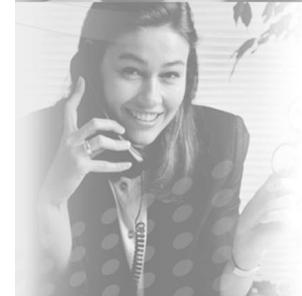




ability profiler™



Administrator Training Manual



U.S. Department of Labor
Employment and Training Administration

Getting Started . . .

The complete **O*NET® Ability Profiler™** consists of four packets:

Instrument Packet

(includes: O*NET Ability Profiler Form; Using Your Results; Part 7 Answer Sheet; Answer Sheet)

Administration Packet

(includes: O*NET Ability Profiler Administration Manual; User's Guide; Record of Apparatus Scores; Three-Dimensional Space Cutouts)

Scoring Packet

(includes: Pre-marked Response Sheets for Scoring Calibration; CD-Rom containing the O*NET Ability Profiler Scoring Program (APSP) software and a PDF version of the APSP User's Guide)

Training Packet

(includes: O*NET Ability Profiler Administrator Training Manual; Overhead Masters; Participant's Guide)

To administer the **O*NET Ability Profiler**, you will need both the *O*NET Ability Profiler Instrument Packet* and the *O*NET Ability Profiler Administration Packet*.

To score the **O*NET Ability Profiler**, you will need *the O*NET Ability Profiler Scoring Packet*.

To conduct training on how to administer the **O*NET Ability Profiler**, you will need the *O*NET Ability Profiler Training Packet*.

To order additional instrument, administration, scoring, and training materials, contact the **U.S. Government Printing Office (GPO)**, telephone: 202/512-1800 (DC area) or 1-866/512-1800 (toll free); or fax: 202/512-2250; or visit their online bookstore at: **<http://bookstore.gpo.gov>**.

To download various components, visit the **National O*NET Consortium**, "Developer's Corner" web page, under the heading, "O*NET Career Exploration Tools," at: **http://www.onetcenter.org/dev_tools.html**.

Special Notice: User’s Agreement

The O*NET™ Career Exploration Tools are composed of the O*NET WORK IMPORTANCE LOCATOR, O*NET INTEREST PROFILER, O*NET WORK IMPORTANCE PROFILER, O*NET COMPUTERIZED INTEREST PROFILER and O*NET ABILITY PROFILER products and are owned by the U.S. Department of Labor, Employment and Training Administration (DOL/ETA). All O*NET Assessment/Counseling Tools are copyrighted. O*NET is a trademark of DOL/ETA.

The DOL/ETA developed the O*NET Career Exploration Tools as career counseling, career planning, and career exploration tools. In order for each tool to provide an objective assessment, extensive research and development was conducted to ensure that the directions, format, items, and score reports lead to valid assessment. The DOL/ETA adhered to the high standards of the American Psychological Association, the American Education Research Association, and the National Council on Measurement in Education in developing the O*NET Career Exploration Tools. In developing the tools, fairness analyses were conducted to ensure that score results were equally valid both from a statistical and a usability perspective.

Results provided from the O*NET Career Exploration Tools are part of a whole-person approach to the assessment process. They provide useful information that individuals can use to identify their strengths, the parts of work they like to do, and the parts of work that they may find important. Individuals can use results to identify training needs and occupations that they may wish to explore further. Individuals are strongly encouraged to use additional information about themselves with O*NET Career Exploration results when making career decisions.

As such, the use of the O*NET Career Exploration Tools is authorized for career exploration, career planning, and career counseling purposes only. Each O*NET Career Exploration Tool must be used consistent with its own “User’s Guide.” No other use of these tools or any part of the tools is valid or authorized.

All users are bound by the terms of “Special Notice: User’s Agreement.” If you use any of the O*NET Career Exploration Tools, you have agreed to be bound by the terms of “Special Notice: User’s Agreement.”

If any of the O*NET Career Exploration Tools are used for a purpose or purposes other than career exploration, career planning, and career counseling purposes, it is a violation of this Agreement and neither the U.S. Department of Labor nor the Employment and Training Administration is liable for any misuse of the tools. The DOL/ETA reserves the right to pursue all legal remedies for violations of this “Special Notice: User’s Agreement.”

Recipients of federal assistance from the U.S. Department of Labor must ensure that individuals with disabilities are afforded an equal opportunity to use services based on the O*NET Career Exploration Tools. For further discussion of these obligations, see the U.S. Department of Labor’s Equal Opportunity Guidance Letter No. 4. This document can be found at the Department of Labor’s Compliance Assistance web page at: <http://www.dol.gov/oasam/regs/compliance/main.htm> or by contacting the Department of Labor, Office of Compliance Assistance and Planning, Civil Rights Center.

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1. Since O*NET is trademarked, users must acknowledge the use of the O*NET Career Exploration Tools in and on their products. The trademark symbol must be properly displayed when referring to O*NET products. When using the

Special Notice: User's Agreement (continued)

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Proper trademark citation:
O*NET™ is a trademark of the U.S. Department of Labor, Employment and Training Administration.

2. The version number of O*NET Career Exploration Tools must be clearly stated in and on user products.
3. "O*NET In It" bug with ™ symbol must appear in and on user products:



This graphic can be obtained from the National O*NET Consortium web site (<http://www.onetcenter.org>) under the listing, "Developer's Corner."

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SPECIAL NOTICE: O*NET DEVELOPER'S AGREEMENT

Users intending to develop other products, software, or systems applications using O*NET Career Exploration Tools products must follow the "O*NET Developer's Agreement," which can be found on the "Developer's Corner" at <http://www.onetcenter.org>, or contact the National O*NET Consortium, North Carolina Employment Security Commission, P.O. Box 27625, Raleigh, NC 27611.

Closing

Estimated Time: 10 minutes

- Ask the participants to comment on potential issues and concerns they could anticipate with their assessment population. As a group, discuss possible solutions.
- Ask the participants about any additional questions or concerns.
- Remind participants about the availability of technical help and support through the National O*NET Center at www.onetcenter.org.
- Encourage participants to thoroughly review the *O*NET Ability Profiler Administration Manual* and to practice their administration skills on their own before conducting an actual session. Remind them that the success or failure of a session often depends upon the degree of preparedness of the administrator.
- Thank the participants for their time and effort.
- Dismiss the participants.

Module 9. Practice and Score Parts 10 and 11 (continued)



Again, we'll discuss what worked and didn't work for you both as the administrator and as the examinee.

Please work in your pairs, get your boards and scoring sheets, choose roles, and begin.

- Walk around and observe the groups. Make sure that the administrator follows the "stage directions" in parentheses. When everyone has had a chance to administer and score Parts 10 and 11, pull them back into one group.

Reporting Back

- Invite the participants to discuss their experience and perceptions concerning Parts 10 and 11, both as examinee and administrator.

Use the Flipchart. Write their input on a flipchart or chalkboard.

Acknowledgments

The **O*NET Ability Profiler™** was produced and funded by the O*NET Project of the U.S. Department of Labor, Employment and Training Administration.

The **O*NET Ability Profiler** and its associated administrative materials were developed with the help and support of many groups and individuals. Robert Litman and Donna Dye of U.S. Department of Labor's Office of Policy and Research and O*NET Project deserve special recognition for their particular contributions. Sincere appreciation is due DOL's Assessment Research and Development Centers' staffs for their thoughtful comments, technical suggestions, and editorial reviews.

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Module 9. Practice and Score Parts 10 and 11 (continued)

- Follow the instructions on pages VII.61 - VII.62 to administer the Part 11 - Disassemble Timed Trial. Have participants score their results, referring back to page VII.49, if needed. Show where to record the score on the Part 7 answer sheet or on the Record of Apparatus Scores.

THEN SAY:



Now you'll practice administering Parts 10 and 11. Remain in your group of two; one will be the administrator and the other the examinee. First, prepare your dexterity board for Part 10 with the rivets at the top and the washers on the rod.

The first administrator will use pages VII.39 - VII.43 to demonstrate Part 10 - Assemble for right-handed and left-handed examinees. The first administrator will administer one Practice Trial for Part 10 completing the first five columns.

Following this, the roles will be switched. The second administrator will use pages VII.51 - VII.53 to demonstrate Part 11 - Disassemble for right-handed and left-handed examinees. The second administrator will administer one Practice Trial for Part 11 moving the rivets and washers from the first five columns.

The roles will be switched back and forth. The first administrator will use pages VII.57 - VII.58 to administer and score one Time Trial for Part 10. Then, the second administrator will use pages VII.61 - VII.62 to administer and score one Timed Trial for Part 11.

(Continued on next page)

Module 9. Practice and Score Parts 10 and 11 (continued)

THEN SAY:



Now read about Part 11 - Disassemble on pages VII.47 - VII.49 in your manual.

- Allow participants sufficient time to read the assigned pages.
- Mention each topic heading and ask participants if they have any questions. Again, if participants appear to have difficulty with a particular topic, discuss the problem area. Remember, scoring will be covered in more detail later.
- Demonstrate how to administer Part 11 - Disassemble using pages VII.51 and VII.52. Explain the procedures in detail. Conduct the Part 11 Practice Trial with the five columns, following the instructions on page VII.53.
- Review the Common Errors on pages VII.54 - VII.55. Refer to page VII.55 for further instructions to complete the exercise.

THEN SAY:



Now, for a fuller experience with the dexterity boards, you will complete the Timed Trials for Parts 10 and 11 of the **O*NET Ability Profiler** as an examinee.

- Follow the instructions on pages VII.57 - VII.58 to administer the Part 10 - Assemble Timed Trial. Have participants score their results, referring back to page VII.37, if needed. Show where to record the score on the Part 7 answer sheet or on the Record of Apparatus Scores. Complete the instructions on page VII.59 to prepare the dexterity boards for the Part 11 - Disassemble Timed Trial.

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Module 9. Practice and Score Parts 10 and 11

Estimated Time: 35 minutes

Training Objectives: After completing Module 9, the participant should be able to administer and score **O*NET Ability Profiler** Parts 10 and 11 in a professional competent manner.

Training Outline and Trainer Instructions

SAY:



Parts 10 and 11 of the **O*NET Ability Profiler** use finger dexterity boards. Before we practice these exercises, read about Part 10 - Assemble on pages VII.35 - VII.37 in your manual.

- Allow participants sufficient time to read the assigned pages.
- Mention each topic heading and ask participants if they have any questions. If the participants appear to have difficulty with a particular topic, discuss the problem area. Note, however, that scoring will be covered in more detail later.
- Demonstrate how to administer Part 10 - Assemble using pages VII.39 - VII.43. Explain the procedures in detail. Conduct the Part 10 Practice Trial with five columns according to the instructions on page VII.43.
- Review the Common Errors on pages VII.44 - VII.45. Refer to the text box on page VII.45 for further instructions. Tell them to leave their boards as they are at the end of the Part 10 practice.

Module 8. Practice and Score Parts 8 and 9 (continued)

SAY:



Now you'll have a chance to practice administering the apparatus exercises, Parts 8 and 9. You'll break into groups of two; one will be the administrator and the other the examinee.

The first administrator will demonstrate Part 8 for right-handed and left-handed examinees. The administrator will administer one practice trial, then administer and score one timed trial for Part 8.

Following this, the roles will be switched. The second administrator will demonstrate Part 9 for right-handed and left-handed examinees, administer one practice trial, then administer and score one timed trial for Part 9.

Afterwards, we'll discuss what worked and didn't work for you both as the administrator and as the examinee.

Please break into pairs, get your boards and scoring sheets, choose roles, and begin.

- Walk around and observe the groups. Make sure that the administrator follows the "stage directions" in parentheses. When everyone has had a chance to administer and score Part 8 and Part 9, pull them back into one group.

Reporting Back

- Invite the participants to discuss their experience and perceptions concerning Parts 8 and 9, both as examinee and administrator.

Use the Flipchart. Write their input on a flipchart or chalkboard.

Special Notice: Proper Use of O*NET Ability Profiler Results

Please pay particular attention to the proper use of the **O*NET Ability Profiler** results. Part of your responsibility as an administrator/user of the **O*NET Ability Profiler** is to ensure its proper use.

O*NET Ability Profiler results provide useful information that individuals can use to identify their strengths. They can use results to identify training needs and occupations that they may wish to explore further. Individuals are strongly encouraged to use additional information about themselves when making career decisions.

The results of the **O*NET Ability Profiler** are authorized for career exploration, career planning, and career counseling purposes only. No other use of this tool or any part of this tool is valid or authorized.

Please read the **Special Notice: User's Agreement** before administering the **O*NET Ability Profiler**.

For further information on proper use of **O*NET Ability Profiler** results, contact:

National Center for O*NET Development
Attention: Customer Service
P.O. Box 27625
Raleigh, NC 27611

Phone: (919) 733-2790
FAX: (919) 715-0778
E-mail: onet@ncmail.net

Module 8. Practice and Score Parts 8 and 9

Estimated Time: 35 minutes

Training Objectives: After completing Module 8, the participant should be able to administer and score **O*NET Ability Profiler** Parts 8 and 9 in a professional competent manner.

Training Outline and Trainer Instructions

SAY:



Parts 8 and 9 of the **O*NET Ability Profiler** use manual dexterity pegboards. Before we practice administering the exercises, read about apparatus administration on pages VII.1 - VII.5, Part 8 on pages VII.7 - VII.9, and Part 9 on pages VII.21 - VII.23 in your manual.

- Allow participants sufficient time to read the assigned pages. Mention each topic heading and ask participants if they have any questions. If the participants appear to have difficulty with a particular topic, discuss the problem area.
- Distribute the O*NET Ability Profiler Record of Apparatus Scores form. Demonstrate how to administer and score Part 8 using pages VII.11 - VII.12, and pages VII.8 - VII.9. Explain the procedures in detail and review the Common Errors on page VII.13. Show where to record the score on the Part 7 answer sheet or the Record of Apparatus Scores.
- Demonstrate how to administer and score Part 9 using pages VII.25 - VII.26, and page VII.23. Explain the procedures in detail and review the Common Errors on page VII.27. Show where to record the score on the Part 7 answer sheet or the Record of Apparatus Scores.

Module 7. Practice Parts 1 Through 7 and Score Part 7 (continued)

- Ensure that every participant has had a chance to give the Introductory Script or administer at least one exercise. Within each group, have participants give feedback on each other's performance. Each group also should review the Common Errors for each exercise administered. The feedback and review may be given at the completion of each part or after all parts are completed.
- In addition, each participant should read the instructions on the Mark Making answer sheet, tally his/her correct responses, and enter the number on the sheet.
- Begin the role-play.

Option: If you are planning for more than one day to conduct the training, describe to the group different problems that could happen during an assessment session and ask the participants: (1) how they would handle that situation, and (2) what could be the possible ramifications of their taking or not taking any action.

These situations could include, but are not be limited to:

- ✓ an examinee cheating
- ✓ an examinee trying to take the exam more than once
- ✓ an examinee talking to herself or himself or making noises (laughing, talking, grunting, snorting) during the assessment
- ✓ an examinee disrupting others because he or she has a strong body odor
- ✓ an examinee appearing to be guessing randomly
- ✓ an examinee with language barriers
- ✓ an examinee appearing to be drunk or on drugs
- ✓ a confrontation between an assistant and an examinee

Introduction to the Administrator Training Manual

This training provides a one-day standardized program, with the following materials:

- The *O*NET Ability Profiler Administrator Training Manual* containing guidelines for workshop preparation and administration and trainer's notes for the program.
- The "O*NET Ability Profiler Administrator Training Participant's Guide," a workbook for participants.
- The O*NET Ability Profiler Administrator Training Overhead Masters which reinforce major points.

◆ ◆ If you have more than one day to devote to this training, it is strongly recommended that participants take the entire **O*NET Ability Profiler**. Allowing participants to take each part of the instrument and also administer, or observe the administration of, each part of the assessment, will make the training more meaningful and relevant to them. Participants then will be able to consider the assessment from the viewpoint of both the examinee and the administrator. Seeing the assessment experience from both sides enables the trainee to become a more knowledgeable administrator, more aware of the possible problems and situations that can occur in assessment sessions. (See NOTE in Module 7, page 47, for training options for two-day training sessions.)

NOTE: This program does not cover use of the electronic scoring program for the **O*NET Ability Profiler**. Please refer to the *O*NET Ability Profiler Scoring Program User's Guide* and the *O*NET Ability Profiler Scoring Program Technical Manual* for information and guidance in using the electronic scoring program.

Introduction to the Administrator Training Manual (continued)

Target Audience

The workshop has been designed to train people to administer the **O*NET Ability Profiler**. Workshop participants need not have prior administration experience. However, if the participants have experience administering the GATB, the trainer should tailor the exercises to take into account the level of shared knowledge and practices.

Trainer Requirements

The workshop must be conducted by staff who are trained in administering and scoring the **O*NET Ability Profiler**.

The training can be conducted by one or two trainers, depending on the number of workshop participants. If two trainers are used, one should function as the lead trainer and one as the assistant trainer. The lead trainer is responsible for administering all training modules (e.g., reading instructions, conducting discussions, and evaluating participants' performance). The assistant trainer should provide backup to the lead trainer (e.g., distributing materials, directing portions of the discussions, observing and providing direct feedback to participants on their performance, and helping in evaluating participants' performance).

Effective Trainer Behavior

The trainer serves as a role model for the participants. Participants learn not only from what is said directly, but also from how the trainer conducts the workshop. Therefore, it is essential that the trainer's behavior be congruent with what he or she is teaching.

Module 7. Practice Parts 1 Through 7 and Score Part 7 (continued)

- Distribute Part 7 Mark Making Answer Sheets.
- Distribute Three-Dimensional Space practice cutout models for Part 3.
- Distribute No. 2 pencils.
- Show the group the stopwatches that they will be using. Demonstrate how they are used.
- Distribute stopwatches and have each participant practice using them.
- **For all groups, assign scripts to individual participants as follows:**
 - Introductory Script—pages V.1 - V.4
 - Answer Sheet: Identification Information—pages V.5 - V.10
 - General Instructions—pages V.11 - V.12
 - [Assign the above to one person if group has fewer participants.]
 - Part 7 Mark Making—pages VI.37 - VI.41
- **Within each group, assign scripts to each participant as follows:**

Group 1	Part 1: Arithmetic Reasoning—pages VI.1 - VI.6
	Part 2: Vocabulary—pages VI.7 - VI.12
Group 2	Part 3: Three-Dimensional Space—pages VI.13 - VI.18
	Part 4: Computation—pages VI.19 - VI.26
Group 3	Part 5: Name Comparison—pages VI.27 - VI.31
	Part 6: Object Matching—pages VI.33 - VI.36
- Make sure that the participant who is reading also follows the “stage directions” in parentheses (i.e., holding up the answer sheet, folding the three-dimensional models, pausing, walking around and checking the practice problems, etc.).

Module 7. Practice Parts 1 Through 7 and Score Part 7 (continued)

Training Outline and Trainer Instructions

SAY:



Now please turn to Chapter V, page V.1.

In this part of the training you'll have a chance to practice administering Parts 1 through 7.

You will form small groups, and one person at a time will play the role of the administrator and will administer one of the exercises. The rest of the group will play the role of the examinees. This includes reading the handout, "Using Your O*NET Ability Profiler Results," completing the demographic information on the answer sheets, working through the practice items, and starting the timed portions.

For practice purposes with the small groups working in various parts of the room, you will need to moderate your voice level, which may not be the level you would use in actual administration.

Following each part, each group will give constructive feedback on the administrator's style and performance. For each exercise, we also will discuss Common Errors. We'll continue in this manner until everyone has had the chance to administer at least one of the first seven parts.

- Form at least three groups, each containing 3 to 4 participants. More groups may be necessary, depending on the size of the training group.
- Distribute "Using Your O*NET Ability Profiler Results" handouts.
- Distribute answer sheets and instrument booklets.

Introduction to the Administrator Training Manual (continued)

Nine characteristics of an effective trainer are discussed below:

Be prepared. In order to offer a workshop in a specialized field, you, the trainer, must know the subject matter being taught. Preparation can include research and practicing the presentation. If you are a novice trainer, it is helpful to practice aloud giving directions and presenting the modules. Also, make a tape or video recording while practicing the presentation so you can evaluate your style of presentation. If you are having difficulty with a part of the training program, it is important that those problems be worked out before the workshop. Sometimes difficulties are dismissed in the hope everything will turn out all right; this assumption often produces unnecessary anxiety. Take the time to fully prepare.

Be yourself. Trying to copy someone else's style can cause problems. Do not use language that is not comfortable. Trust that with adequate preparation you will develop an effective natural style.

Be energetic. You as the trainer set the climate and tone of the workshop. Initially, you provide the motivation and excitement for learning. Only when you are excited about what is happening can that excitement be communicated to participants. A few ways to share energy and excitement with participants are to make eye contact, speak loudly and clearly, vary voice tempo and pitch, and use gestures when speaking. If you notice people's attention waning, change the tone of voice and/or provide an exercise that involves physical movement. Sitting and talking for long periods of time often invite fatigue.

Have a sense of humor. Learning can be fun if it is made fun. One of the best ways to have a workshop that is fun is to encourage humor whenever possible. Humorous examples help participants to relax and provide a sense of group unity. Often an idea or concept can best be explained by using humor. A witty anecdote can highlight an idea in a poignant way. In addition, humor describes the human experience in a way that allows people to take themselves less seriously without discounting their experiences.

Participants may place too much pressure on themselves, thereby getting in the way of the learning process. Humor provides both trainer and participants with another way of viewing themselves that is meaningful, fun, and creative.

Introduction to the Administrator Training Manual (continued)

Be direct. Say what needs to be said as honestly and as straightforwardly as possible. When you are direct with participants, it encourages the participants also to be direct.

Be clear. Earlier, the importance of knowing the subject matter was discussed. It is also necessary to present the subject matter clearly. Eliminate confusion and ambiguity so that what is said is easily grasped and understood. If a concept must be re-explained several times, the presentation is probably unclear. Some of the best ideas are lost when you have difficulty explaining them easily. Being clear is a skill that can be easily practiced by listening to yourself.

Be sensitive to participants. During the workshop, you must maintain your sensitivity to participants' needs. Paying attention to people's feelings and being responsive to their changing needs are additional ways of being sensitive. Although being goal-directed is essential in this training program, doing so at the expense of the learner's feelings or needs is counterproductive. Therefore, an effective trainer is capable of both being sensitive to participants as well as working toward reaching the training goals.

Be a role-model. The trainer is a leader, is in a powerful position, and is likely to influence the behavior of others. If the participants feel positively toward you, they will most likely try to emulate your behavior. Therefore, you must behave in ways that are consistent with the purpose of the program.

Be positive—meaning optimistic, supportive, and encouraging. It is essential that you believe in the participant's unlimited potential to grow and change in a positive direction.

The kinds of expectations teachers have about students affect the way the students feel about themselves, and the rate at which they learn. This is equally true for the adult learner. Feeling positive, as well as acting positively, conveys the message that what is being taught is exciting, interesting, and important, and that the students, too, will be able to learn. It is important to be positive about making mistakes. If people learn from a mistake, it is then transformed into knowledge and becomes a learning experience. Anything that goes wrong in a workshop can be a valuable learning experience, as long as your attitude is positive and you are willing to learn from the experience.

Module 7. Practice Parts 1 Through 7 and Score Part 7

Estimated Time: 1¼ hours

Training Objectives: After completing Module 7, the participant should be able to administer the **O*NET Ability Profiler** Parts 1 through 7 in a professional, competent manner and score the Mark Making answer sheet.

NOTE: If you have more than one day to devote to this training, the ideal presentation is for participants to complete the entire **O*NET Ability Profiler** as part of their training to learn how to administer the assessment. It is very beneficial for participants to experience the administration of all the parts, either as a practice administrator or as an observer of someone else administering.

Options for two-day training:

- Administer the entire battery at one time to the group of trainees, either at this point in the training or earlier, according to your preference, so that trainees understand the items and experience taking the assessment firsthand. When you reach Module 7, divide the group into sections and allow each participant to practice administering one or more of the parts to other participants until all participants in each group have observed the administration of Parts 1-7. If the group is small, there may be no need to divide it. The specified time limits need not be observed for the practice; participants need only begin and stop the timed portions to gain experience using timers. Participant administrators receive feedback from the group after their practice session, as described below in the Training Outline and Trainer Instructions.
- Administer the entire battery to the group of trainees, but, after each part has been administered, allow one of the trainees to practice administering that same part to the group while the demonstration is fresh in his/her mind. As in the above option, the participant administrator receives feedback from the group.

Module 6. Before, During, and After the Assessment Session (continued)



Q. What should the administrator do if the lights go out while the assessment is being administered?

- A.
- Evaluate the available lighting to determine if it is light enough to continue with the assessment. If there is enough light, then continue.
 - If there is not enough light, stop the assessment, collect all materials, and reschedule. When you reschedule, administer the entire assessment again.
 - Always document the incident and the actions taken.

- Inform participants that the next modules will provide practice in administering the **O*NET Ability Profiler** and scoring the psychomotor exercises.

Introduction to the Administrator Training Manual (continued)

Training Methods

Throughout the workshop, participants will be asked to apply what they have learned. The workshop uses the following training methods:

- Lecturettes
- Overheads
- Readings
- Individual Exercises
- Group Exercises
- Group Discussions

Size of Class

Because of the nature of the skills and the necessity for group work, numbers should be a minimum of 10 and not more than 20.

Workshop Materials

The following materials and supplies are necessary to conduct the training:

- *O*NET Ability Profiler Administrator Training Manual*, one for each trainer;
- *O*NET Ability Profiler Administration Manual*, one for each trainer and participant;
- *O*NET Ability Profiler Administrator Training Overhead Masters*, one set;
- “*O*NET Ability Profiler Administrator Training Participant’s Guide*,” one for each participant;

Introduction to the Administrator Training Manual (continued)

- “Using Your O*NET Ability Profiler Results” handout, one for each trainer and participant;
- **O*NET Ability Profiler** instrument booklets, one for each trainer and participant;
- **O*NET Ability Profiler** answer sheets, two for each participant;
- blank sheets of 8½" x11" paper for insertion between answer sheet pages to prevent pencil marks from imprinting on opposite page, one for each participant;
- Part 7 Mark Making Answer Sheets, one for each trainer and two for each participant;
- **O*NET Ability Profiler** Record of Apparatus Scores forms, one for each trainer and two for each participant;
- Three-Dimensional Space practice cutout models for Part 3, one set for each trainer and participant;
- manual dexterity pegboards, one for each trainer and participant;
- finger dexterity boards, one for each trainer and participant;
- scratch paper, two sheets per instrument booklet;
- No. 2 pencils with erasers, two for each participant; and
- stopwatches/timers, one for each trainer and at least one per two participants.

Additional Equipment

In order to run the workshop, trainers also will need:

- overhead projector,
- projection screen,

Module 6. Before, During, and After the Assessment Session (continued)



Q. Give an overview of what the administrator needs to do at the beginning of the session.

- A.
- Greet examinees as they enter the assessment site and direct them to sit in designated places.
 - Stand in a central location.
 - Speak in a loud, clear voice.
 - Introduce self and assistants.
 - Give an orientation.
 - Answer any questions.

Q. What is the “administrator-to-examinee” ratio for Parts 1 through 6?

- A. 1:10 “administrator-to-examinee” ratio; one administrator or assistant for every 10 examinees.

Q. After the session, what materials are examinees allowed to take home with them?

- A. None. The administrator must ensure that all materials have been collected and accounted for before any examinee leaves the assessment area. *(Examinees are supposed to take the handout, “Using Your O*NET Ability Profiler Results,” with them.)*

Q. What should the administrator be doing while the examinees are taking the assessment?

- A. Move quietly around the room to make sure examinees are working properly on the correct exercise, as well as permit no interruptions.

(Continued on next page)

Module 6. Before, During, and After the Assessment Session (continued)

- Always ask additional questions as appropriate. If the participants seem to be having trouble answering questions, then review the appropriate sections of the administration manual.
- Before moving to Module 7, be sure that the participants feel comfortable with the material covered and have no outstanding questions.

Display Overhead 15 Go through the questions.

SAY:



Review (Questions and Answers)

Q. What materials must the administrator assemble and check before the assessment session begins?

- A.
- *O*NET Ability Profiler Administration Manuals*
 - “Using Your O*NET Ability Profiler Results” handouts
 - Manual Dexterity Pegboards
 - Finger Dexterity Boards
 - Part 7 Mark Making Answer Sheets
 - O*NET Ability Profiler Record of Apparatus Scores forms
 - Instrument booklets
 - Answer sheets
 - Three-Dimensional Space practice cutout models for Part 3
 - No. 2 pencils
 - Stopwatches
 - “Assessment Session in Progress - Do Not Disturb” signs

(Continued on next page)

Introduction to the Administrator Training Manual (continued)

- flip chart for noting points from group discussions, and
- markers to write on flip chart.

How to Use the Training Manual

This training manual is divided into nine modules. These modules provide workshop participants the necessary information and hands-on experience to successfully administer the **O*NET Ability Profiler**.

- Module 1. Welcome and Objectives
- Module 2. **O*NET Ability Profiler**: The Assessment
- Module 3. Background Overview
- Module 4. Administration Overview
- Module 5. **O*NET Ability Profiler** Administration Procedures
- Module 6. Before, During, and After the Assessment Session
- Module 7. Practice Parts 1 Through 7 and Score Part 7
- Module 8. Practice and Score Parts 8 and 9
- Module 9. Practice and Score Parts 10 and 11

Information presented in the training modules includes:

- estimated completion time for each module,
- training objectives that participants must meet,
- specific instructions for conducting the module,

Introduction to the Administrator Training Manual (continued)

- trainer's scripts that present important information and practice exercises for participants, and
- review questions to ensure participants have learned the appropriate material.

Training should be conducted in a setting that resembles a typical assessment facility to promote the importance of standardized administration. This standardization is essential to ensure the valid results that are needed to give the examinees and counselors meaningful information to use in their career exploration efforts. To ensure that training is standardized, the guidelines and instructions must be followed exactly. **Information given in shaded boxes must be read word for word, exactly as written (verbatim).** Instructions to be followed by the trainers are given at the appropriate points.

Instructions for Completing Modules

- Ensure that the participants have the necessary materials.
- Allow the participants to refer to the *O*NET Ability Profiler Administration Manual* at any time (e.g., during question-and-answer sessions, during practice sessions, etc.).
- Do not worry if the timing is not exactly the same as the guidelines. Make adjustments to the estimated completion times depending on how well the participants are comprehending the material. If the training is ahead of schedule, consider whether the participants are thoroughly discussing and trying out what has been covered to that point.
- Allow for additional practice time and review, when possible. However, do not let the training get too far behind in the schedule.
- The one-day session was designed in anticipation that arranging a single training day is most likely. There is a lot of material to review, therefore, the schedule is very tight. Lunch should be provided or participants told to bring their own. You may want to consider whether it is possible to expand the session across two days.

Module 6. Before, During, and After the Assessment Session

Estimated Time: ¾ hour

Training Objectives: After completing Module 6, the participant should be able to:

- ➔ perform the appropriate tasks before an assessment session,
- ➔ perform the appropriate tasks during a session, and
- ➔ perform the appropriate tasks after a session.

Training Outline and Trainer Instructions

SAY:



In this part of the training you'll learn what you need to do before, during, and after the assessment session. These are your primary tasks as an administrator.

In the administration manual is a series of checklists that summarize what you need to do to be an effective administrator. These checklists are an excellent reference that you should review and refer to continuously to make sure you haven't forgotten anything.

Most of the material presented in the checklists summarizes the information we've already gone over in previous parts of training. However, some of it is new material.

Please open your administration manual to Chapter IV, beginning on page IV.1, and review the four checklists in this chapter.

- Give participants time to review checklists.

Introduction to the Administrator Training Manual (continued)

NOTE: If in the one-day session participants do not have the opportunity to observe administration of all of the parts, they should be instructed to practice on their own until they feel comfortable with the instructions and procedures. To increase their administration skills, they can:

- Practice administering the parts to coworkers.
- Rehearse reading the instructions aloud in front of a mirror and/or tape recorder to get feedback on how they look and sound.
- Observe an experienced administrator during an actual O*NET Ability Profiler administration session.
- Participate in an assessment session as an assistant under an experienced administrator.

Suggested Workshop Schedule

½ hour	Module 1.	Welcome and Objectives
1 hour	Module 2.	O*NET Ability Profiler: The Assessment
	Break	
¾ hour	Module 3.	Background Overview
¾ hour	Module 4.	Administration Overview
¾ hour	Module 5.	O*NET Ability Profiler Administration Procedures
	Lunch	
¾ hour	Module 6.	Before, During, and After the Assessment Session
1¼ hours	Module 7.	Practice Parts 1 Through 7 and Score Part 7
	Break	
½ hour	Module 8.	Practice and Score Parts 8 and 9
½ hour	Module 9.	Practice and Score Parts 10 and 11
¼ hour	Closing	

Introduction to the Administrator Training Manual (continued)

Contact and Support Information

Any questions or requests for materials should be directed to:

Customer Service
National Center for O*NET Development
Post Office Box 27625
Raleigh, North Carolina 27611
FAX: (919) 715-0778

e-mail: onet@ncmail.net

Internet: <http://www.onetcenter.org>

The easiest way to find all the information you need to obtain all O*NET materials is to use the O*NET Center Web site. Check frequently for new information and helpful suggestions to support you in your role as an **O*NET Ability Profiler** administrator.

Module 5. O*NET Ability Profiler Administration Procedures (continued)



Q. What is one way the administrator can tell if an examinee does not understand the instructions?

A. By inspecting the examinee's practice sections before proceeding with timed exercises.

Q. What should the administrator do if an examinee obviously does not understand the instructions?

- A. • If the practice exercises indicate that an examinee does not understand, then repeat the instructions using tact and patience.
- Call attention to common errors and encourage the examinee to rework incorrect answers.
- NEVER give information that would aid in solving a question.

Q. What should the administrator do if, after explaining the instructions to a part or exercise a number of times, the examinee still does not understand what to do?

- A. • Instruct the examinee to continue and to do his/her best. Make a note of the situation.
- Continue with the timed portion of the exercise.

- Inform participants that the next modules will cover preparing for and practicing administering the **O*NET Ability Profiler**, including board set-up procedures and scoring.

Module 5. O*NET Ability Profiler Administration Procedures (continued)

Display Overhead 14 Go through the questions.

SAY:



Review (Questions and Answers)

Q. If you are uncomfortable with the way instructions are written, is it okay to say them in your own words?

A. Instructions must be read verbatim, directly from the administration manual.

Q. Can instructions be read sitting or standing, depending on the way that is most comfortable?

A. If the administrator is physically able to stand, then he or she must stand while reading instructions.

Q. Why are practice questions important?

A. They ensure that the examinees understand the instructions.

Q. After an examinee has completed a couple of parts or exercises and the administrator has gone over the instructions for the practice items several times, is it okay to omit instructions for subsequent practice items to save time?

A. No. The instructions for all practice questions must be read aloud to the examinees.

(Continued on next page)

Module 1. Welcome and Objectives

Estimated Time: ½ hour

Training Objectives: After completing Module 1, participants will have an understanding of workshop objectives and timetable.

Training Outline and Trainer Instructions

- Introduce yourself.
- Welcome participants.

Read:



Welcome to the administration training program for the **O*NET Ability Profiler**. You will learn the procedures and skills needed to administer the **O*NET Ability Profiler**. The **O*NET Ability Profiler** uses computerized scoring software to score the paper-and-pencil portions of the instrument, which, along with score interpretation, is the subject of another manual. Today, however, you will learn scoring procedures for the psychomotor portions of the **O*NET Ability Profiler**.

Display Overhead 1 Go through the objectives for the workshop.

Module 1. Welcome and Objectives (continued)

SAY:



At the end of this workshop you will be able to:

- know and read the instructions to examinees exactly as written (**verbatim**);
- demonstrate the psychomotor exercises, with an understanding of needs for both left- and right-handed examinees;
- adhere closely to assessment time limits;
- answer examinees' questions;
- monitor examinees' behavior (for example, making sure examinees are working on the correct part of the assessment, not talking to each other during the assessment, etc.);
- select appropriate assessment locations; and
- monitor supplies and maintain assessment security.

Schedule

Display Overhead 2 Go through the schedule for the workshop.

SAY:



The schedule will look like this:

- We will spend some time learning about the **O*NET Ability Profiler** from the perspective of the examinee.
- Then we will work through the administration manual, learning about the specific assessment procedures.
- And finally, you will have some hands-on experience administering and scoring portions of the **O*NET Ability Profiler**.

Module 5. O*NET Ability Profiler Administration Procedures (continued)

- Have the participants critique your performance. No variations should have been made this time.
- Call on two or three participants to read parts of the script to the group.
- Have the group critique the performance of each reader.
- Stress the importance of reading the script and instructions verbatim and of following stage directions.

SAY:



Now turn back to Chapter III, page III.3, and read the four remaining sections called Understanding Instructions; Practice Questions; Answering Examinee Questions; and Use of Calculators, Computers, or Similar Devices.

- Allow participants sufficient time to read the assigned pages.
- Mention each topic heading and ask participants if they have any questions. If the participants appear to have difficulty with a particular topic, discuss the problem area.
- Once you've finished and there are no more questions, evaluate how well the participants have understood the material by having them review their manual for answers as you ask the following questions.

Module 5. O*NET Ability Profiler Administration Procedures (continued)

Reporting Back

- Have the participants critique your performance. The mistakes you should have made included: sitting down while reading, reading too fast, and not reading the script word for word.
- Tell participants to follow along while you continue reading the rest of the Standardized Introductory Script with no variations.

SAY:



Do your best on each part. Pay careful attention to all instructions and always ask questions if you do not understand something. Complete as much as you can in the time allowed, and work as accurately as you can.

If you think that you will not be able to do your best today because you are not feeling well, have forgotten your glasses, have taken medication, or for some other reason, please let me know now and I will reschedule you.

This session will last for about 2½ hours with a 5-minute break half-way through.

Now, put all of your belongings under your chair. If you have an alarm wristwatch, turn it off so that it will not disturb others. The official time will be kept according to my watch. Also, turn off any pagers or portable phones.

The use of calculators, computers, or other similar devices is not permitted. If you have any such devices with you, please put them away.

Are there any questions before we begin?

Module 1. Welcome and Objectives (continued)

Participant Introductions (Optional)

- Ask the participants to form pairs (if there is an odd number, allow one group of three).
- Each member of the pair must introduce the other member to the group. It is up to them to decide how they do this.
- The basic information required is:
 - ✓ Name
 - ✓ Position
 - ✓ A description of the type of people to whom they will administer the assessment and any associated concerns or issues
 - ✓ What they hope to learn/get from this workshop

Module 5. O*NET Ability Profiler Administration Procedures (continued)



Now turn to page V.1, the beginning of the standardized scripts that you will read aloud verbatim when administering the assessment. Please notice that the script on pages V.1 and V.2 addresses the reading aloud of the handout, “Using Your O*NET Ability Profiler Results,” which is distributed to examinees just before the actual administration. This handout is part of the introductory material that you will read before starting each session.

Now turn to page V.3, and we will practice reading the Standardized Introductory Script that you will read to begin the actual administration of the assessment. This introduction must be read verbatim, in an evenly-paced, clear, audible tone, with all the important points emphasized.

Please follow along while I read the script aloud, and then I will ask for your comments.

- Read the following modified Standardized Introductory Script as written. Read too fast while sitting down.

SAY:



The **O*NET Ability Profiler** is made up of eleven parts. Some parts are paper-and-pencil and some parts require working with your hands. Each part measures an ability needed to do well in specific careers, training, or work. Your results will help identify your special abilities and skills. They also can help you explore careers or jobs that might be right for you.

I will read the instructions word for word. This is required. I will also be walking around while you are working to make sure you are starting in the correct place and to see that you are following along.

Module 5. O*NET Ability Profiler Administration Procedures (continued)

- Mention each topic heading and ask participants if they have any questions. If the participants appear to have difficulty with a particular topic, discuss the problem area.
- Once you've finished and there are no more questions, evaluate how well the participants have understood the material by having them review their manual for answers as you ask the following questions.

Display Overhead 13 Go through the questions.

SAY:



Review (Questions and Answers)

Q. Who should read instructions during the administration?

A. Only the administrator should read instructions to examinees. If the administrator is unable to continue, an assistant may give the instructions. But the assistant must first be introduced before taking over.

Q. How can the administrator help examinees feel comfortable during the session?

- A.
- Give introductory information in a conversational, relaxed manner. Make every effort to secure the examinees' cooperation, as well as reduce any undue nervousness.
 - Minimize use of the word "test" or "testing" when possible.
 - Emphasize the benefits of taking the assessment.

(Continued on next page)

Module 2. O*NET Ability Profiler: The Assessment

Estimated Time: 1 hour

Training Objectives: After completing Module 2, the participant will have hands-on experience taking selected portions of the **O*NET Ability Profiler**.

Training Outline and Trainer Instructions

SAY:



Before you can effectively administer the **O*NET Ability Profiler**, it is important that you have a good understanding of what it feels like to take the assessment under timed conditions.

So, we're going to continue by having you take parts of the **O*NET Ability Profiler**. Again, however, in order to get a real feeling for what it's like to take the assessment, we encourage you to complete the entire **O*NET Ability Profiler** as soon as you can following this training.

NOTE: *If you have more than one day to devote to this training, you may administer the entire **O*NET Ability Profiler** at this point in the training.*

- Distribute the necessary materials.

Module 2. O*NET Ability Profiler: The Assessment (continued)

- Administer Parts 2, 4, 7, and 8 of the **O*NET Ability Profiler** to all participants following the standardized administration procedures outlined in the *Ability Profiler Administration Manual* using the Introductory Script on pages V.1 - V.12. For Part 2: Vocabulary, use pages VI.7 - VI.12. For Part 4: Computation, use pages VI.19 - VI.26. For Part 7: Mark Making, use pages VI.37 - VI.41. For Part 8: Place, set-up pegboard using pages VII.7 - VII.9 and administer using pages VII.11 - VII.19. Have participants record their scores for Parts 7 and 8.
- Collect all assessment materials and set them aside for later use.

Reporting Back

- Invite participants to tell the group their perceptions and feelings about taking the portions of the **O*NET Ability Profiler**.
Use the Flipchart Write their input on a flipchart or chalkboard.
- Invite participants to describe what they see as the advantages and disadvantages of using the **O*NET Ability Profiler** with their examinee/client populations.
Use the Flipchart Write their input on a flipchart or chalkboard.
- Inform the participants that the group will again review the observations at the end of the training.

Module 5. O*NET Ability Profiler Administration Procedures

Estimated Time: ¾ hour

- Training Objectives:** After completing Module 5, the participant should be able to:
- ➔ put examinees at ease during the session,
 - ➔ have a general understanding of administration guidelines,
 - ➔ read instructions in an easy-to-understand manner, and
 - ➔ answer examinees' questions.

Training Outline and Trainer Instructions

SAY:



Now that you have some background information about the **O*NET Ability Profiler** and are familiar with the standardized assessment conditions and materials, we're going to go over some general administration strategies that will help you successfully perform your job as an administrator.

Please read the four sections called Reading Instructions, Putting Examinees at Ease, Orientation and Introduction, and Giving Instructions, on pages III.1 - III.3.

- Allow participants sufficient time to read the assigned pages.

Module 4. Administration Overview (continued)



Q. What distractions should be avoided in the administration room?

A. Distractions that should be avoided include, but are not limited to:

- spectators;
- foot traffic;
- telephones, portable telephones, pagers, and alarm wristwatches;
- noisy jewelry that distracts other examinees;
- eating or drinking;
- administrators or assistants standing immediately behind or too close to examinees; and
- administrators or assistants reading unrelated materials such as books, magazines, or newspapers while assessment is in progress.

Q. What are the responsibilities of the administrator immediately following the session?

A. The administrator must:

- ensure that the examinees have returned all materials by counting booklets and answer sheets, and reconciling booklet and answer sheet totals with examinee roster;
- keep unauthorized persons from handling assessment materials;
- dispose of scratch paper and spoiled answer sheets; and
- follow security procedures.

- Inform participants that the next module will cover administration practices.

Module 3. Background Overview

Estimated Time: ¼ hour

Training Objectives:

After completing Module 3, the participant should be able to describe:

- the role of the assessment administrator,
- the eleven **O*NET Ability Profiler** parts and administration times,
- the job-related abilities that are measured,
- why the **O*NET Ability Profiler** is used,
- who uses the **O*NET Ability Profiler**, and
- the proper use of **O*NET Ability Profiler** results.

Training Outline and Trainer Instructions

- Distribute the *O*NET Ability Profiler Administration Manual* to participants.
- Distribute the Participant's Guide.

THEN SAY:



Before we get into the specific administration procedures and your roles as administrators, we want to give you some background on the **O*NET Ability Profiler**.

Display Overhead 3 Go through the list.

Module 3. Background Overview (continued)

SAY:



The **O*NET Ability Profiler** is a new multiple-ability assessment tool that incorporates the best of earlier DOL ability instruments, with psychometric, technical, and operational enhancements.

Now, please open your *O*NET Ability Profiler Administration Manual* and read Special Notice: User's Agreement (pages i-ii), Special Notice: Proper Use of O*NET Ability Profiler Results (page xi), Introduction (pages xiii-xiv), and Chapter I (pages I.1 - I.7).

After you have a chance to read the material, we'll have a question-and-answer session. At that time, don't hesitate to ask any questions.

Module 4. Administration Overview (continued)

Display Overhead 12 Go through the questions.

SAY:



Q. What types of examinee behavior should the administrator be concerned with during the O*NET Ability Profiler administration?

A. Always be alert for signs that examinees are not following instructions. After starting each part, observe all examinees to see that procedures are being followed exactly. Make corrections as necessary. Observe examinees during the session. Ensure that examinees turn the pages as instructed. Correct any irregularities.

Q. What irregularities in the administration should be documented?

A. Problems such as the following should be documented:

- illness that affects performance or causes an applicant to leave,
- language difficulties,
- finishing parts of the assessment significantly ahead of time,
- difficulty following directions,
- forgetting eyeglasses or difficulty reading,
- cheating,
- unusual incidents that interrupt the session, and
- answering questions randomly.

(Continued on next page)

Module 4. Administration Overview (continued)



Q. When should the administrator arrive at the assessment site?

A. With enough time to properly prepare the site prior to the scheduled starting time.

Q. What should the administrator do before the session begins?

A. The administrator:

- inspects the room to ensure comfortable and adequate accommodations for the number of examinees scheduled to appear;
- determines where the examinees will be seated;
- gives the receptionist any needed admission or informational materials;
- posts directional signs around the examination area; and
- checks the location of restrooms and water fountains.

Now, please turn to page II.13 and read Monitoring Assessment Sessions through the end of Chapter II.

- Allow participants sufficient time to read the assigned pages.
- Mention each topic heading and ask participants if they have any questions. If the participants appear to have difficulty with a particular topic, discuss the problem area.
- Once you've finished and there are no more questions, evaluate how well the participants have understood the material by having them review the manual for answers as you ask the following questions.

Module 3. Background Overview (continued)

Review (Questions and Answers)

- After participants have had sufficient time to read the material, begin asking questions to generate discussion.

The questions and answers provided are not inclusive—only examples. Always ask additional questions as appropriate.

- If the participants seem to be having trouble answering questions, then reread aloud the appropriate sections of the administration manual.
- Before moving on to Module 4, be sure that the participants feel comfortable with the material covered and have no further questions.

Option: Divide the participants into two groups. Have the groups compete to answer questions correctly.

Display Overhead 4 Go through the list of questions.

SAY:



Q. In general, what is the O*NET Ability Profiler?

A. The **O*NET Ability Profiler** is a series of separately timed ability assessments that measure nine basic abilities related to the world of work.

(Continued on next page)

Module 3. Background Overview (continued)



Q. Who uses the O*NET Ability Profiler and why?

A. The **O*NET Ability Profiler** is used by state employment service offices, schools, universities, training programs, and vocational rehabilitation agencies for vocational counseling and career exploration.

Q. How many parts make up the O*NET Ability Profiler? What are they?

A. There are eleven separately timed parts. They are Arithmetic Reasoning, Vocabulary, Three-Dimensional Space, Computation, Name Comparison, Object Matching, Mark Making, Place, Turn, Assemble, and Disassemble.

Q. How many parts are paper-and-pencil? What are they?

A. Seven: Arithmetic Reasoning, Vocabulary, Three-Dimensional Space, Computation, Name Comparison, Object Matching, and Mark Making.

Q. How many parts are psychomotor exercises? What are they?

A. Five: Mark Making, Place, Turn, Assemble, and Disassemble.

Module 4. Administration Overview (continued)

SAY:



Review (Questions and Answers)

Q. What could the administrator do to prepare the answer sheets and booklets for distribution?

A. The administrator may choose to complete the following sections on the answer sheet:

- Form
- State
- Source
- Test Site
- Serial Number
- Identification Number

Additionally, the administrator should:

- insert two sheets of scratch paper in the instrument booklet,
- insert a sheet of paper between the pages of the answer sheet, and
- insert the answer sheet inside the front cover of the instrument booklet.

Q. How should assessment materials be secured?

A. Assessment materials:

- must NOT be left unattended before, during, or after the session;
- must be counted immediately after the close of the session to ensure examinees' response sheets remain confidential; and
- cannot be reviewed by unauthorized persons.

(Continued on next page)

Module 4. Administration Overview (continued)

Training Outline and Trainer Instructions

SAY:



Please turn to page II.7, Assessment Materials and Supplies, and follow along with me.

Display Overhead 10 Go through the list of required and recommended materials and supplies. Hold up each item and show it to the participants as it is read aloud.

SAY:



Turn to page II.9 and read Booklet and Answer Sheet Preparation; then turn to page II.12 and read Security of the Assessment and Arrival Time and Preliminary Duties.

- Allow participants sufficient time to read the assigned pages.
- Mention each topic heading and ask participants if they have any questions. If the participants appear to have difficulty with a particular topic, discuss the problem area.
- Once you've finished and there are no more questions, evaluate how well the participants have understood the material by having them review the manual for answers as you ask the following questions.

Display Overhead 11 Go through the questions.

Module 3. Background Overview (continued)

Display Overhead 5 Go through the list of questions.

SAY:



Q. What psychomotor part uses paper-and-pencil?

A. Part 7: Mark Making.

Q. What part has the longest time allowed?

A. Part 1: Arithmetic Reasoning, 20 minutes.

Q. What parts of the assessment use the finger dexterity board?

A. Part 10: Assemble and Part 11: Disassemble.

Q. How many pegs are in the manual dexterity pegboard?

A. 48.

Q. What does the check mark indicate?

A. Examples of errors that have occurred frequently in the practice exercises and suggested correction methods.

Q. What does the pointing finger indicate?

A. Instructions that must be read verbatim by the administrator to the examinees word for word directly from the manual.

(Continued on next page)

Module 3. Background Overview (continued)



Q. What does the clock face indicate?

A. The time allowed for each part of the assessment.

Display Overhead 6 Go through the list of questions.

SAY:



Q. Why is security of materials important?

A. To ensure that examinees' results remain confidential.

Q. What is involved in standardized administration?

A. Making each administration of the **O*NET Ability Profiler** as identical as possible to the conditions under which it was developed.

Q. How will examinees get the most useful results?

A. By doing their best on the **O*NET Ability Profiler** and taking it under conditions that will produce valid results.

Q. What ability is measured by Part 8: Place and Part 9: Turn?

A. Manual Dexterity: the ability to move hands easily and skillfully.

Q. The ability to visualize three-dimensional objects from two-dimensional pictures describes which ability?

A. Spatial Ability.

(Continued on next page)

Module 4. Administration Overview (continued)

Display Overhead 9 Go through the list of questions.

SAY:



Review (Questions and Answers)

Q. How many people are needed to administer Parts 7 through 11 to fourteen examinees?

A. There must be one administrator (or an assistant) for every five people (1:5 ratio). Therefore, there must be at least 3 people: 1 administrator and two assistants.

Q. What is the smallest number of examinees you should try to have in a session?

A. Two.

Q. How should the facility be prepared prior to the session?

- A. The administrator must:
- ensure that the facilities are well-lighted, well-ventilated, quiet, and comfortable; take steps to control ventilation, temperature, and humidity;
 - arrange the room so that he or she can be seen by every examinee; position seats at least two feet apart from each other; and ensure that work surfaces are smooth, flat, and adequate in size.

(Continued on next page)

Module 4. Administration Overview (continued)



Q. What reasonable accommodations are recommended for people with physical and/or mental disabilities, but who are otherwise qualified to take the O*NET Ability Profiler?

A. Some alterations, adjustments, or changes in the administration procedures that enable a qualified person to take the **O*NET Ability Profiler** are acceptable. However, the reasonable accommodation must not affect the measurement of the abilities the instrument was designed to measure. Time limits and booklets must not be altered.

Training Outline and Trainer Instructions

SAY:



Starting on page II.4, read the sections called Assessment Teams, Administrator-Examinee Ratio, and Assessment Facilities.

- Allow participants sufficient time to read the assigned pages.
- Mention each topic heading and ask participants if they have any questions. If the participants appear to have difficulty with a particular topic, discuss the problem area.
- Once you've finished and there are no more questions, evaluate how well the participants have understood the material by having them review the manual for answers as you ask the following questions.

Module 3. Background Overview (continued)



Q. Which ability is important in the occupational fields of communications, education, law, literary arts, and sales?

A. Verbal Ability.

Q. What ability is important for dentistry and watch making?

A. Finger Dexterity.

Display Overhead 7 Go through the list of questions.

SAY:



Before we move on to administering the **O*NET Ability Profiler**, let's talk about the proper use of **O*NET Ability Profiler** results.

Q. What are appropriate ways to use O*NET Ability Profiler results?

A. They should be used for career exploration, career development, and other vocational counseling purposes.

Q. What are some examples of the ways that clients should use O*NET Ability Profiler results to explore the world of work?

A. Clients should look at their abilities and compare them to the abilities necessary for performing particular occupations. They can see where their abilities are similar to those necessary for occupations and areas for which they may need more education and training to improve their abilities.

(Continued on next page)

Module 3. Background Overview (continued)



Q. What are some improper uses of O*NET Ability Profiler results?

A. They should not be used:

- for hiring or employment decisions,
- to select an individual for a job or training program,
- to screen applicants for a training program or job,
- to make promotional decisions, or
- to determine if someone qualifies for a particular educational program.

Q. Where can someone get help if they think their O*NET Ability Profiler results are used improperly?

A. The National Center for O*NET Development
 Attention: Customer Service Phone: (919) 733-2790
 P.O. Box 27625 FAX: (919) 715-0778
 Raleigh, NC 27611 E-mail: onet@ncmail.net

- Inform the participants that in the next module the group will thoroughly review the administration procedures for the **O*NET Ability Profiler**.

Module 4. Administration Overview (continued)

Display Overhead 8

Go through the list of questions.

SAY:



Review (Questions and Answers)

Q. In general, how might the procedures and conditions under which an assessment is administered affect an examinee's scores?

A. Such things as noise, lighting, temperature, distress, and the general state of mind about the fairness of the assessment procedures and conditions can cause examinees to feel that their performance has been negatively affected and that their true potential, knowledge, skills, and abilities were not accurately reflected in their results.

Q. What are the three requirements that an individual must meet before being allowed to take the O*NET Ability Profiler?

A. Each examinee must:

- be at least 16 years old,
- be proficient in reading English (equivalent to grade six or higher), and
- not have taken any form of the **O*NET Ability Profiler** or the General Aptitude Test Battery (operational or experimental) within 6 months of the assessment date.

(Continued on next page)

Module 4. Administration Overview (continued)

Training Outline and Trainer Instructions

SAY:



This next section is designed to assist you in understanding the importance of standardizing administration procedures.

Open your administration manual to Chapter II and read pages II.1 - II.4, including the three sections called Order of Administration, Examinee Requirements, and Reasonable Accommodations. After you have finished, we'll discuss what you've read and answer any questions.

- Allow participants sufficient time to read the assigned pages.
- Mention each topic heading and ask participants if they have any questions. If the participants appear to have difficulty with a particular topic, discuss the problem area.
- Once you've finished and there are no more questions, evaluate how well the participants have understood the material by having them review the manual for answers as you ask the following questions.

Module 4. Administration Overview

Estimated Time: ¾ hour

Training Objectives:

After completing Module 4, the participant should be able to describe:

- ➔ how scores can be affected by assessment conditions,
- ➔ examinees' eligibility requirements,
- ➔ the required administrator-to-examinee ratio,
- ➔ reasonable accommodation: what it is and when it is needed,
- ➔ the materials and supplies needed for administration sessions,
- ➔ the procedures for maintaining security of the assessment,
- ➔ examinees' monitoring procedures,
- ➔ the types of administration irregularities that must be documented,
- ➔ the arrival time and preliminary duties of the administrator,
- ➔ answer sheet and booklet preparation, and
- ➔ the close-out procedures.