Turn
Computation	Assemble
Name Comparison	Disassemble
Object Matching	

Red items are speeded tests.

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Slide 4



Occupational Information Network

Administration & Testing Materials

Administration	Testing <small>(for the test taker)</small>
Administration Manual	AP Form 1: A Tool for Career Exploration <small>(test booklet)</small>
User's Guide	Using Your O*NET AP Results <small>(score report)</small>
Record of Apparatus Scores	Part 7 – Mark Making Answer Sheet
Three-Dimensional Space Cutouts	AP Answer Sheet
Automated Scoring Software	Apparatus for Dexterity Tests

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What is Measured? (1)

- 1 Verbal Ability** – Comprehend the meaning of words and use them effectively in good communication when you listen, speak or write (**Vocabulary**)
- 2 Arithmetic Reasoning** – Use several math skills and logical thinking to solve problems in everyday situations (**Arithmetic Reasoning**)

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What is Measured? (2)

- 3 Computation** – Use arithmetic operations of additional, subtraction, multiplication and division to solve everyday problems involving numbers (**Computation**)
- 4 Spatial Ability** – Form pictures of objects in your mind; easily understand how drawings represent real objects and correctly imagine how parts fit together (**Three-Dimensional Space**)

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What is Measured? (3)

- 5 Form Perception** – Quickly and accurately see details in objects, pictures, or drawings (**Object Matching**)
- 6 Clerical Perception** – See detail in printed materials (**Name Comparison**)

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What is Measured? (4)

- 7 Motor Coordination** – Quickly and accurately coordinate eyes with hands or fingers when making precise movements (**Mark Making paper/pencil**)
- 8 & 9 Manual Dexterity** – Quickly and accurately move hands easily and skillfully (**Place and Turn**)
- 10 & 11 Finger Dexterity** – Ability to move fingers skillfully and easily (**Assemble and Disassemble**)

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Administration Options



Option	Test Types & Duration	Use When Information is...
1	All 11 subtests (2.5 hours)	... required about <u>all</u> occupations, including those that need psychomotor skills
2	6 Paper-Pencil and 1 Mark Making (1.5 – 2 hours)	... <u>NOT</u> needed about occupations that require manual dexterity or finger dexterity, but <u>DO</u> need motor coordination.
3	6 Paper-Pencil Tests (1.5 – 2 hours)	... <u>NOT</u> needed about occupations that require motor coordination, manual dexterity, or finger dexterity.

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Administration Basics: Administrator-Examinee Ratio



- Parts 1-6** – One administrator to 10 examinees; one assistant for every additional 10 examinees 
- Parts 7-11** – One administrator to 5 examinees; one assistant for every additional 5 examinees 

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Administration Basics: Standardized Testing

- Administration directions and timing must be followed exactly; give tests in order and according to directions 
- Paper & pencil tests always given before psychomotor tests 
- Provide an environment where all examinees can perform their best
 - Comfortable
 - Well lighted
 - Quiet
 - Well ventilated

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 Occupational Information Network

Examinee Requirements

Examinees should:

- Be at least 16-years of age
- Read & understand English on at least a sixth grade level
- Not have taken the test within the past six months
- All be treated the same (except for needed accommodations for persons with disabilities)



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Making Reasonable Accommodations

- **Timing of Test** – May allow extra time for power tests (Parts 1 Arithmetic Reasoning, 2 Vocabulary, 3 Three-Dimensional Space); not for speeded tests
- **Print Size** – May increase print size for Parts 1, 2, 3, and 5 (Power Tests & Name Comparison)
- **Directions** – Ensure examinees understand directions 

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 Occupational Information Network


Other Accommodations

- Can make other accommodations so that the test is measuring the job-related abilities, not the disability
 - assistance with answer sheet
 - steadying/securing a wheelchair




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Rules for Administration

- Plan the administration of the test prior to the day of testing (see Administrator Checklist)
- Provide all necessary test materials to examinees
- Follow the administration directions exactly
- Assure that all materials are collected after test administration
- Note any irregularities 

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Frequently Asked Questions

1. For what purposes is the Ability Profiler administered to examinees?
2. How many tests are used in the Ability Profiler?
3. Can you name the seven-paper/pencil tests?
4. Which tests are considered to be psychomotor tests?
5. Which psychomotor test is administered in paper/pencil format?
6. For what types of jobs are the psychomotor tests beneficial?
7. About how long does it take to administer the paper/pencil tests?
8. What does the picture of the clock in the administration manual mean?
9. Why is security of test materials important?
10. Why are standardized administration procedures important to the administration of the Ability Profiler?
11. What does the 3-dimensional objects test measure?
12. What ability is important for such occupations as dentistry and watch making?
13. What ability is important in the occupational areas such as communications, law, and sales?
14. How can examinees use their results to explore the world of work?
15. What are some conditions in a testing room or setting that could have adverse impact on an examinee?
16. Name some acceptable modifications of the test administration procedures for persons with disabilities?
17. How old must a person be before taking the Ability Profiler?
18. Why is it important that individuals not take the test if they have taken it less than 6 months before?
19. What is the minimum reading level that a person should have before taking the Ability Profiler?
20. How many proctors/assistants would be needed for a group of 19 people taking the paper/pencil instruments?
21. What is meant by a power test?
22. What is meant by a speeded test?
23. What sections of the answer sheet can a test administrator complete prior to testing?
24. Who should read the test directions to the examinees?

Administrator Checklist

A. Before Test Administration

√	Task
	Review administration manual and study directions.
	Determine number of examinees for the session.
	Assign number of needed proctors/assistants.
	Assess quality of the administration facility/room and reserve it.
	Determine exact start and stop times for the testing session.
	Assemble all necessary materials (administration manual, examinee handouts, test booklets, answer sheets, mark-making answer sheets, dexterity boards, record of apparatus score form, pencils, cutout models, etc.).
	Prepare test booklets and answer sheets.
	Check for misprints, marks, other irregularities.
	Complete standards sections on the answer sheet.
	Decide the order in which materials and supplies are distributed.

B. Day of Test

√	Task
	Double check materials to be sure you have a sufficient number.
	Inspect room for comfort and accommodations.
	Provide signage for directions to examination room.
	Check location of restrooms, drinking fountains, phones, and emergency exit.

C. During Testing Session

√	Task
	Welcome examinees as they enter the room.
	Designate seating arrangements.
	Start administration.
	Distribute testing materials according to the order determined in part A.
	Tell examinees not to begin until you direct them to.
	Be sure that examinees complete the answer sheet demographic items.
	Read instructions exactly as they are written.
	Administer practice questions.
	Administer each test section according to the directions in the Administrator's Manual.
	Follow timing instructions exactly.
	Move about the room to see that examinees are following directions.
	Stop the test at the proper time, no sooner and no later.

D. After Test Administration

√	Task
	Collect all test materials in predetermined order.
	Record any deviations in the testing process and any examinee behavior that may have invalidated his or her scores.
	Count materials to be sure they are all collected.
	Transfer the apparatus/ psychomotor scores to the appropriate sections on the answer sheet.
	Score the answer sheets using the O*NET Ability Profiler Scoring Program (APSP).
	Provide individual score reports to the examinee.

Group Discussion Scenarios

Scenario # 1

A person who has lost the use of his/her legs and is in a wheelchair comes into the testing site and requests that the administrator provide for an accommodation based on his/her disability. Specifically, the person has asked for extra time on both the power and speeded tests.

Which accommodations seem appropriate in this situation?

Desired Response: In this instance, no accommodation seems necessary, as the person is fully capable of handling the test booklet and completing the answer sheet. In addition, the psychomotor tests do not require any modification because they do not require the use of legs or mobility of the lower limbs. Timing on the speeded tests should not be altered under any circumstances.

The administrator might assure that the person has access into the testing room, is reasonably comfortable throughout the session, and that the wheelchair is steady and secure, especially for the psychomotor tests.

Scenario # 2

Pat has come into the One-Stop Center to obtain assistance with transitioning to a different field. Pat is currently unemployed, but until recently had a computer repair technician job that she has held for the last five years. Pat is not sure what she is good at and is open to all reasonable occupational fields.

What tests within the Ability Profiler would be reasonable to administer to Pat?

Desired Response: It seems reasonable to administer the entire Ability Profiler battery to Pat. She seems open to having an occupation that includes both content rich and psychomotor tests. The test results will show her which occupations best match her test results profile.

It would be a good idea to supplement the Ability Profiler results with the results from the Interest Profiler and/or the Work Importance Locator/Profiler to help Pat explore possible occupations that match her abilities, interests, and work values.

Scenario # 3

The Human Resources (HR) Director from APEX, Inc. has come to the One-Stop Center looking to find and hire a person with exceptional computational skills. He asks for the test results of the top 20 high scoring persons who have taken the Ability Profiler over the last 6 months so that he can locate and interview the individual for a high paying job requiring computational skills. This HR person represents a company that provides great economic benefit to your community and the salary and benefits package offered is among the best in the country.

What kind of information can you provide to the HR person?

Desired Response: Ability Profiler test results are the property of the test taker, and thus, are confidential. Additionally, the Ability Profiler is meant to support career exploration, not job selection. Test results should not be shared with this individual, despite all the positive aspects of this job possibility. It is up to the individual to elect to share (or not) his or her test results.

Scenario # 4

Fifteen examinees are in the testing room with the testing administrator. The test has started. The first four tests have been administered and the fifth is about to start when the fire alarm goes off. All personnel exit the premises leaving the test booklets and answer sheets behind. After about 5 minutes, it is discovered that it is a false alarm. Everyone comes back to the testing room ready to finish the Ability Profiler.

What should the test administrator do about the tests that have been completed and those that are yet being completed?

Desired Response: The test administrator needs to employ good judgment here. In this instance, the fire alarm occurred in between tests. Timing and administration was not compromised. The test administrator could continue the administration despite the interruption, without hurting the testing process and standardization. Once the examinees have returned to the testing room, the test administration could continue in a normal fashion.

The test administrator should note this irregularity, but the situation should not compromise the validity and use of the test results.

Scenario # 5

Sal, a recent high school graduate, comes to the One-Stop Center to get assistance about occupations that might be appropriate for him to pursue. He has not expressed an interest in working with his hands and, in fact, does not want to enter a field that requires physical work. The test administrator insists that the entire Ability Profiler test battery be administered to this individual.

Is this a good decision or not?

Desired Response: This is a person at the very beginnings of his career. Since the O*NET instruments are created for the purpose of career exploration, it is perfectly valid to encourage the examinee to take the entire battery so that a more broad understanding of his skills are understood. Naturally, the Interest Profiler and the Work Importance Locator/Profiler would be beneficial additions to the information provided to this individual.

Scenario # 6

In a One-Stop Center, a recent immigrant, who has been working in the states for the last two years, comes in to take the Ability Profiler. Her English language skills are limited to a few words of English, but she says that her computational skills are excellent. She desperately needs to earn a higher salary to support her family.

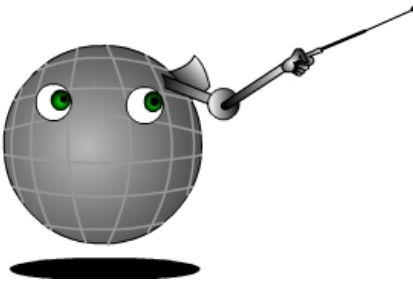
What should the test administrator do in this instance? Should the Ability Profiler be administered to this individual?

Desired Response: The Ability Profiler is not appropriate for this individual as an examinee needs to have at least a 6th grade reading level in order to successfully deal with this test. It should not be administered to her. The test administrator might suggest that the examinee take an English language class or help the individual locate a job that does not require high language skills. Testing in this instance is not appropriate. Further, the Ability Profiler is not a test for job hunting or selection, but rather for career exploration and career counseling.

Online Self-Assessment

At the end of this session, complete the O*NET Ability Profiler (AP) Administrator's Self-Assessment online by following the directions below.

Completing this self-assessment will help you to gauge your understanding of the procedures, requirements, and skills needed to successfully administer the O*NET Ability Profiler. After completing the assessment, you will be provided with a score and feedback.



1	Type http://www.onetacademy.com/test/test/intro.html into your browser and press Enter .
2	Read the instructions.
3	Select the community to which you belong from the drop-down menu; then click the Submit button.
4	Answer all of the questions by clicking the radio button that corresponds to the correct response.
5	After answering all questions, click the Submit to View Score button.