Assessment Instrument Notes

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OCCUPATIONAL INTEREST SCALES (standardized)

Ashland Interest Assessment
This instrument is designed to identify work preferences across 12 areas. Reading level is 3rd grade and can be obtained in large print or a computer version.

Career Assessment Inventory
The CAI comprises two versions for different student groups. The Enhanced Version provides a mixture of occupations that require various amounts of postsecondary training. The Vocational Version focuses on occupations requiring 0-2 years of postsecondary education. Both cover six basic occupational themes. The Vocational version is available in English, Spanish, and French.

Career Directions Inventory
This inventory covers 15 interest areas and is designed to assist individuals in planning their career and educational futures. It focuses on careers not requiring a college education.

Interest Determination Exploration and Assessment System (IDEAS)
The IDEAS instrument is an interest inventory that serves as an introduction to career planning. It is a shorter version of the Career Assessment Inventory and provides scores on 16 basic interest scales that helps students identify and explore occupational areas of interest. This instrument may be a part of the Idaho CIS system in your school or may be accessed through CIS online.

Occupational Interest Schedule (OASIS-3)
The OASIS-3 has two parts, the Occupational Aptitude Survey and the Occupational Interest Schedule. The Occupational Interest Schedule covers 12 interest areas to assist students in self-exploration and career development.

Self Directed Search
There are several versions of the SDS that schools may consider. Two versions that may be especially appropriate for students with disabilities are the Self Directed Search-E (4th ed.) and the Self Directed Search-CE: Career Explorer. The SDS-E is for adolescents and young adults with lower educational achievement levels. The SDS-CE is designed for middle or junior high school students. Both may assist students assess and explore interests for future education and career planning. For students without reading or language comprehension problems, the traditional SDS-R (4th ed.) is the most commonly used of the SDS instruments in high schools.
Your Employment Selection
The YES system is a computerized video-disk program that provides students with cognitive, language, and reading problems a branching program of occupational interests and work setting preferences. Video clips of various kinds of occupational activities are shown in pairs and students select the preferred activity.

VOCATIONAL SCALES (standardized)

Ability Explorer
This is a self-reported measure providing students and adults with information about their abilities and potential as they relate to the world of work and career and educational planning. It is aligned with the National Career Development Guidelines, the National Standards for School Counseling Programs, and to the Department of Labor publications on occupations (Guide for Occupational Exploration/Occupational Outlook Handbook). It shows perceived abilities (self-ratings) as well as past activity and course performance for 14 life and workplace abilities. Level 1- Middle/junior high school; Level 2- High school and adults.

Apticom
This is a microcomputer program that is purchased as a unit to administer 3 types of. It measures: aptitude, interest, and educational skills development. Results identify job families consistent with the Department of Labor’s job matching constructs.

Armed Services Vocational Aptitude Battery
This battery provides three composites, or Career Exploration Scores, are provided specifically to help students engage in career exploration. These scores help students to get a good sense of their verbal, math, and science and technical skills compared to other students in the same grade. ASVAB results are reported to students and counselors on the ASVAB Summary Results sheet. This is an assessment program that is free to public schools, but it is linked to the Department of Defense recruitment program and schools need to be aware of that.

Career Ability Placement Survey
The CAPS is a multi-dimensional battery designed to measure vocationally relevant abilities. Each of the eight ability dimensions is keyed to entry requirements for the majority of occupational clusters (especially the COPS, the companion interest inventory.

Differential Aptitude Tests
The DAT is a battery of eight tests, designed to measure students’ abilities to learn or succeed in a variety of performance areas. The battery has two levels: Level 1- Students in Grades 7-9; Level 2, Grades 10-12. Primarily for higher functioning students planning to go to college.
**Occupational Aptitude Survey (OASIS-3)**
The OASIS-3 provides information on relative strengths in various aptitude areas related to the world of work. The survey covers 5 basic areas of vocational aptitude and yields a General Ability score in addition to the five area scores.

**EMPLOYABILITY SCALES (standardized)**

**Short Employment Tests**
The SET may be used to assess verbal, numerical, and clerical aptitudes for a quick assessment of workplace skills.

**Wonderlic Basic Skills Test**
This is a short form measure of adult language and math skills for job or school training readiness. Designed for students in high school, community college, post-secondary career-technical schools, and adults in work settings.

**Work Adjustment Scale**
The WAS is designed to assess an individual’s readiness for work. It yields scores in 4 areas: work-related behavior, interpersonal relations, social/community expectations, and a total work adjustment score.

**EMPLOYABILITY SCALES (non-standardized)**

**BRIGANCE™ Employability Skills Inventory**
This inventory is a comprehensive set of assessments for employability skills across 6 major areas. It contains over 1400 items organized around numerous subskill areas with the 6 areas and also contains optional supplemental rating scales in such areas as self-concept and attitudes, responsibility and self-discipline, motor coordination, and the like. The inventory was designed to use with high school and adult populations to gain information on career development and employability skills.

**Transition-to-Work Inventory**
The Transition-to-Work Inventory (TWI) is a self-assessment career-exploration tool that links an individual's non-work activities to work and employment opportunities. Using 5 point scales, test takers rate their degree of interest in 84 non-work activity statements. The TWI is well-suited for high school students. Because of its focus upon non-work interests, the TWI can be particularly useful for persons with limited work experience.

**Vocational Adaptation Rating Scales**
The VARS provides rating scales for parents, teachers and professionals to assess maladaptive behaviors likely to hinder vocational adjustment. Provides both frequency and severity scores in 17 areas, such as verbal manners, communication skill, respect for property, respect for rules and regulations, and the like.
INTEREST/VOCATIONAL/EMPLOYABILITY SCALES (non-standardized)

*Practical Assessment Exploration System*
The PAES is a hands-on curriculum-based assessment that provides assessment of interest, task learning, work quality, work rate, and attitudinal and behavioral performance related to work. Predictive validity for employment and wage rates is established.

*Vocational Interest Temperament and Aptitude System*
The VITAS contains 21 independent work samples based on 16 Work Groups. Each sample affords a client the opportunity to perform a task that is identical or similar to a real-life job experience. Critical work performance and behavior can be observed and documented in order to identify an individual’s capabilities and opportunities for employment success. Most samples require no reading, but when written material is part of the task the reading level does not exceed the sixth grade level. The VITAS takes 2 1/2 days to administer and is frequently administered at vocational evaluation or rehabilitation centers.

*Environmental Job Assessment Measure*
The E-JAM is an environment-focused assessment using the format of a traditional job analysis. The expectations and demands of a particular work setting or job site are assessed to determine the physical, social, and psychological requirements of a job. With this information, the school can then try to match the demands/expectations with an individual’s work characteristics.

*Life-Centered Career Education Competency Assessment Performance Batteries*
The LCCE Performance Battery for Occupational Guidance and Preparation is a curriculum-based assessment linked to the LCCE Curriculum. It covers 21 of the 22 competencies of the LCCE model and consists of open-ended questions and performance activities. The competencies are well grounded in the literature and have high content validity and can comprehensively assess students whether or not the curriculum is used.

*Workplace Educational Skills Analysis*
The Workplace Educational Skills Analysis (WESA) is a systematic process used to identify and analyze basic educational skills required to perform a job or cluster of jobs. The WESA methodology consists of the following six stages: WESA design meetings, interview preparation, interviews and observations, data analysis and draft reports, clarification meetings, and WESA final reports. This supplement is designed for use in conjunction with the "Workplace Educational Skills Analysis Training Guide," which was developed to guide workplace education program developers in implementing the WESA process.
GENERAL TRANSITION INSTRUMENTS THAT INCLUDE VOCATIONAL/OCCUPATIONAL ASSESSMENTS

Enderle-Severson Transition Rating Scales
The ESTRS provide a general screening of knowledge and skills needed for transitions from school to adult living. The ESTR-J is the version designed to assess students with higher cognitive abilities and the ESTR-III is the version appropriate for those with moderate to severe or multiple disabilities.

Life-Centered Career Education Competency Assessment Knowledge Batteries
The LCCE Knowledge Battery for Occupational Guidance and Preparation are designed to be used with the LCCE Curriculum, but could stand alone as a comprehensive assessment of knowledge related to the work world. It is a standardized criterion-referenced instrument and contains multiple-choice knowledge questions, written at the fourth grade reading level.

Transition Skills Inventory
The TSI is embedded in the NEXT S.T.E.P.: Student Transition and Educational Planning curriculum. It is not a stand-alone assessment that can be purchased separately, but is an activity in the curriculum that provides students with the opportunity to assess themselves and compare their own self-assessments with those of their families and the school. Two of the four major domains of the instrument relate to vocational and occupational

Transition Behavior Scale
The TBS-2 assesses the readiness of a student to enter the world of employment and independent living. It yields scores in three areas, one of which is work-related behaviors.

Transition Planning Inventory
The TPI updated version (TPI-UV) is a 46-item screening assessment across nine transition planning areas, including Employment. It also has a survey section on the Student Form that presents 15 open-ended items eliciting interests and preferences. It is a rating scale format with ratings designed for the student, the family, and the school. A profile form provides a comparison of the three ratings for identifying agreements, discrepancies, and need for further information. There is a computer version of the TPI as an alternative to the print version. The TPI-UV provides translations in several languages, including Spanish, Chinese, Korean, and Japanese.