O∗net ®

ability profiler™

Administrator Training

Participant's Guide

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)

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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.**

Objectives

The purpose of this workshop is to teach you the procedures and skills needed to successfully administer and score the **O*NET Ability Profiler**.

At the end of this workshop you should 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 session, and so forth);

- select appropriate assessment locations; and

- monitor supplies and maintain security of the assessment.

Review: Module 3. Background Overview

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

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

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

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

How many parts are psychomotor exercises? What are they?

What psychomotor part uses paper-and-pencil?

What part has the longest time allowed?

What parts of the assessment use the finger dexterity board?

How many pegs are in the manual dexterity pegboard?

What does the check mark indicate?

What does the pointing finger indicate?

What does the clock face indicate?

Why is security of materials important?

What is involved in standardized administration?

Review: Module 3. Background Overview (continued)

How will examinees get the most useful results?

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

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

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

What ability is important for dentistry and watch making?

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

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

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

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

Review: Module 4. Administration Overview

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

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

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**?

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

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

How should the facility be prepared prior to the session?

Review: Module 4. Administration Overview (continued)

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

How should assessment materials be secured?

When should the administrator arrive at the assessment site?

What should the administrator do before the session begins?

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

What irregularities in the administration should be documented?

What distractions should be avoided in the administration room?

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

Review: Module 5. O*NET Ability Profiler Administration Procedures

Who should read instructions during the administration?

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

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

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

Why are practice questions important?

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?

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

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

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?

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

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

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

What is the "administrator-to-examinee" ratio for Parts 1 through 6?

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

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

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

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