Version 4.2

O*net ®
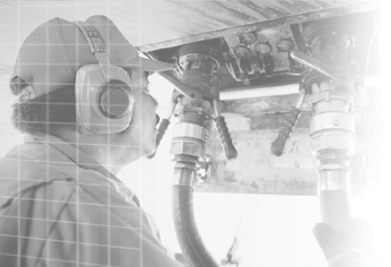
ability profiler™

Scoring Program User'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: 202/512-2104; or visit their online bookstore at: http://bookstore.gpo.gov.

To download various components, visit the National Center for O*NET Development web page, under the heading, "Career Exploration Tools" at: http://www.onetcenter.org/tools.html.

Addendum

This Version 4.2 of the Ability Profiler Scoring Program User's Guide reflects the inclusion of new Occupational Ability Profiles (OAPs) developed using occupational data from the O*NET 17.0 Database. This ensures that users of the Ability Profiler are presented with occupations for exploration based on the match between their score profiles and the most updated OAP information available.

To learn about the development of the new OAPs, see: *Updating Occupational Ability Profiles with O*NET® Content Model Descriptors (2011)* available from the National Center for O*NET Development's Web site at http://www.onetcenter.org/reports/UpdateOAP.html. Also, explore the world of work with our family of O*NET sites: My Next Move (http://www.mynextmove.org/), My Next Move For Veterans (http://www.mynextmove.org/vets/), and O*NET OnLine (http://www.onetonline.org/).

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.

No additional license is required to obtain, copy in whole, use or distribute the O*NET Career Exploration Tools. A user must not remove any copyright or trademark notice or proprietary legend contained within the O*NET Career Exploration Products. Further, all copies and related documentation must include the copyright and trademark notices. Users must abide by the following instructions on proper trademark usage when using the O*NET Career Exploration Products:

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 O*NET™ name, users must use "O*NET" as an adjective, not as a noun or verb, followed by the proper generic product name. <u>For example</u>: "...with O*NET Career Exploration Tools," "...formulated from O*NET Career Exploration Tools," or "...includes information from the O*NET Career Exploration Tools," <u>not</u> "...includes O*NET." In addition, the O*NET name must not appear in the possessive form.

    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 Center for O*NET Development 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 Center for O*NET Development, North Carolina Department of Commerce, P.O. Box 27625, Raleigh, NC 27611.

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) 814-0375
> E-mail: onet@onetcenter.org

Table of Contents

Acknowledgments

O*NET Ability Profiler
Scoring Program User's Guide

Introduction

What Does the O*NET Ability Profiler Scoring Program Do?

The O*NET Ability Profiler Scoring Program (APSP) is an automated tool that scores examinee O*NET Ability Profiler information, produces O*NET Ability Profiler score reports, and allows you to view, print, and save report(s) for an examinee or a group of examinees. The program expects the examinee response information to have already been entered into a computer file using a specific layout for the information (for a detailed discussion on creating this file see the Creating the Examinee Information File section on p. 10).

Take a Quick Look

*For a quick on-line summary of how to use the O*NET Ability Profiler Scoring Program, click on the **Help** menu and then click on **Getting Started** (or simply click on the large yellow "?" button at the top of the application window).*

Need Help with the Report?

When you are viewing a score report in Microsoft Word, you can click on the Office Assistant (i.e., the animated character [dog, paper clip, cat, or whatever character was selected when Microsoft Word was installed on your computer]) to obtain a dialog where you can type your question and search for help on using Word. If the animated character is not installed on your system, you can click on the right-most icon on the Microsoft Word toolbar when viewing the score report to initiate the Office Assistant.

Troubleshooting

If at any time you encounter problems, make sure to check the troubleshooting information in Appendix B for possible solutions.

User's Agreements

Once the scoring program is installed, two user's agreements should be viewed. Figure 1 below depicts the appearance of the screen containing the agreements. The **Special Notice: User's Agreement** and the **Special Notice: Proper Use of O*NET Ability Profiler Results** provide important detailed information regarding the development and use of the O*NET Ability Profiler.

The **Special Notice: User's Agreement**, which is geared for workforce development programs and private vendors, describes the legal agreement that individuals and programs must follow when using the Ability Profiler and other O*NET Career Exploration Tools. It emphasizes that the tools must be used only for career exploration, career planning, and career counseling. Any other use of the instruments is in violation of the User's Agreement. The U. S. Department of Labor and the Employment and Training Administration are not liable for any misuse of the tools.

The **Special Notice: Proper Use of O*NET Ability Profiler Results** describes how results from the **O*NET Ability Profiler** are authorized for career exploration, career planning, and career counseling purposes only. No other use of the results is valid or authorized. If an administrator has questions about proper use of the results, information is provided on how to contact the National Center for O*NET Development.

Figure 1 – Special Notices: User's Agreement View
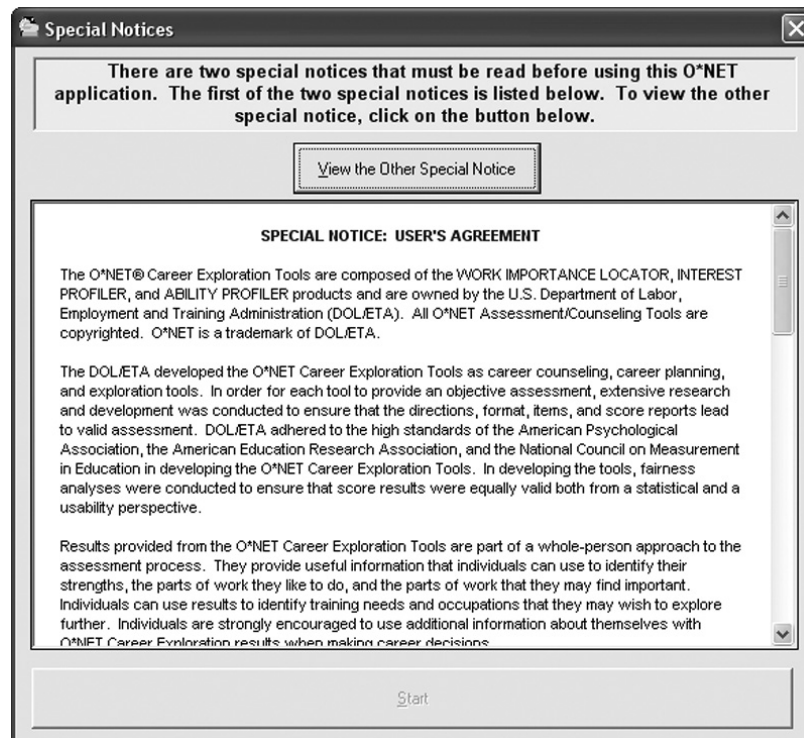
Contents of this User's Guide

This User's Guide is composed of two major parts:

➢ Part One: **Installation, Scanning and Calibration**.

　　The following are covered in Part One:

● Computer hardware and software needed to run the APSP.

● Scanning equipment and software that work best with the APSP.

● APSP installation instructions on your computer.

● Installing the Examinee Response Sheet Definition File.

● Directions for creating an examinee information file. *(Note: This must be done before you begin any actual scanning of examinee test response sheets.)*

● Scanning directions for examinee response sheets.

● Checking installation and scanning. *(Note: If you will not be scanning response sheets, you can read APSP computer hardware and software and APSP installation and then skip to Part Two of the User's Guide.)*

➢ Part Two: **Scoring and Generating Reports** of this Guide concentrates on using the APSP once you have installed the scoring program and already have examinee data files that were created by scanning examinee response sheets. The following are covered in Part Two:

● Opening ScanTools and scanning examinee response sheets.

● Launching the APSP.

● Creating examinee score reports.

● Functions to use when creating score reports, including on-line view, print, and save to a file.

Part One

Installation, Scanning, and Calibration

Part One includes: 1) instructions for installing the O*NET Ability Profiler Scoring Program; 2) setting up your scanning equipment and software to work with the APSP; 3) confirmation of installation and scanning; and 4) a graphical overview of the entire O*NET Ability Profiler system which helps the new user understand how the various components and processes function together (see page 17).

Equipment, Software, and Configuration Needed

The <u>minimum</u> configuration needed to use the O*NET Ability Profiler Scoring Program is as follows:

➢ Computer Hardware

- Personal computer with at least an Intel Pentium family Central Processing Unit (CPU) running at 200 MHz.

- 32 MB of Random Access Memory (RAM).

- About 30 MB of free disk space.

- CD-ROM or DVD drive.

- Screen resolution of 800 x 600 or higher.

- Printer (optional)

Note: Although the system will run correctly with the minimum configuration, it may not execute very quickly. The program relies on advanced object linking and embedding (OLE) technology that is very resource intensive. ***For reasonable speed you should be running at least a Pentium II 233MHz CPU and have at least 64 MB of RAM.***

➢ Support Software

- Windows 95, 98, NT 4.0, or Windows 2000.

- Word 97 or Word 2000 (or Office 97 or Office 2000). **APSP will function only if Word 97 or Word 2000 (or a later version) is available on the same machine**.

➢ Recommended Scanning Equipment and Software

- Scanner models:

- OpScan 2, 3, 4, 4xp, 5, 6, 7, 8, or 10

    Note: Other scanner models may also work correctly but have not been tested. If you need to use other models, confirm that the scanner is reading the data in a manner compatible with APSP (see Calibration: Checking Your System on p. 12).

- Windows ScanTools software version 1.6 or higher or Windows ScanTools II software version 1.0 or higher.

- Connection cable between scanner and CPU.

Note: There are many configurations of hardware and software on the market that can be used to automatically scan the examinee response sheets and place the information in a computer file in the layout expected by the scoring program.

At this time, the scanners above along with ScanTools software are supported. These particular types of scanning equipment and software are not required to use the APSP. However, if a different scanner and/or scanning software is used, someone with computer programming skills may be needed to create a new examinee test response sheet definition file that will allow your scanner to read the examinee response sheets.

Who Should Install the Software?

It is recommended that experienced computer information systems staff install the O*NET Ability Profiler Scoring Program and the ScanTools scanning software. They should be familiar with the computer and scanning equipment as well as the related operating systems.

Installing the O*NET Ability Profiler Scoring Program

The O*NET Ability Profiler Scoring Program (APSP) is installed using information contained on a CD-ROM. The disk is labeled "O*NET Ability Profiler Scoring Program."

To install APSP simply perform the following actions:

➢ **Close any applications that you may be using.** If rebooting during the installation is necessary, it may cause information in other running applications to be lost.

➢ **Insert the O*NET Ability Profiler Scoring Program CD-ROM disk** into your CD-ROM or DVD drive.

➢ The Ability Profiler Scoring Program should begin installing automatically (it normally will begin installation automatically unless the "autorun" feature has been disabled on the computer). If not, do the following:

  ➢ **Click on the "Start"** button on the "Task Bar."

  ➢ **Select "Run"** from the menu that appeared.

  ➢ In the "File name" textbox **type "X:\SETUP"** where X is the CD-ROM or DVD drive letter (i.e., on most computers this is drive D), depending on the drive in which you inserted the disk, and click on the "OK" button.

➢ The installation procedure will begin to install the application. If you are running an older version of the operating system, the setup process may require that the system be rebooted as many as four times in order to update basic operating system components. If that is the case, you will be asked to confirm each reboot and you may need to restart the Ability Profiler Scoring Program installation process once the operating system has been updated and restarted (in most cases, however, the installation process will restart on its own).

  Note: Some system files may need to be updated on Windows 2000 systems and those files may only be updateable by a user with Administrator privileges. If an installation on a Windows 2000 computer fails, try reinstalling the application while logged in as a user with Administrator privileges. This restricted access to Windows 2000 system files is a security feature of Windows 2000 that cannot be overridden.

➢ If the process proceeds normally, you will be presented with an Ability Profiler Scoring Program splash screen. Starting at this point, simply do what is requested on each screen and then **click on the button labeled "Next >."**

➢ Following the splash screen you will be asked **to enter your name and your organization's name**. In addition, if you are a Windows 2000 or Windows NT user and are logged in with Administrative privileges you will be asked to indicate whether you want to install the application in a manner that enables all users of that computer to use the application or to install the application only for use by the current user.

➢ The installation procedure will also request that you **confirm the folder in which you want to install Ability Profiler Scoring Program**. The default path in which it will install the application is "C:\Program Files\Ability Profiler Scoring Program." Use of the default folder is recommended.

- If you want to use the default folder, simply **click on the button labeled "Next >."**

- If you want to use a folder other than the default folder, click on the button labeled "Change…". At that point you will be able to navigate the drives attached to your computer and specify a folder in which you want the Ability Profiler Scoring Program application installed. If you elect not to use the default folder, for your future reference, it is recommended that you record the folder where the application is installed in the shaded box below:

> Folder where Ability Profiler Scoring Program is installed (if <u>not</u> in the folder "C:\Program Files\Ability Profiler Scoring Program"):
>
> _____

Once you have selected a folder in which to install the Ability Profiler Scoring Program, click on the button labeled "<u>N</u>ext >."

➢ At this point the installation procedure will confirm your settings and then proceed to install Ability Profiler Scoring Program on the computer. At any time you can use the button labeled "< <u>B</u>ack" to return to a previous installation step. To proceed with the installation, **click on the button labeled "<u>I</u>nstall."** Files will then be copied to the computer and a progress bar will indicate your installation progress. When the installation is complete you will be informed as to whether the installation was successful and asked to **click on the button labeled "Finish"** to end the installation process.

➢ This is the process that most installations will encounter. However, due to the large number of possible computer configurations, the possibility exists that the installation procedure may deviate from this process. For example, it may tell you that it encountered a problem updating the registry. In those situations you should continue the installation if possible. Even if it encounters a problem, it may still install correctly. Refer to the troubleshooting information in Appendix B of this Guide for help in dealing with installation problems and running of the O*NET Ability Profiler Scoring Program.

Note: If you will not be scanning examinee response sheets at your site, you may skip the next sections, and go directly to Part Two of this Guide (p. 19).

Using Automation to Scan Examinee Response Sheets

To effectively take advantage of automation to mechanically scan an examinee's response sheets into an examinee information file, you will need both a scanner and scanning software. ScanTools software (and software like

it) allows you to define what parts of an examinee response sheet are scanned; how the information is translated (e.g., translate a mark in the Male code area of the sheet into an "M"); and to specify the placement of information in the computer file that it creates (e.g., place the "M" in column 103). Once specified, the examinee response sheet definition information is placed into a computer file that can be used by any computer with ScanTools installed (i.e., you do not have to recreate a definition file each time).

The O*NET Ability Profiler Scoring Program you installed contains an examinee response sheet definition file that can be used by ScanTools software to read the O*NET Ability Profiler optical response sheet. This definition file creates an examinee information file with the specific layout that the Scoring Program needs to function properly. The definition file is located in the folder where you installed the scoring program on your computer (see p. 8).

Note: It is very important to check that your scanning configuration is listed in the section titled "Equipment, Software, and Configuration Needed" (see pp. 5-6).

If your configuration is not listed, you will need to develop a custom examinee response sheet definition file. *A person familiar with computer programming can develop the definition specification that will work for your scanner configuration by following the instructions in your scanning software manual.*

The Examinee Information File Layout

The O*NET Ability Profiler Scoring Program expects that the information in the examinee information file will have a specific layout. That is, the specific information (e.g., examinee name, testing date, examinee responses) will exist consistently in specific fixed columns. To review the expected layout of the examinee information file, see Appendix A. To mechanically scan the examinee response sheets, the software for your scanner will need a "response sheet definition file" (see next section) to scan the examinee information into a usable file.

Installing the ScanTools Examinee Response Sheet Definition File

Note: Tasks in this section require a basic level of knowledge about using ScanTools. Consult your ScanTools guide for assistance.

To install the ScanTools definition file for the examinee response sheets in your ScanTools installation, follow the simple steps below (the instructions are for ScanTools version 1.6; the procedure may vary slightly in other versions depending on changes to the interface in other versions of ScanTools):

➢ **Start ScanTools** in the usual way (follow the instructions in your ScanTools manual if you need assistance).

➢ **Click on "Configure"** on the menu bar.

➢ **Click on "Install Application …"** on the drop-down menu.

➢ Make sure that the **"*.SDS" check box** in the frame labeled "List files of type" has a check mark.

➢ In the "Directories" area, **navigate to the folder** where you installed the O*NET Ability Profiler Scoring Program (if you used the default settings it will be located in folder "C:\Program Files\Ability Profiler Scoring Program"). To navigate in the "Directories" area, first double-click on the "[. .]" symbol.   If you used the default folder to store the APSP folder, you can then click on "[-c-]", then "[progra~1]", then "[abilit~1]." **The goal is to navigate to the point that the file named "Z400.SDS"** is in the "Files" area of the ScanTools application box.

➢ In the "Files" area, **single-click on the file named "Z400.SDS"** to highlight it.

➢ **Click the "Ok" button**.

The examinee response sheet definition file should now be installed and is available for scanning examinee response sheets. The application name in ScanTools should now be **"DOL BOOKLET - 400."**   If the name "DOL BOOKLET – 400" does not appear in the application bar, click the downward arrow to get the pull-down menu. Double click on "DOL BOOKLET – 400" so that it does appear in the application bar.

Creating the Examinee Information File

What is an Examinee Information File?

An examinee information file is the computer file from which the O*NET Ability Profiler Scoring Program retrieves the examinee information. Without this file, the Scoring Program will not have the information it needs to score the assessments and produce score reports.

After an examinee takes the O*NET Ability Profiler, his or her information (name, testing date, examinee responses, etc.) will be available on an examinee response sheet. For the Scoring Program to work, the information on the examinee response sheet must be mechanically scanned.[1]

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[1] If machine scoring is not available, an examinee information file can also be created by entering data from the examinee response sheets into a file with the same examinee information file layout that is used when examinee response sheets are scanned. (See Appendix A for a description of the file layout.)

Create a Data File: Naming Your Examinee Information File

Before you are ready to scan the examinee response sheets into an examinee information file, you must specify the examinee information file where you want to store the examinee data you are preparing to scan.

➢ There are two primary ways to specify the examinee information file in which you want to store the examinee data you are preparing to scan.

1. New examinee information file. You can create a new examinee data file. In the ScanTools application box, you can click on "Datafile" on the top menu bar and create a new data file by clicking on "New" in the drop-down menu. You will be prompted to name the file. You must use a valid file name (i.e., 8 characters or less with no spaces).

   ■ Using a "DAT" extension on your information file name is preferable (for example, "Group1.DAT").   When you begin using the APSP, the "Open File" dialog that appears when the user launches the APSP initially shows all files in the folder with the "DAT" extension. Although files with other extensions can be scored (by clicking on text box to the right of the label "Files of Type" and selecting the "All Files" option), it is simpler if you name scanned examinee information files with a "DAT" extension. After you have typed a valid file name, click "OK".

2. Preexisting examinee information file. You can add the examinee information that you are preparing to scan to a preexisting data file. In the ScanTools application box, again you can click on "Datafile" on the top menu bar. You can select a preexisting data file by clicking on "Open" in the drop-down menu. The data for the examinee response sheets that you are about to scan will be added to the file that you selected.

IT IS IMPORTANT TO REMEMBER WHERE YOU SAVE THE EXAMINEE INFORMATION DATA FILE!!!

Scanning the Examinee Response Sheets

Note: If this is your first time setting up and using the O*NET Ability Profiler Scoring Software, it is strongly recommended that you perform the system check described in the next section before you begin scanning your examinee response sheets.

Once you have specified an examinee information file, you are ready to scan your examinee response sheets. Follow the directions provided in your scanner and scanning software manuals. The basic steps involve:

•   Ensuring that your scanner is connected to your computer.

•   Positioning the examinee response sheets in the scanner.

•   Scanning the examinee response sheets.

Once the information on the examinee response sheets has been scanned into your examinee information file, you can launch the O*NET Ability Profiler Scoring Program; locate and select the examinee file you specified; and generate the desired O*NET Ability Profiler score reports (see Part Two of this Guide for a more detailed description of using the Scoring Program).

IT IS IMPORTANT TO REMEMBER WHERE YOU SAVE THE EXAMINEE INFORMATION DATA FILE!!!

You will navigate to your data file from within the O*NET Ability Profiler Scoring Program, so remember where you stored the file. Write this location down so that you can find it easily later. **When you choose to save score reports, the APSP will, by default, store them in the same location as the examinee data file from which they were created.** This is explained in greater detail in the section "Using Save Mode" on page 27.

Calibration: Checking Your System

After the O*NET Ability Profiler Scoring Program and ScanTools examinee response sheet definition file are installed, you should assess whether accurate score reports are generated. **Before proceeding further, you must check your system by following the fifteen steps below.** Examining the accuracy of the generated reports involves: 1) scanning the four pre-marked **APSP Response Sheets** found in the packet provided with this Guide into an examinee information file; 2) using APSP to generate the reports from the scanned **APSP Response Sheets** (to make four pre-marked response sheets, separate the response sheets along the perforation in the center of the sheets) and; 3) finally, comparing the generated reports against the two sample score reports located in Appendices C and D of this Guide. If disparities are found in the reports generated by APSP against those sample reports included with this Guide, there are other steps you will be able to follow to determine if the problem is in the scanning of the **APSP Test Response Sheets** or if it is the APSP software that is the problem. These steps are listed on page 15 of this Guide.

Check to ensure that the reports generated by the APSP match the sample reports (Appendices C and D) by performing the following procedures:

1. If you have not yet set up your scanner software to be able to scan **APSP Response Sheets** and store the examinee response information into a file (i.e., installed the **APSP Response Sheet** Definition File), go back to the beginning of Part One in this Guide and follow those instructions.

2. **Create a data file** in which to store the response sheet information you are getting ready to scan. If you are using ScanTools, you can do this by **clicking on "Datafile"** in the menu bar and **selecting "New"** from the drop-down menu. **Type the name "My_check.dat"** for the file you are about to create. If you are unsure of how to create a new data file within your scanning software, refer to your scanning software user guide for help.

3. **Locate the packet of pre-marked APSP Response Sheets**. These are the two complete answer forms, each made up of two sheets perforated in the center for a total of four **APSP Response Sheets** that you will scan to check your installation. Insure that your scanner is connected to your computer and position the **APSP Response Sheets** in the scanner.

4. **Scan the four pre-marked APSP Response Sheets** described above, following the directions for your scanner and scanning software.

    *Note: The scanning process should stop when all the **APSP Response Sheets** have been scanned.   A text box verifying that the scanning is complete may appear on your computer screen. Check to see that all the **APSP Response Sheets** have been scanned (in this case there should be four) and then click on the button that indicates to your scanning software that the scanning is complete. Consult your scanning software user guide if you need additional assistance.*

5. The file containing the data for the four response sheets you just scanned (i.e., My_check.dat) will be located in your ScanTools application folder in the Data subfolder. **Move the file My_check.dat into the Ability Profiler Scoring Program** folder. Follow these steps to move the file My_check.dat:

    *   If the default folder was used during the APSP installation, **place the "My_check.dat" file in the folder C:\Program Files\Ability Profiler Scoring Program.**

    *   If the default folder was not used during the installation of the APSP, locate the folder where it was installed. If the outlined procedure was followed (but the default folder was not used), the name of the APSP installation folder will be hand-written in the gray box in the section titled "Installing the O*NET Ability Profiler Scoring Program" in this Guide (p. 6).

    *Note: If you are using the ScanTools software, you can also specify the directory where the data file will be saved before you scan the **APSP Response Sheets**. Within the ScanTools application window, click on Configure and click on Paths in the drop-down menu. To navigate in the data section of the Paths window, first double click on the "[..]" symbol. From there specify the path where you have the APSP folder. If you used the default path when you installed the APSP, specify the path "C:\Program Files\Ability Profiler Scoring Program. If you used a different path, check the gray box on page 8 of this Guide to determine where the APSP is located and specify that path instead.*

- In order to move My_check.dat into the folder containing the APSP, first close the ScanTools application window. Launch the Windows Explorer application and navigate to the Data folder within the ScanTools application folder and locate My_check.dat.

- Highlight My_check.dat and choose "Cut" from the drop-down Edit menu.

- Next navigate to the folder containing the APSP (use the information above to locate this folder). Choose "Paste" from the drop-down Edit menu to place the file My_check.dat into the APSP folder.

6. Before initiating the scoring process, **open the Word 97 or Word 2000 program and verify that the default printer is the printer on which you want the report layout to be based.** The APSP will always use the default Windows printer. It is not necessary to keep Word open after checking the default printer.

7. **Launch the APSP application.** After reading the special notices, navigate within the APSP window to the location where you just "pasted" the data file (C:\Program Files\Ability Profiler Scoring Program). **Click** on the file named **"My_check.dat"** and then **click** the **"Open"** button.

   *Note: **Do not select the file labeled "APSP Calibration.dat."** That file may be used later if problems in the score reports are found.*

8. At this point, two complete forms that were scanned in Step 4 above should be listed in the APSP application box. Their Identification numbers should be 000000001 and 000000002. Now **click the button labeled "Select All."** An "X" should now exist on each row to the left of the Identification number.

9. Now click on **"Print and Save"** in the "Options" box.

   Note: The remainder of the steps outlined below will refer to printouts of your score reports. However, if you encounter difficulties with your printer, you can access the saved examinee score report file and use the on-screen view of the score report to check the accuracy of the system. For a description of how to access those files, see "Using Save Mode" on page 27 of this Guide.

10. Now **click on the button labeled "Create Score Reports."**

11. After a few minutes (you can follow the progress at the bottom of the application screen) the **reports will be printed** at your Windows default printer.

12. Take those two reports from the printer and **label each one "Check Report"** and set them aside.

13. Now **find the two Sample Score Reports located in Appendices C and D** of this Guide. You will use these two sample reports to check against the score reports you just printed from the pre-marked **APSP Response Sheets.** For example, select "Form One Half Correct (000000002)" to compare to your "Check Report Form One Half Correct (000000002)".

14. Finally, **compare the two reports** generated by APSP to the corresponding sample report from Appendices C and D. The pages you should compare for each pair of reports are:

    - Page 1 (Name and Test Date)

    - Page 3 (Scores)

    - Pages 9 to 13 (the Selected Occupations for Job Zones 1-5)

15. If each pair of reports match exactly (i.e., each of your "Check Reports" matches the corresponding sample score reports in Appendices C and D), then APSP is working correctly, and you are ready to start using the program.

    Note: It is, however, strongly recommended that you read "Using the APSP" (p. 19) in Part Two of this Guide before using the program.

    If any pair of reports does not match exactly, then refer to the next section, otherwise you can skip the next section.

Determining Why Your Score Reports Do Not Match the Sample Score Reports

1. If any of the check score report pairs do not match the sample score reports in Appendices C and D, then it is necessary to determine whether the problem lies in the scanning of the **APSP Response Sheets** or in the score report generation. The same four **APSP Response Sheets** were correctly scanned into the file "APSP Calibration.dat" examinee information file located in the APSP application folder. To determine if the correct reports can be generated using this examinee information file, restart this calibration process at step 6 above, but this time process the file "APSP Calibration.dat" and print the calibration score reports.

2. If the result of #1 above is that the calibration reports now match the sample score reports exactly, then the problem lies in your scanning of the **APSP Response Sheets** into an examinee information file (i.e., My_check.dat). One approach to determining where differences lie in your scanned examinee information file (i.e., My_check.dat) is to compare your examinee information file to another one known to be correct (i.e.,

APSP Calibration.dat). Any differences between the two files should be explored in combination with the information in Appendix A (Examinee Information File Layout assumed by the scoring program) in this Guide and the scanning process corrected. Once the scanning process is corrected, the calibration process should be repeated until the reports match exactly.

3. If it turns out that the sample reports do not match the calibration reports (i.e., generated from the "APSP Calibration.dat" file), then the problem could be in either the APSP program as installed locally or a combination of an APSP program problem and error(s) in the local scanning of the **APSP Response Sheets**. This occurrence is highly unlikely, but if you find this to be the case, you should reinstall APSP and retry. If the problems continue, then you should document the occurrence and submit the information for review to:

Internet:	**Mail:**
http://www.onetcenter.org	Customer Service
	National Center for O*NET Development
E-mail:	Post Office Box 27625
onet@onetcenter.org	Raleigh, NC 27611

Summary of the O*NET Ability Profiler Scoring System

Figure 2 below presents a graphical summary of the O*NET Ability Profiler scoring system. Listed below is a description of the steps in the process.

A. The process begins by installing the APSP and your scanning software into your computer.

A.➡B. An examinee response sheet definition file must be installed in your scanning software application. This can be done either by using the examinee response sheet definition file that was included with the APSP (if you are using ScanTools) or by creating your own by using the examinee information file layout provided in Appendix A.

C. Examinee response sheets are fed into the scanner.

D.➡E. When the examinee response sheets are scanned, the examinee response sheet definition file allows the scanning software to create an examinee information file from the scanned examinee response sheets in a format that the APSP can understand.

E.➡F. Once an examinee information file is created, it can be opened from within the APSP and read by the APSP.

F.➡G. The APSP uses the examinee information file to create O*NET Ability Profiler Score Reports.

Figure 2 – O*NET Ability Profiler Scoring System

17
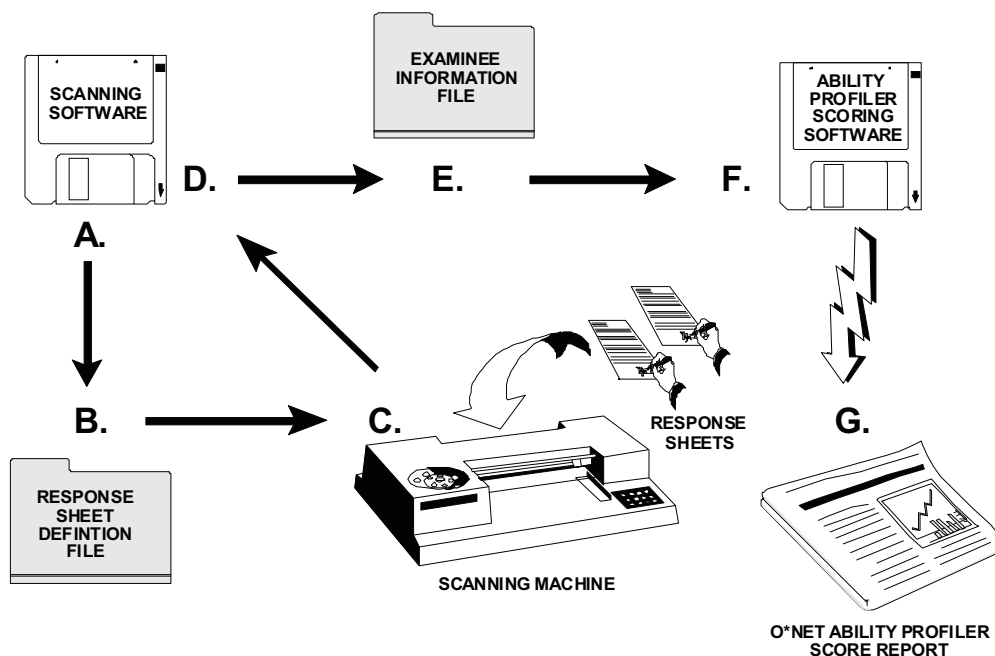
Part Two

Scoring and Generating Reports

This part of the Guide describes how to score and generate reports for your clients once the information on their examinee response sheets has been scanned into an examinee information file. If you do not have your clients' information scanned into an examinee file, refer to "Create a Data File: Naming Your Examinee Information File" and "Scanning the Examinee Response Sheets" sections of this Guide (see pp. 11-12). For instructions on installing, setting up, and performing a system check of the O*NET Ability Profiler Scoring Software, it is recommended that you review all of the sections contained in Part One of this Guide.

Using the APSP

There are six steps in using the O*NET Ability Profiler Scoring Program. Each will be spelled out in detail following this list.

➢ Step 1: Open ScanTools and scan examinee response sheets.

➢ Step 2: Launch the O*NET Ability Profiler Scoring Program.

➢ Step 3: Select an examinee response information file to use.

➢ Step 4: Select the examinees for whom to generate score reports.

➢ Step 5: Select the mode in which you want the score reports generated.

➢ Step 6: Exit the application.

Step 1: Open ScanTools and Scan Examinee Response Sheets

In this step, start ScanTools to scan examinee response sheets into an examinee information file. After starting ScanTools, select the examinee response definition file (Z400.SDS) application. Then, designate an examinee information file. Next, load examinee response sheets in the scanner. Then, select Scan to start scanning examinee response sheets. Finally, exit ScanTools.

Step 2: Launch the O*NET Ability Profiler Scoring Program

In this step, start the application. Locate the O*NET Ability Profiler Scoring Program application. A quick and reliable way to locate it is to click on the "Start" button on the "Task Bar." Select "Programs" and then select "O*NET Ability Profiler Scoring Program."

Note: This is a program link, not a program folder, so it will be listed after the folders.

This last action launches the scoring program. Figure 3 depicts the appearance of the scoring program interface window after you click through the initial program information screens.

Figure 3 – Initial Scoring Program View
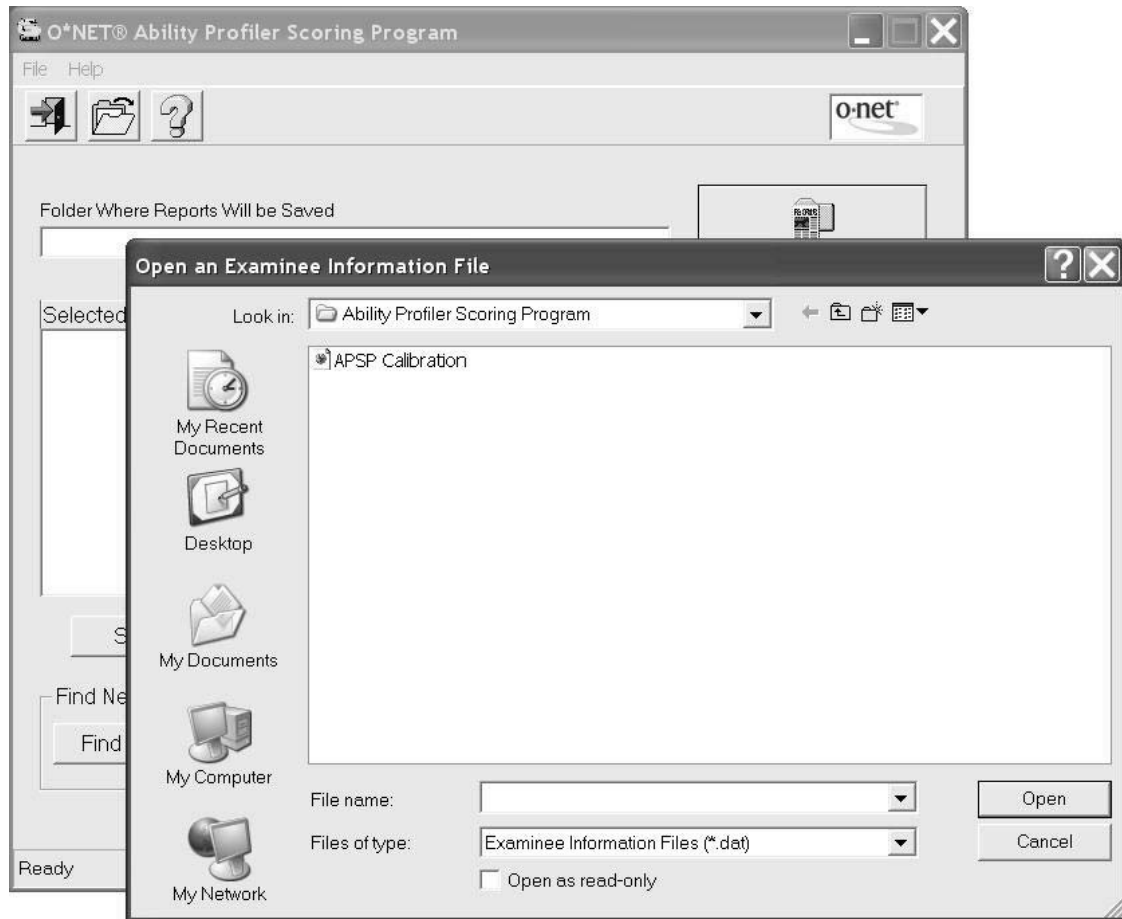
Step 3: Select the Examinee Response Information File

The third step in using the scoring program is to select a file containing examinee response information.

➢ Once the scoring program interface window appears, you are prompted to **select an examinee response information file** (see Figure 3 above). For information regarding the creation of a new examinee response file, refer to "Creating the Examinee Information File" (p. 10). When an examinee response information file is selected, the O*NET Ability Profiler Scoring Program checks the file for two or more booklets with the same Identification number. If duplicate Identification numbers are found, you

can stop the application at this point and edit the Examinee Information File so that the IDs are unique or you can continue.

Note: You are encouraged to avoid assigning participants the same ID number. The presence of duplicate ID numbers will make distinguishing participants' score reports more difficult.

➢ Examinee information files saved in the O*NET Ability Profiler Scoring Program folder will automatically be listed. You can also navigate through the additional folders available to you from your computer to **locate the file that contains the examinee information** you want to process. If you opt not to select a file at this time by clicking on the Cancel button in this dialog, you can still select a file later.

➢ If you did not select an examinee response information file when you first entered the program, or if you would like to process a different examinee information file than the one that you initially selected, you can re-select an examinee information file to process. **To cause the "Open File" dialog to reappear,** simply do any one of the following:

   ✓ Click on the "File" portion of the menu bar and then click on "Open."

   ✓ Press the key combination "CTRL O" (i.e., hold down the CTRL key and then press the letter "O").

   ✓ Click on the file folder icon on the button bar located below the menu.

Step 4: Selecting the Examinees For Whom to Generate Score Reports

In this step, select the examinees for whom you want to produce score reports. Figure 4 below depicts the appearance of the main program window after an examinee information file has been selected and an examinee has been selected for scoring.

Figure 4 – Main Interface View
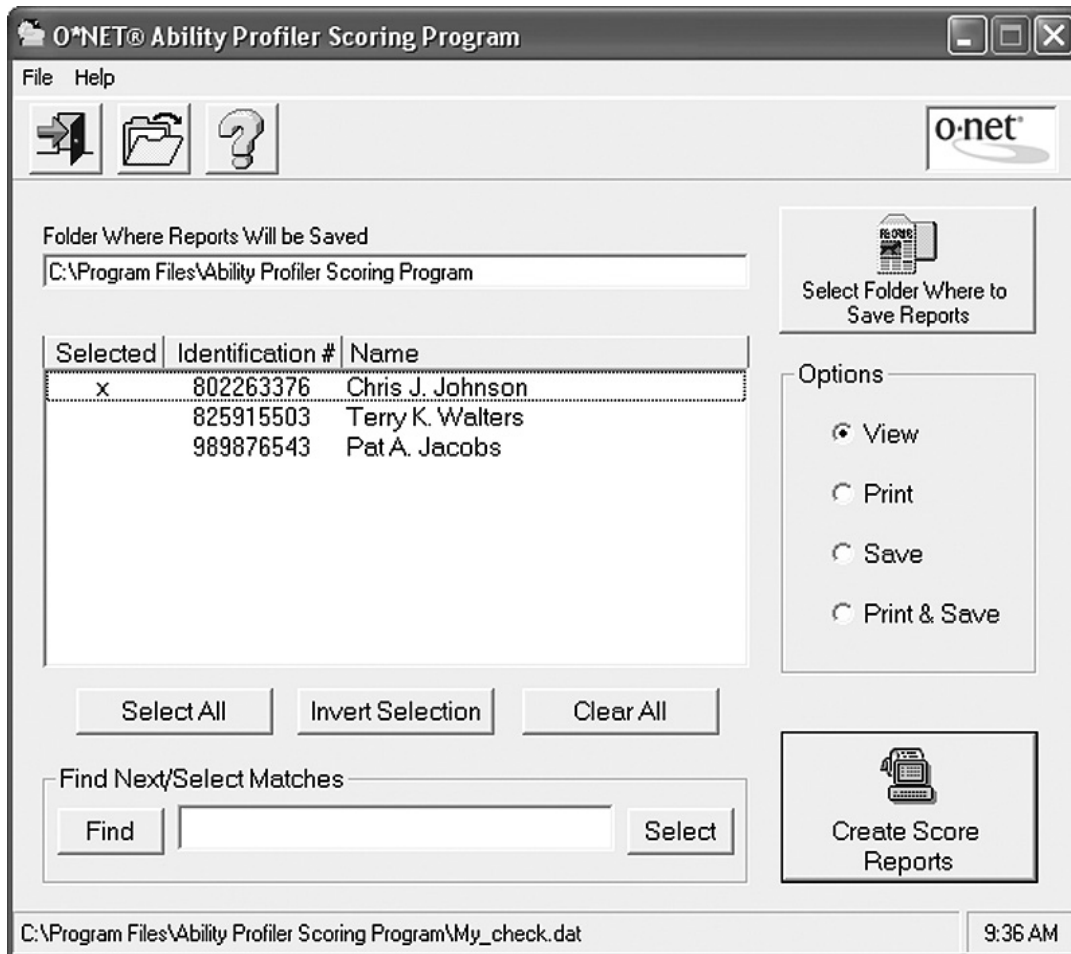
There are various ways to select examinees to score. These examinee selection methods can be used individually or in combination to produce a list of examinees whom you would like to score. The options are as follows:

Selecting a Single Examinee

> **Click anywhere on the row referring to the examinee** in the examinee list (e.g., click on the examinee name) to select the candidate for scoring. Clicking it a second time unselects the examinee. An "X" in the column labeled "Selected" indicates whether the examinee is selected for scoring.

Selecting All Examinees

➢ If you wish to score all examinees listed, then **simply click on the "Select All" button**. An "X" will be inserted next to each examinee in the column labeled "Selected" to indicate that each examinee has been selected.

➢ If you change your mind and wish **to unselect all examinees,** then simply click on the button labeled **"Clear All."** All of the X's will then be cleared from the column labeled "Selected."

➢ If you decide that you really want to score those that are not marked, rather than those that are marked, simply **click on** the button labeled **"Invert Selection."**

Note: When no examinees are selected, the "Invert Selection" button performs the same action as the "Select All" button. When all examinees are selected the "Invert Selection" button performs the same action as the "Clear All" button.

Selecting By Identification Number

If you wish to select someone with a certain Identification number, simply **type in the Identification number** (e.g., 123456789) in the box to the left of the "Select" button and then **press** the **"Select"** button. This action will select all examinees who possess that Identification number. You could also type only part of the Identification number, and it would select all examinees who match on that portion of the Identification number. For example, typing in "123" would select examinees with Identification numbers 123456789 and 456781239.

Selecting By Name

If you wish to select someone with a certain name, simply **type in the name** (e.g., Patrick) in the text box to the left of the "Select" button and then **press** the **"Select"** button. This action will select all examinees who possess that name.

Note: You do not have to type a full name. The program selects all examinees who match the string you entered. For example, typing in "Patrick" would select examinee Patrick Jones, and would also select an examinee named Evan Patrick.

Using the "Find" Function

The "Find" button can be used to locate an examinee or group of examinees that you want to score. The difference between the "Find" and the "Select" buttons is that the "Find" button does not select the candidate matching the string you entered. It just takes you to the examinee wherever he or she is on the list. If you choose at that time to select the examinee for scoring, you can click on the row containing the examinee.

You can also continue to click the "Find" button to go to the next examinee matching the string for which you are searching.

Using the "Sort" Function

You can also sort the examinee list. To do so click on the examinee list header buttons for Selected, Identification number and Name (i.e., "Selected", "Identification #", and "Name") to sort the examinees based on the information in the list column. The first time you click on the button, it sorts the information in ascending order. The second time you click on it, it sorts the list in reverse order.

Using a Combination of Selection Techniques

Finally, and most importantly, you can combine these techniques to select only the candidates that you want to score. For example, you could enter an Identification number in the text box and click on the "Select" button to mark that candidate as selected. Next you could sort the examinee list alphabetically by clicking on the "Name" header button, page through it to find all of the names that you want to score, and click on each one to select it. Finally, you could click on the "Selected" header button to bring all of the examinees that you selected to the top of the list. You could then read through the list easily to make sure that you have selected all of the candidates that you intended to score.

Step 5: Selecting the Mode in Which to Produce the Score Reports

In this step you can select the mode in which you want to produce the score reports. The scoring program produces the score reports in four different modes. The four modes are:

➢ View

➢ Print

➢ Save

➢ Print & Save

Once you have selected a mode, click on the "Create Score Reports" button to submit your scoring request.

Note: There is a progress indicator bar with status information located at the bottom of the application box. This feature allows you to follow along with the processing of the score report or to check on the stage of processing.

Using View Mode

In View mode the program creates a score report for each selected examinee one at a time and opens each generated score report document in Microsoft Word (see Figure 5).   Note the toolbar at the top of the Microsoft Word window with the various graphics. Each of those graphics is called an *icon*. When you place the mouse pointer on an icon (without clicking on the icon), you will be provided with a hint as to what will happen if you click on the icon.

Figure 5 – Score Report in Microsoft Word View
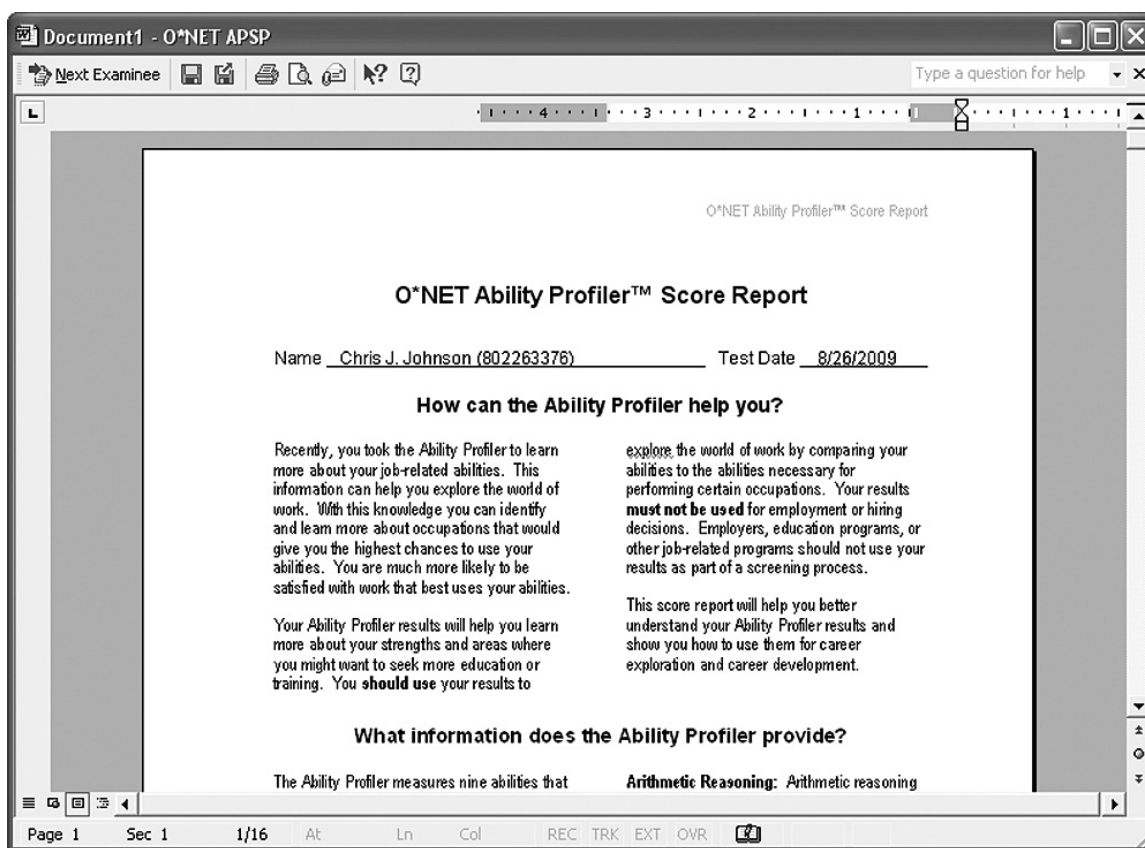
While viewing the report in Microsoft Word you can:

➢ Make modifications to the score report.

This will not be necessary in most cases, but is an option. For example, if an examinee entered some information incorrectly (e.g., Identification number) it can be corrected. It is important not to change actual scores unless there is some valid reason for doing so.

◆ To make modifications you use the cursor keys or the mouse to place the text cursor in a new location in the document. At that point type new text or delete existing text with the <Backspace> or <Del> keys.

♦ To insert a page break at a specific location, move the cursor to the spot where you want the page break inserted and press the <Enter> key while holding down the <Ctrl> key.

♦ At any time you can get help in using Microsoft Word by clicking on the last icon on the toolbar to make it visible or pressing F1.

➢ Save the report to a file

♦ To save the report to a file, click on either of the two disk icons on the Microsoft Word toolbar. The icon without the blue arrow saves the document to the current file name if one exists; otherwise, it prompts you for a document name and folder in which to save it.

♦ The icon of the disk with the blue arrow always asks you for a document name and folder in which to save the document, regardless of whether it has previously been saved. This allows you to save the document as a second copy to a new file in the same folder or in a different folder, even if it has been previously saved.

> **You Can Send the Report Via E-Mail**
>
> The report can be sent via e-mail from within View Mode. Simply click on the envelope on the toolbar. It works with e-mail clients such as Outlook, Lotus Notes, and many others.

➢ Send report via e-mail (if a MAPI or VIM compatible e-mail client is available).

♦ If a compatible (i.e., MAPI or VIM compatible) e-mail application is installed on your computer, you can click on the yellow envelope icon to create an e-mail message in your default e-mail application. The document is automatically attached to the e-mail message if the e-mail client supports file attachments. All that remains for you to do is to address the e-mail and write any text message that you choose to include with the document.

➢ Preview the appearance of the printed report.

♦ To preview the report the way it will appear when printed, click on the icon of the small magnifying glass on the blank sheet of paper. You are now in a print preview window. To exit the print preview window, simply click the "Close" button on the second toolbar that appears when you enter the print preview window.

➢ Print the report.

♦ The report can be printed by clicking the printer icon on the toolbar. When the printer icon is clicked, a standard Windows print dialog box appears in which you can set various printing options (e.g., select the printer where the report will be printed). Once you are ready to print, click on the "OK" button.

When you are finished viewing the report, you can click on the "Next Examinee" button to view the score report for the next examinee that you selected to be scored. Avoid closing Microsoft Word (e.g., by double-clicking on the Word icon at top left of the Word window). Under normal circumstances APSP detects that Microsoft Word has been closed by the user and makes an adjustment for it, but it is best to leave the closing of Microsoft Word to APSP.

When viewing the score report for the only examinee or the last examinee you selected to score, hit the "Next Examinee" button to return to APSP. APSP will then exit Word and place you in APSP where you can select additional examinees to score, select a new examinee information file, or exit the application.

When saving an unnamed score report, Microsoft Word will prompt you for a document name. You can use the default document name that Word suggests or you can provide one that you would prefer to use.

Note: If you exit the report without saving it, you cannot return to it without recreating it via the scoring program.

Using Print Mode

In Print mode, the program creates a Word score report for each selected examinee and prints it on your computer's default printer as defined in Microsoft Word. In this mode the report is neither viewed nor saved to a Word document file. It is a simple and quick way for you to obtain paper copies of score reports for selected examinees.

Using Save Mode

In Save mode, the program creates a Word score report for each selected examinee and saves it to a document file **using the examinee's Identification number as the file name.**

Examinee score report files are stored by default in the directory where the corresponding examinee data file is stored. For example, if the default folder was used during installation of the APSP and you moved the examinee data file from the scanning software data folder here, the score report files will also be stored in "C:\Program Files\Ability Profiler Scoring Program."

You can click on the "**Select Folder Where to Save Reports**" button on the upper right of your screen below the O*NET logo image to change the folder where you want the examinee score report files stored. You are **encouraged to create a unique folder name for each batch** of participants (e.g., a training or classroom session) that you score. This will allow you to better maintain the score report information, and in

addition, will help you distinguish between participants who may be accidentally assigned the same ID in different sessions.

Note: *If you elect to save to a folder that already contains scored information, the program will determine if there are any saved participant records that have the same ID number as a participant in the batch you are now saving. If duplicate ID numbers are found and you elect to continue, the program will keep the first report in the folder maintaining the original ID number. Each subsequent report with the same ID number will be saved using the original ID followed by a dash and unique number beginning with 1. (The application will take the first ID-unique number combination, which has not yet been used, to save reports in the folder you select.)*

Note: You need to remember where you stored the examinee data file in order to retrieve your saved score reports.

In the Save mode, the reports are neither viewed nor printed. It is a simple and quick way for you to create score reports that can be viewed, modified, and printed at a later time. To access the files, open Word and go to the appropriate directory and select the file. When you open the file, you will be asked whether or not you want to enable the macros that are built into the score report. **You need to enable the macros if you intend to make any changes to the report that you would like to save using that filename**. If you do not enable the macros, the file will be a read-only file and saving will not be possible, unless you save it with a different filename.

Using Print and Save Mode

Print and Save mode provides the services of Print mode and Save mode combined. In Print and Save mode, the program creates a Microsoft Word score report for each selected examinee, saves it to a document file using the candidate's Identification number as the file name, and prints it on your computer's default printer as defined in Microsoft Word.

In this mode the reports are not viewed. It is a simple and quick way for you to print the score reports and to save them. They can be viewed, modified, and even re-printed at a later time. Examinee score report files are stored as a default in the directory where the corresponding examinee data file is stored. You can click on the "**Select Folder Where to Save Reports**" button on the upper right of your screen below the O*NET logo image to change the folder where you want the examinee score report files stored.

Accessing Summary Information

If you desire to compute summary information (e.g., average score on a subtest) for a group of examinees, you will have to use different software. Applications like Excel, SAS, and SPSS can be used to read and combine the information in Examinee Information Files and compute the summary information you need. Appendix A of this guide contains the Examinee Information File layout information needed by these applications to read the Examinee Information Files.

Step 6: Exiting the Application

To exit the application, simply click on the left-most toolbar button located at the top of the application window (see Figure 3). An alternative way to exit the application is to click on the "File" menu and then select the "Exit" option.

Appendix A: Examinee Information File Layout

Field Name	Field Type	Possible Values	Length	Columns	Scoring Program Use
NCS Header	Alphanumeric	Numbers, letters, and #	40	1-40	No
Book Number on Page 1	Numeric	0-9 per column	8	41-48	Yes; to check against field "Book Number on Page 4" to make sure pages for same examinee were in sequence
Name	Alphabetic	A-Z or a blank per column	24	49-72	Yes
Form	Numeric	1 or 2	1	73	Yes
English	Alphabetic	Y or N	1	74	No
Education	Numeric	00-29	2	75-76	No
State	Alphabetic	A-Z or a blank per column	2	77-78	No
Identification Number	Numeric	0-9 per column	9	79-87	Yes
Age	Numeric	0-9 per column	2	88-89	No
Testing Date	Numeric	0-1 in 1st column 0-3 in 3rd column 0-9 in 2nd, 4th, 5th, and 6th columns	6	90-95	Yes
Source	Numeric	0-1 in 1st column 0-9 in 2nd columns	2	96-97	No
Years of Job Experience	Numeric	0-9 per column	2	98-99	No

Field Name	Field Type	Possible Values	Length	Columns	Scoring Program Use
Months of Job Experience	Numeric	0-9 per column	2	100-101	No
Race/Ethnic Group	Numeric	1=White 2=African American/Black 3=Hispanic/Latino 4=American Indian/Alaskan Native 5=Asian or Pacific Islander 6=Other	1	102	No
Gender	Alphabetic	M=Male F=Female	1	103	No
Serial Number	Numeric	0-9 per column	4	104-107	No
Raw Score – Part 7	Numeric	0-2 in 1st column 0-9 in 2nd and 3rd columns Allow omitted leading zeroes	3	108-110	Yes
Raw Score – Part 8	Numeric	0-1 in 1st column 0-9 in 2nd and 3rd columns Allow omitted leading zeroes	3	111-113	Yes
Raw Score – Part 9	Numeric	0-1 in 1st column 0-9 in 2nd and 3rd columns Allow omitted leading zeroes	3	114-116	Yes
Raw Score – Part 10	Numeric	0-5 in 1st column 0-9 in 2nd column Allow omitted leading zeroes	2	117-118	Yes
Raw Score – Part 11	Numeric	0-5 in 1st column 0-9 in 2nd column Allow omitted leading zeroes	2	119-120	Yes
Test Site	Numeric	0-9 per column	4	121-124	No
Arithmetic Reasoning Items (18 items)	Numeric	1-5 per column	18 (one item per column)	125-142	Yes

Field Name	Field Type	Possible Values	Length	Columns	Scoring Program Use
Vocabulary Items (19 items)	Numeric	1-6 per column	19 (one item per column)	143-161	Yes
Three-Dimensional Space Items (20 items)	Numeric	1-4 per column	20 (one item per column)	162-181	Yes
Computation Items (40 items)	Numeric	1-5 per column	40 (one item per column)	182-221	Yes
Name Comparison Items (90 items)	Numeric	1-2 per column	90 (one item per column)	222-311	Yes
Object Matching Items (42 items)	Numeric	1-4 per column	42 (one item per column)	312-353	Yes
Book Number on Page 4	Numeric	0-9 per column	8	354-361	Yes; to check against field "Book Number on Page 1" to make sure pages for same examinee were in sequence
End of Record Indicator/ Control Codes	Reserved	Carriage return character, ASCII 10 and Line feed character, ASCII 13	2	362-363	No

Note. A "blank" is interpreted by the scoring program to mean that no value was coded (the only exception is "Name" which allows the coding of a blank explicitly). An "*" is interpreted by the scoring program to mean that multiple values were erroneously coded in the column by the examinee.

Appendix B: Troubleshooting

Observed Problem	Possible Solution
An error occurs during the installation of the application.	Corruption in the computer's registry can sometimes cause problems during installation. Often, even if an error message is issued during the installation of the application, it will still be installed correctly, and will work fine. Once the installation procedure has concluded, attempt to run the application and score the calibration examinees to see if the application will execute and whether it generates accurate score reports.
The installation started and then, after reading the disk for a short time, told you that it needed to reboot.	This will happen when the version of Windows on your machine is outdated. The purpose of the reboot is to install some updated files. You should not be concerned that it does this. <u>Once the computer reboots, simply restart the installation program.</u> The installation procedure at that time should proceed as described in the Guide.
<u>You receive the message</u>: The template "Report.dot" was not found in folder *Application Folder*. Check to see that the file exists there. If you renamed it, please rename it back to "Report.dot". If you do not know where this file is, please reinstall the application.	The application is by default installed in folder "C:\Program Files\Ability Profiler Scoring Program". If the application was installed in a different folder, the location may have been recorded earlier in this User's Guide (see section titled Installing the O*NET Ability Profiler Scoring Program). ◆ If you renamed the template file to anything else, you need to rename it back to "Report.dot". ◆ If you moved the template file to a different folder, you need to move it (or a copy of it) back to the *Application Folder*. ◆ If you deleted the template file "Report.dot" or if you cannot locate it, you will need to reinstall the APSP application. You will not lose any examinee information files (i.e., DAT files) or examinee report files (i.e., DOC files) when you reinstall the program, even if they are stored in the *Application Folder*.
<u>You receive the message</u>: Microsoft Word (version 97, 2000, or higher) was not found on this machine. The O*NET Ability Profiler Scoring Program requires Microsoft Word (version 97, 2000, or higher) to create the examinee score reports. Please install Microsoft Word (version 97, 2000, or higher) and restart this program. If Word 97 or 2000 is installed on this machine, and yet this program is telling that it could not find it, the reason is that certain settings for Word 97 or 2000 have been incorrectly set. The simplest way to correct	There are two possible causes for this message: either you do not have Microsoft Word (version 97, 2000, or higher) installed on the computer from which you are trying to launch the APSP, or Word is incorrectly installed. Microsoft Word could be incorrectly installed even though you can normally launch Word. The solution to each of these problems is presented below: ◆ In the first case, you need to install Microsoft Word (version 97, 2000, or higher). If you are given an option to install Visual Basic for Applications components during the installation, you should allow it to do so. These components will be needed by the APSP to communicate with Microsoft Word. ◆ In the second case, the "automation" aspects of the Microsoft Word application (required by the APSP) have become inaccessible even though Word may be working normally in regular mode (i.e., when launched as an application). Usually when this occurs, the folder for the automation component of Word is set to an incorrect value (e.g., set to a folder where Word no longer exists). This can occur if a user moves the Word application files to a different folder without updating the Windows Registry. The problem can be corrected through the Registry Editor, but we do not recommend this

Observed Problem	Possible Solution
this is to uninstall Word 97 or 2000 and then reinstall it.	approach except for those users highly experienced with the inner working of the Windows Registry. The simplest and safest way to correct this problem is to reinstall Microsoft Word. If during the reinstallation you are given an option to install Visual Basic for Applications components, you should allow it do so. They will be needed by the APSP to communicate with Word.
You receive the message: The test form specification for examinee *examinee name* (ID: #########) is missing or incorrect. The examinee cannot be scored without this information and will be ignored.	This message is presented whenever the test form is not specified or is invalid for an examinee in the examinee information file you selected for scoring. It occurs when the test specification for an examinee in the information file is not a 1 or a 2 (i.e., the only valid values). The lack of a valid value for test form could occur for the following reasons: ◆ No value was entered by the examinee on the response sheet. ◆ Multiple values were entered by the examinee on the response sheet. ◆ The value entered by the examinee on the **examinee response sheet** was not correctly read by the optical scanner. ◆ The examinee information file was edited, and the value was changed to an invalid value. The solution is to examine column 73 of the examinee's information record in the examinee information file and enter a 1 or 2 if the correct value can be determined from the response sheet. If a response cannot be determined for the test form, then no reliable scoring can take place. One option is to score the examinee as if he or she used one form and then as if he or she used the other form (i.e., by changing the value for the examinee in the information file in column 73). It is likely that the score report with the higher scores is the correct report, but it is not a certainty. The examinee information file can be edited by using the Microsoft WordPad application. This application can be launched by clicking on the *Start* button, then clicking on *Programs*, then clicking on *Accessories*, and finally by clicking on *WordPad*.
You receive the message: The Examinee Information File you selected has 2 booklets with the ID number #########. (Message may report more than 2.)	This message is presented whenever two examinees in the same examinee information file have the same Identification number. This could occur for the following reasons: ◆ The examinee took the test twice. ◆ Two examinees entered the same Identification number. ◆ Somehow the same examinee was scanned twice into the same information file (e.g., the **examinee response sheets** were scanned twice, and the two examinee information files were merged together). ◆ The examinee information file was edited, and the Identification number for an examinee was changed to a value that already existed in the examinee information file.

Observed Problem	Possible Solution
	The solution is to stop the application at this point and examine columns 79 to 87 (i.e., Identification number) and columns 49 to 72 (i.e., the examinee name) to determine the nature of the error. You can change the records in the Examinee Information File so the IDs are unique. You also can delete one of the records if it is determined that the duplicate record should not be scored by the program or you can continue. If you elect to continue and save the reports generated to the folder you specify, the first report will be saved to the file name containing only the ID number (if that file name has not already been used to save a report for a different batch of examinees). Each subsequent report will be saved to a unique file name using the ID followed by a dash and then a unique number (e.g., #########-1) beginning with 1. The application will take the first ID-unique number combination, which has not been used previously, to save reports in the folder you select. Caution, if a file containing a revised ID number is deleted, then that number is made available to be used again. This can cause breaks in the chronological order of the records. The examinee information file can be edited by using an application such as Microsoft WordPad. This application can be launched by clicking on the *Start* button, then clicking on *Programs*, then clicking on *Accessories*, and finally by clicking on *WordPad*.
You receive the message: The Identification number for examinee *examinee name* (ID: #########) is invalid. The examinee will be ignored.	This message is presented whenever an invalid Identification number in the examinee information file is encountered. Numbers with an embedded blank are invalid: This could occur for the following reasons: ◆ The examinee entered the Identification number incorrectly. ◆ The Identification number was not read correctly by the optical scanner. ◆ The examinee information file was edited, and the Identification number for an examinee was changed to an invalid value. The solution is to examine columns 79 to 87 (i.e., Identification number) of the information file and the corresponding **examinee response sheets** for the examinee and determine whether the number was scanned correctly. The Identification number can be edited to the correct number if it was not scanned correctly. If the number was entered incorrectly and a correct number can not be determined, an Identification number such as 000000001 could be assigned to the examinee for scoring purposes. The examinee information file can be edited by using an application such as Microsoft WordPad. This application can be launched by clicking on the *Start* button, then clicking on *Programs*, then clicking on *Accessories*, and finally by clicking on *WordPad*.

Observed Problem	Possible Solution
You receive the message: The numbers on the first and last sheets of the response sheet for examinee *examinee name* (ID: #########) do not match. The likely cause for this is that the response sheets were scanned out of order. The examinee will be ignored.	This message is presented whenever the values in columns 41 to 48 and in columns 354 to 361 do not match. The numbers in these columns correspond to numbers assigned to the first and last pages of the **examinee response sheets** and are there to ensure that the two physical scan pages that constitute the **examinee response sheets** are scanned together. When the two numbers do not match, it could be for the following reasons: ♦ The two physical **examinee response sheets** for an examinee were interspersed with the sheets for another examinee. ♦ The examinee information file was edited, and the number(s) for an examinee was (were) changed to non-matching value(s). The solution is to check the order of the **examinee response sheets** being scanned (i.e., making sure that the two physical pages for each examinee are scanned together) and re-scan them.
You receive the message: Unexpected error occurred. Program will try to resume. Score report(s) may not be correct. Error number: <Error Number> Error Description: <Error Description>	APSP is designed to capture and report any error, even ones that it does not expect (actually the Windows operating system detects the error and APSP reports it). Although APSP can report errors that it does not expect, it does not know what to do to deal with those errors. It will, however, report the error number and error description detected by the Windows operating system. This will probably never occur for most users since the application has been tested in a variety of computing environments. When it does occur, you will need to report the error. The error report should include the following information: ♦ The exact <Error Number> and <Error Description>. ♦ The conditions under which the error occurred (the location of the examinee information file, whether the examinee information file was located on a network drive or a workstation drive, the Operating System type [e.g., Windows 95] of the computer on which APSP was launched, etc.). The more information, the better. ♦ Exactly what you did to create the error. ♦ Try to re-create the error and report on whether it could be reproduced. Submit the error report to: National Center for O*NET Development Attention: Customer Service P.O. Box 27625 Raleigh, NC 27611 Email: onet@onetcenter.org

Observed Problem	Possible Solution
Score Report not printing in appropriate format.	This can happen if neither a Hewlett Packard Laserjet 4si printer nor a printer that is fully compatible with the Hewlett Packard Laserjet 4si printer is utilized.

The solution is to use a Hewlett Packard Laserjet 4si printer or a printer that is fully compatible with the Hewlett Packard Laserjet 4si printer or to format the Score Report template for the printer you will use to print the score reports. The Score Report template is contained in a file labeled Report.dot. Using Word, open the appropriate Score Report template, make necessary format revisions and then if you wish this to be a permanent change, save the document. |
| Asterisks (i.e., *) appear in the examinee response information file for one or more of the examinees. These asterisks are then reflected in the Score Report in fields such as the name and testing date. | This can happen when an examinee fills in more than one bubble for a particular piece of information. For example, an examinee fills in the letter A and letter B in the same column on the scannable answer sheet. In this case the solution is to fill in only the correct bubble on the answer sheet and rescan the answer sheet or to edit the examinee response information file.

In rare cases this can also happen when no response for is made an item (i.e., no bubble is filled in) and the answer sheet that is not the right shade of red or orange is read by a scanner with an ink read head. In such a situation, leading zeros that are omitted in scores (e.g., scores for Parts 7 through 11) will appear as asterisks, and will be considered as invalid scores by the scoring program (i.e., it will not report a score on the score report for such a score on the Score Report). The short-term solution in this case is to examine the appropriate columns of the response sheet and fill in any blanks (e.g., in the name field) or leading zeros which are not filled in (e.g., scores for Parts 7 through 11). The long-term solution is to insure that you are using correctly colored answer sheets in conjunction with a scanner that uses an ink-read head. |
| Sending a score report by e-mail is not functioning. | To e-mail a document as an attachment in Word format (.doc) you need Word and one of the following e-mail programs:

• Outlook, Outlook Express, Microsoft Exchange Client, or another 32-bit e-mail program compatible with the Messaging Application Programming Interface (MAPI).   Make sure Mapi32.dll is in the Windows System folder (typically C:\Windows\System). In addition, make sure that the registry entry for item with key name "HKEY_CLASSES_ROOT\mailto\shell\open\command" contains the path and name of your e-mail executable (e.g., "C:\PROGRA~1\MICROS~1\OFFICE\ OUTLOOK.EXE" -c IPM.Note/m"%1").

• Lotus cc:Mail or another 16-bit e-mail program compatible with Vendor Independent Messaging (VIM). Make sure Mapivi32.dll, Mapivitk.dll, and Mvthksvr.exe are in the Windows System folder (typically C:\Windows\System). In addition, make sure that the registry entry for item with key name "HKEY_CLASSES_ROOT\mailto\shell\open\command" contains the path and name of your e-mail executable (e.g., "C:\PROGRA~1\LOTUS\CCMAIL.EXE"). |

Observed Problem	Possible Solution
	If these techniques do not work to fix the underlying problem in accessing your MAPI or VIM e-mail application from within Word, it is possible that more serious problems exist with your e-mail application installation (e.g., a multitude of other registry settings may have been corrupted). The quickest course to correcting the existing problems at this point would be to reinstall the e-mail application. If after trying all of these approaches and the e-mail function from within Word still does not work you can still e-mail the report by saving the report to a file on one of your drives, starting your e-mail application, composing a message to the individual you desire, and attaching the Word file of the report you just saved to your drive.
Percentile scores are not printed in the Score Report for Motor Coordination, Manual Dexterity, or Finger Dexterity when these parts have been administered.	This can happen when: No raw score values have been entered for parts 7, 8, 9,10, or 11 on the response sheet. Leading zeros for parts 7, 8, 9, 10, or 11 raw score entries have not been filled in. Multiple values in the same column were entered on the response sheet. The solution is to examine the appropriate columns of the response sheet and fill in any missing scores, leading zeros, or reconcile any multiple values.

**Appendix C: Sample Score Report
Form One - All Correct**

O*NET Ability Profiler™ Score Report

Name __Form One All Correct (000000001)__   Test Date __8/26/2009__

How can the Ability Profiler help you?

Recently, you took the Ability Profiler to learn more about your job-related abilities. This information can help you explore the world of work. With this knowledge you can identify and learn more about occupations that would give you the highest chances to use your abilities. You are much more likely to be satisfied with work that best uses your abilities.

Your Ability Profiler results will help you learn more about your strengths and areas where you might want to seek more education or training. You **should use** your results to explore the world of work by comparing your abilities to the abilities necessary for performing certain occupations. Your results **must not be used** for employment or hiring decisions. Employers, education programs, or other job-related programs should not use your results as part of a screening process.

This score report will help you better understand your Ability Profiler results and show you how to use them for career exploration and career development.

What information does the Ability Profiler provide?

The Ability Profiler measures nine abilities that can help you do well in most jobs. Look at the names of these abilities. You will recognize that you have developed some of these abilities, such as verbal and math skills, through your education.

You have developed other abilities, like form perception and finger dexterity, through your experiences and training. The Ability Profiler helps you identify your strongest abilities. Knowing your strongest abilities is very helpful when you are exploring careers. The nine abilities measured by the Ability Profiler are:

Verbal Ability: Verbal ability is understanding the meaning of words and using them correctly in good communication when you listen, speak, or write. This ability is measured by the *Vocabulary* exercise.

Arithmetic Reasoning: Arithmetic reasoning is an ability that uses several math skills and logical thinking to solve problems in everyday situations. It involves gathering and sorting through all information related to a problem, making educated guesses about how best to solve the problem, picking a likely way to solve it, and, then, explaining your decisions. This ability is measured by the *Arithmetic Reasoning* exercise.

Computation: Computation ability is using arithmetic operations of addition, subtraction, multiplication, and division to solve everyday problems involving numbers. This ability is measured by the *Computation* exercise.

Spatial Ability: Spatial ability is being able to form pictures of objects in your mind. It involves easily understanding how drawings represent real objects and correctly imagining how parts fit together. It is an important ability for many artistic, engineering, architectural,

and mechanical jobs. This ability is measured by the *Three-Dimensional Space* exercise.

Form Perception: Form perception is the ability to see details in objects, pictures, or drawings quickly and correctly. It involves noticing little differences in shapes of figures, shading, and lengths and widths of lines. It is an important ability for many inspection, quality control, and scientific jobs. This ability is measured by the *Object Matching* exercise.

Clerical Perception: Clerical perception is the ability to see details in written materials quickly and correctly. The material may be text or numbers on a page, in lists, or in tables. It involves noticing if there are mistakes in the text and numbers, or if there are careless errors in working math problems. Many industrial occupations call for clerical perception even when the job does not require reading or math. This ability is measured by the *Name Comparison* exercise.

Motor Coordination: Motor coordination is the ability for different parts of your body to work well together. For many jobs, it involves coordinating your eyes and hands or fingers to make quick, accurate, and precise movements. This ability is measured by the *Mark-Making* exercise.

Finger Dexterity: Finger dexterity is the ability to move your fingers skillfully and easily. It involves using your fingers to handle small objects quickly and accurately. This ability is measured by the combination of the *Assemble and Disassemble* exercises.

Manual Dexterity: Manual dexterity is the ability to move your hands skillfully and easily. It involves using your hands to place and turn objects quickly and accurately. This ability is measured by the *Place and Turn* exercise.

What is your Ability Profile?

These are your scores from the Ability Profiler. They are reported as percentiles, which range from 1 to 99. Percentiles show how you compare to a very large group, or sample, of other people who work in many different kinds of jobs across the country. For example, if you had a percentile score of 60, it would mean you scored the same as or higher than 60 out of 100 people who were in the nationwide sample. The average percentile score for any one of the abilities is 50. This means the average worker would score at the 50th percentile for that ability.

Look at your nine percentile scores, one for each of the nine abilities measured by the Ability Profiler. Check which ability has your highest score and second highest score. You might also want to note the ability with your lowest score. How much difference is there between your highest and lowest scores? Are the scores what you expected, or are you surprised by any of them?

Your percentile scores also are shown in a profile. The height of each bar represents your score for that ability. The 50th percentile is shown as the darkest line that crosses the bars. The dark line above it represents the 75th percentile, and the dark line below it shows the 25th percentile. You can look across the bars and easily see your scores in comparison to each other. You also can note your ability scores in relation to the scores of the people in the sample. Do this by looking at one of the lines — for the 25th, 50th, or 75th percentile — and see how far above or below that line your bar is.

Just so you will know how many items you answered correctly, other than on the dexterity abilities, look next to your percentile scores. You will see the number you got correct out of the total number of questions in each subtest.

Your Ability Profile – Percentile Scores

Your Ability Percentile Scores

Your No. Correct / Total No. Questions

Verbal Ability	[95]	[19 / 19]
Arithmetic Reasoning	[93]	[18 / 18]
Computation[a]	[98]	[40 / 40]
Spatial Ability	[95]	[20 / 20]
Form Perception[a]	[99]	[42 / 42]
Clerical Perception[a]	[99]	[90 / 90]
Motor Coordination	[99]	[130 / 130]
Finger Dexterity	[99]	---
Manual Dexterity	[99]	---

[a] The percentile scores for these abilities include a deduction for wrong answers.

What occupations are linked with your Ability Profile?

Now that you have learned about your Ability Profile and have seen how your different abilities compare with one another, you are ready to find the occupations that are linked with your Ability Profile.

To help you identify occupations that can use your pattern of abilities, your Ability Profile was compared to the ability profiles of occupations. Your Ability Profile is linked to a set of occupations that has been grouped into five Job Zones. Each Job Zone contains occupations that require the same amount of education, experience, and training. Knowing your Job Zone can help you focus your career exploration.

This score report provides five occupational lists based on your Ability Profile. There is one list for each of the five Job Zones. Read below to find out about the Job Zones and how to pick your Job Zone. **To explore occupations on this score report, you will need to know your Job Zone as well as your Ability Profile.**

(*If you have already picked a Job Zone, turn to pages 7 and 16 and write your Job Zone(s) in the spaces provided.*)

What is a Job Zone?

A Job Zone is a group of occupations that are similar in these ways:

 ➢ How much education people need to do the job.

 ➢ How much related experience people need to do the job.

 ➢ How much on-the-job training people need to do the job.

In other words, occupations within a Job Zone require a similar level of preparation. By picking a Job Zone you will be able to narrow your career search.

The five Job Zones are:

Job Zone 1 -- Occupations that need *Little* or *No* preparation

Job Zone 2 -- Occupations that need *Some* preparation

Job Zone 3 -- Occupations that need *Medium* preparation

Job Zone 4 -- Occupations that need *Considerable* preparation

Job Zone 5 -- Occupations that need *Extensive* preparation

To help you explore occupations, you can think about Job Zones in two ways:

Your *Current* Job Zone and your *Future* Job Zone.

Current Job Zone: If you want to explore occupations at your *current* "level of preparation," choose the Job Zone that best matches the amount of education, experience, and training you have now. This is your Current Job Zone with jobs that need the knowledge and skills you have right now.

Future Job Zone: If you want to explore occupations based on your *future* "level of preparation," — for example, after you finish high school — choose the Job Zone that best matches the education, experience, and training you expect to have in the future. This is your Future Job Zone with jobs that you will have the knowledge and skills to do in the future.

Job Zone Definitions

To get a better idea of what they mean, read the following Job Zone definitions:

Job Zone 1: Little or No Preparation Needed

Education: Some of these occupations may require a high school diploma or GED certificate.

Related Experience: Little or no previous work-related skill, knowledge, or experience is needed for these occupations. For example, a person can become a waiter or waitress even if he/she has never worked before.

Job Training: Employees in these occupations need anywhere from a few days to a few months of training. Usually, an experienced worker could show you how to do the job.

Examples: These occupations involve following instructions and helping others. Examples include taxi drivers, amusement and recreation attendants, counter and rental clerks, construction laborers, continuous mining machine operators, and waiters/waitresses.

Job Zone 2: Some Preparation Needed

Education: These occupations usually require a high school diploma.

Related Experience: Some previous work-related skill, knowledge, or experience is usually needed. For example, a teller would benefit from experience working directly with the public.

Job Training: Employees in these occupations need anywhere from a few months to one year of working with experienced employees. A recognized apprenticeship program may be associated with these occupations.

Examples: These occupations often involve using your knowledge and skills to help others. Examples include sheet metal workers, forest fire fighters, customer service representatives, physical therapist aides, salespersons (retail), and tellers.

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Job Zone 3: Medium Preparation Needed

Education: Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree.

Related Experience: Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing exam, in order to perform the job.

Job Training: Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers. A recognized apprenticeship program may be associated with these occupations.

Examples: These occupations usually involve using communication and organizational skills to coordinate, supervise, manage, or train others to accomplish goals. Examples include food service managers, electricians, agricultural technicians, legal secretaries, interviewers, and insurance sales agents.

Job Zone 4: Considerable Preparation Needed

Education: Most of these occupations require a four-year bachelor's degree, but some do not.

Related Experience: A considerable amount of work-related skill, knowledge, or experience is needed for these occupations. For example, an accountant must complete four years of college and work for several years in accounting to be considered qualified.

Job Training: Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.

Examples: Many of these occupations involve coordinating, supervising, managing, or training others. Examples include accountants, sales managers, database administrators, teachers, chemists, environmental engineers, criminal investigators, and special agents.

Job Zone 5: Extensive Preparation Needed

Education: Most of these occupations require graduate school. For example, they may require a master's degree, and some require a Ph.D., M.D., or J.D. (law degree).

Related Experience: Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience. For example, surgeons must complete four years of college and an additional five to seven years of specialized medical training to be able to do their job.

Job Training: Employees may need some on-the-job training, but most of these occupations assume that the person will already have the required skills, knowledge, work-related experience, and/or training.

Examples: These occupations often involve coordinating, training, supervising, or managing the activities of others to accomplish goals. Very advanced communication and organizational skills are required. Examples include librarians, lawyers, aerospace engineers, wildlife biologists, school psychologists, surgeons, treasurers, and controllers.

Which Job Zone suits you best?

To help you decide if a Job Zone fits you, you might ask yourself:

1. "Do I have the education, experience, and training needed to do the work for the occupations in this Job Zone?" (*Current* Job Zone)

2. "Am I willing to get the education, experience, and training needed to do the work for the occupations in this Job Zone?" (*Future* Job Zone)

3. "Would I like to work in at least some of the occupations in this Job Zone?"

If you answered "yes" to these questions, then you have found your Job Zone(s).

If you answered "no" to these questions, you may want to look at the other Job Zone definitions to find one better suited to your situation.

Write the Job Zone(s) you picked in the spaces below **and in the box on page 16**.

Your *Current* Job Zone: _____ (1, 2, 3, 4, or 5)

Your *Future* Job Zone:_____ (1, 2, 3, 4, or 5)

Compare your picks with the Job Zone occupations based on your Ability Profiler results. Read the next section to find out how you can use the information you have.

Exploring Careers Using Your Abilities and Your Job Zone

Printed on the following pages are some occupations within each of the Job Zones. These are occupations that could make the best use of your abilities.

Remember, each occupation within a Job Zone requires about the same level of education and training. The lists start with the occupations that best match your ability profile. These lists are meant as a starting place. Follow the steps below to begin your career exploration.

1. Look at the list of occupations for your Job Zone.

Based on your choice of Job Zone, these are some of the occupations that may allow you to best use your abilities. By choosing this Job Zone, you have indicated that these occupations would best use your current or future education, experience, and training. Do you see any occupations that you would like to find out more about? Once you have selected occupations to explore, list them in the spaces provided on page 16.

2. Find out more about the occupations.

When you have selected occupations to explore, you can use O*NET™ OnLine, http://www.onetonline.org, to find out such information as:

the types of activities that are performed in these occupations and

the skills, abilities, education, training, and experience that are needed for them.

3. Still want more?

If you don't like the occupations listed in your Job Zone and you don't want to explore them, you have several choices:

You can review the Job Zone definitions to make sure that you have chosen the Job Zone that best matches your current or future

situation. If you decide that another Job Zone is better for you, then review the occupations that are listed for that Job Zone. Do any of those occupations appeal to you? If so, you can explore them in O*NET OnLine (http://www.onetonline.org).

4. Want to know about a particular occupation not on your list?

If you want to learn more about a particular occupation not on your list:

Find the occupation using the search capabilities in O*NET OnLine (http://www.onetonline.org).

Check the skills, abilities, education, training, and experience information that are needed for the occupation, in the O*NET OnLine reports. Do you currently have or expect to have the needed skills, abilities, education, training, and experience for that occupation? If you do, this occupation may be a good one to explore.

Talk to someone working in the occupation to find out what it is really like.

(You may want to take one or more of the other O*NET Career Exploration Tools to see if the results show that your interests and work values support further consideration of this occupation.)

O*NET-SOC #	O*NET-SOC Title	Match Type
	Selected Job Zone 1 Occupations (Little or No Preparation Needed)	
51-3023.00	Slaughterers and Meat Packers	Very Strong
51-6021.00	Pressers, Textile, Garment, and Related Materials	Very Strong
35-9021.00	Dishwashers	Very Strong
49-9093.00	Fabric Menders, Except Garment	Very Strong
35-2021.00	Food Preparation Workers	Very Strong
51-3022.00	Meat, Poultry, and Fish Cutters and Trimmers	Very Strong
49-3093.00	Tire Repairers and Changers	Very Strong
45-3011.00	Fishers and Related Fishing Workers	Strong
51-7021.00	Furniture Finishers	Good
45-4021.00	Fallers	Good

O*NET-SOC #	O*NET-SOC Title	Match Type
	Selected Job Zone 2 Occupations (Some Preparation Needed)	
47-5061.00	Roof Bolters, Mining	Very Strong
47-2043.00	Floor Sanders and Finishers	Very Strong
51-9123.00	Painting, Coating, and Decorating Workers	Very Strong
51-9083.00	Ophthalmic Laboratory Technicians	Very Strong
51-6051.00	Sewers, Hand	Very Strong
43-9021.00	Data Entry Keyers	Strong
51-6041.00	Shoe and Leather Workers and Repairers	Good
51-6064.00	Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders	Good
43-9022.00	Word Processors and Typists	Good
51-9197.00	Tire Builders	Good

O*NET-SOC #	O*NET-SOC Title	Match Type
Selected Job Zone 3 Occupations (Medium Preparation Needed)		
27-2042.02	Musicians, Instrumental	Strong
51-9195.05	Potters, Manufacturing	Good
23-2091.00	Court Reporters	Good
51-7011.00	Cabinetmakers and Bench Carpenters	Good
51-9195.04	Glass Blowers, Molders, Benders, and Finishers	Good
39-5011.00	Barbers	Good
53-7021.00	Crane and Tower Operators	Good
49-9063.00	Musical Instrument Repairers and Tuners	Good
35-2013.00	Cooks, Private Household	Good
49-2092.00	Electric Motor, Power Tool, and Related Repairers	Good

O*NET-SOC #	O*NET-SOC Title	Match Type
Selected Job Zone 4 Occupations (Considerable Preparation Needed)		
53-2011.00	Airline Pilots, Copilots, and Flight Engineers	Strong +
43-9081.00	Proofreaders and Copy Markers	Good +
25-4031.00	Library Technicians	Good +
29-2011.00	Medical and Clinical Laboratory Technologists	Good +
13-1041.01	Environmental Compliance Inspectors	Good +
27-3091.00	Interpreters and Translators	Good +
33-3021.05	Immigration and Customs Inspectors	Good +
27-3021.00	Broadcast News Analysts	Good +
19-4092.00	Forensic Science Technicians	Good +
21-1021.00	Child, Family, and School Social Workers	Good +

+ This occupation is presented based on its link to your Verbal Ability, Arithmetic Reasoning, Computation, Spatial Ability, Form Perception and Clerical Perception results.

O*NET-SOC #	O*NET-SOC Title	Match Type
	Selected Job Zone 5 Occupations (Extensive Preparation Needed)	
29-1022.00	Oral and Maxillofacial Surgeons	Good
29-1061.00	Anesthesiologists	Good +
29-1199.05	Orthoptists	Good +
21-1023.00	Mental Health and Substance Abuse Social Workers	Good +
29-1199.02	Nurse Anesthetists	Good +
29-1064.00	Obstetricians and Gynecologists	Good +
23-2092.00	Law Clerks	Good +
29-1127.00	Speech-Language Pathologists	Good +

+ This occupation is presented based on its link to your Verbal Ability, Arithmetic Reasoning, Computation, Spatial Ability, Form Perception and Clerical Perception results.

What if you still don't have a clear picture of careers that fit with your abilities?

The Ability Profiler is only one of the tools you can use to help in your career search. Other O*NET Career Exploration Tools are listed in the next section. If you feel you don't have a clear direction yet, you can try a different route.

Your Ability Profile tells just some of the important information about you that can be used to explore the world of work. Other information you can use includes your work values and your interests.

In addition, you may have special skills or talents that you might want to think about when exploring careers. For example, you might work really well with people or you might be very outgoing. You may want to find a career that takes advantage of these important skills.

Also, you might have special knowledge you learned from hobbies or other activities that is important for certain jobs. You may want to consider this when looking at different occupations.

Maybe you know someone who works in an occupation that seems interesting to you. You can talk with the person to find out what the job is really like.

How can you use your Ability Profiler with other O*NET Career Exploration Tools?

You can use this score report with other score reports for the Interest Profiler and Work Importance Locator or Work Importance Profiler. If you put the score reports together, you can get a better idea of the kinds of careers you might find satisfying and rewarding. If you pick an occupation that fits with your interests and abilities, you will most likely find the job enjoyable and will perform well.

The O*NET Career Exploration Tools

As you explore your career options, you should know that other tools are available to help you. The **Ability Profiler** is just one of five tools that make up the O*NET Career Exploration Tools. The other tools are:

- ❖ The **Interest Profiler** — helps you find out what your work-related interests are. It can help you identify occupations that you may find interesting.

- ❖ The **Computerized Interest Profiler** — is similar to the paper-and-pencil Interest Profiler, except that you answer and score the questions on a computer.

- ❖ The **Work Importance Locator** — helps you decide what is important to you in a job. It can help you identify occupations that you may find satisfying.

- ❖ The **Work Importance Profiler** — is similar to the Work Importance Locator, except that you answer and score the questions on a computer.

These tools give you three important pieces of information that are valuable to you when exploring careers:

1. what is important to you in your world of work,
2. what you can do well, and
3. what you like to do.

You may use the tools separately or together. You can use them to identify occupations in the world of work that you may want to explore.

O*NET Occupations Work Page

Use this page to list the occupations you have picked to explore.

If you haven't already done so, copy your Job Zone(s) from page 7 in the box below.

Your *Current* Job Zone: _____   Your *Future* Job Zone: _____

As you look at the lists of occupations that are linked with your Ability Profile — those occupations that could make the best use of your abilities — write the occupations you want to explore below. You can list occupations for both your Current Job Zone and your Future Job Zone. Be sure to add to the list below when you pick other occupations to explore.

Write Below the O*NET Occupations You Have Picked to Explore:

O*NET-SOC#	O*NET-SOC Title
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____

**Appendix D: Sample Score Report
Form One - Half Correct**

O*NET Ability Profiler™ Score Report

Name Form One Half Correct (000000002)   Test Date   8/26/2009

How can the Ability Profiler help you?

Recently, you took the Ability Profiler to learn more about your job-related abilities. This information can help you explore the world of work. With this knowledge you can identify and learn more about occupations that would give you the highest chances to use your abilities. You are much more likely to be satisfied with work that best uses your abilities.

Your Ability Profiler results will help you learn more about your strengths and areas where you might want to seek more education or training. You **should use** your results to

explore the world of work by comparing your abilities to the abilities necessary for performing certain occupations. Your results **must not be used** for employment or hiring decisions. Employers, education programs, or other job-related programs should not use your results as part of a screening process.

This score report will help you better understand your Ability Profiler results and show you how to use them for career exploration and career development.

What information does the Ability Profiler provide?

The Ability Profiler measures nine abilities that can help you do well in most jobs. Look at the names of these abilities. You will recognize that you have developed some of these abilities, such as verbal and math skills, through your education.

You have developed other abilities, like form perception and finger dexterity, through your experiences and training. The Ability Profiler helps you identify your strongest abilities. Knowing your strongest abilities is very helpful when you are exploring careers. The nine abilities measured by the Ability Profiler are:

Verbal Ability: Verbal ability is understanding the meaning of words and using them correctly in good communication when you listen, speak, or write. This ability is measured by the *Vocabulary* exercise.

Arithmetic Reasoning: Arithmetic reasoning is an ability that uses several math skills and

logical thinking to solve problems in everyday situations. It involves gathering and sorting through all information related to a problem, making educated guesses about how best to solve the problem, picking a likely way to solve it, and, then, explaining your decisions. This ability is measured by the *Arithmetic Reasoning* exercise.

Computation: Computation ability is using arithmetic operations of addition, subtraction, multiplication, and division to solve everyday problems involving numbers. This ability is measured by the *Computation* exercise.

Spatial Ability: Spatial ability is being able to form pictures of objects in your mind. It involves easily understanding how drawings represent real objects and correctly imagining how parts fit together. It is an important ability for many artistic, engineering, architectural,

and mechanical jobs. This ability is measured by the *Three-Dimensional Space* exercise.

Form Perception: Form perception is the ability to see details in objects, pictures, or drawings quickly and correctly. It involves noticing little differences in shapes of figures, shading, and lengths and widths of lines. It is an important ability for many inspection, quality control, and scientific jobs. This ability is measured by the *Object Matching* exercise.

Clerical Perception: Clerical perception is the ability to see details in written materials quickly and correctly. The material may be text or numbers on a page, in lists, or in tables. It involves noticing if there are mistakes in the text and numbers, or if there are careless errors in working math problems. Many industrial occupations call for clerical perception even when the job does not require reading or math. This ability is measured by the *Name Comparison* exercise.

Motor Coordination: Motor coordination is the ability for different parts of your body to work well together. For many jobs, it involves coordinating your eyes and hands or fingers to make quick, accurate, and precise movements. This ability is measured by the *Mark-Making* exercise.

Finger Dexterity: Finger dexterity is the ability to move your fingers skillfully and easily. It involves using your fingers to handle small objects quickly and accurately. This ability is measured by the combination of the *Assemble and Disassemble* exercises.

Manual Dexterity: Manual dexterity is the ability to move your hands skillfully and easily. It involves using your hands to place and turn objects quickly and accurately. This ability is measured by the *Place and Turn* exercise.
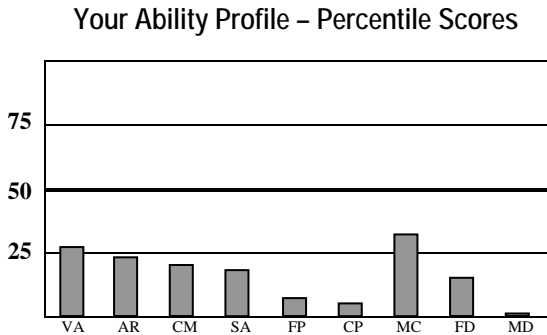
What is your Ability Profile?

These are your scores from the Ability Profiler. They are reported as percentiles, which range from 1 to 99. Percentiles show how you compare to a very large group, or sample, of other people who work in many different kinds of jobs across the country. For example, if you had a percentile score of 60, it would mean you scored the same as or higher than 60 out of 100 people who were in the nationwide sample. The average percentile score for any one of the abilities is 50. This means the average worker would score at the 50th percentile for that ability.

Look at your nine percentile scores, one for each of the nine abilities measured by the Ability Profiler. Check which ability has your highest score and second highest score. You might also want to note the ability with your lowest score. How much difference is there between your highest and lowest scores? Are the scores what you expected, or are you surprised by any of them?

Your percentile scores also are shown in a profile. The height of each bar represents your score for that ability. The 50th percentile is shown as the darkest line that crosses the bars. The dark line above it represents the 75th percentile, and the dark line below it shows the 25th percentile. You can look across the bars and easily see your scores in comparison to each other. You also can note your ability scores in relation to the scores of the people in the sample. Do this by looking at one of the lines — for the 25th, 50th, or 75th percentile — and see how far above or below that line your bar is.

Just so you will know how many items you answered correctly, other than on the dexterity abilities, look next to your percentile scores. You will see the number you got correct out of the total number of questions in each subtest.

Your Ability Profile – Percentile Scores

Your Ability Percentile Scores	Your No. Correct	Total No. Questions
Verbal Ability	[27]	[10 / 19]
Arithmetic Reasoning	[23]	[9 / 18]
Computation[a]	[20]	[20 / 40]
Spatial Ability	[18]	[10 / 20]
Form Perception[a]	[7]	[21 / 42]
Clerical Perception[a]	[5]	[45 / 90]
Motor Coordination	[32]	[65 / 130]
Finger Dexterity	[15]	---
Manual Dexterity	[1]	---

[a] The percentile scores for these abilities include a deduction for wrong answers.

What occupations are linked with your Ability Profile?

Now that you have learned about your Ability Profile and have seen how your different abilities compare with one another, you are ready to find the occupations that are linked with your Ability Profile.

To help you identify occupations that can use your pattern of abilities, your Ability Profile was compared to the ability profiles of occupations. Your Ability Profile is linked to a set of occupations that has been grouped into five Job Zones. Each Job Zone contains occupations that require the same amount of education, experience, and training. Knowing your Job Zone can help you focus your career exploration.

This score report provides five occupational lists based on your Ability Profile. There is one list for each of the five Job Zones. Read below to find out about the Job Zones and how to pick your Job Zone. **To explore occupations on this score report, you will need to know your Job Zone as well as your Ability Profile.**

(*If you have already picked a Job Zone, turn to pages 7 and 16 and write your Job Zone(s) in the spaces provided.*)

What is a Job Zone?

A Job Zone is a group of occupations that are similar in these ways:

➢ How much education people need to do the job.

➢ How much related experience people need to do the job.

➢ How much on-the-job training people need to do the job.

In other words, occupations within a Job Zone require a similar level of preparation. By picking a Job Zone you will be able to narrow your career search.

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The five Job Zones are:

Job Zone 1 -- Occupations that need *Little* or *No* preparation

Job Zone 2 -- Occupations that need *Some* preparation

Job Zone 3 -- Occupations that need *Medium* preparation

Job Zone 4 -- Occupations that need *Considerable* preparation

Job Zone 5 -- Occupations that need *Extensive* preparation

</div>

To help you explore occupations, you can think about Job Zones in two ways:

Your *Current* Job Zone and your *Future* Job Zone.

Current Job Zone: If you want to explore occupations at your *current* "level of preparation," choose the Job Zone that best matches the amount of education, experience, and training you have now. This is your Current Job Zone with jobs that need the knowledge and skills you have right now.

Future Job Zone: If you want to explore occupations based on your *future* "level of preparation," — for example, after you finish high school — choose the Job Zone that best matches the education, experience, and training you expect to have in the future. This is your Future Job Zone with jobs that you will have the knowledge and skills to do in the future.

Job Zone Definitions

To get a better idea of what they mean, read the following Job Zone definitions:

Job Zone 1: Little or No Preparation Needed

Education: Some of these occupations may require a high school diploma or GED certificate.

Job Training: Employees in these occupations need anywhere from a few days to a few months of training. Usually, an experienced worker could show you how to do the job.

Related Experience: Little or no previous work-related skill, knowledge, or experience is needed for these occupations. For example, a person can become a waiter or waitress even if he/she has never worked before.

Examples: These occupations involve following instructions and helping others. Examples include taxi drivers, amusement and recreation attendants, counter and rental clerks, construction laborers, continuous mining machine operators, and waiters/waitresses.

Job Zone 2: Some Preparation Needed

Education: These occupations usually require a high school diploma.

Job Training: Employees in these occupations need anywhere from a few months to one year of working with experienced employees. A recognized apprenticeship program may be associated with these occupations.

Related Experience: Some previous work-related skill, knowledge, or experience is usually needed. For example, a teller would benefit from experience working directly with the public.

Examples: These occupations often involve using your knowledge and skills to help others. Examples include sheet metal workers, forest fire fighters, customer service representatives, physical therapist aides, salespersons (retail), and tellers.

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Job Zone 3: Medium Preparation Needed

Education: Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree.

Related Experience: Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing exam, in order to perform the job.

Job Training: Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers. A recognized apprenticeship program may be associated with these occupations.

Examples: These occupations usually involve using communication and organizational skills to coordinate, supervise, manage, or train others to accomplish goals. Examples include food service managers, electricians, agricultural technicians, legal secretaries, interviewers, and insurance sales agents.

Job Zone 4: Considerable Preparation Needed

Education: Most of these occupations require a four-year bachelor's degree, but some do not.

Related Experience: A considerable amount of work-related skill, knowledge, or experience is needed for these occupations. For example, an accountant must complete four years of college and work for several years in accounting to be considered qualified.

Job Training: Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.

Examples: Many of these occupations involve coordinating, supervising, managing, or training others. Examples include accountants, sales managers, database administrators, teachers, chemists, environmental engineers, criminal investigators, and special agents.

Job Zone 5: Extensive Preparation Needed

Education: Most of these occupations require graduate school. For example, they may require a master's degree, and some require a Ph.D., M.D., or J.D. (law degree).

Related Experience: Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience. For example, surgeons must complete four years of college and an additional five to seven years of specialized medical training to be able to do their job.

Job Training: Employees may need some on-the-job training, but most of these occupations assume that the person will already have the required skills, knowledge, work-related experience, and/or training.

Examples: These occupations often involve coordinating, training, supervising, or managing the activities of others to accomplish goals. Very advanced communication and organizational skills are required. Examples include librarians, lawyers, aerospace engineers, wildlife biologists, school psychologists, surgeons, treasurers, and controllers.

Which Job Zone suits you best?

To help you decide if a Job Zone fits you, you might ask yourself:

1. "Do I have the education, experience, and training needed to do the work for the occupations in this Job Zone?" (*Current* Job Zone)

2. "Am I willing to get the education, experience, and training needed to do the work for the occupations in this Job Zone?" (*Future* Job Zone)

3. "Would I like to work in at least some of the occupations in this Job Zone?"

If you answered "yes" to these questions, then you have found your Job Zone(s).

If you answered "no" to these questions, you may want to look at the other Job Zone definitions to find one better suited to your situation.

Write the Job Zone(s) you picked in the spaces below **and in the box on page 16**.

Your *Current* Job Zone: _____ (1, 2, 3, 4, or 5)

Your *Future* Job Zone:_____ (1, 2, 3, 4, or 5)

Compare your picks with the Job Zone occupations based on your Ability Profiler results. Read the next section to find out how you can use the information you have.

Exploring Careers Using Your Abilities and Your Job Zone

Printed on the following pages are some occupations within each of the Job Zones. These are occupations that could make the best use of your abilities.

Remember, each occupation within a Job Zone requires about the same level of education and training. The lists start with the occupations that best match your ability profile. These lists are meant as a starting place. Follow the steps below to begin your career exploration.

1. Look at the list of occupations for your Job Zone.

Based on your choice of Job Zone, these are some of the occupations that may allow you to best use your abilities. By choosing this Job Zone, you have indicated that these occupations would best use your current or future education, experience, and training. Do you see any occupations that you would like to find out more about? Once you have selected occupations to explore, list them in the spaces provided on page 16.

2. Find out more about the occupations.

When you have selected occupations to explore, you can use O*NET™ OnLine, http://www.onetonline.org, to find out such information as:

the types of activities that are performed in these occupations and
the skills, abilities, education, training, and experience that are needed for them.

3. Still want more?

If you don't like the occupations listed in your Job Zone and you don't want to explore them, you have several choices:

You can review the Job Zone definitions to make sure that you have chosen the Job Zone that best matches your current or future situation. If you decide that another Job Zone is better for you, then review the occupations that are listed for that Job Zone. Do any of those occupations appeal to you? If so, you can explore them in O*NET OnLine (http://www.onetonline.org).

4. Want to know about a particular occupation not on your list?

If you want to learn more about a particular occupation not on your list:

Find the occupation using the search capabilities in O*NET OnLine (http://www.onetonline.org).

Check the skills, abilities, education, training, and experience information that are needed for the occupation, in the O*NET OnLine reports. Do you currently have or expect to have the needed skills, abilities, education, training, and experience for that occupation? If you do, this occupation may be a good one to explore.

Talk to someone working in the occupation to find out what it is really like.

(You may want to take one or more of the other O*NET Career Exploration Tools to see if the results show that your interests and work values support further consideration of this occupation.)

O*NET-SOC #	O*NET-SOC Title	Match Type
	Selected Job Zone 1 Occupations (Little or No Preparation Needed)	
41-9012.00	Models	Good
47-2041.00	Carpet Installers	Good
41-2021.00	Counter and Rental Clerks	Good
39-3093.00	Locker Room, Coatroom, and Dressing Room Attendants	Good
41-2011.00	Cashiers	Good
43-5081.01	Stock Clerks, Sales Floor	Good
53-3031.00	Driver/Sales Workers	Good
35-3021.00	Combined Food Preparation and Serving Workers, Including Fast Food	Good
35-3041.00	Food Servers, Nonrestaurant	Good
39-3091.00	Amusement and Recreation Attendants	Good

Selected Job Zone 2 Occupations		
(Some Preparation Needed)		
O*NET-SOC #	O*NET-SOC Title	Match Type
43-4021.00	Correspondence Clerks	Very Strong
41-9091.00	Door-To-Door Sales Workers, News and Street Vendors, and Related Workers	Strong
43-4041.02	Credit Checkers	Good
27-2042.01	Singers	Good
43-9041.01	Insurance Claims Clerks	Good
43-3021.03	Billing, Posting, and Calculating Machine Operators	Good
35-1012.00	First-Line Supervisors/Managers of Food Preparation and Serving Workers	Good
43-6014.00	Secretaries, Except Legal, Medical, and Executive	Good
43-3051.00	Payroll and Timekeeping Clerks	Good
43-5061.00	Production, Planning, and Expediting Clerks	Good

O*NET-SOC #	O*NET-SOC Title	Match Type
	Selected Job Zone 3 Occupations (Medium Preparation Needed)	
41-3041.00	Travel Agents	Very Strong
43-6011.00	Executive Secretaries and Administrative Assistants	Good
11-9141.00	Property, Real Estate, and Community Association Managers	Good
43-4131.00	Loan Interviewers and Clerks	Good
41-3011.00	Advertising Sales Agents	Good
25-9041.00	Teacher Assistants	Good
43-1011.00	First-Line Supervisors/Managers of Office and Administrative Support Workers	Good
17-3026.00	Industrial Engineering Technicians	Good
43-4031.02	Municipal Clerks	Good
17-3012.02	Electrical Drafters	Good

Selected Job Zone 4 Occupations		
(Considerable Preparation Needed)		
O*NET-SOC #	O*NET-SOC Title	Match Type
17-2112.00	Industrial Engineers	Strong
17-2199.02	Validation Engineers	Strong
13-2051.00	Financial Analysts	Good
19-4041.01	Geophysical Data Technicians	Good
41-1012.00	First-Line Supervisors/Managers of Non-Retail Sales Workers	Good
11-2031.00	Public Relations Managers	Good
27-2012.01	Producers	Good
17-2031.00	Biomedical Engineers	Good
13-2052.00	Personal Financial Advisors	Good
13-1081.00	Logisticians	Good

O*NET-SOC #	O*NET-SOC Title	Match Type
Selected Job Zone 5 Occupations (Extensive Preparation Needed)		
25-1031.00	Architecture Teachers, Postsecondary	Strong
19-3041.00	Sociologists	Strong
25-1032.00	Engineering Teachers, Postsecondary	Strong
25-1054.00	Physics Teachers, Postsecondary	Good
19-3032.00	Industrial-Organizational Psychologists	Good
25-1041.00	Agricultural Sciences Teachers, Postsecondary	Good
25-1064.00	Geography Teachers, Postsecondary	Good
25-1022.00	Mathematical Science Teachers, Postsecondary	Good
15-2021.00	Mathematicians	Good
25-1043.00	Forestry and Conservation Science Teachers, Postsecondary	Good

What if you still don't have a clear picture of careers that fit with your abilities?

The Ability Profiler is only one of the tools you can use to help in your career search. Other O*NET Career Exploration Tools are listed in the next section. If you feel you don't have a clear direction yet, you can try a different route.

Your Ability Profile tells just some of the important information about you that can be used to explore the world of work. Other information you can use includes your work values and your interests.

In addition, you may have special skills or talents that you might want to think about when exploring careers. For example, you might work really well with people or you might be very outgoing. You may want to find a career that takes advantage of these important skills.

Also, you might have special knowledge you learned from hobbies or other activities that is important for certain jobs. You may want to consider this when looking at different occupations.

Maybe you know someone who works in an occupation that seems interesting to you. You can talk with the person to find out what the job is really like.

How can you use your Ability Profiler with other O*NET Career Exploration Tools?

You can use this score report with other score reports for the Interest Profiler and Work Importance Locator or Work Importance Profiler. If you put the score reports together, you can get a better idea of the kinds of careers you might find satisfying and rewarding. If you pick an occupation that fits with your interests and abilities, you will most likely find the job enjoyable and will perform well.

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As you explore your career options, you should know that other tools are available to help you. The **Ability Profiler** is just one of five tools that make up the O*NET Career Exploration Tools. The other tools are:

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- ❖ The **Computerized Interest Profiler** — is similar to the paper-and-pencil Interest Profiler, except that you answer and score the questions on a computer.

- ❖ The **Work Importance Locator** — helps you decide what is important to you in a job. It can help you identify occupations that you may find satisfying.

- ❖ The **Work Importance Profiler** — is similar to the Work Importance Locator, except that you answer and score the questions on a computer.

These tools give you three important pieces of information that are valuable to you when exploring careers:

1. what is important to you in your world of work,
2. what you can do well, and
3. what you like to do.

You may use the tools separately or together. You can use them to identify occupations in the world of work that you may want to explore.

O*NET Occupations Work Page

Use this page to list the occupations you have picked to explore.

If you haven't already done so, copy your Job Zone(s) from page 7 in the box below.

Your *Current* Job Zone: _____   Your *Future* Job Zone: _____

As you look at the lists of occupations that are linked with your Ability Profile — those occupations that could make the best use of your abilities — write the occupations you want to explore below. You can list occupations for both your Current Job Zone and your Future Job Zone. Be sure to add to the list below when you pick other occupations to explore.

Write Below the O*NET Occupations You Have Picked to Explore:

O*NET-SOC#   O*NET-SOC Title

1. _____   _____

2. _____   _____

3. _____   _____

4. _____   _____

5. _____   _____

6. _____   _____

7. _____   _____

8. _____   _____

9. _____   _____

10. _____   _____

11. _____   _____

12. _____   _____