o∗net ®

ability profiler™

Administrator Training
Overhead Masters

OBJECTIVES

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

➠ know and read the instructions to examinees exactly as written (verbatim);

➠ demonstrate the psychomotor exercises with an understanding of needs for both left- and right-handed examinees;

➠ adhere closely to assessment time limits;

➠ answer examinees' questions;

➠ monitor examinees' behavior;

➠ select appropriate assessment locations; and

➠ monitor supplies and maintain security of the assessment.

STRUCTURE OF THE WORKSHOP

➠   Module 1.   Welcome and Objectives

➠   Module 2.   O*NET Ability Profiler: The Assessment

➠   Module 3.   Background Overview

➠   Module 4.   Administration Overview

➠   Module 5.   O*NET Ability Profiler Administration Procedures

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

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

➠   Module 8.   Practice and Score Parts 8 and 9

➠   Module 9.   Practice and Score Parts 10 and 11

O*NET ABILITY PROFILER

➠ Technically and operationally improved over earlier DOL ability instruments

➠ Designed for use by state employment services, schools, universities, training programs, and vocational rehabilitation agencies

➠ Used for vocational and career counseling and career planning and exploration

REVIEW

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

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

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

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

➠ How many parts are psychomotor exercises? What are they?

REVIEW

➥   What psychomotor part uses paper-and-pencil?

➥   What part has the longest time allowed?

➥   What parts of the assessment use the finger dexterity board?

➥   How many pegs are in the manual dexterity pegboard?

➥   What does the check mark indicate?

➥   What does the pointing finger indicate?

➥   What does the clock face indicate?

REVIEW

➡ Why is security of materials important?

➡ What is involved in standardized administration?

➡ How will examinees get the most useful results?

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

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

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

➡ What ability is important for dentistry and watch making?

REVIEW

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

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

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

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

REVIEW

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

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

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

REVIEW

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

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

➠ How should the facility be prepared prior to the session?

ASSESSMENT MATERIALS AND SUPPLIES

➡ O*NET Ability Profiler Administration and Scoring Manuals

➡ "Using Your O*NET Ability Profiler Results" handout

➡ O*NET Ability Profiler Instrument Booklets

➡ O*NET Ability Profiler Answer Sheets

➡ Part 7 Mark Making Answer Sheets [1]

➡ Manual Dexterity Pegboards for Parts 8 and 9 [1, 2]

➡ Finger Dexterity Boards for Parts 10 and 11 [1, 2]

➡ O*NET Ability Profiler Record of Apparatus Scores forms [1, 2]

➡ Timers

➡ No. 2 pencils with erasers

➡ Three-Dimensional Space practice cutout models for Part 3

➡ Two pieces of scratch paper

➡ Blank piece of paper

➡ "Assessment Session in Progress - Do Not Disturb" signs

[1] If administering Parts 1-6 ONLY, you do NOT need these items.

[2] If administering Parts 1-7 ONLY, you do NOT need these items.

REVIEW

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

⟶ How should assessment materials be secured?

⟶ When should the administrator arrive at the assessment site?

⟶ What should the administrator do before the session begins?

REVIEW

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

➠ What irregularities in the administration should be documented?

➠ What distractions should be avoided in the administration room?

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

REVIEW

➠ Who should read instructions during the administration?

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

REVIEW

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

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

➠ Why are practice questions important?

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

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

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

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

*O*NET Ability Profiler™ Administrator Training*

REVIEW

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

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

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

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

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

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