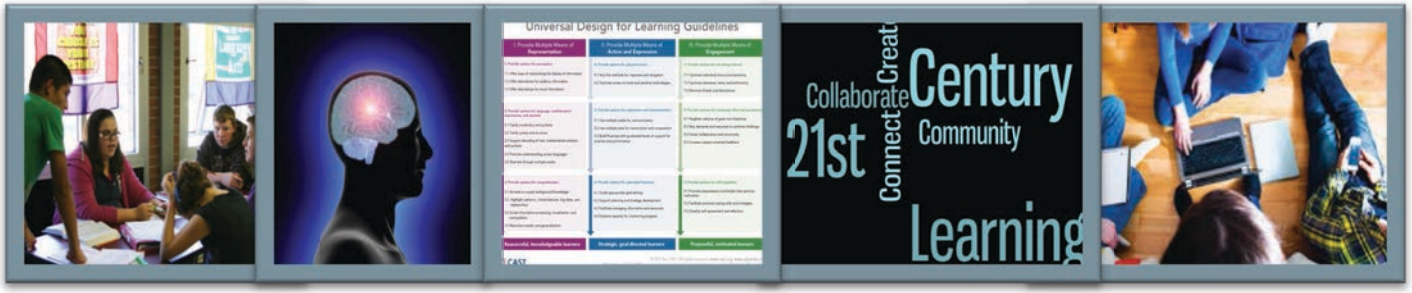
Vocational Assessment in the 21st Century: Assessing Transferrable Knowledge and Skills



Frances G. Smith, Ed.D, CVE
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Educator/ Consultant, Recognizing Differences, LLC
Board Member-at-Large, VECAP

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Goals for this session…

- Identify the core components of a comprehensive vocational assessment process.
- Discern the value of best practice for using real or simulated work in a comprehensive assessment and how this contributes to transferrable knowledge and skills.
- Understand how current technologies and techniques can enhance the authenticy of client evaluations and how this contributes to transferrable knowledge and skills.

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http://www.VECAP.org

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The Future of Work

A fear of technological unemployment
Technology's slow and continual pressure on the value of work – full-time jobs.

- ***Think job automation***
  Consumption – The paradox of leisure.
- ***Think digital/ cyber existence***
  Communal creativity – The artisan's revenge.
- ***Think Makerspaces***
  Contingency – You're on your own
- ***Think Internet enabled companies such as Uber, Seamless, Homejoy, TaskRabbit – entrepreneurship***
  Government – The visible hand
- ***Think job sharing***
  Jobs and callings
- ***Think "seeking immersive activities that people enjoy"***

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http://www.theatlantic.com/magazine/archive/2015/07/world-without-work/395294/

Transferrable Skills for the Future

https://youtu.be/Op0c--Hw6TQ

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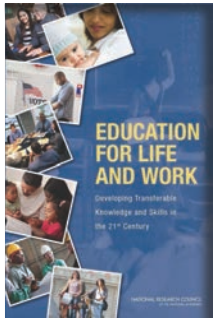
Emerging Trends for Education/Work

Cognitive skills (critical thinking, information literacy, reasoning and argumentation, innovation), intrapersonal, & interpersonal competencies (staying organized, responsible, hard-working) are positively correlated with education, career and health outcomes (National Research Council (NRC), 2012).

Developing expertise through deeper learning requires months or years of sustained practice, and benefits from guiding feedback and metacognition (NRC , 2012).



"**Transfer** is facilitated by instruction that help learners develop deep understanding; instructional designers should provide clear goals, a model of how learning will develop, and assessment measures to measure progress and attainment" (NRC, 2012, p. 9)

Curriculum and instruction programs should support methods that include multiple representations of concepts and tasks; encourage elaboration and questioning; engage learners in challenging tasks; teach with examples and cases; prime student motivation; and use formative assessments. (NRC, 2012).

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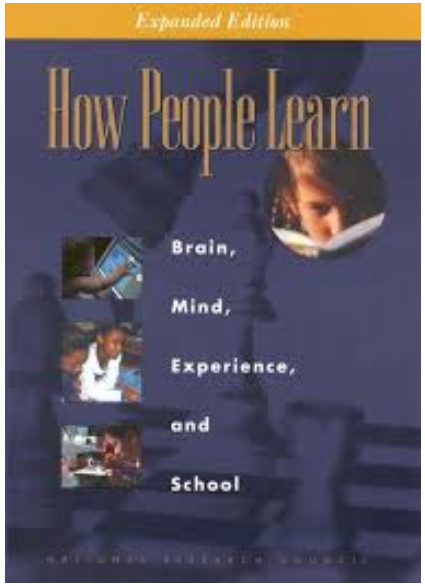
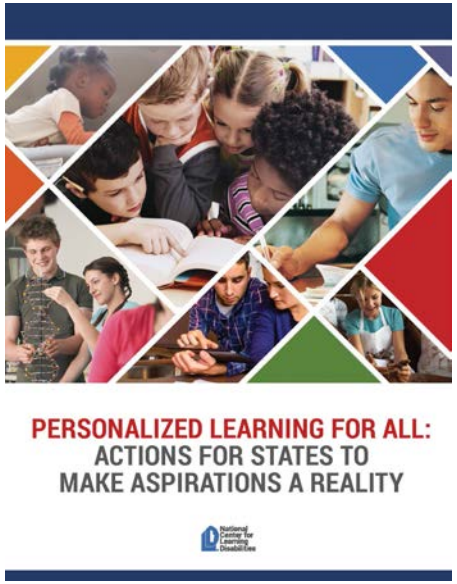
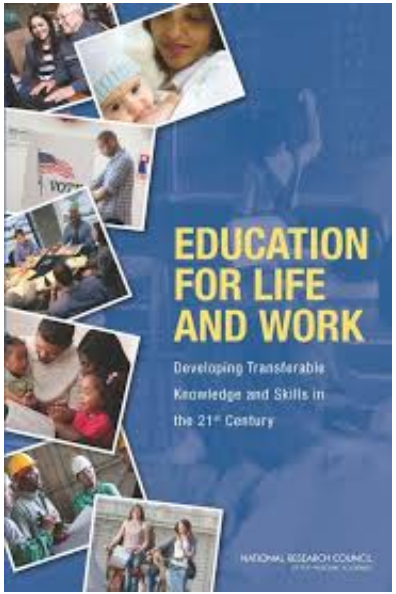
National Research Council (2012) Education for life and work: Developing transferrable knowledge and skills in the 21st century. Washington, DC: National Academies Press

Evidence from the Research







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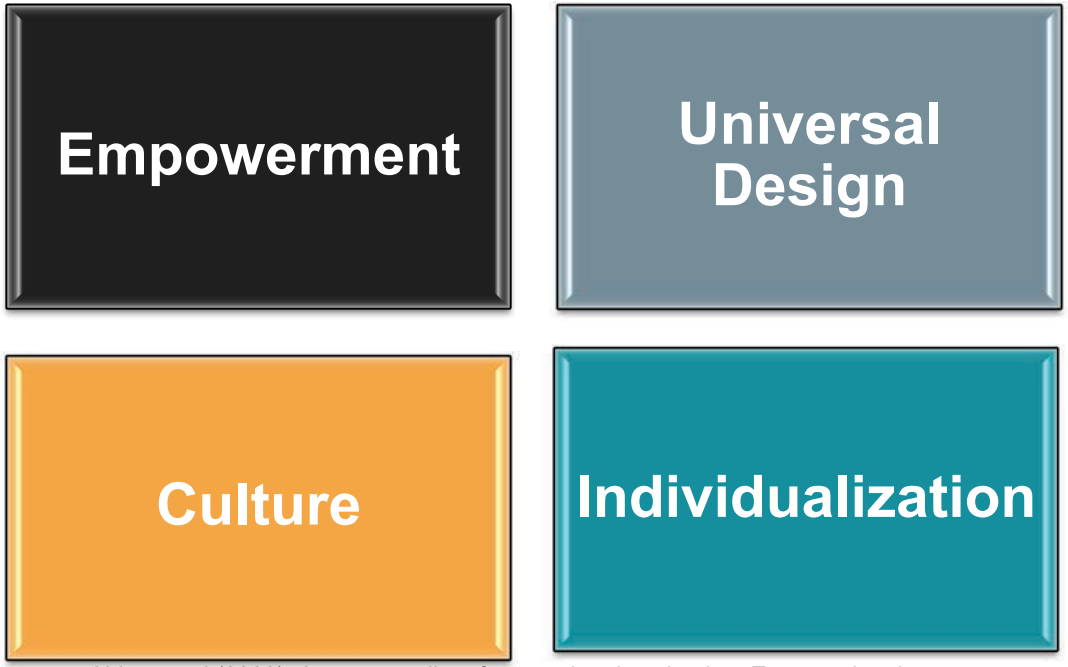
4 Contemporary Paradigms for Vocational Evaluation



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Empowerment

How does vocational assessment facilitate empowerment?

Empowerment

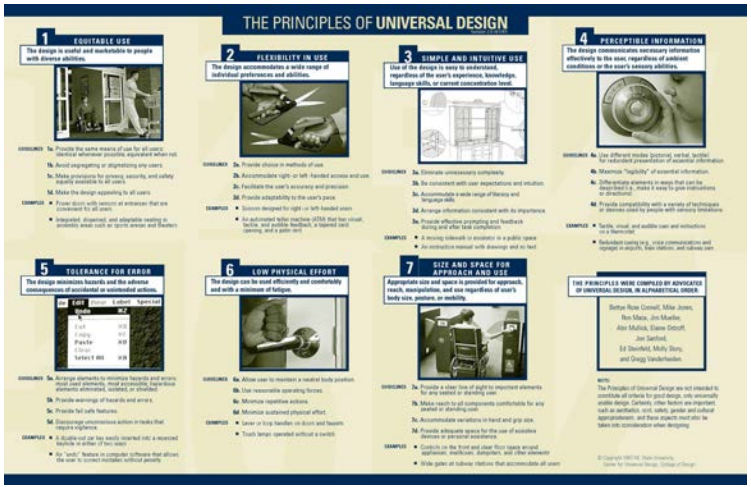
- **Consumer participation and choice-making in <u>every step</u> of the process**
  - Does she want to participate?
  - Does he understand that he can drive the process?
  - Does she select various assessment methods, instruments, activities?
  - Can he recount the results of each assessment activity?
  - Can she translate assessment results into planning and goals?

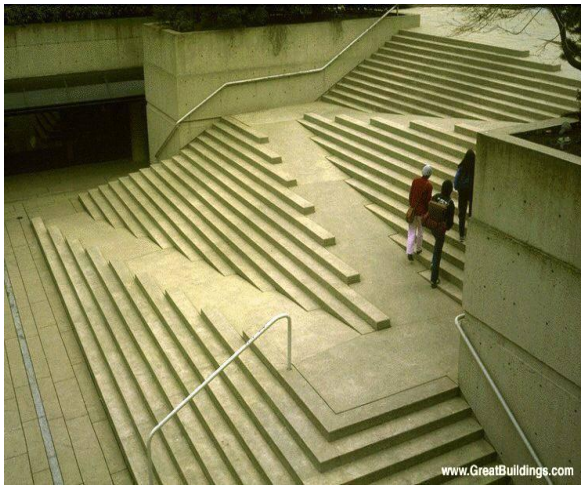
Universal Design

Do we plan assessments with design in mind?

UNIVERSAL DESIGN (UD) AND UNIVERSAL DESIGN FOR LEARNING (UDL)

Universal Design





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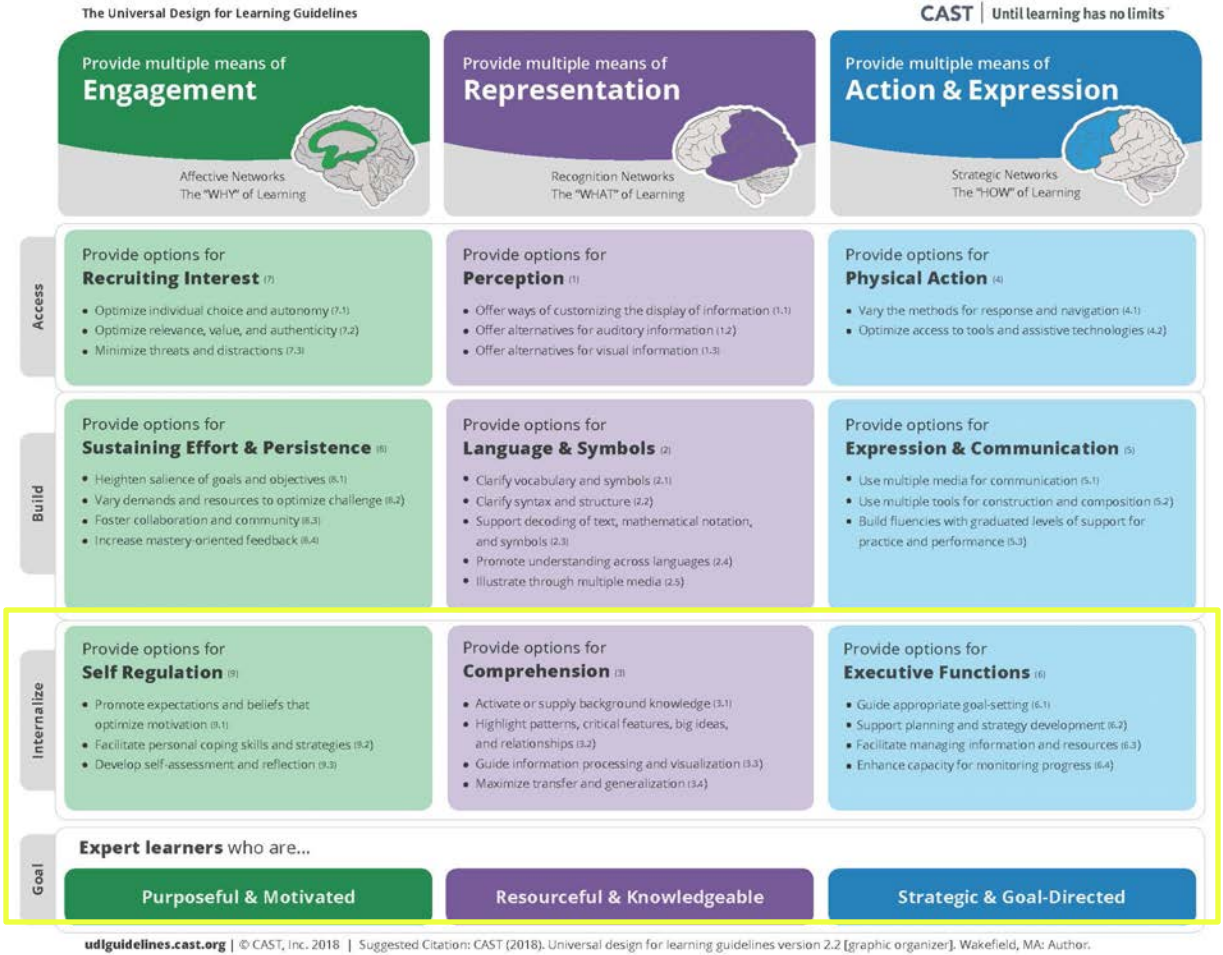
Learner Expertise



LEARNER VARIABILITY IS THE NORM!

UDL– THE HIGHER EDUCATION OPPORTUNITY ACT OF 2008

- Section 103(24) **UNIVERSAL DESIGN FOR LEARNING**.--The term `universal design for learning' means a scientifically valid framework for guiding educational practice that—
  - ``(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
  - ``(B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.''.

Higher Education Opportunity Act of 2008

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A National Position on UDL in Career Assessment & Vocational Evaluation

13

The VECAP Position Paper on Universal Design for Learning for Career Assessment and Vocational Evaluation

Frances G. Smith
Center for Applied Special Technology (CAST) and Boston College
Pamela Leconte and Edward Vitelli
The George Washington University

Abstract
As a framework, Universal Design for Learning (UDL) provides a lens for designing assessments that are fair, equitable, and supportive of variation in learner ability. The UDL framework is aligned with decades of research on effective instructional strategies and recent neuroscientific findings. The Vocational Evaluation and Career Assessment Professionals Association (VECAP) published a national position paper on UDL in 2006 (Leconte, Smith, & Johnson, 2006) to establish recommended approaches for vocational evaluation and career assessment practitioners. This paper updates the previous position paper, highlighting emerging neurological research in the learning sciences that underscores the importance of UDL for the profession.

The VECAP Position Paper on Universal Design for Learning and Career Assessment and Vocational Evaluation

The Vocational Evaluation and Career Assessment Professionals Association (VECAP) advocates for the application of universal design for learning (UDL) principles in vocational evaluation and career assessment to expand and enhance best practices that help ensure social justice for consumers and participants. VECAP has been committed to adopting positions that emphasize best practices in assessment approaches, such as the necessity of assistive technology, the value of interdisciplinary collaboration, and the focus of assessment in community settings (Vocational Evaluation and Career Assessment Professionals Association, 2011). Earlier position papers about these approaches have evolved into standards of practice. UDL as a framework to guide the assessment process and integration should become a universal standard of practice in all aspects of career assessment and vocational evaluation. Using UDL as a lens underscores the importance of crafting an assessment process that is personalized and includes multiple approaches and ways to determine an individual's strengths and abilities (Russell, 2011). UDL strengthens the importance of assessment approaches that are formative, authentic, and encourage multiple opportunities to triangulate data (Leconte, 1994; Smith, Lombard, Neubert, Leconte, Rothenbacher, & Sitlington, 1994). Approaches to assessment informed by UDL principles are responsive to research on the value of continuous monitoring of progress to support learning (Bransford, Brown, & Cocking, 2000; Rose, Hall, & Murray, 2009). Additionally, UDL principles offer multiple opportunities for consumers to explore career options.

Research from the learning sciences continues to support that learner variability is developmental and systematic (Rose & Fischer, 2009; Rose & Gravel, 2010). Learning for one individual will vary across his/her developmental capabilities, background experiences, and context (Fischer & Bidell, 2006). Learner variability is central to the UDL framework and validates the importance of considering multiple means to reach all learners—across all settings. Thus, planning with a UDL lens assures that the career assessment and evaluation process is designed to provide maximum affordances for learning opportunity and success.

Defining Universal Design for Learning
UDL is defined in the *Higher Education Opportunity Act of 2008* as

A scientifically valid framework for guiding educational practice that—provides

- **Broadening understanding and opportunities…**
  - **The need for multiple representations of assessment materials.**
  - **The importance of multiple ways for clients to act and express their knowledge.**
  - **The opportunity to offer multiple means to engage the client in the assessment process to enhance authenticity.**

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Culture

A Question - How do we define culture?

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Culture and cultural considerations

Ethnic, racial, linguistic and disability culture:

> *"the integrate pattern of human behavior that includes thoughts, communication, actions, customs, beliefs, values, and institutions of a…group" (Goode as cited in National Council on Disability, 2003).*

Requires that we are aware, understand, and facilitate participation.

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Individualization

Are we really individualizing or falling into a familiar routine?

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Individualization

- Most evaluation services have a general process that can be differentiated to meet one's needs—this requires an 'inventory' of many and varied methods, techniques, instruments, and activities
- Rarely, if ever, should we hear
  - "we give that to everyone" or
  - "everyone gets the same thing" or
  - "we don't have time or resources to do different things"

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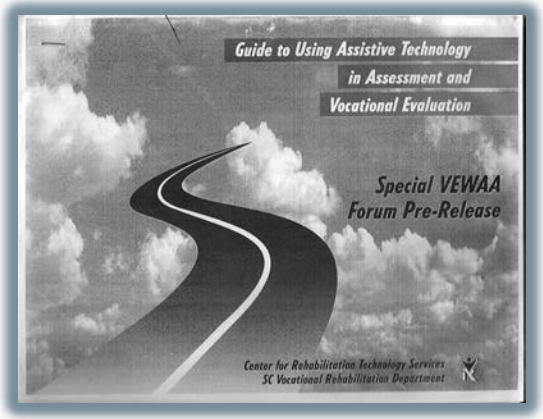
From Jigs…..

We have all made accommodations with low technology:

- Creating jigs to allow someone with low cognitive skills to count, assemble, etc.
- Using dycem to hold items in place
- Placing guards on keyboards
- Color coding in lieu of reading



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…to Nanotechnology

- Wearable technology: Pulse rate, BP, body temperature; also “body cams,” Google Glasses for observations, snippets of video for electronic reports or portfolios, etc.
- Smart homes: connect the above and the whereabouts of someone in their homes
- “Bionic” prostheses

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Through Virtual Reality and…

- Eventually, it will become affordable
- Develop partnerships with individual industries to share their resources

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Mobile Devices

- Portable tools enable anytime/anyplace notes and observations.
- New technologies include handwriting recognition, voice to text, audio recording, photos, videos and more.
- Rapidly developing portable apps offer tools and resources to support clients in training and on the job

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Tools and Resources that May be Helpful for ***taking and supporting*** Notetaking

- Using a Livescribe Pen to take and record notes.

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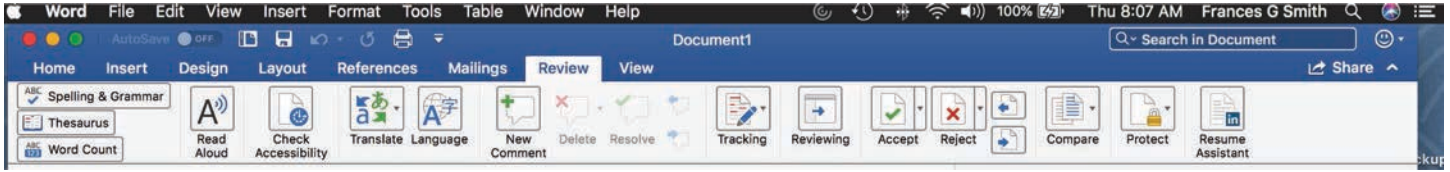
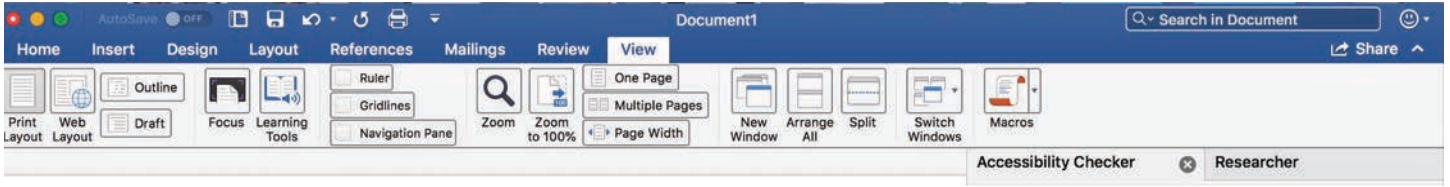
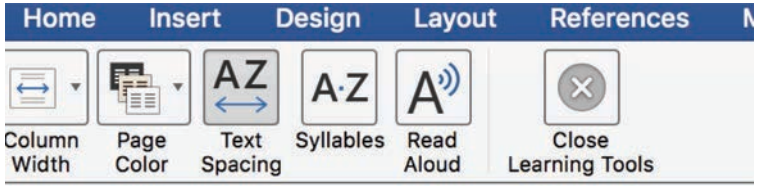
Enhancements: Embedded Functionality: MS WORD (365)







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Collaboration tools expand opportunities

- Audio conferencing
- Video conferencing
- Live chatting
- Recording/archive opportunities
- Screen/document sharing

zoom

skype™

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A Technology Enabled Classroom in the Future

- https://youtu.be/uZ73ZsBkcus

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Current Technology in Vocational Evaluation: Trends and Opportunities

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Recognizing Differences.com

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Abstract

The role of technology in vocational evaluation has grown exponentially, particularly since the early 1980s with the introduction of desktop computers. Use of the Internet is now an essential part of vocational evaluation practice. Considerations of how evaluators have weaved computer technology into their assessment processes, based work samples and community assessments on industry technology, designed and developed reports, accessed web-based resources, and integrated assistive technology for best practices have played paramount roles in services. Fast forward to the 21st century where the digital reach and ubiquitous nature of technology have transformed vocational evaluators' everyday practices. Today vocational evaluators compose reports through multiple computerized and web-based means, using tools such as voice activated word-processing, cloud-based collaboration and editing, and electronic-based work sampling. Assistive technologies are more present in services and inclusive frameworks such as universal design and universal design for learning shape best practices. The growing reliance on digital means to access inexpensive tools, communicate, and connect increases the likelihood that prior predictions for virtual ways to provide career assessment and vocational evaluation services are increasingly the norm of the future. The purpose of this article is to trace highlights in the history of technology's role in VE and consider potential trends and opportunities.

Keywords: Vocational Evaluation, Technology, Career Assessment, Virtual Vocational Evaluation, Universal Design, Universal Design For Learning, Assistive Technology, Tele-Evaluation

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Transferrable Skills

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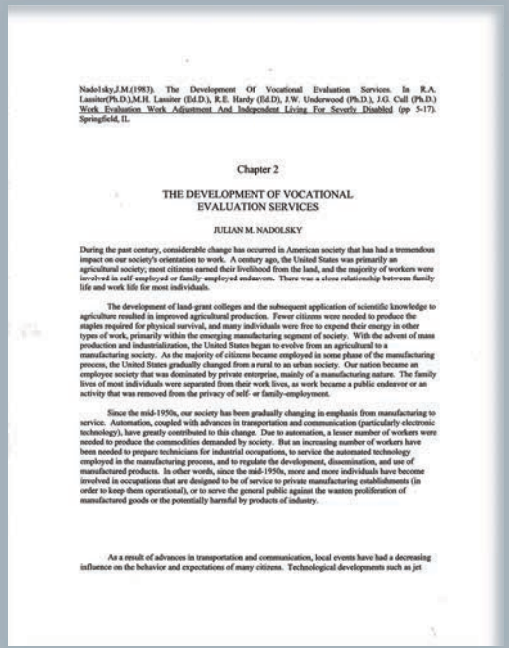
Vocational Evaluation/ Assessment

"…a process designed to ***assess and predict work behavior and vocational potential*** primarily through the application **of** ***practical, reality-based assessment techniques and procedures***.." (J. Nadolsky, 1971)



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Chapter 2

THE DEVELOPMENT OF VOCATIONAL EVALUATION SERVICES

JULIAN M. NADOLSKY

During the past century, considerable change has occurred in American society that has had a tremendous impact on our society's orientation to work. A century ago, the United States was primarily an agricultural society; most citizens earned their livelihood from the land, and the majority of workers were involved in self-employed or family-employed endeavors. There was a close relationship between family life and work life for most individuals.

The development of land-grant colleges and the subsequent application of scientific knowledge to agriculture resulted in improved agricultural production. Fewer citizens were needed to produce the staples required for physical survival, and many individuals were free to expend their energy in other types of work, primarily within the emerging manufacturing segment of society. With the advent of mass production and industrialization, the United States began to evolve from an agricultural to a manufacturing society. As the majority of citizens became employed in some phase of the manufacturing process, the United States gradually changed from a rural to an urban society. Our nation became an employee society that was dominated by private enterprise, mainly of a manufacturing nature. The family lives of most individuals were separated from their work lives, as work became a public endeavor or an activity that was removed from the privacy of self- or family-employment.

Since the mid-1950s, our society has been gradually changing in emphasis from manufacturing to service. Automation, coupled with advances in transportation and communication (particularly electronic technology), have greatly contributed to this change. Due to automation, a lesser number of workers were needed to produce the commodities demanded by society. But an increasing number of workers have been needed to prepare technicians for industrial occupations, to service the automated technology employed in the manufacturing process, and to regulate the development, dissemination, and use of manufactured products. In other words, since the mid-1950s, more and more individuals have become involved in occupations that are designed to be of service to private manufacturing establishments (in order to keep them operational), or to serve the general public against the wanton proliferation of manufactured goods or the potentially harmful by products of industry.

As a result of advances in transportation and communication, local events have had a decreasing influence on the behavior and expectations of many citizens. Technological developments such as jet

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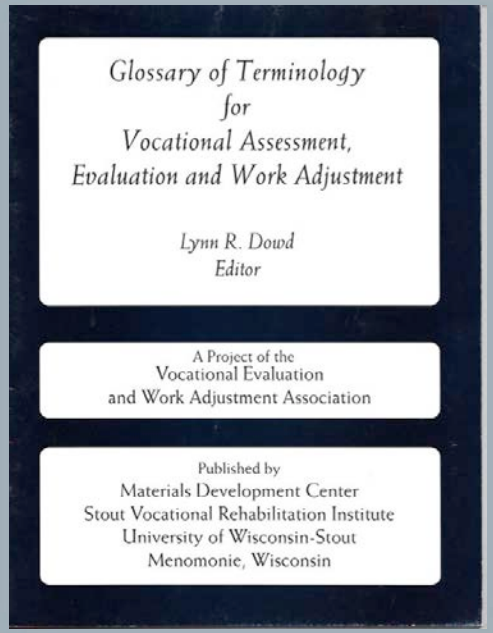
How is vocational evaluation/ assessment defined?

"..a comprehensive process that systematically ***uses work, either real or simulated,*** as the focal point for assessment and vocational exploration, the purpose of which is to assist individuals with vocational development. Vocational evaluation incorporates medical, psychological, social, vocational, educational, cultural and economic data in the process to attain the goals of evaluation." (Dowd, 1993)



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Knowledge Domains

- **Principles of Vocational Evaluation** (including philosophy, delivery models, behavioral observations, and ethical issues and standards of practice)
- **Standardized Assessment** (administration and interpretation of standardized tests and instruments including principles of measurement such as norms, validity, and reliability
- **Occupational Information** (assessment of work environments, job demands, and labor market research and analysis as well as techniques to facilitate job accommodations and placement)
- **Implications of Disability** (medical, psychiatric, and psychosocial aspects of disabilities)
- **Professional Communication** (professional interactions, counseling and interviewing skills, and report development and preparation)

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Why?

Individual

Background information
Interviews
Standardized tests
Curriculum based assessment techniques
Performance samples
Behavioral observation techniques
Situational Assessments

Congruence

Behavioral Observation
Assistive Technology
Situational Assessment
OJE
OJT
Vocational Profiling
Follow-up
Generalized Skill Assessment

Environment

Observations
Interviews
Labor Market Inventory
Task Analysis
Training Analysis
Community Resource Survey
Job Analysis
Community Living Analysis

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Retrieved from http://www.vecap.org

What?

"In 1992, the Interdisciplinary Council on Vocational Evaluation and Assessment formed to represent the collective voices of over twelve national associations committed to the importance of a comprehensive and holistic assessment process. The culmination of that organization resulted in a national position paper on vocational evaluation and assessment, underscoring the importance of the process. Both VECAP and the Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CCWAVES) included these principles in their organization's philosophies.

Smith, F., Lombard R., Neubert D., Leconte, P., Rothenbacher, C., & Sitlington, P. (1994, Fall). The position statement of the Interdisciplinary Council on Vocational Evaluation and Assessment Fall 1993. *The Journal for Vocational Special Needs Education*, 17 (1), 41-42.

https://vecap20.files.wordpress.com/2014/01/interdisciplinary_council.pdf

Guiding Principles

- **A variety of methods, tools and approaches should be used**
- **Information should be verified.**
- **Behavioral observation is essential evaluation and assessment may be an ongoing and developmental process**
- **Evaluation and assessment should be an integral part of larger service delivery systems**
- **Evaluation and assessment requires a collaborative approach**
- **Evaluation and assessment should be current, valid and relevant.**

A New Revision!

Let’s dig deeper….

The Vocational Evaluation/ Assessment?

Vocational Evaluation: **A comprehensive process that utilizes work real or simulated as the focal point for assessment and vocational exploration.**

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A process..

- Evaluations are conducted at times when information can assist with future career planning, training opportunities, or work plans
- Referrals are made by other health practitioners, family, rehabilitation personnel, educators or others.
- Individuals generally spend a period of hours to days in an evaluation setting to explore a variety assessments , simulated work activities or participate in on-the-job evaluation experiences

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How does vocational evaluation/assessment help?

- **Makes the connection between school, work and career/job training**

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What do clients typically do?

- Interest inventories
- Psychometric assessment
- Job/career exploration
- Temperament inventories
- Work sampling
- Ongoing shared feedback
- Development of a vocational/career profile

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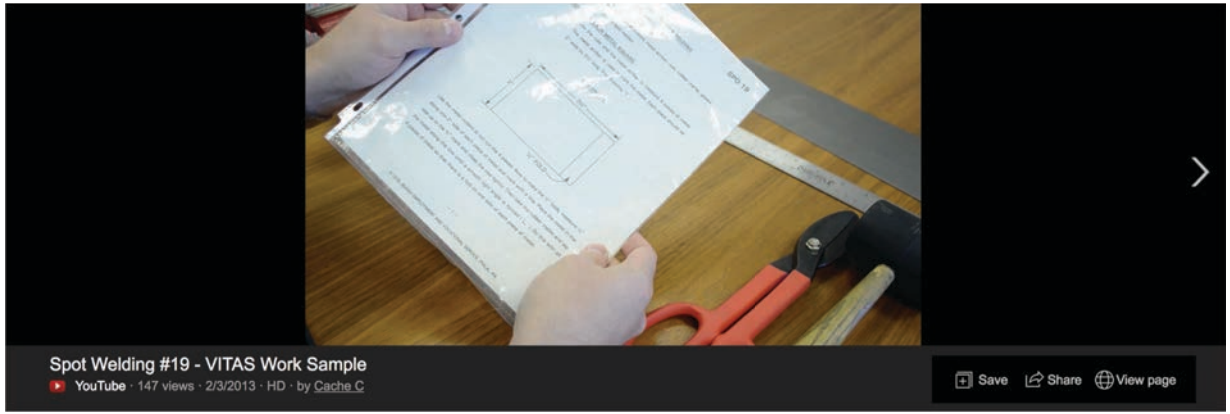
VITAS: Spot Welding



https://youtu.be/yG6QKP3DR0I

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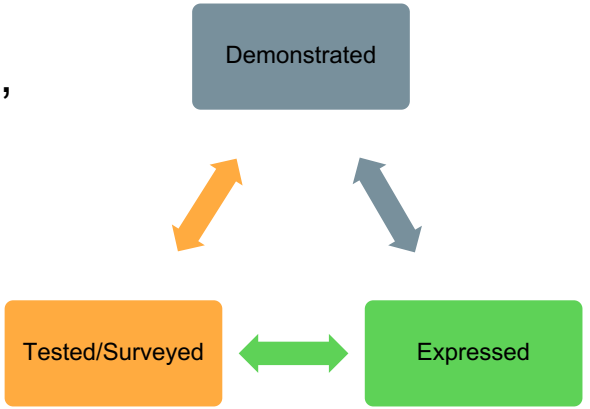
Determine Potential Career Pathways

Use O*Net www.onetonline.org to delineate job/duties

Triangulate data re: student career of interest (expressed, tested, manifested) using all sources of information (individual interview, team meeting, parent interview, assessment results, career exploration).



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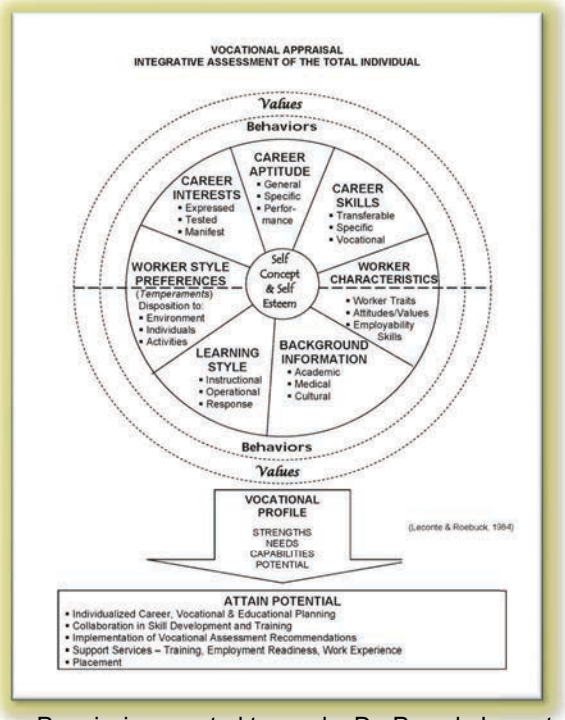
The Essential Framework: Dimensions

- The individual and all of his or her attributes that are vocationally relevant
- The individual's past, present and future ecologies
- The congruence (or discrepancy) between the individual and his or her ecologies



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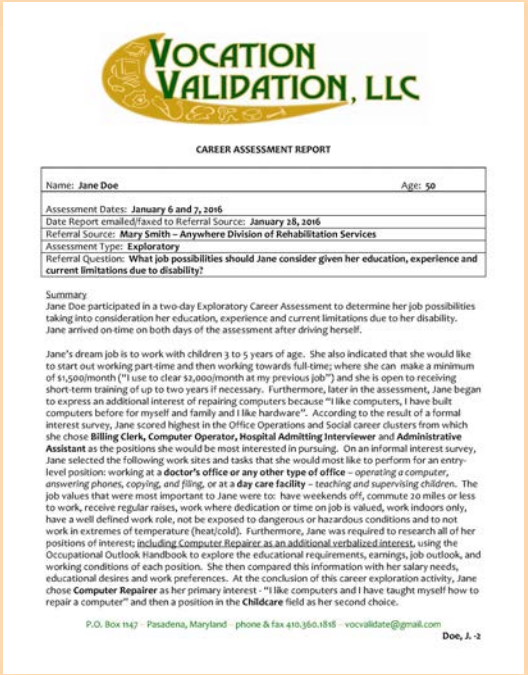
A Final Report and Vocational Appraisal – "Capture the Person"

- Answer the referral questions
- Incorporate the data you have collected
- Think "holistically"
- Know your client/consumer/student – "meet them where they are"
- Do your research
- Know your local resources
- Be specific



VOCATION VALIDATION, LLC

CAREER ASSESSMENT REPORT

Name: **Jane Doe**	Age: **50**
Assessment Dates: **January 6 and 7, 2016**	
Date Report emailed/faxed to Referral Source: **January 28, 2016**	
Referral Source: **Mary Smith – Anywhere Division of Rehabilitation Services**	
Assessment Type: **Exploratory**	
Referral Question: **What job possibilities should Jane consider given her education, experience and current limitations due to disability?**	

Summary

Jane Doe participated in a two-day Exploratory Career Assessment to determine her job possibilities taking into consideration her education, experience and current limitations due to her disability. Jane arrived on-time on both days of the assessment after driving herself.

Jane's dream job is to work with children 3 to 5 years of age. She also indicated that she would like to start out working part-time and then working towards full-time; where she can make a minimum of $1,500/month ("I use to clear $2,000/month at my previous job") and she is open to receiving short-term training of up to two years if necessary. Furthermore, later in the assessment, Jane began to express an additional interest of repairing computers because "I like computers, I have built computers before for myself and family and I like hardware". According to the result of a formal interest survey, Jane scored highest in the Office Operations and Social career clusters from which she chose **Billing Clerk, Computer Operator, Hospital Admitting Interviewer** and **Administrative Assistant** as the positions she would be most interested in pursuing. On an informal interest survey, Jane selected the following work sites and tasks that she would most like to perform for an entry-level position: working at a **doctor's office or any other type of office** – *operating a computer, answering phones, copying, and filing*, or at a **day care facility** – *teaching and supervising children*. The job values that were most important to Jane were to: have weekends off, commute 20 miles or less to work, receive regular raises, work where dedication or time on job is valued, work indoors only, have a well defined work role, not be exposed to dangerous or hazardous conditions and to not work in extremes of temperature (heat/cold). Furthermore, Jane was required to research all of her positions of interest; including Computer Repairer as an additional verbalized interest, using the Occupational Outlook Handbook to explore the educational requirements, earnings, job outlook, and working conditions of each position. She then compared this information with her salary needs, educational desires and work preferences. At the conclusion of this career exploration activity, Jane chose **Computer Repairer** as her primary interest - "I like computers and I have taught myself how to repair a computer" and then a position in the **Childcare** field as her second choice.

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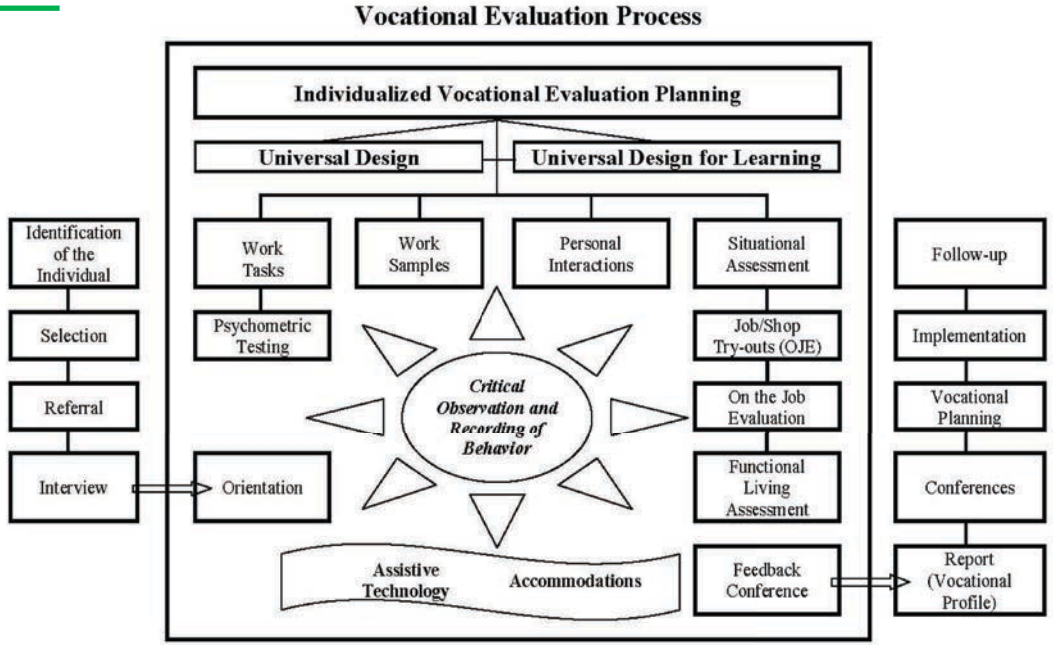
How?


Vocational Evaluation Process
Individualized Vocational Evaluation Planning
Universal Design
Universal Design for Learning
Identification of the Individual
Selection
Referral
Interview
Work Tasks
Psychometric Testing
Orientation
Work Samples
Personal Interactions
Critical Observation and Recording of Behavior
Assistive Technology
Accommodations
Situational Assessment
Job/Shop Try-outs (OJE)
On the Job Evaluation
Functional Living Assessment
Feedback Conference
Follow-up
Implementation
Vocational Planning
Conferences
Report (Vocational Profile)

Work Sampling

- Hands-On ***Work Sampling***
  - Career Exploration Opportunities through Community-Based Assessments
  - On-the-Job Evaluations

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Hands-On: Electrician Work Sample

Key Features

- A sample of an actual job or job task.
- Based on labor market comparisons.
- Incorporates actual tools and materials.
- Hands-on

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Web Page Design

Assessment of Core Aptitudes

- Clerical Aptitude
- Numerical Aptitude
- Motor Coordination
- Eye-Hand Coordination

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Electronics Assembly

Assessment of Interests

- A Match to Expressed and Tested Interests
- Prolonged Interest after Actual Exposure

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Job Analysis

The systematic study of an occupation **in terms of:** what the worker does; the methodology and techniques employed; the machines, tools, equipment and work aids used; the materials, products, subject matter or services which result; and the traits required of the worker.

Assessment Opportunities:

- ✓ Can this person's job be modified to accommodate his reduced walking and lifting tolerance?
- ✓ Is this person ready to return to work in his/her former occupation as a nursing assistant?
- ✓ What other jobs within this company match with this person's current skills abilities and needs?

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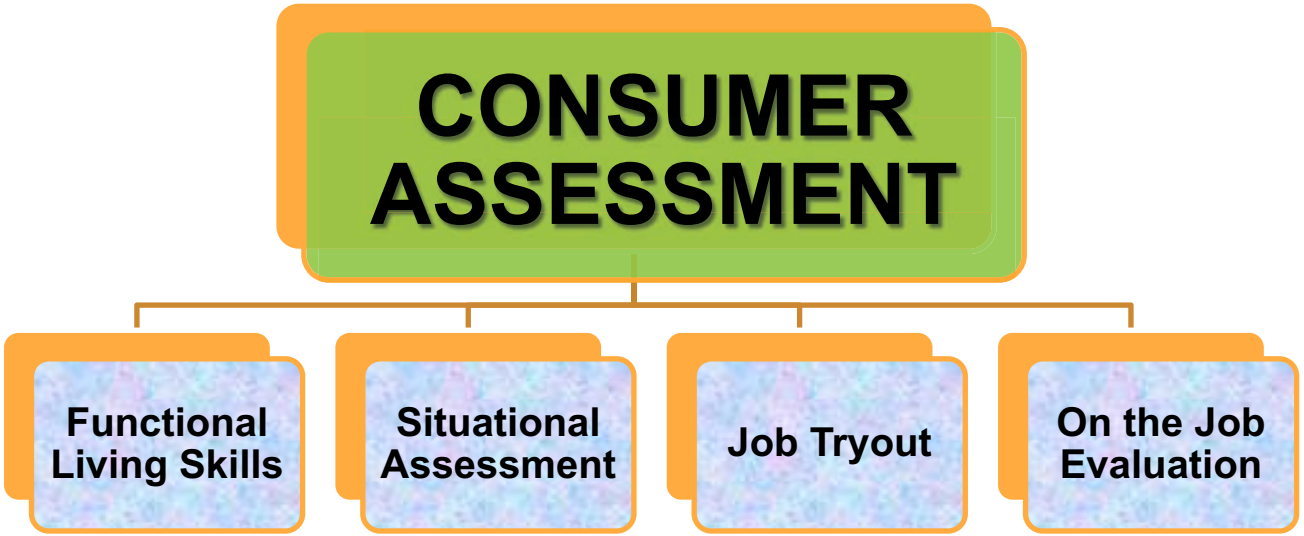
Community-Based Assessment



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Assessing within the demands of work

- Secretaries' Commission on Achieving Necessary Skills (www.dol.gov)
- 21st Century Skills (www.21stcenturyskills.org)
- Equipped for the Future (though for adult education, relevant: www.ncsall.net)
- Are They Really Ready to Work? (Workforce Readiness Institute, www.conferenceboard.org)

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Worker Qualifications Profile

49-3091.00 - Bicycle Repairers

DPT – 639.681-010

O*NET OnLine

- http://www.onetonline.org/link/summary/47-1011.00

WORKER QUALIFICATIONS PROFILE

Worker Functions		
	Data	6
	People	8
	Things	6
G.E.D. (6 = high; 1 = low)		
	Reasoning	2
	Language	1
Aptitudes (1 = high; 4 = low)		
G	General Learning	4
S	Spatial Aptitude	4
P	Form Perception	4
K	Motor Coordination	2
F	Finger Dexterity	4
M	Manual Dexterity	2
Physical Demands:		
P	Position	Variable
1	Strength	Light
8	Reaching	Constantly
10	Fingering	Constantly
11	Feeling	Frequently
15	Near Acuity	Constantly
17	Depth Perception	Frequently
18	Accommodation	Frequently
Temperaments		
R	Repetitive	
U	Under	

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A Hands-On Exploration

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VCWS #4 – Upper Extremity Range of Motion

VCWS #5 – Clerical Comprehension and Aptitude

VCWS #15 – Electrical Circuitry & Print Reading

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ADVANTAGES OF WORK SAMPLES

- Simulate real work
- Can be used with people with or without disabilities
- Work samples require skills similar to actual jobs
- Based on worker qualification profiles of over 12,000 jobs analyzed by the US Department of Labor

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First steps: Initial Setup

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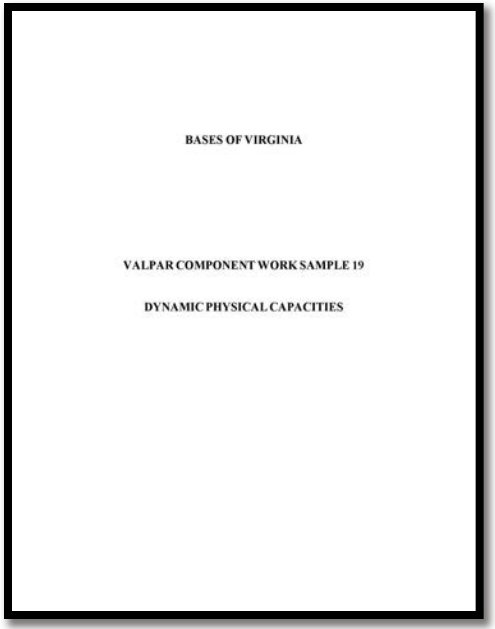
PREPARING TO ADMINISTER WORK SAMPLE

- Review the manual provided with the work sample
- Practice administering the work sample to someone else
- Take the work sample yourself


BASES OF VIRGINIA

VALPAR COMPONENT WORK SAMPLE 19

DYNAMIC PHYSICAL CAPACITIES

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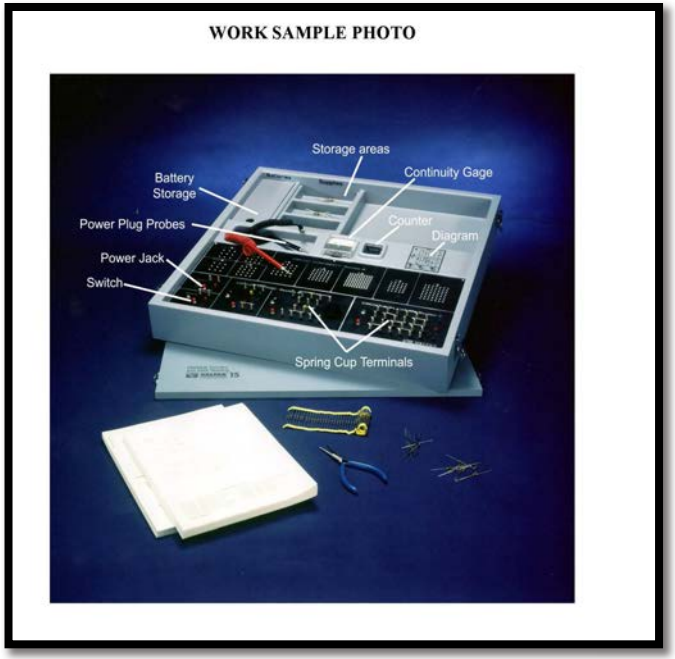
Set-Up

- Make sure work sample is on table and front edge is flush with table edge.
- Remove lids from storage compartments, and otherwise make sure that the evaluee has clear access to parts and tools.
- Make sure there are a sufficient number of straight resistors; diodes, and pre-cut wires are in separate compartments and no parts are left on work sample from a prior administration.
- Make sure batteries are properly connected and functional.
- Test error counter



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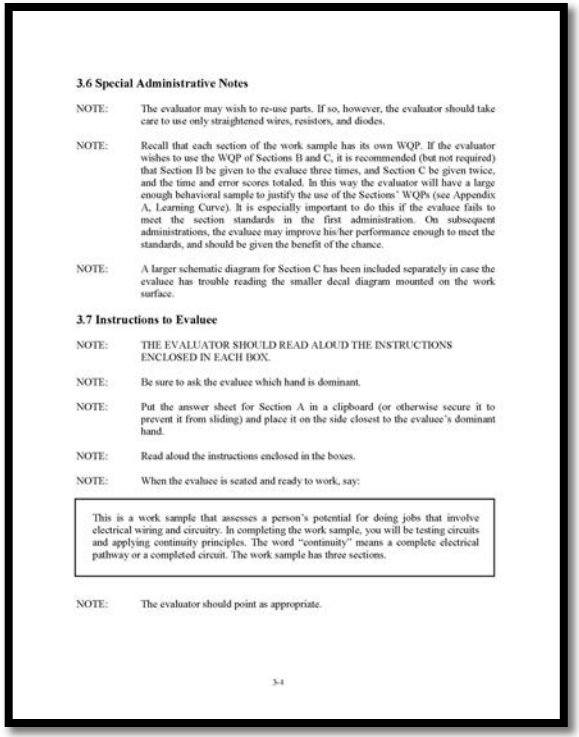
INSTRUCTIONS TO THE EVALUEE

- Instructions are standardized and should be read or carefully paraphrased so all key components are given to the client
- Each Work Sample is timed and has standardized criteria for errors
- Practice is included ensuring the client has a clear understanding of the task prior to beginning



3.6 Special Administrative Notes

NOTE: The evaluator may wish to re-use parts. If so, however, the evaluator should take care to use only straightened wires, resistors, and diodes.

NOTE: Recall that each section of the work sample has its own WQP. If the evaluator wishes to use the WQP of Sections B and C, it is recommended (but not required) that Section B be given to the evaluee three times, and Section C be given twice, and the time and error scores totaled. In this way the evaluator will have a large enough behavioral sample to justify the use of the Sections' WQPs (see Appendix A, Learning Curve). It is especially important to do this if the evaluee fails to meet the section standards in the first administration. On subsequent administrations, the evaluee may improve his/her performance enough to meet the standards, and should be given the benefit of the chance.

NOTE: A larger schematic diagram for Section C has been included separately in case the evaluee has trouble reading the smaller decal diagram mounted on the work surface.

3.7 Instructions to Evaluee

NOTE: THE EVALUATOR SHOULD READ ALOUD THE INSTRUCTIONS ENCLOSED IN EACH BOX.

NOTE: Be sure to ask the evaluee which hand is dominant.

NOTE: Put the answer sheet for Section A in a clipboard (or otherwise secure it to prevent it from sliding) and place it on the side closest to the evaluee's dominant hand.

NOTE: Read aloud the instructions enclosed in the boxes.

NOTE: When the evaluee is seated and ready to work, say:

> This is a work sample that assesses a person's potential for doing jobs that involve electrical wiring and circuitry. In completing the work sample, you will be testing circuits and applying continuity principles. The word "continuity" means a complete electrical pathway or a completed circuit. The work sample has three sections.

NOTE: The evaluator should point as appropriate.

3-1

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(WQP) Worker Qualifications Profile

- Used by the evaluator to assess if the client met the work sample requirements
- To assess the WQP the work sample must be administered consecutively
- A trial consists of two administrations of the work sample in one sitting
- Important to select the correct table based on the

# of trials given

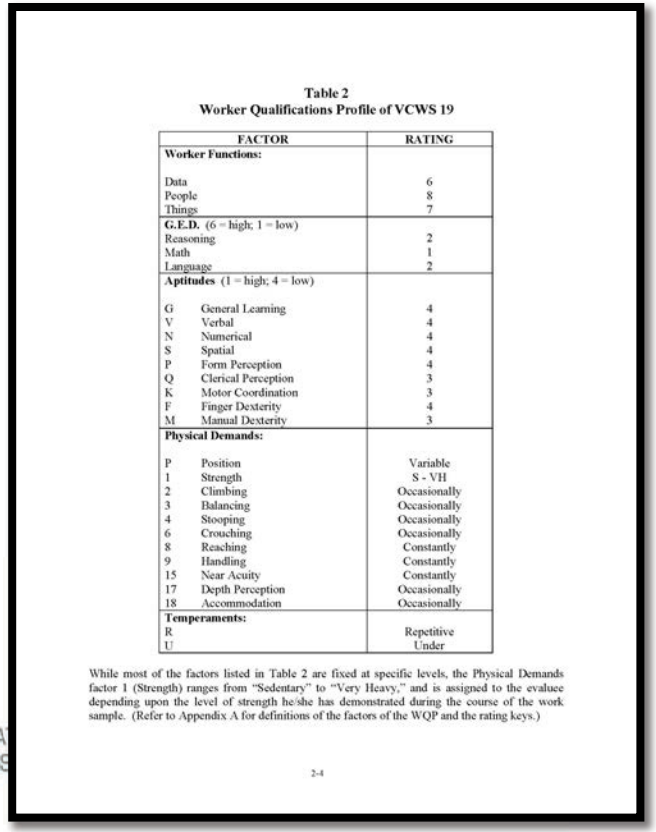

Table 2
Worker Qualifications Profile of VCWS 19

FACTOR		RATING
Worker Functions:		
Data		6
People		8
Things		7
G.E.D. (6 = high; 1 = low)		
Reasoning		2
Math		1
Language		2
Aptitudes (1 = high; 4 = low)		
G	General Learning	4
V	Verbal	4
N	Numerical	4
S	Spatial	4
P	Form Perception	4
Q	Clerical Perception	3
K	Motor Coordination	3
F	Finger Dexterity	4
M	Manual Dexterity	3
Physical Demands:		
P	Position	Variable
1	Strength	S - VH
2	Climbing	Occasionally
3	Balancing	Occasionally
4	Stooping	Occasionally
6	Crouching	Occasionally
8	Reaching	Constantly
9	Handling	Constantly
15	Near Acuity	Constantly
17	Depth Perception	Occasionally
18	Accommodation	Occasionally
Temperaments:		
R		Repetitive
U		Under

While most of the factors listed in Table 2 are fixed at specific levels, the Physical Demands factor 1 (Strength) ranges from "Sedentary" to "Very Heavy," and is assigned to the evaluee depending upon the level of strength he/she has demonstrated during the course of the work sample. (Refer to Appendix A for definitions of the factors of the WQP and the rating keys.)

2-4

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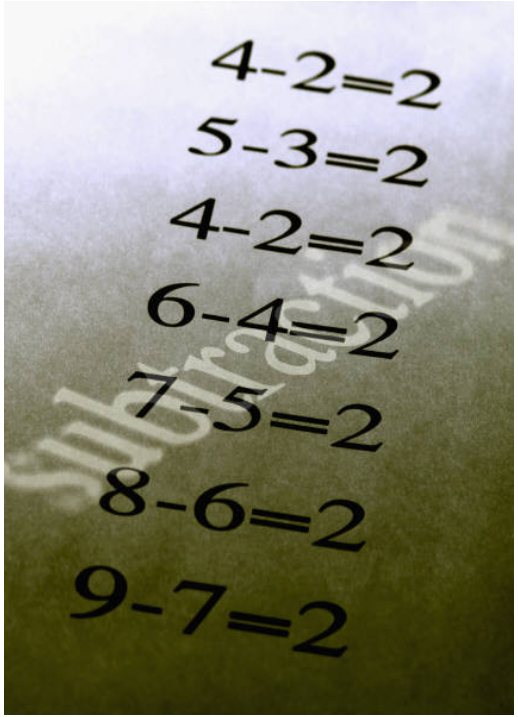
Critical Factors Assessed

- Reaching
- Clerical Perception
- Motor Coordination
- Finger Dexterity
- Manual Dexterity



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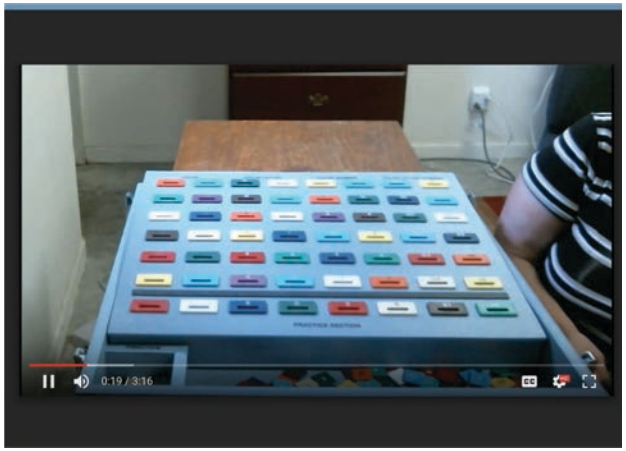
Worker Characteristics Assessed

- Follows Instructions
- Maintains Physical Stamina
- Maintains Motivation
- Shows Self-Confidence
- Works Without Supervision



Valpar Component Work Sample #7 _Multi Level Sorting

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Behaviors Assessed

- Vitality of work energy – The degree to which the evaluee applies effort to assigned work tasks.
- Personal complaints – The complaints and negative statements that appear to be excuses for poor performance.

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Scoring

SPECIFIC BEHAVIORS

Low High	
1 2 3 4 5	Vitality of Work Energy
1 2 3 4 5	Frustration Tolerance
1 2 3 4 5	Personal Complaints

WORKER CHARACTERISTICS

Low High	
1 2 3 4 5	Follows Instructions
1 2 3 4 5	Maintains Physical Stamina
1 2 3 4 5	Maintains Motivation
1 2 3 4 5	Communicates
1 2 3 4 5	Maintains Even Temperament
1 2 3 4 5	Shows Self-Confidence

WORKER QUALIFICATIONS PROFILE

Worker Functions

	Data	6
	People	8
	Things	6

G.E.D. (6 = high; 1 = low)

	Reasoning	2
	Language	1

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G	General Learning	4
V	Verbal Aptitude	4
S	Spatial Aptitudes	4
P	Form Perception	4
K	Motor Coordination	3
F	Finger Dexterity	4
M	Manual Dexterity	3
C	Color Discrimination	4

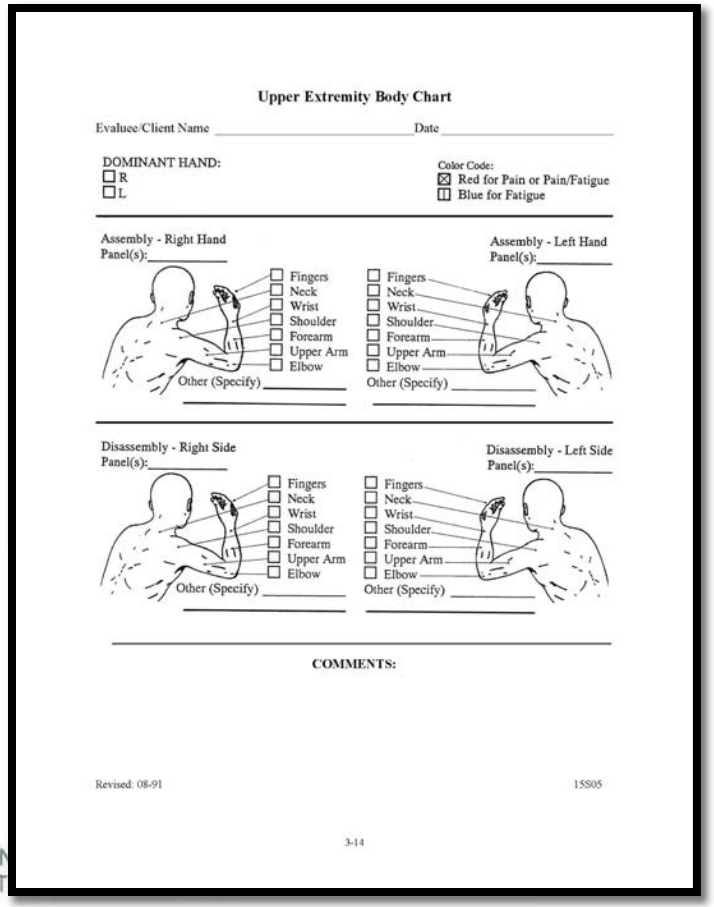
Physical Demands

P	Position	Standing
1	Strength	Light
8	Reaching	Constantly
10	Fingering	Constantly
11	Feeling	Frequently
15	Near Acuity	Constantly
17	Depth Perception	Frequently
18	Accommodation	Frequently
19	Color Vision	Occasionally

Temperaments

R	Repetitive
U	Under

DESCRIBE RATED BEHAVIORS AND WORKER CHARACTERISTICS



Upper Extremity Body Chart

Evaluee/Client Name _____ Date _____

DOMINANT HAND:
☐ R
☐ L

Color Code:
☒ Red for Pain or Pain/Fatigue
◫ Blue for Fatigue

Assembly - Right Hand Panel(s):_____

Assembly - Left Hand Panel(s):_____

☐ Fingers
☐ Neck
☐ Wrist
☐ Shoulder
☐ Forearm
☐ Upper Arm
☐ Elbow
Other (Specify) _____

Disassembly - Right Side Panel(s):_____

Disassembly - Left Side Panel(s):_____

COMMENTS:

Revised: 08-91 15S05

3-14

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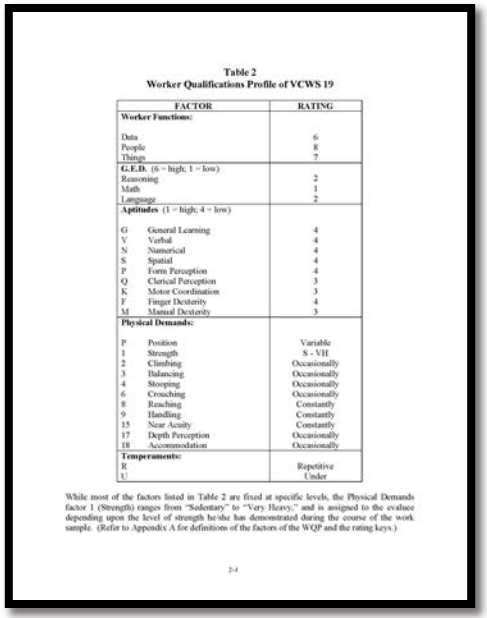
SCORE SHEET COMPONENTS

- Normative information
- MTM, accuracy, and WQP
- Rate of percent unadjusted for learning
- Specific behaviors
- Worker characteristics
  - Worker qualification profile➔
- Notations for behaviors and worker characteristics



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2-4

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1. ***Consider:*** What knowledge is being assessed?

2. ***Consider:*** What skills are being assessed?

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Let's Regroup

- What did we find?
  - Transferrable knowledge?
  - Transferrable skills?
  - Areas needing supports?
  - Information for future opportunities?

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The Importance of Vocational Assessment and Evaluation

https://youtu.be/Dm4MH106IGc

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Vocational Evaluation and Career Assessment

- Systematic appraisal process to identify an individual's vocational potential
- Measure, observe, and document an individual's interests, values, temperaments, work-related behaviors, aptitudes, skills, physical capacities, learning style and training needs
- Assessments should be **consumer centered** (humanistic and holistic), and designed for maximum accessibility and validity

tatement of the Interdisciplinary Council on V
he Journal for Vocational Special Needs Educ

For more information…

- **The Vocational Evaluation and Career Assessment Professionals Association,** http://www.vecap.org
- **CAST, Inc.,** http://www.cast.org
- **Education for Life and Work,** https://www.nap.edu/catalog/13398/education-for-life-and-work-developing-transferable-knowledge-and-skills
- Recognizing Differences, LLC – http://www.recognizingdifferences.com

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