APTITUDE

Test Name: The Armed Services Vocational Aptitude Battery (ASVAB)

General Purpose
The Armed Services Vocational Aptitude Battery was developed to screen individuals'for eligibility for enlistment into the Armed Forces. The Armed Services Vocational Aptitude Battery consists of 10 short individual tests covering word knowledge, paragraph comprehension, arithmetic reasoning, mathematics knowledge, general science, auto and shop information, mechanical comprehension, electronics information, numerical operations, and coding speed. The test is a good indicator of how well you have developed your academic and occupational abilities at school, at home, and in the community.

Target Group
The testis administered to 10th, 11th, and 12th graders in 14,000 schools each year, approximately 900,000 students take the Armed Services Vocational Aptitude Battery each year.

Test Administration
The Armed Services Vocational Aptitude Battery is administered by qualified test administrators from the Dept. 'of Defense or the United States Office of Personnel, total testing time is 180 minutes.

Testing Considerations/Accommodations
The test requires at least a 6th grade reading level.

Scoring/Interpretation
The Armed Services Vocational Aptitude Battery can be used for both civilian and military career counseling. Scores from the test are valid predictors of success in training programs and on-the-job performance. Armed Services Vocational Aptitude Battery results are expressed as percentile scores referenced to appropriate subsamples at a nationally representative group of nearly 12,000 young women and men, ages 16-23, who took the Armed Services Vocational Aptitude Battery reference between July and October of 1980.

Reviewer Comments
Scores from the Armed Services Vocational Aptitude Battery do not systematically underestimate the performance of minority group members or women.

Test Name: The Bennett Hand-Tool Dexterity Test

General Purpose:
The purpose of the Bennett test is to measure manipulative skills in using ordinary mechanic's tools.

Target Group:
Normative data are available for 8 groups including: male job applicants in a southern plant; male adults at a vocational guidance center; airline engine mechanics; apprentice welders in a steel company; electrical maintenance workers; employees and applicants at a manufacturing company; boys at a vocational high school; high school dropouts in a metropolitan center.

Test Administration:
The test is individually administered and the time required to complete the test is related to the evaluee's ability to complete the tasks involved. The test is verbally administered and does allow for some demonstration, and requires the ability to use various hand-tools (wrenches, screwdrivers, etc.).

Testing Considerations/Accommodations:
The Bennett Hand-Tool Dexterity Test does not require any reading and can be administered at any height required by the evaluee for reasons due to orthopedic impairment. It does require the ability to reach, handle, finger, and feel, and the familiarity of hand-tools seems to raise the test scores. Although visual acuity is typically necessary, the test can be performed by visually-impaired persons when given adequate demonstration and learning time.

Scoring/Interpretation:
Results of the Bennett Hand-tool Dexterity Test yield percentile rankings in the eight respective norm groups, which can then be transferred to aptitude classifications (1-5). It is easily scored.

Reviewer Comments:
The Bennett Hand-tool Dexterity Test is being used regularly in rehabilitation settings and is an acceptable way to measure manual dexterity, eye-hand coordination, and some levels of finger-dexterity. However, the use of the hand-tools seems to bias results favorably toward person's with familiarity with hand-tools, so the actual measurement may be more of a "skill" than a "trait" or "aptitude".

Test Name: Bennett Mechanical Comprehension Test Forms S and T (BMCT)

General Purpose:
The Bennett Mechanical Comprehension Test is a pencil-and-paper test which measures the ability to "perceive and understand the relationship of physical forces and mechanical elements in practical situations".

Target Group:
Percentile rankings are reported for five groups of industrial applicants, industrial employees, and four student groups (academic and technical). Reliability coefficients are relatively high (median equal .60) while the concurrent validity coefficients range from .12 to .52 when employed and applicant groups were correlated with "job" ratings and grades.

Test Administration:
The completion time for this timed test is 30 minutes, and can be individually or group administered.

Testing Considerations/Accommodations:
This test is adaptable for non-readers (on audio tape). It requires a 4th to 6th grade reading level for the reading version. Visual acuity the ability to hold and use a pencil and to work steadily for the 30-minute time period, are required.

Scoring/Interpretation:
The Bennett Mechanical Comprehension Test is easily scored (5 minutes) when scored by hand, or is machine-scorable. The scores are then converted to percentile ranking and compared to the norm groups.

Reviewer Comments:
The Bennett Mechanical Comprehension Test is a good test for measuring an individual's understanding of mechanical principles and concepts, three-dimensional depth perception, and tool knowledge. Persons who score well on the Bennett Mechanical Comprehension Test tend to learn readily the principles, operation, and repair of complex devices. This test might best be used for screening/selection of persons who have as an occupational goal work in areas which require mechanical skills and aptitudes.

Test Name: Career Ability Placement Survey (CAPS)

General Purpose:
The Career Ability Placement Survey is a comprehensive, multidimensional battery designed to measure various abilities which ar.related to family clusters of jobs.

Target Group:
Norms for the Career Ability Placement Survey are based on a national sampling of intermediate, high school, and communitcollege students in five geographical regions. Two. norms for various occupational samplings are also available for selected forms of the Career Ability Placement Survey. Test-retest, and split-half the liability studies was between .70 and .90, while the validity data consists of correlational studies with other ability surveys.

Test Administration:
The Career Ability Placement Survey is a series of 8 subtests, each of which require a 5-minute completion time. The entire test should require no more than 51 minutes, which includes directions, and completion time. The test can be administered to individuals or groups.

Testing Considerations/Accommodations:
The Career Ability Placement Survey requires about a 6th grade reading level or higher. The test can be accommodated for sensory- impaired (visual or hearing) but not without compromising the relationship of the test to normative standards.

Scoring/Interpretation:
The Career Ability Placement Survey can be scored by the examiner, self-scored, or machine-scored. Average scoring time is usually around 15 minutes for the hand and self-scored versions, depending on the functional alevel ohe individual scoring the test. Results of the Career Ability Placement Survey yield ability measures in the areas of: mechanical reasoning; special relations; variable reasoning; spatial relation; verbal reasoning; numerical ability; language usage; word knowledge; perceptual speed and accuracy; manual speed and accuracy. These abilities are then keyed for prediction of success and the occupational clusters of: Science (professional and skilled), Technology (professional and skilled), Consumer Economics, Outdoor, Business (professional and skilled), Clerical, Communication, Arts (professional and skilled), Service (professional and skilled).

Reviewer Comments:
By relative standards, the Career Ability Placement Survey is a new psychometric test, having been developed in the late '70s and released in the early '80s. It does seem to be a statistically sound measure and for assessing some abilities and aptitudes, and has its usefulness as one tool in the overall professional process. This should not be considered a comprehensive battery, but rather an abilities test that should be used in concer with numerous other tests, including its sister test, the Career Occupational Preference Systems Interest Inventory.

Test Name: Computer Operator Aptitude Battery (COAB)

General Purpose:
The Computer Operator Aptitude Battery is a test designed to predict job performance of computer operators.

Target Group:
General population, although the test probably requires high school equivalency reading level.

Test Administration:
Test are published in reusable test booklets with separate answer sheets. Can be administered to a group or self-administered. Each section is timed and the entire test can be administered in less than an hour including directions.

Testing Considerations/Accommodations:
Test consists of three separately timed units: sequence recognition, format checking, and logical thinking. Self scoring.

Reviewer Comments:
A fairly sophisticated test especially the logical thinking section. There is a companion test: The Computer Programmer Aptitude Battery.

Test Name: Computer Programmer Aptitude Battery (CPAB)

General Purpose:
The Computer Programmer Aptitude Battery was developed to aid managers of data-processing centers and personnel directors in selecting persons with the aptitudes for these positions. The Computer Programmer Aptitude Battery comprises five separately timed tests, measuring the following skills and aptitudes; verbal meaning, reasoning, letter series, number ability and diagramming.

Target Group:
Norms are based on data submitted to the publisher by companies administering the Computer Programmer Aptitude Battery to a total of 1739 applicants who fall into the categories of trainees and experience applicants. Educational ranges are less than 12th grade to 17 years of education. Among trainees, mean scores are quite comparable; experience applicants, persons with college training at the graduate level have significantly higher mean scores on the Computer Programmer Aptitude Battery. Age range for trainees is 26.3; for experiences applicants is 27.8.

Test Administration:
Designed to be self-scoring. Can be group or individually administered. Each of the five separate tests are individually timed; verbal meaning - 8 minutes; reasoning - 20 minutes; letter series - 10 minutes; numbeability - 6 minutes; diagramming -35 minutes.

Testing Considerations/Accommodations:
This test is not normed for persons with visual or hearing impairments, therefore, caution should be used when interpreting results. The examiner should be aware of the client's reading ability before administering this test.

Scoring/Interpretation:
Raw scores for each of the five test are converted to percentile equivalents. Scores for all five tests are added to obtain a total score which is converted to a percentile equivalent.

Reviewer Comments:
The validity data available to date seem to suggest that the absolute score on the Computer Programmer Aptitude Battery is more related to success than is education background. Age and sex classification appear to have little or no effect on Computer Programmer Aptitude Battery scores. It should be remembered that the Computer Programmer Aptitude Battery includes only tests of ability and that factors such as education, experience, motivation and interest are also determiners of success in the job. The first four tests can be converted to braille. Grade II for blind and/or visually impaired individuals.

Test Name: The Crawford Small Parts Dexterity Test

General Purpose:
The Crawford is designed for an assessment of fine-finger dexterity and fine eye-hand coordination.

Target Group:
The Crawford was normed on males (unselected applicants), appliance factory applicants, war veterans University of Puerto Rico, war veterans - Cornell University, trade and technical students, academic high school students. Female norm groups include assembly job applicants, factory applicants, hourly employees, employed assemblers. The test was initially developed to measure fine-finger dexterity and fine eye-hand coordination for jobs such as instrument mechanics, engravers, precision electronics assemblers, telephone installers, and watch repairers. Some of the initial norming studies appear to be good, though the Burroughs Mental Measurements Yearbook reviewers suggest that the normative data are poor

Test Administration:
The test requires 10 to 15 minutes to complete; it can be administered either in groups or to individuals.

Testing Considerations/Accommodations:
The Crawford requires no reading, and the exertional requirements are extremely light. Although the normative data on the Crawford is not overwhelmingly, great information can be obtained by observation. Persons with quadriplegia have been observed for accuracy as well as speed. Some usefulness for prediction of employment success.

Scoring/Interpretation:
Scoring by hand is accomplished in 5 minutes or less, while the challenge in the interpretation is in choosing the proper norm group.

The Crawford Small Parts Dexterity Test is a test of fine-finger dexterity and fine eye-hand coordination which has found its way into many rehabilitation settings. It is a good instrument if properly interpreted. Although the statistical data, according to Burroughs, are somewhat lacking, great utility in this test can be obtained by behavioral observations as well as through statistical interpretation.

Test Name: Dat Mechanical Reasoning (Dat-Mech-Re)

General Purpose:
This test provides a measure of a person's ability to understand the application of mechanical principles to ordinary situations.

Target Group:
Norms are based on 3835 males, females in the general population, college students, high school seniors, skilled, semi-skilled and professional workers.

Test Administration:
Directions are presented orally or by manual communication. Can be group or individually administered. No time limit; adults usually require 20-40 minutes.

Testing Considerations/Accommodations:
At least 6th grade reading level to comprehend. No norms for sensory impaired populations. Individuals with a severe visual impairment may have difficulty seeing pictures and print.

Scoring/Interpretation:
There are 34 problems to solve. Three situations are presented from which to choose the correct response to the question. Percentile score can be converted to IQ.

Reviewer Comments:
Above data/comments are based on limited information available at the facility. Do not have complete manual. Caution should be used when interpreting results with sensory impaired population. If administering to deaf individuals, sign language will be necessary to give directions. Incorrect responses severely reduce the client's chance to achieve an adequate percentile ranking.

Test Name: Detroit Tests of Learning Aptitude – Adult (DTLA-A)

General Purpose
Detroit Tests of Learning Aptitude - Adult measures both general intelligence and discrete ability areas.

Target Group:
Recommended for individuals ages 16 to 79 years.

Test Administration:
The Detroit Tests of Learning Aptitude - Adult time varies from 1 ½ hours to 2 ½ hours. It is administered individually and not for group settings.

Testing Considerations/Accommodations:
Twelve subtests and sixteen composites measure both general intelligence and discrete ability. Subtests are: Word Opposites, Form Assembly, Sentence Imitation, Reversed Letters, Mathematical Problems, Design Sequences, Basic Information, Quantitative Relations, Word Sequences, Design Reproduction, Symbolic Relations, and Story Sequences.

Scoring/Interpretation:

Reviewer Comments:

Test Name: General Aptitude Test Battery (General Aptitude Test Battery)

General Purpose:
The General Aptitude Test Battery was designed to measure nine critical vocational aptitudes (i.e., General Learning Ability, Verbal, Numerical, Spatial, Form Perception, Clerical Perception, Motor Coordination, Finger Dexterity, and Manual Dexterity).

Target Group:
The General Aptitude Test Battery was standardized on a general working population sample of 4,000 individuals ranging in age from 18 to 54. The General Aptitude Test Battery has 9th grade, 10th grade; and adult norms.

Test Administration:
It is a timed test battery and the complete test battery must be administered. Can be group administered or individually administered. Total administration time is approximately 2 1/2 hours. A five minute rest period is given after 45 minutes of testing.

Testing Considerations/Accommodations:
Persons with fewer-than six years of education were excluded from the general working population sample. This level was set on the basis of an analysis of the reading difficulty of the directions. However, all directions are read aloud to the examinee. Of the twelve tests included in the General Aptitude Test Battery, eight require no reading or arithmetic ability. The directions for the test must be followed exactly.

Scoring/Interpretation:
Hand scoring stencils are used to obtain the raw score. Raw scores ar then entered into a computer for complete aptitude equivalent scores. Research done on the relationship between performance on the General Aptitude Test Battery and academic success in college has resulted in a General Aptitude Test Battery minimum Aptitude G score for Technical School of 100, four-year college of 110, and Professional College of 120. An aptitude score of 100 is average for the general working population, and the standard deviation of the distribution of scores for each aptitude is 20. The standard error of measurement (SEM) score recognizes probable margin of error in any test. A +1 SEM score is reported to "favorably" compensate for the variation that could likely occur in an individual's score as a result of irrelevant, chance factors. Occupational norms are shown in terms of a structure consisting of a series of occupational aptitude patters (OAP's). There are 66 OAP's. Each OAP consists of the most significant aptitudes and the critical scores on theses aptitudes established as minimum scores for a group of occupations having similar aptitude requirements (i.e., OAP 40 Clerical Machine Operator - typist, computer operator - has 3 key aptitudes and minimum score felt necessary to perform work with that OAP: General Learning Ability 95, Clerical Perception 100, and Motor Coordination 95).

Reviewer Comments:
There are two obvious shortcomings of the General Aptitude Test Battery: (1) the fact that the General Learning Ability (G) score may not always be listed as a critical aptitude and thus an individual could qualify for some skilled trades and yet not have the actual academic skills (reflected in a G score) for technical school and related

training, and (2) the fact that an individual disability is not taken into consideration (i.e., client may have a back injury which prevents them from lifting but they may qualify for jobs requiring lifting). The evaluator is then forced to weed out any such jobs. The General Aptitude Test Battery has recently been criticized for its tendency to be culturally biased. However, this evaluator still feels that his is the best multiple test battery in existence for use in vocational guidance and counseling.

Test Name: Jewish Employment and Vocational Services Worksamples (JEVS)

General Purpose:
The Jewish Employment and Vocational Services Worksamples consists of 28 worksamples directly related to 13 work groups as identified within the D.O.T. These worksamples are designed to measure specific aptitudes or worker traits required in various fields of work. From, careful observations and one's performance on these worksamples, vocational assets and liabilities can be determined.

Target Group:
The population used to arrive at the scale presented in the handbook consisted largely (i.e., over 200) of enrollees from the Philadelphia Concentrated Employment Program. The majority of the work samples are applicable to sighted clients; with few modifications several of the performance/assembly work samples can be used with the visually impaired and blind individuals. There are no norms developed for the sensory impaired population.

Test Administration:
The instructions are read by the evaluator. The client fills in a work sample slip with his/her name and date. When the client is ready to begin work, the evaluator stamps the work slip with the time and hands it to the client or a stop watch can be used. The test can be administered individually or as a group.

Testing Considerations/Accommodations:
The time should not be stamped in until after the instructions are read. The evaluator should not stand by the client and watch him or her perform the worksample because this will only encourage the client to ask questions.

Scoring/Interpretation:
Worksamples are scored on a three point scale, developed from a norming study on the performance of over two hundred clients. The individual's performance (i.e., time and quality) is compared with the performance of others in this norm group. A rating of three indicates that the client's performance falls in the upper 1/3 of that group. A score of two indicates the middle 1/3 and a score of one would indicate performance in the lower 1/3 group.

Reviewer Comments:
The instructions can be manually signed to the deaf. The instructions can be repeated. On some of the worksamples that require something to be assembled, the evaluator can provide a sample for the client to use as a model. Depending on the worksamples used, the reading level varies from that of none to 7th grade level. There are varying degrees of assistance that the evaluator is allowed to give the client; depending on the type of help given (as outlined in the manual) it can affect (decrease) the client's quality rating.

Test Name: Multi-Dimensional Aptitude Test (Multi-Dimensional)

General Purpose:
The Multidimensional Aptitude Test Battery (Multidisciplinary Aptitude Test Battery) is designed for wide range assessment of intellectual abilities of adolescents and adults. It is designed to provide a convenient objectively scoreable measure of general aptitude or intelligence in the form of a profile containing five verbal and five performance subtest scores. As with other measures of intellectual ability, it may be used for variety of purposes in a variety of contexts.

Target Group:
Designed for wide range assessment of intellectual abilities of adolescents and adults. The method of norming includes relating verbal, performance, and full scale IQ`s to a well known anchor test, the WAIS-R.

Test Administration:
Can be group administered or individually administered. Designed to be hand or machine scored. All time limits for the ten subscales were set to be equal and are set at seven minutes for each subscale. The verbal or performance sections can be administered separately or the two together to obtain a comprehensive assessment of intellectual abilities.

Testing Considerations/Accommodations:
The Multidisciplinary Aptitude Test Battery consists of two groups of scales, verbal and nonverbal. Five verbal subtests are contained in one booklet and five nonverbal "performance" subtests are presented in a second booklet.

Scoring/Interpretation:
Scored either by hand or by computer. In addition to ten subscale score, Multidisciplinary Aptitude Test Battery yields a verbal IQ, a performance IQ and a full scale IQ. Raw scores are converted to scaled (t) scores (with a mean of 50 and standard deviation of 10 in the standardization analsis.

Reviewer Comments:
The test has been found to produce IQ equivalents that correlate with previous IQ's obtained on the WAIS-R. Unlike the WAIS-R, this test can be group administered which allows more effective use of professional timeIt is noted that administration of this test to high school special education students as a group, lends mortowards the individuals guessing and rushing through on the various subtest, losing interest, and not applyinthemselves. The test has been found to be beneficial in identifying underlying problems that may interferwith the client's selected vocational goals. Of particular importance is the inclusion in the Multidisciplinary Aptitude Test Battery of item content of sufficient difficulty as to challenge individuals in the upper levels of ability. There is also item content that is veeas.

Test Name: Non-Reading Aptitude Test Battery (NATB)

General Purpose:
Since the General Aptitude Test Battery was the model in the development of the Non-Reading Aptitude Test Battery, many of the mechanics and principles of test use and interpretation are the same for the two test batteries. Both measure the nine aptitude areas.

Target Group:
The Non-Reading Aptitude Test Battery was developed specifically for individuals with limited literacy skills.

Test Administration:
Same as the General Aptitude Test Battery using the same Occupational Aptitude Patterns (OAPs).

Testing Considerations/Accommodations:
There is difficulty in determining which individuals should be assessed with the NATB or the General Aptitude Test Battery. It is recommended to use the General Aptitude Test Battery-Non-Reading Aptitude Test Battery screening device to determine which tool to use.

Scoring/Interpretation:
The counselor must be extremely cautious and conservative in interpreting scores on the Non-Reading Aptitude Test Battery because of the indirect basis for its validity, its imperfect relationship with the General Aptitude Test Battery, and the questionable reliability of scores of disadvantaged individuals who may lack adequate motivation in the testing situation.

Reviewer Comments:
It is vital for the counselor to integrate and explain test results along with other information so that a suitable vocational goal and employability plan can be developed with the counselee.

Test Name: Pennsylvania Bimanual Dexterity Test (PENNSY.BIMAN**)**

General Purpose:
This test assesses finger dexterity of both hands, gross movements of both arms, eye-hand coordination, bimanual coordination, and some indication of the individual's ability to use both hands in cooperation.

Target Group:
Norms are based on the performance of 3979 unselected subjects, 1793 males and 2186 females, 16 years and 0 months to 39 years and 11 months of age. Norms include individuals with various degrees of vision (totally blind, useful light perception, useless light perception, 10/200 vision but not more than 20/200 vision).

Test Administration:
Can be individually or group administered. Timed by examiner.
Separate time for assembly and disassembly.

Testing Considerations/Accommodations:
Determine if client is left or right handed before administering this test and follow given directions.

Scoring/Interpretation:
Performance time is expressed in minutes and seconds.
There are 80 bolts for assembly and 100 bolts for disassembly.

Reviewer Comments:
This task is sufficiently long enough so that quantitative observations can be made on other aspects of the performance beside native speed and dexterity. This work sample should not be used to predict performance in activities which go beyond the scope of the test.

Test Name: Personnal Test For Industry (Oral Directions Test - Form SOT)

General Purpose:
This test is a recorded wide range test of general mental ability designed to be simple, valid, and practical for use in assessing an individual's ability to follow directions presented orally ranging from simple to increasingly complex.

Target Group:
Adolescents and adults who are able to hear and individuals with limited education. The norms were obtained from a study using ninth grade students, inmates and applicants for production jobs - minority and white applicants, males and females.

Test Administration:
Can be administered to an individual or to a group. The client must follow the directions given on an audiotape and record responses on the answer sheet. Administration time is approximately 15 minutes.

Testing Considerations/Accommodations:
The test should not be administered to an individual who has a significant hearing loss. The client should know the alphabets and numbers. Adjustments in the volume can be made. When group testing, be sure to adjust the volume control to an appropriate level for the most distant chair in the room. The examiner should be familiar with the operation of the player that will be used with the test.

Scoring/Interpretation:
The test is scored by hand and the score for each form of the test is the number of correct answers. No points are deducted for incorrect answers. The maximum possible score on Form S is 39 points. The norm group that we use when interpreting results is "client at a Southern Vocational Rehabilitation Center".

Reviewer Comments:
The test is designed for onetime listening only. The skills required complete the items range from basic literacy (ability to print the alphabet and knowledge of simple numbers) to somewhat above the junior high school level. Although the test is primarily a test of general mental ability, it also provides a direct measure of an individual's ability to understand oral directions which is necessary for competency in many occupations. The test is not appropriate for testing individuals with extensive educational backgrounds. The test can be 'given to a person with visual impairment if the examiner is able to provide a readable large print answer sheet or usable low visual aids.

Test Name: Purdue Pegboard

General Purpose:
The Purdue Pegboard is a dexterity test which measures two types of activity: gross movements of the hands-fingers-arms, and fingertip dexterity. It was developed to aid in the selection of employees for industrial jobs.

Target Group:
The test was normed on male and female applicants for assembly jobs, male and female applicants for general factory work, male and female applicants for production work, female applicants for electronics production work, female hourly production workers, male hourly production workers, male utility and service workers, female sewing machine operator applicants. Test-retest reliability correlations range from .67 to .79 with one trial score. Numerous validity studies are included in the manual with a wide range of correlational coefficients ranging between .09 and .61.

Test Administration:
The test can be either group or individually administered and requires about 10 minutes per trial. Five separate scores can be obtained including: right-hand; left-hand; both hands; right plus left plus both; and assembly. The first three sections are timed at 30 seconds each, and the last is timed at 60 seconds. The fourth is a derived score calculated from the earlier 3 tests administration.

Testing Considerations/Accommodations:
There is no reading level required and the extertiorial requirements are extremely light. The heaviest item that an individual has to lift is a small pin or washer. It does require good visual acuity as pins are placed into small holes on a pegboard.

Scoring/Interpretation:
Scoring of the test requires less than 5 minutes and yields percentile rankings in the respective norm groups.

Reviewer Comments:
The Purdue Pegboard is a good test for isolating the trait of fine-finger dexterity. It has been thoroughly researched. As its validity correlations are widespread and some are low, great care must be given in order to provide observational data along with statistical interpretation.

Test Name: Revised Minnesota Paper Form Board Test (Form AA) (RMPFB)

General Purpose:
This test seems to measure those aspects of the mechanical ability requiring the capacity to visualize and manipulate objects in space. Test performance appears to be related to general intelligence. This test has long history of effective production in many academic and industrial fields, particularly those with a mechanical orientation.

Target Group:
For persons high school age or older.

Test Administration:
It can be individual or group administered.
Has a twenty minute time limit.
Four difference tests (Form AA and BB which are hand scored, and Form MA and MB which are machine scored).

Testing Considerations/Accommodations:
This test consists of 65 two-dimensional diagrams cut into separate parts. For each diagram there are five figures with lines indicating the different shapes out of which they are made. From these, the client chooses the one figure which is composed of the exact parts shown in the original diagram.

Scoring/Interpretation:
Norms are based on educational and industrial groups. Omissions are not counted as wrong answers.

Reviewer Comments:
Two cautions should be mentioned.

(1) Although the evidence indicates a positive relationship between education level and success on the Revised Minnesota Paper Form Test, this relationship is a moderate one,and some people with little formal schooling may surpass some who are highly educated.

(2) One cannot conclude that people with more schooling out score those with less schooling because of the extra years of formal education. It should be kept in mind that people with more schooling tend to have more general ability than those with less schooling.

Test Name: System For Assessment and Group Evaluation (SAGE**)**

General Purpose:
The System For Assessment and Group Evaluation is a comprehensive battery that is designed to measure all of the worker traits (General Educational Development, Aptitudes, Interests, Temperaments, Work Attitudes).

Target Group:
The System For Assessment and Group Evaluation norm groups consist of 4 separate populations including school composite groups of 15- to 21-year-olds, competitive employment group of auto workers, vocational training group, and a lowfunctioning group comprised of school age individuals with IQs ranging from 40 to 112. Test-retest reliability studies range from .63 to .91 depending on the subtask examined, while concurrent validity studies are reported to be above .60. The system has been used with traditional rehabilitation clients and with Worker's Compensation and head injury cases. Subsequent to its initial norming, numerous validity studies have been conducted and it seems to fare well.

Test Administration:
The test can be administered as a complete battery or individual components. As many as 8 evaluees can be evaluated during the course of 1 day, although this is not recommended due to the lack of observational data that can be obtained. It usually requires between 4 and 8 hours to complete. The achievement tests (reasoning, math, and language) are timed at 15 minutes each while the aptitude tests vary in length, but all are timed. The other inventories (interests, temperaments, and learning styles, and work attitudes) are untimed.

Testing Considerations/Accommodations:
Most of the written material is geared towards the 4th grade level or less. Most of the tests are also available on tape or in alternative forms for persons of lower reading ability. The System For Assessment and Group Evaluation is considered to be a comprehensive battery.

Scoring/Interpretation:
All of the scores obtained from the System For Assessment and Group Evaluation are scored and translated into Department of Labor nomenclature. The scores can then be readily entered into the Jobs Program (the software component to the System For Assessment and Group Evaluation) or other job-matching systems.

Reviewer Comments:
The System For Assessment and Group Evaluation system is a good comprehensive battery for use in rehabilitation setting and in employment selection situations. As with all of the comprehensive systems, however, it does have some limitations. The reasoning, math, and language results are reported in DOL terminology and are, therefore, very broad in range, and some of the aptitude tests seem to be influenced by age, particularly motor coordination and eye-hand-foot input coordination.

Test Name: Short Tests of Clerical Ability (STCA)

General Purpose:
The Short Tests of Clerical Ability are a battery of seven short instruments designed to measure aptitudes and abilities important to the successful performance of tasks that are common to various office jobs. The tests in the battery can be used in different combinations to reflect the job requirements in various job classifications. The battery consists of the following tests: Arithmetic, Business Vocabulary, Checking, Coding, Directions (Oral & Written), Filing and Language.

Target Group:
Several norm groupings are available based on employment status (employed or applicant) and race. Occupational norms are also available but are not for minority workers. The norm group most often used for our evaluation purposes in the General Clerk, Typist and Office Manager Operator (employed white personnel). This group is composed of 1,025 clerical workers from across the U.S. in a wide variety of employment settings including manufacturing, insurance, advertising, commercial credit, accounting, government, education and others.

Test Administration:
Each subtest is designed to be administered in either a group or individual settings. Written instructions are included on each answer sheet to be read silently by the evaluee. Since the majority of test are five minutes in length, different tests can be administered at the same time. Exceptions are the Arithmetic and Directions tests. The arithmetic test has two sections at three minutes and six minutes. The Directions test requires the administrator to read aloud a set of information which might typically be presented to new employees. Individuals may take notes to use as memory aids and may refer to these during the test. It takes approximately ten minutes to read all this information aloud.

Testing Considerations/Accommodations:
Written instructions on each subtest are lengthy and many clients do not read them carefully. It is, therefore, beneficial for the evaluator to read those instructions aloud and monitor completion of sample items in order to ensure comprehension of the task.

Scoring/Interpretation:
Tests are very much oriented toward speedy performance. Many clients, especially those with learning disabilities or motor problems, are notable to process or respond quickly enough to score well. In those circumstances it is helpful to look at the number of items correct of those attempted. This provides a basic assessment of ability to perform these tasks accurately. Also, since auditory comprehension and attention are major factors in the Directions test, evaluees can be provided with a written copy of the orientation in order to read along with the evaluator. Under certain circumstances the evaluator may wish to administer the Directions test "open book" with the written orientation materials since some individuals are very poor note takers or have memory problems but could realistically benefit from written cues. Of course, in the case of test modification, normative data must be interpreted cautiously.

Reviewer Comments:
Manual is detailed and thorough. Norm groups have large and diverse occupational

representation. No norms include both minority and majority individuals. Occupational norms may be unfairly biased toward minority evaluees due to lack of minority representation in the norm groups. Tests are very much speed oriented so individuals working at a slower pace are unlikely to perform well compared to the norm groups but the evaluator can analyze for accuracy to determine individual competencies.

Test Name: Stromberg Dexterity Test (Stromberg)

General Purpose:
Purports to be suitable for selecting such positions as laundry worker, punch press operators, machine molders, assemblers and welders, linotype operators, general factory workers, check sorters in banks, hand packagers, produce inspectors and sorters, and similar positions.

Target Group:
The test is suitable for persons high school age or older. Norms are available for a variety of industrial workers and students, but the number of cases in each group is small.

Test Administration:
Is individually administered. The average overall time to complete is five to ten minutes. Consists of four trials with the first two for practice and untimed. Client stands while taking the test. Client uses only one hand, his/her dominant or preferred hand.

Testing Considerations/Accommodations:
Client instructed to use preferred hand. Directions are the same for right or left handed persons. The box containing the Stromberg Dexterity Test materials is used for the administration of the test, as well as for carrying and storage. The opened box covers approximately two by four feet. The client is required to follow a specific pattern of arm and hand movement.
Client must pick up a certain block, note its color, move it to the form board, place it in a specific hole, pick up another block, observe its color and place it, continuing for fifty-four blocks.

Scoring/Interpretation:
Administration and scoring are quick and simple.
The score is simple the number of seconds required to complete the last two trails.

Reviewer Comments:
This testis seldom used. Test is dated. The original model was constructed in 1945 with present model revised in 1947. Limited normative data. Results are based on the scores of right handed subjects only.

Test Name: Titmus Vision Tester (Titmus Vision)

General Purpose:
Screens visual skills and helps identify individuals with visual deficiencies.

Target Group:
Any individual suspected of a visual difficulty for whom a recent complete eye exam has not been provided. The typical G.B.M. sometimes misses or more often times fails to detect the extent of a visual weakness.

Test Administration:
The test is given individually and takes about 5 minutes. While it can be used to screen other visual functions such as depth perception, etc., it is primarily used to test far and near acuity for both eyes, right eye and left eye. A series of test slides are utilized and responses marked. Visual equivalents are then noted. For example, for far acuity the scale would go from 20/13 to 20/200 (20/20 being normal). Anything more than 20/40 would be felt to suggest a recommendation for an eye exam.

Testing Considerations/Accommodations:
No reading skill is necessary. Instructions are very simple and can be repeated as needed. Rarely has a client been unable to understand instructions.

Scoring/Interpretation:
Correct and wrong responses are noted and then compared to the Snellen Equivalent Charts.

Reviewer Comments:
This is an excellent screening instrument to particularly detect near or distant acuity problems. It shows how well eyes perform but does not, however, show the causes of low or unsatisfactory scores.

Test Name: Work Keys

General Purpose:
Work Keys is a nationally-recognized system for the assessment and improvement of work-related skills. It provides a common language and common metric for employers, employees, and educators. The Work Keys measures communication skills, problem-solving skills, and interpersonal skills. This tool was developed by ACT.

Target Group:
An individual existing secondary education is the target group, however, it can be used with any adult population seeking employment and/or training components.

Test Administration:
Testing is administered through Department of Adult Education and Literacy as well as the Kentucky Community Technical College Systems. The testing takes 45 – 1 hour to administer each assessment. Paper/pencil assessment however computer assessments are available.

Testing Considerations/Accommodations:
Accommodations can be made to assist persons with disabilities. Must be administered in a secure testing environment and be proctored.

Scoring/Interpretation:

Reviewer Comments:
The Work Keys system can provide profiling or job analysis, skill assessment, and instructional support.

Test Name: Word Processor Aptitude Test (WPAT)

General Purpose:
The SRA Word Processor Assessment Battery (WPAB) consists of three parts designed to measure specific skills and abilities necessary for success in word processing. Part 1 of the Word Processor Assessment Battery is sold separately as the Word Processor Aptitude Test and is predictive of training success and job performance for word processors. Test questions were written based on job analysis data obtained from three large corporations, two insurance companies and governmental agencies. The test, therefore, also appears to measure the mental abilities necessary to understand the quasi-computer functions of word processing equipment, i.e., data storage, file creation, and manipulation, etc.

Target Group:
The Word Processor Aptitude Test/Word Processor Assessment Battery may be used to evaluate experiences and inexperienced persons for promotion, transfer, or hire, regardless of the type of equipment available for use in the valuation. Normative data allows the comparison of evaluees to word processing students (N=293) as well as experienced word processing operators (N=1 65). Cross-validation studies were performed using grade point averages for the word processing students and supervisory ratings for the experienced word processing operators.

Test Administration:
The Word Processor Aptitude Test consists of two separately timed sections with fifteen problems in each. Evaluees are allowed fifteen minutes for each section. They are instructed not to reply on any word preceding knowledge or experience they may have but rather to use only the information and reference charts provided in the test. Test booklets are self-scoring and, therefore, consumable. The answer sheet and test booklet are combined into one document.

Testing Considerations/Accommodations:
Evaluators should thoroughly familiarize themselves with the administration instructions and test format which is described as "unconventional in comparison with other tests" by the developers. In order for the test to have any meaning it is essential that evaluees have an adequate opportunity to understand test instructions so some people will require extra help to do so. Evaluators may need to have some coaching in word processing concepts if they do not have this skill.

Scoring/Interpretation:
Test booklets are self-scoring and,therefore, consumable. Carbon inserts are removed and raw scores are easily obtained from the new exposed answer grid. The greater the score on the test then the greater the likelihood of developing marketable word processing skills.

Reviewer Comments:
Test, results appear related more to ability to develop skills with DOS-based software packages such as Word Perfect and Microsoft Word rather than icon-driven programs such as Windows application software.