

INTEREST

Test Name: Career Assessment Inventory (CAI)

General Purpose:

The Career Assessment Inventory is an interest inventory which is oriented for people considering direct placement, technical, business or community college

Target Group:

The general adult population is considered the target group for the Career Assessment Inventory. The preponderance of research and norming, however, has been performed on graduating high school students, and persons entering technical or community college. It is viewed in the literature as a good test for career exploration. It has very high reliability (test-retest .90 or above, up to 30 days and .80 up to 7 years). Its content and construct validity are also high (.70 to .80).

Test Administration:

The Career Assessment Inventory can be self-, individually-, or group-administered. It is untimed. It usually requires 20 to 25 minutes to complete.

Testing Considerations/Accommodations:

The Career Assessment Inventory requires a sixth-grade reading level. It is paper-pencil and is taken on a computerized scan sheet which may be difficult for persons with visual impairments.

Scoring/Interpretation:

The Career Assessment Inventory is computer-scored and usually takes about one week to process. The computer scoring process provides an interesting, albeit complex, printout indicative of the theoretical foundation upon which it was developed. The Holland six occupational themes, along with 22 basic interest scales, 91 occupations 4 non-occupational scales and two administrative indices are all recorded on the interpretative report.

Reviewer Comments:

The Career Assessment Inventory is a well-developed interest inventory which has great application for persons in the process of career planning. It is geared more toward those persons who are considering the semi-skilled and skilled types of work while others who want to consider a four-year degree or beyond might want to consider to alternative interest inventories (i.e., the Strong Campbell, the Self-Directed Search).

Test Name: Geist Picture Interest Inventory (GPI)

General Purpose:

Assess vocational interests in the following areas by male and female norms:
Persuasive, Clerical, Mechanical, Musical, Scientific, Outdoor, Literary, Artistic, Social Service, Dramatic, Personal Service (Female Only)

Target Group:

Individuals with limited verbal ability.

Test Administration:

In most cases is self-administering.
Can be used with individuals or groups.
Is not time limited but clients are encouraged to work rapidly.

Testing Considerations/Accommodations:

Examiner makes sure directions are understood and discusses the example. The Geist Picture Interest Inventory I consists of a Manual, Picture Triad Booklet for males, Picture Triad Booklet for females, Motivation Questionnaire for males and females. Client uses a pencil to circle their choice.

Scoring/Interpretation:

Raw scores are added up and changed to a T-score and these scores identify degree of interest in vocational areas. There are brief descriptions of each interest, followed by suggested jobs or occupations. Norm groups include school, university, state vocational, rehabilitation service clients and others.

Reviewer Comments:

Easy to administer because most can follow directions. Client must have enough vision to see pictures. Opens counseling and guidance discussions in career opportunities. Good to use with deaf clients. Identifies motivating forces behind occupational choice. Provides a useful interest inventory in working with those having limited verbal abilities and thus facilitates counseling and guidance with verbal handicapped individuals. Projective uses of the Geist Picture Interest Inventory I provide a means of obtaining additional information. Opens new avenues of research relative to dynamics pertaining to occupational or career choices and motivation behind such choices.

Test Name: Gordon Occupational Checklist II (GOCL II)

General Purpose:

Gordon Occupational Checklist II is a career guidance tool designed for use with nonprofessionally oriented individuals that helps the counselor and client gain insight to careers matching the client's interest.

Target Group:

Persons whose career expectations are nonprofessional in nature.

Test Administration:

Individual or group administration. Untimed; approximately 20 to 25 minutes. Two hundred forty (240) activities each related to a different occupation; client underlines activities interested in performing as part of full time job then circles the activities most interested in doing.

Testing Considerations/Accommodations:

Sixth grade reading level.

Designed for use with nonprofessionally oriented individuals.

Scoring/Interpretation:

Areas of interest are identified by inspection. No machine scoring is necessary.

Reviewer Comments:

Quick way to obtain overview of client's general areas of expressed interest and specific occupational preferences. Includes a broad and representative sampling of occupations that do not require advanced academic training.

Test Name: Job-O

General Purpose:

Job-O is a general career interest inventory that allows the client to match educational aspirations and job interests with 120 major career titles.

Target Group:

Recommended for students in the 7th to 10th grade.

Field testing was conducted at the upper high school level and with adults.

Test Administration:

Designed to be self-administered and self-scored.

Untimed; approximately 50 minutes to complete.

Multiple choice questions and answers format; reusable booklet/consumable answer sheet.

Testing Considerations/Accommodations:

4th and 6th grade reading level.

Scoring/Interpretation:

Designed to be self-scored.

Reviewer Comments:

Presents current occupational trends and projections based on the Occupational Outlook Handbook. Update every two years.

Test Name: Job-OA (Advanced)

General Purpose:

The general goal of Job-OA is to match the client's interests and skills with the work activities and requirements that will be found on the job. Emphasis is placed on up-to-date and fast growing occupations. Job-OA is an advanced decision making version of the Job-O.

Target Group:

Recommended for use with students in the 10th to 12th grade and adults. Field testing was concluded at the upper high school level and with adults.

Test Administration:

Designed to be self-administered and self-scored.

Untimed; approximately 50 minutes to complete.

Multiple choice question and answer format; reusable booklet/consumable answer sheet.

Testing Considerations/Accommodations:

Fifth grade reading level.

Scoring/Interpretation:

Designed to be self-scored.

Reviewer Comments:

Emphasis is placed on up-to-date and fast growing occupations (same as in General Purpose). Fast growing and emerging occupations are highlighted for quick reference.

Test Name: Kuder Vocational Preference Record (Form C) (KUDER)

General Purpose:

The Kuder Vocational Preference Record was developed as a systematic approach to measuring preference in ten broad areas (i.e., outdoor, mechanical, computational, scientific, persuasive, artistic, literacy, musical, social services, and clerical). Indicates preference, not ability.

Target Group:

Profile for high school students is based on responses of a representative group of 3,418 boys and 4,466 girls, grade 9 through 12 from high schools well distributed over the country. Norms for men are based on responses of almost 1,400 men in the general population; for women, over 1,500 persons were surveyed.

Test Administration:

Designed to be self-scored.

Can be group or individually administered.

No time limit for administration; adults usually require 30-40 minutes.

Testing Considerations/Accommodations:

Requires a 9th grade reading level. Inventory consists of 168 triads each containing three short statements of different activities. The client chooses the one activity in each triad most preferred and least preferred. A pin punch must be punched through several thickness of paper and into a corrugated blackboard to mark the responses.

Scoring/Interpretation:

The verification (V score) gives an indication of whether responses were made sincerely and carefully. The useful information provided by the Kuder Vocational Preference Record is one's order of preference and using this knowledge with other information, particularly abilities.

Reviewer Comments:

Although readability level is at the 9th grade level, some persons may find certain of the words and phrases in the Kuder Vocational Preference Record Form C difficult to understand. Although it is designed to be self-scored, few clients are capable of scoring it themselves. Frequently clients with broad range of jobs from professional to unskilled. It contains a glossary of words that may be unfamiliar to the client. It does not list actual job tasks from which to choose but focuses more on an individual's general likes and dislikes which in turn can be compared to occupational fields.

Test Name: Major-Minor-Finder (MMF)

General Purpose:

Major-Minor-Finder was designed to acquaint client with the facts and information concerning most of the major fields of study offered in two-year and four-year College programs.

Target Group:

Recommended for use with students 10th grade to adult who wish to go to two or four year colleges.

Test Administration:

Reusable assessment booklet with a self-scoring answer folder; self-administered/self-scored. Can be used in classrooms or by individuals at home; suitable for group use. Untimed; time to take test varies.

Testing Considerations/Accommodations:

Approximately 10th grade reading level.

Scoring/Interpretation:

Designed to be self-scored. Client lists those college majors most compatible with educational goals and career interests.

Reviewer Comments:

Unique assessment survey that ties college planning with career planning. Client learns about jobs related to college majors and the projected 10-year growth for those majors. Client lists those college majors most compatible with educational goals and career interests.

Test Name: Personal Capacities Questionnaire (Personal Capacities Que)

General Purpose:

This questionnaire was developed through a Training Grant and has been available through The Material Development Center. It was designed to be used primarily by rehabilitation counselors in determining specific client needs relative to work.

Target Group:

Standard norms are limited due to the nature of the questionnaire and were compiled to the extent necessary to develop the questionnaire.

Test Administration:

Consists of 42 questions relating to such areas as: work record, personal skills, social skills, communication skills, physical capacities, memory, judgment, and desire to work. Self administered/nontimed.

Testing Considerations/Accommodations:

Requires 8th grade reading level.

Scoring/Interpretation:

Manually scored. Interpretation is done on a subjective analysis basis.

Reviewer Comments:

Subject to extreme Motivational Distortion, i.e., questions are presented in such a way that invites self serving responses. Do not recommend using this questionnaire as a standard evaluation instrument.

Test Name: Preliminary Diagnostic Questionnaire (PDQ)**General Purpose:**

The Preliminary Diagnostic Questionnaire is a structured diagnostic interview which provides an integrated assessment of functional capacities taking into account cognitive functioning, physical limitations, emotional functioning, and motivation or attitudes toward work. It assists in case planning through quantitative and qualitative assessment of the individual, yields indications for question formulation regarding specialist evaluations, and offers support in documenting eligibility in decisions in rehabilitation planning. Provides a probability of employment score based on demographic information (gender, marital status, work status, disability classification, education, and age).

Target Group:

Designed for use with persons with disabilities and who may make application for vocational rehabilitation services. Norms based upon a national sample of 292 clients who were administered the Preliminary Diagnostic Questionnaire by trained vocational rehabilitation professionals. The sample was predominately white (235) and the only minority represented was black (35). The composition by gender was 165 males and 126 females. The average age was 29 with a standard deviation of 10.88 years. The disabilities represented by the sample are as follows: (4) visual impairment; (7) hearing impairment; (82) orthopedic; (5) absence of amputation of major and minor members; (111) mental, psychoneurotic, personality disorders and chemical dependency (37) other conditions, etiology unknown. The average educational level of the group was 11.78 with a standard deviation of 2.2 years.

Test Administration:

Must be individually administered. No time limit but generally takes 60-90 minutes. Evaluator needs to be specifically trained on this.

Testing Considerations/Accommodations:

Except for reading section, all subtest are orally administered. Provides gross assessment of cognitive functioning, physical limitations, emotional functioning, and motivation as well as social, economic and personal considerations. Self-reported demographic and disability information may conflict with family or referral source reports. Consult other sources for comparison. Client should be capable of providing an oral or written response to most test items.

Scoring/Interpretation:

Scores are reported in stanines rather than percentiles or standard scores. Norm sample predominately white with mental illness. Manuals difficult to comprehend.

Reviewer Comments:

Probability of employment score does not take into account severity of disability, multiple disabling conditions, geographic employment opportunities, availability of transportation, or disincentives to work. As a result, this score may underestimate barriers to employment. Work importance subtest may penalize persons with realistic perceptions regarding their work potential. For example, an illiterate, mentally retarded, quadriplegic who felt his chances for employment were excellent would receive a higher score than the gifted quadriplegic who felt his employment opportunities were okay. Average score on personal independence indicates only the absence of severe limitations in personal ADL's and mobility. It does not measure a person's capacity for

independent living. For non-readers, the reading passage may be read aloud to provide a gross measure of auditory comprehension and memory. Work information section relies heavily on questions regarding unions which may lower scores for persons having otherwise good knowledge of the world of work. Presents an unfair bias to workers in the South where unions are not so prevalent. Measures internal vs. external locus of control, but again, score may be lowered by what are realistic perceptions of barriers to employment. Emotional functioning responses can be item analyzed to identify problems associated with anxiety, depression, aggression, and withdrawal. Can provide some measure of emotional adjustment to disability and need for further psychological assessment or counseling. Does not provide a comprehensive assessment of functional abilities/limitations but provides framework for planning further evaluation and services. Need to compare results with family and other reports, especially for clients with head injury, as their self-awareness may be highly compromised. Helpful to interview significant others as an adjunct to Preliminary Diagnostic Questionnaire assessment.

Test Name: Revised Reading Free Vocational Interest Inventory

General Purpose:

The inventory was designed to provide systematic information on the range of interest patterns.

Target Group:

Designed for use with persons of the exceptional male and female who is diagnosed as mentally retarded or learning disabled from age 13 to adult. Has proven useful with persons who are deaf and others who may not have command of English.

Test Administration:

Self-administering and has no time limit. Can be administered with individuals as well as a group. Males and females are provided same form of inventory.

Testing Considerations/Accommodations:

Test consists of 55 triads in a single inventory booklet presented in pictorial form. In each triad the individual is instructed to choose one of the three occupational activities pictured as the one he/she would like most to do.

Scoring/Interpretation:

The occupational activities pictured represent eleven interest groups. Scores are converted to percentile rankings and scores are graphed for ease of explanation to the individual.

Reviewer Comments:

The eleven interest groups do not correspond to any other system of interest groupings. They largely represent unskilled and semi-skilled occupations. The pictures are well drawn without extraneous detail to distract from the actual occupational activity. In some triads none of the occupational activities will appeal to the individual and they must be encouraged to choose the one they would not mind doing "for the pay" as an example.

Test Name: Holland Self-Directed Search (SDS)

General Purpose:

The general purpose of the Holland Self-Directed Search is to provide in-depth description of vocationally-relevant interests, which includes indicators both from vocational and leisure time activities.

Target Group:

The typical target group for the Holland Self-Directed Search are persons of vocational age. The inventory requires a reading level of between 4th and 8th grade level, depending upon the form being used. The test does require some level of independent judgment and initiation on the part of the evaluatee and must be selected accordingly.

Test Administration:

The median range for completion is between 30 and 60 minutes, depending on the reading/comprehension ability of the evaluatee as well as the processing speed. It can be group or individually administered and there is no time limit. It is suggested that the evaluator be available to respond to any types of questions that might arise.

Testing Considerations/Accommodations:

Reading ability must be consistent with the requirements of Holland Self-Directed Search (between 6th and 8th grade for the standard version, or 4th grade for Form E) and "motivated" individual's profiles are usually considered to be more valid and useful in the vocational planning process. The Holland Self-Directed Search, as compared to other vocational interest inventories, has been shown in the literature to be reliable and consistent with self-appraisal.

Scoring/Interpretation:

The Holland Self-Directed Search can be self-scored using the Occupation's Finder and other resource documents, or can be computer-generated. The computer-generated report is more comprehensive, particularly as the totality of Dictionary of Occupational Titles has now been given Holland codes so that an individual's profile can then be matched to specific DOT titles. Access time on the computer, once the Holland codes have been identified, is usually less than five minutes. The abbreviated form of the Holland computer search generates a list of 50 or 60 jobs to be used for purposes of vocational exploration, while the most recent version which links the entirety of the DOT provides for an expanded listing.

Reviewer Comments:

The Holland Self-Directed Search is a useful instrument for identifying vocational interests and further linking those interests to specific jobs. The Holland Self-Directed Search has been well-researched and is founded on well-defined constructs. As compared to other vocational interests inventories, however, it is lengthy and does require some effort on the part of the evaluatee. Although both the written and computerized forms of the instrument are adequate, the computer-scored version is endorsed by this reviewer as it is more comprehensive and to develop an interest profile. The computerized printout also gives the evaluatee instructions on how to further identify their vocational interests.

Test Name: United States Employment Service Interest Inventory (USES)

General Purpose:

The United States Employment Service Interest Inventory Interest Inventory was designed to help client learn more about their occupational interests anhow those interests related to work. The 12 scales are (01) Artistic, (02) Scientific, (03) Plants anAnimals, (04) Protective Services, (05) Mechanical, (06) Industrial, (07) Business Detail, (08) Selling, (09) Accommodating, (10) Humanitarian, (11) Leading, Influencing, (12) Physical Performing.

Target Group: Adult males and females.

Test Administration:

Untimed. Can be completed within 15 to 20 minutes. Can be group or individually administered

Testing Considerations/Accommodations:

The inventory consists of 162 job activities, occupational titles and life experiences. The client is asked to respond either "Like"; "?"; or "Dislike" to each item. Requires at least a 6th grade reading level.

Scoring/Interpretation:

A score is obtained for each of the 12 interest scales.

Raw scores are converted to Standard scores and percentiles.

The United States Employment Service Interest Inventory Interest Inventory is used to identify client interests in relation to the Guide to Occupational Exploration (GOE) interest areas.

Standard scores on the 12 interest scales are the initial basis for interpretation of the client's responses to the interest inventory.

Reviewer Comments:

Frequently individuals with Mental Illness, and Head Injuries illicit invalid results. The inventory lists a broad range of activities from professional to unskilled. The items are stated in a fashion in which the client can relate to them. Results can be taken and be used in conjunction with the Guide to Occupational Exploration as well as the General Aptitude Test Battery. Test Record Cards for the GATE allow for the results of the Interest Inventory Profile to be placed on it which can be used as a means of Career Guidance and Exploration. The inventory is easy to administer and is not time consuming.

Test Name: Vocational Preference Inventory (VPI)

General Purpose:

The Vocational Preference Inventory is a personal-interest inventory based on the well established Holland RIASEC theory that occupations can be described in terms of personality characteristics.

Target Group:

The internal consistency of the Vocational Preference Inventory scales for a sample of females and males indicates that the content of most scales is relatively homogeneous. In general, the concurrent or predictive validity of the Vocational Preference Inventory interest scales are equal to or exceed the concurrent or predictive validities of other interest scales.

Test Administration:

Individuals complete the inventory by indicating the occupations they like or dislike on a separate answer sheet. The test is untimed, taking approximately 15-30 minutes. The Vocational Preference Inventory is self-administering.

Testing Considerations/Accommodations:

As a rule, persons to be tested should be over 14 years of age and have at least average intelligence. Without exception, the Vocational Preference Inventory should be used and interpreted only in combination with other psychosocial information such as age, sex, educational level, field of training, and current occupational status.

Scoring/Interpretation:

Over responsiveness implies a lack of adequate discrimination which may be reflected in dependence, aggression, euphoria, conservatism, impulsivity, sociability, or frankness. In contrast, unresponsiveness appears indicative of greater independence, passivity, depression, rejection of the culture, over control, withdrawal, or defensiveness. The inability to make discriminations among occupations is indicative of conflict and disorganized self-understanding which is reflected in the total number of unanswered items. In inventory terms, a differentiated profile will have both high and low scores; and undifferentiated profile will be relatively flat. Mature people should possess well-defined or differentiated profiles. Individuals taking longer than 15-30 minutes are typically indicative of defensiveness and related emotional problems. All scales except the Acquiescence Scale are scored by counting the indicated responses using a single scoring stencil for all scales. The Acquiescence score is obtained by counting the number of "Like" responses among items 1-30. Hand scoring a single test takes about 5 minutes.

Reviewer Comments:

Used as a brief personality inventory for one-on-one counseling sessions with high school and college students, as well as adults. Also used as an interest inventory. The Vocational Preference Inventory represents the six personality types -In, the RIASEC theory of personality and five other dimensions. The theory states that people search for work environments that are similar to their personalities. Raw scores from the six RIASEC scales can be used the Occupations Finder, Leisure Activities Finder, Dictionary of Holland Occupational Codes, and DHOC Computer Search Program to help users explore career options and aid in career guidance. The complex clusters of

personal characteristics yield information about interests, interpersonal relationships, values, self conceptions, coping behaviors and identification.

Test Name: Wide Range Interest And Opinion Test (WRIOT)

General Purpose:

The Wide Range Interest And Opinion Test is a pictorial interest test which is intended to be culturally and sexually-unbiased. It is designed to measure interest levels in 18 clusters (art, literature, music, drama, sales, management, office work, personal service, protective service, social service, social science, biological science, physical science, number, mechanics, machine operation, outdoor, and athletics) and 8 general attitude clusters (sedentariness, risk, ambition, chosen skill level, sex stereotype, agreement, negative and positive spread).

Target Group:

The norm group for this test were males and females, ages range from 5 to "35 and up". There are a number of different problems with the validity studies on this test and it appears to be geared more for lower-functioning individuals than higher ones. Reliability coefficients were .82 and above while the only validity study reported was with the GEIST and was very low. The test seems to be oriented towards educationally- and culturally-disadvantaged, learning-disabled, mentally-retarded, and persons with hearing impairments.

Test Administration:

The test can be either group- or individually-administered. It usually requires about 40 minutes to one hour to complete.

Testing Considerations/Accommodations:

The Wide Range Interest And Opinion Test requires no reading but does require that the person taking the test know A, B, C, and the words "most", "least" and the ability to match numbers. Because of the format of the test being taken on answer sheets, there is occasionally some difficulty in marking the answers in the right box which can indicate that the directions were not followed correctly or the presence of a visual impairment.

Scoring/Interpretation:

The test is hand-scored and requires about 15 minutes. The profile of interest and clusters of work can be related to GOE codes as well as other codes, (i.e., Holland, etc.).

Reviewer Comments:

The validity studies are weak, but it does provide some insight, particularly into lower-functioning individual's interests. Because it requires 30-60 minutes to take, guessing and random marking can occur, thus invalidating the results. The answer sheets are frequently marked improperly and aligning the scoring stencils can be difficult.