

MISCELLANEOUS

Test Name: Beck Anxiety Inventory (BAI)

General Purpose:

The Beck Anxiety Inventory is an instrument that discriminates anxiety from depression while displaying convergent validity. It is a screening tool not a diagnostic tool.

Target Group:

Beck Anxiety Inventory was developed for use with adolescents and adults.

Test Administration:

The Beck Anxiety Inventory is a 21-item test presented in multiple-choice format. Each of the 21-items of the Beck Anxiety Inventory describes a common symptom of anxiety. The individual rates how much he/she has been bothered by each symptom over the past week on a 4-point scale ranging from 0 to 3.

Testing Considerations/Accommodations:

Time varies from 5 – 10 minutes.

Scoring/Interpretation:

The items are summed to obtain a total score that can range from 0 to 63.

Reviewer Comments:

Test Name: Beck Depression Inventory (BDI)

General Purpose:

The Beck Depression Inventory measures a presence and the degree of depression in an individual. The Beck Depression Inventory does not diagnosis depression but is an indicator.

Target Group:

Beck Depression Inventory was developed for use with adolescents and adults.

Test Administration:

The Beck Depression Inventory is a 21-item test presented in multiple-choice format. Each of the 21-items of the Beck Depression Inventory attempts to assess a specific symptom or attitude “which appear(s) to be specific to depressed patients, and which are consistent with descriptions of the depression contained in the psychiatric literature. The individual rates how much he/she has been bothered by each symptom over the past week on a 4-point scale ranging from zero to three.

Testing Considerations/Accommodations:

Time varies from 5 – 10 minutes.

Scoring/Interpretation:

The items are summed to obtain a total score that can range from 0 to 63.

Reviewer Comments:

The Beck Depression Inventory looks as though it is assessing depression. While this may be quite advantageous, it may make it easy for a subject to distort the results of the test. The Beck Depression Inventory does appear to evaluate well a wide variety of symptoms and attitudes associated with depression.

Test Name: Computer Aptitude, Literacy, and Interest Profile (CALIP)

General Purpose:

According to its manual, "the Computer Aptitude, Literacy, and Interest Profile is designed to accomplish four purposes: (1) to identify talented minority persons, women, individuals with reading disabilities, and other people who might otherwise lack opportunity to demonstrate aptitude for computer related occupations; (2) to broaden the range of realistic career options for people in the process of making career decisions; (3) to provide an empirical basis for administrators, business managers, and teachers to allocated organizational resources, and (4) to document a person's progress as a result of training."

Target Group:

The Computer Aptitude, Literacy, and Interest Profile is targeted to identify talented minority persons, women, individuals with reading disabilities, and other people who might otherwise lack opportunity to demonstrate aptitude for computer related occupations. The test was standardized on a sample of 1236 children, adolescents and adults residing in twenty-two states. The sample included students in junior/senior high school, community college, four-year College, and graduate school as well as adults employed in either computer fields or other lines of work.

Test Administration:

The Computer Aptitude, Literacy, and Interest Profile consists of six subtests: Estimation, Graphic Patterns, Logical Structures, Series, Interest, and Literacy. All are untimed except Estimation which has a limit of two minutes. Individuals can be allowed to work at their own pace and move directly from one subtest to another without receiving special instructions from the evaluator. However, the evaluator should carefully monitor performance to ensure that directions are followed (example: marking two possible responses on the other half of the Literacy subtest).

Testing Considerations/Accommodations:

Many evaluatees, especially those with reading problems, do not carefully read instructions for each subtest. Since the test is untimed evaluatees are not penalized for slow work rate.

Scoring/Interpretation:

Raw scores are converted to standard scores (mean=10; standard deviation=3) based on age norms. Age ranges for each normative table are 15-19 years, 20-29 years, and 30-60 years; In addition, standard scores can be interpreted to obtain a computer aptitude quotient analogous to a computer IQ.

Reviewer Comments:

The Computer Aptitude, Literacy, and Interest Profile is useful only as a screening instrument. Many persons with very poor academic skills are able to score in the average range but would not otherwise be considered to have potential for computer-related occupations. This reviewer, therefore, suggests that persons scoring in the above average or high range may be considered to have potential to develop marketable computer skills. These persons should receive further assessment of their potential. The Computer Aptitude, Literacy, and Interest Profile can be a useful instrument for career exploration; since many obviously unqualified AVRS client state they want "to work with computers", the Computer Aptitude, Literacy, and Interest Profile can be used to help them consider other alternatives.

Test Name: Career Orientation Placement and Evaluation Survey (COPES)

General Purpose:

Measures work environment preferences by promoting career exploration, and by providing career and occupational counseling. The values measured are: Investigative vs. Accepting, Practical vs. Carefree, Independence vs. Conformity, Leadership vs. Supportive, Orderliness vs. Flexible, Recognition vs. Privacy, Aesthetic vs. Realistic, and Social vs. Reserved.

Career Orientation Placement and Evaluation Survey is part of the Career Occupational Preference System-system of career counseling tests. If all three Career Occupational Preference System-system tests are used (Career Occupational Preference System, CAPS & Career Orientation Placement and Evaluation Survey), a comprehensive guide should be used in place of the three separate Profile and guide booklets. These guides allow easier integration of the inventory results.

Target Group

Grade 7-adults.

Test Administration:

Individual or Group

30-40 minutes.

Test Name: Career Occupational Preference System (COPS)**General Purpose:**

The Career Occupational Preference System was developed to assist individuals in the career decision-making process. The Career Occupational Preference System is a carefully and systematically developed instrument yielding job activity interest scores based on 14 occupational clusters (i.e., Science, Professional; Science, Skilled; Technology, Professional; Technology, Skilled; Consumer, Economics; Outdoor; Business, Professional; Business, Skilled; Clerical; Communication; Arts, Professional; Arts, Skilled; Service, Professional; Service, Skilled). This inventory indicates interest in these areas, not abilities or values.

Target Group:

To obtain intercorrelations among the 14 Career Occupational Preference System Interest Inventory scales, a sample of 1,000 high school students (500 males and 500 females) was composed from regions throughout the country. Norms for high school students are based on a sample of 7,054 females and 7,565 males in grades 7 through 12. Norms for college students are based on a sample of 1,858 females and 1,379 males enrolled in two and four year colleges and universities.

Test Administration:

Inventory is designed to be scored by the person taking the test. Inventory can be group administered or administered on an individual basis. There is no time limit for completing the inventory, although examinees should be able to finish in 20 to 30 minutes.

Testing Considerations/Accommodations:

This inventory requires at least a 6th grade reading level. The inventory consists of 168 job activity descriptions reflecting work performed in a wide variety of occupations. Response alternatives allow the examinee to indicate "like very much", "like moderately", "dislike moderately", or "dislike very much". This is accomplished by darkening the proper response boxes on an answer sheet.

Scoring/Interpretation:

Scores on the Career Occupational Preference System reflect the examinees' degree of interest in the 14 occupational clusters. Along with tests of aptitudes and achievement, this information can be used to aid the client in determination of vocational potential and goals.

Reviewer Comments:

Most clients seem to find the Career Occupational Preference System readable although some learning disabled students may have difficulty with the response format. This inventory covers a wide range of vocations, from professional to skilled, from science to art and is relatively easy to score and administer.

Test Name: Exploratory Careers Kit (ECK)

General Purpose:

The kit is designed for the individual exploration of many occupational fields as well as specific jobs.

Target Group:

The kit may be used with all ages (preferably high school and above) both male and female.

Test Administration:

The kit can be explored by the individual in several ways. It is organized alphabetically, but also comes with a cross reference booklet to refer user to exact titles as well as related occupations. Should be used individually. No time limit; adults may need 20 minutes to two hours depending on the intensity of the individuals' career exploration.

Testing Considerations/Accommodations:

No specific reading grade level is required, but individuals reading below the sixth grade may have difficulty comprehending some of the material. The kit contains three types of job/career descriptions: Briefs - eight page booklets giving comprehensive information on general occupational fields and on careers requiring extensive descriptions; Summaries - two page descriptions providing concise information on specific careers; and Job Guides - two page descriptions of careers requiring a short period of on-the-job training.

Scoring/Interpretation:

No information is given as to how the kit should be used. Hopefully, given an appropriate interest in occupational exploration, the individual gains information about careers and his or her likes and dislikes. The evaluator/counselor can ask that the individual write down those choices that found to be of interest. They can be discussed at that time or reported back to the referring counselor (by an evaluator) to be used in the selection of a job goal.

Reviewer Comments:

The kit can often be used as a gauge for an individual's commitment to exploring their options. For example, a client who returns a list of jobs all starting with "A" probably never got beyond the "A" section of the kit. College-bound teens with unfocused goals may find helpful the specific information on job requirements, job market, and salaries, as will older adults who must find new careers due to injury, etc. Ample time should be allotted for those persons truly interested in career exploration. Scanning the titles may be sufficient for some purposes, and that can be done rather quickly (15 to 20 minutes). However, individuals who may wish to read the job briefs or summaries may need much more time. Time spent on the kit should be monitored and extra time should be given only to those demonstrating true interest.

Test Name: Farnsworth Dichotomous Test for Color Vision (FARNSWORTH DICH)

General Purpose:

The Farnsworth Dichotomous Test is a screening device for use in industry, military service, and educational vocational guidance. The test can eliminate with certainty individuals who cannot distinguish between such pairs of colors as red and green, green and blue, blue and pink, yellow and blue, or green and brown.

Target Group:

Interpretation based on population.

Test Administration:

Immediately scored.

Individually administered.

No time limit but usually five minutes.

Testing Considerations/Accommodations:

Require well-lighted room.

Scoring/Interpretation:

Results are interpreted according to standard patterns of normal, color-weak, and color-blind subjects. Most persons with normal vision have a perfect score. Patterns of errors can be used to diagnose red, green, and blue color blindness.

Reviewer Comments:

Can be used for majority of clients including non-readers. Particularly suited for screening persons who may have impaired color vision but can make necessary discrimination. Distinguishes the functional color blind from the moderately color defective and those with normal color vision. Can restate directions as needed for young children or persons with low intellectual ability. Very simple instructions.

Test Name: General Clerical Test

General Purpose:

According to the General Clerical Test manual, the purpose of this test is to measure aptitudes which are of importance in clerical work of all kinds.

Target Group:

Persons interested in clerical training and/or clerical jobs.

Test Administration:

The test materials needed are the General Clerical Test manual, the test booklet (in which the client writes his/her responses), pencils, scratch paper (if using Booklet A), and a timer. The test instructions are read verbatim. The entire test takes approximately one hour. There are two editions of the booklet. One is a singular twelve-page booklet with all nine parts. The other edition is divided into Booklet A (Parts 1-5) and Booklet B (Parts 6-9).

Testing Considerations/Accommodations:

The test is relatively difficult and to obtain an acceptable score, one must be functioning at the high average academic level.

Scoring/Interpretation:

There is a scoring key for this test. The number of correct responses comprise the raw score. There are nine subtests which are divided into three areas: Clerical Sub score, Numerical Sub score, and Verbal Sub score. These sub scores are totaled to obtain a Total Score.

After the raw scores have been obtained and added, "A percentile score can be derived based either on an appropriate group presented in the norms section of the General Clerical Test manual or on locally developed norms." The General Clerical Test manual states that the "sub scores may be used, singularly, or in combination, to evaluate the feasibility of an applicant for a given job or to assign an inexperienced person to appropriate work.

Reviewer Comments:

The General Clerical Test is relatively easy to administer. The test results, however, are generally low. For example, the evaluation staff has frequently had an individual who performed well in the Business Education Department, but scored poorly on this test. Thus, it is recommended that discretion be utilized when interpreting one's test results in relation to their clerical potential.

Test Name: Minnesota Clerical Test

General Purpose:

Measures the elements of speed and accuracy needed to perform various clerical activities. It also evaluates those areas which require an individual to process numerical or linguistic material quickly and accurately.

Target Group:

Clients interested in training and placement in the clerical field.

Test Administration:

Administered in fifteen minutes (Number Comparison - eight minutes; Name Comparison - seven minutes). May be given individually or in groups. Instructions for administering and scoring are clear.

Testing Considerations/Accommodations:

The test is divided into two subtests, Number Comparison and Name Comparison. Each subtest has 100 identical pairs and 100 dissimilar pairs which are composed of digits or letters. Identical and dissimilar pairs are distributed randomly and the client is required to check on the identical pairs.

Scoring/Interpretation:

Directions for scoring are simple and clear. Uses a cardboard "strip" key for scoring. Since it is a timed test, accuracy in timing is very important. Maximum raw score on each part is 200. Detailed percentage charts are provided with means and standard deviations for each group.

Reviewer Comments:

No special training or qualifications needed for administering or interpreting. Manual includes ethnic minority representation in norm tables. Easily administered and scored. Development of local norms strongly encouraged. Clients sometime become confused and check dissimilar pairs instead of identical pairs.

Test Name: Social and Pre-Vocational Information Battery, Revised Edition (SPIB-R)

General Purpose:

The Social and Pre-Vocational Information Battery consists of a series of nine tests designed to assess knowledge of life skills and competencies widely regarded as important for the ultimate community adjustment.

Target Group:

For students in junior and senior high schools who are EMR. Additionally, the Social and Pre-Vocational Information Battery has been developed to be more suitable for clients who are moderately retarded (TMR).

Test Administration:

Orally administered to groups with a student/proctor ratio of 7:1. The Response format is true/false or picture selection so that students are not penalized for reading deficiencies. Test is self-scored. Requires 45-60 minutes to administer.

Testing Considerations/Accommodations:

Very little reading required. Client must be able to mark T -F on answer sheet.

Scoring/Interpretation:

The test is scored by hand and requires approximately 15 minute. Provides insight into areas which will require remediation for independent living and community adjustment.

Reviewer Comments:

Good test for social abilities with low or non-readers. Test is somewhat monotonous and may need to be "broken up" to keep attention span fresh. Numerous rehabilitation counselors have spoken positively about this test in assisting them in determining eligibility.

Test Name: Street Survival Skills Questionnaire (SSSQ)**General Purpose:**

The Street Survival Skills Questionnaire is designed to assess an individual's functional knowledge and skills important for independent living. The areas measured include basic concepts, functional signs, tool identification use, domestic management, health, first aid and safety, public services, time, money, and measurement.

Target Group:

The targeted norm group for the Street Survival Skills Questionnaire were 400 individuals classified as developmentally disabled, 200 secondary school adolescents, with an equal number of males and females. The test is most applicable to low-functioning individuals.

Test Administration:

The Street Survival Skills Questionnaire is individually administered and usually requires between 1 1/2 to 2 hours. The test is given orally to the evaluatee.

Testing Considerations/Accommodations:

This is a non-reading test except for when reading is the skill being measured. There are no real physical demands of the test except the stamina to complete the full 1 1/2 to 2 hours.

Scoring/Interpretation:

It requires approximately 1/2 hour to score the test, and interpretation of the test relates to basic knowledge of adaptive skills/behavior that can predict level of adjustment in a number of different settings.

Reviewer Comments:

The Street Survival Skills Questionnaire is designed to identify weaknesses or levels of knowledge in several major areas of independent living which can then assist in developing training or teaching goals. It is intended for low-functioning individuals and may be good for determining the baseline for training and/or placement. The evaluator might find this test to be most helpful when examining the results of individual tests to determine relative strengths and weaknesses rather than total or overall results.

Test Name: Tests for Everyday Living (TEL)**General Purpose:**

Tests for Everyday Living is an instrument for measuring achievement in the life skills area. The life skills measured by Tests for Everyday Living are components of both regular and special education curriculums in the areas of career education, consumer economics, and health education.

Target Group:

Tests for Everyday Living has been designed to be appropriate at both the junior high and senior high school level. This is extremely important in terms of implications for remediation. It is not recommended to use with the mentally retarded population.

Test Administration:

Seven areas of knowledge, or domains, were selected and are included in Tests for Everyday Living as discrete tests. The following domains of knowledge are assessed in Tests for Everyday Living: Purchasing Habits, Banking, Budgeting, Health Care, Home Management, Job Search Skills, and Job Related Behavior. Tests for Everyday Living is orally administered allowing poor readers to show their knowledge of the life skills areas.

Testing Considerations/Accommodations:

The administration time for each test is twenty to thirty minutes. Administration requires no special training and can be performed by classroom teachers or counselors. Tests for Everyday Living may be administered individually or to groups of up to twenty students.

Scoring/Interpretation:

Answer sheet is provided to score the Tests for Everyday Living. The percentage correct should be used to interpret student performance on any test or on the total battery.

Reviewer Comments:

This competency-based instruction and assessment tool focuses on two groups of skills: "basic" skills and "life" skills. This tool can assist in remediation and preparation for the "real" world.

Test Name: Valpar Pro 3000

General Purpose:

The Valpar Pro 3000 is a multi-modal computer system designed to quickly establish work-related and academic skills and matches examinee skills with potential occupations. The academic areas measured include: reasoning, math and language. Work skills aptitudes measured include: general learning ability, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, and color discrimination. The Valpar Pro 3000 also explores interests, physical demands, environmental conditions, and temperaments.

Target GroupS:

Students from middle school through adults are the targeted group.

Test Administration:

The computerized assessment is self-administered and takes from 60-90 minutes. The test is scored automatically and produces an immediate report including results in 3 GED areas, 11 Aptitudes, and 12 GOE interest areas as well as DOT profiles and time on task. A shorter version COMPASS Lite can be administered in 30 minutes and measures all 3 GEDs and 6 Aptitudes.

Testing Considerations/Accommodations:

Familiarity with computers and manual dexterity should be taken into consideration when administering this assessment. A pictorial and/or audio interest inventory is available for none or low functioning readers.

Scoring/Interpretation:

Assessments are scored automatically and product an extensive report.

Reviewer Comments:

The Valpar 3000 is a very comprehensive assessment tool that is easy to administer. No data is available regarding norms related to disabilities.

Test Name: Voc-Tech Quick Screener (VTQS)

General Purpose:

Voc-Tech Quick Screener was designed to help clients learn about the large number of vocational and technical jobs that are available which do not require college education.

Target Group:

Recommended use from high school to adult.

Test Administration:

Inventory of 14 vocational-technical occupational groups, surveying over 400 jobs. Client rates occupational interests to find out what job activities are preferred, matches occupational interests with 14 vocational-technical occupational groups; and selects three (3) preferred vocational-technical occupational groups; client then reviews the nature of specific jobs, training required, and the job outlook. Untimed; time to take test varies. Self-administered/Self-scored. Suitable for group use.

Testing Considerations\Accommodations: Approximately 9th grade reading level. One time use six-page booklet.

Scoring/Interpretation:

The Voc-Tech Quick Screener is self-scoring and provides information related to interest strengths in the 14 vocational-technical occupational groups.

Reviewer Comments:

Helps to match interests and goals with jobs, learn about training programs, and make career decisions.

Test Name: Wonderlick Personnel Test**General Purpose:**

The Wonderlick Personnel Test was designed primarily to be used as a screening instrument by business and industry to aid in the selection of new employees. Because this test predicts success in learning situations, it is also used as a counseling tool by Vocational Counselors and Evaluators.

Target Group:

Many studies have been conducted over the years involving nearly half a million teenagers and adults resulting in establishment of norms by: Position Applied For; by Educational Level; by Sex; and by Age. Correlations have been established at .56 to .80 with the Aptitude G of the GATB and at .91 to .93 with the WAIS FSIQ.

Test Administration:

Can be group or individually administered.

Twelve-minute time limit for maximum validity.

Provides untimed administration and scoring instructions where circumstances warrant while maintains useful predictive value.

Available in large print.

Testing Considerations/Accommodations:

Requires a 7th grade reading level.

Consists of 50 questions of increasing difficulty.

Questions contained represent a wide range of problem types which measure the client's skill in managing specific abilities in problem solving.

Scoring/Interpretation:

Hand scored quickly with a scoring stencil.

Test reference scores correlate to common job titles and educational levels of 7th grade to post college graduate. Easy to interpret tables provided to match test scores to Job Potential; Educational Potential; and Training Potential.

Reviewer Comments:

Readability at the 7th grade level seems accurate. Test results correlate with a broad range of jobs from Professional to Unskilled. Most useful in substantiating functional learning ability involving vocational objectives requiring college or higher-level technical training including clerical areas. Valuable when need to-augment intellectual and aptitude measurements provided by other evaluation instruments.