

## Workforce and Adult Education Tests

### The **BIG** Idea

- What kinds of tests might I face when applying for jobs, the military, or vocational training?

### AGENDA

- Approx. 45 minutes
- I. Warm Up: Real World Challenge (5 minutes)
  - II. No school, No tests? No chance! (5 minutes)
  - III. Testing the Basics, and Beyond (15 minutes)
  - IV. Sharing and Comparing (20 minutes)

### MATERIALS

- ☐ **STUDENT HANDBOOK PAGES:**
  - Student Handbook pages 66-67, Real World Challenge
  - Student Handbook page 68, Adult Education Tests
  - Student Handbook pages 75-82, Testing the Basics and Beyond
  - Student Handbook page 83, Organizer
  - Student Handbook page 84, Notes
- ☐ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Real World Challenge Answer Key

### OBJECTIVES

- During this lesson, students will:
- Examine standardized tests given outside the high school environment.
  - Learn what workforce, vocational, and military entrance exams evaluate.
  - Sample the types of questions asked.
  - Understand how employers and other organizations use the results of these tests.

## OVERVIEW .....

Students take many paths when they leave high school, and those not immediately heading for college need information about workforce options, including standardized tests they will likely face when applying for jobs, the military, apprenticeships, or vocational studies. Even students attending college next year may someday face these evaluations, so it will be helpful for everyone to explore them. This lesson plan will look at three frequently used assessments: the ASVAB (Armed Services Vocational Aptitude Battery), the ACT WorkKeys Foundational, and the ACT WorkKeys Personal Assessments.

## PREPARATION .....

- List the day's **BIG IDEA** and activities on the board.
- Peruse the ACT WorkKeys website, <http://www.act.org/products/workforce-act-workkeys/#.UGW73ZjA-TM>, to become familiar with a common range of workplace, job analysis and training tests, and some of the reasons why employers give them.
- Make an overhead transparency of the following handouts:
  - **Facilitator Resource 2, Adult Education Tests**
  - **Student Handbook page 83, Organizer**
- Divide the class into groups of four to work together on **Activity III, Testing the Basics, and Beyond**, and **Activity IV, Sharing and Comparing**. Try to balance the groups so each has a mix of students headed for college as well as students considering vocations.

## BACKGROUND INFORMATION .....

The workplace and adult world is rife with tests and evaluations to measure candidates for jobs, training programs, and sometimes, state and federal aid. Some assessments help place applicants in jobs requiring specific skills, and some are simply used to weed people out, and streamline the hiring process. Students should know that test taking doesn't end with high school graduation. It's also important to know what to expect on tests that probe personality attributes and workplace traits.

## IMPLEMENTATION OPTIONS .....

If you think you will be short on time, skip **Activity II, No school, No tests? No chance!**, and use it as a reference.

For **Activity III and IV**, you may wish to assign more than one group to a test, or assign portions of the ACT WorkKeys to different student groups as follows:

### **ACT WORKKEYS FOUNDATIONAL:**

- Communication
- Problem Solving
- Interpersonal

### **ACT WORKKEYS PERSONAL SKILLS**

- Performance
- Talent
- Fit

## ACTIVITY STEPS

### I. Warm Up: Real World Challenge (5 minutes)

1. Direct students to the “Do Now,” **Student Handbook pages 66-67, Real World Challenge**. Give them two minutes to read the scenarios and answer the questions.

**SAY SOMETHING LIKE:** When you’re watching a movie, and the characters at a job have a workplace dilemma, or are so totally clueless how to do their jobs that they end up messing everything up, it’s usually funny. In real life, it’s not. It means the work doesn’t get done, which is a problem for the boss. So before hiring people, many employers give applicants written tests to evaluate their ability to perform in the workplace. Sometimes these tests measure basic education skills. Many others, like the one you’ve just taken, judge personality traits, like how you’ll react to workplace conflicts. Let’s talk about the scenarios you just read. Raise your hand if you read and answered the level #3 scenario. [Students raise hands.]

OK, tell me which answer you picked. Remember, the question asks how the goal for the team might be best met – because that’s what the employer cares about, and wants to know you’ll keep in mind if you’re hired.

[Take answers. Most students will probably pick the right answer. If you feel the class needs more explanation, point out that the situation requires recognition and acceptance of the team goal, and the job requires the painter to set aside her immediate task to help in the problem area.]

OK, that scenario was pretty straightforward. And we’re all familiar with the concept of teamwork. The level #5 question is more complex. Anyone tackle that one? What answers did you get? [Allow students to respond.]

This scenario is pretty complex. It’s really not clear how to accomplish the goal. But an employer would be looking for someone who has leadership skills to keep the discussion productive; who displays initiative by showing willingness to try new tasks; and who knows how to be assertive by voicing personal convictions.

So, as you can see, instead of saying goodbye to tests once you graduate high school, there are many other exams you’ll encounter. Some will test your teamwork abilities, some will test your educational abilities, and others will test skills you need to succeed at a specific job. Thinking about how to do well on such tests is a good idea. So, today

we'll take a look at a few tests you may meet in the outside world, and get acquainted with the most common ones.

## II. No school, No tests? No chance! (5 minutes)

1. [Put the transparency of **Facilitator Resource 2, Adult Education Tests**, on the overhead projector. Read each category heading, and then ask students to read the brief descriptions that follow. Before going on to the next category, ask for at least one reason why an employer or training program officer might find these tests helpful and necessary.

If, as suggested in the **IMPLEMENTATION OPTIONS** section, you are skipping this, advise students to take a look at it on their own.]

## III. Testing the Basics, and Beyond (15 minutes)

1. Write the following on the board:
  - Armed Services Vocational Aptitude Battery (ASVAB)
  - ACT WorkKeys Foundational Assessments
  - ACT WorkKeys Personal Assessments

**SAY SOMETHING LIKE:** Now we're going to take a more in-depth look at three of the most commonly used adult assessment tests: the ASVAB, or Armed Services Vocational Aptitude Battery, the ACT WorkKeys Foundational Assessments, and the ACT WorkKeys Personal Assessments.

In order to get to know these three “real world” tests, you'll work in groups of four, and each group will explore one test. You'll answer a questionnaire about it. Then, you'll share what you've learned, by giving a short presentation for the rest of the class.

Put the students into groups of four. Assign each group a test to study. Most likely, you will have more than one group per test. If this is the case, follow the suggestions in **IMPLEMENTATION OPTIONS**.

Place a transparency of **Student Handbook page 83, Organizer** on the overhead and give students instructions on completing it.

**SAY SOMETHING LIKE:** OK, now take five minutes to quietly read through the overview of the test your group has been assigned. I'll tell you when your time is up.

[Give the class five minutes to read. Then call “time.”]

**SAY SOMETHING LIKE:** Now, collaborate with your teammates to answer the questionnaire, and prepare a short presentation. You’ll have 10 minutes total, and I’ll let you know when five minutes are up, so if you haven’t started working on your presentation yet, you’ll know it’s time to kick into gear! A good way to organize is to choose one person to present each of the main categories on your “Organizer” sheet. OK, begin working.

Notify the students when five minutes has passed. Explain to students that they should begin preparing for the class presentation. Give them a one-minute warning before it’s time to wrap up, and move on to **Activity IV, Sharing and Comparing**.

#### **IV. Sharing and Comparing (20 minutes)**

1. **SAY SOMETHING LIKE:** Now let’s share what we’ve learned about workplace tests.

Call on each group to do its presentation. Depending on how many groups you have, assign them three to four minutes to speak. Tell the students who are listening that they should take notes on the presentations using **Student Handbook page 84, Notes**. Model how to do this, if needed.

When students have finished their presentations, congratulate them on learning about the many tests they will face after high school. Encourage them to keep learning, throughout high school and beyond, so that they can do well at the tests that will help them succeed in the paths they desire.

**SKILLS CHECKLIST**

Direct students' attention to **Portfolio page 24, Grade 11 Skills Checklist**. Have students complete the skills checklist questions for Test Prep skills.

**TAKING TESTS****I can...**

Describe the purpose of the ACT and SAT.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Describe the types of questions found on the ACT.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Register for the ACT.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Report my scores to colleges that require them.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Locate resources for further test preparation.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Take care of these test-taking details: admission ticket, when and where the test is held, transportation, and what to bring/not to bring.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Name a standardized test I might be required to take after high school graduation and describe its purpose.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

## Real World Challenge Answer Key

### From ACT WorkKeys Assessment, Level 3

#### Scenario:

A two-person painting and wallpapering crew is redecorating the first floor of a house for a family that has gone on vacation. The team has two days to finish the job. They have completed the dining room and family room. One team member is finishing the painting in the kitchen; the other has begun wallpapering the living room. The second team member finds that after the paste is applied, the wallpaper tears very easily when he is trying to adjust it on the wall and trim it to fit.

They discuss the situation. The one who is painting suggests that they both work on the wallpapering first, and then finish painting the kitchen. She explains that one of them can hold up the bottom of the wallpaper strip while the other one does the trimming. This might prevent the tearing by eliminating the extra weight on the paper.

**In this situation, the goal for the team can best be accomplished by:**

- A. asking for more time to complete the project.
- B. buying extra wallpaper to allow for torn pieces.
- C. continuing to work individually on each room.
- D. working together on the wallpapering and painting in both rooms.

#### ANSWER:

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- A. This action is costly, could annoy the customer, and may be unnecessary.
- B. This is an unnecessary expense that can be eliminated if the team can avoid the tearing in the first place.
- C. This action ignores the problem with the wallpaper.
- D. This action contributes the most to task completion (finishing the job at the least cost) and also shows cooperative team relationships. Correct

SOURCE: <http://www.act.org/workkeys/assess/teamwork/sample3.html>

### From ACT WorkKeys Assessment, Level 5

#### Scenario:

A small health club employs a receptionist, four instructors, and a custodian. The club opens at 9:00 a.m. The instructors teach aerobics and weightlifting classes during the daytime and early

evening hours. The custodian cleans the facilities in the early morning hours before the club opens, and does odd jobs during the rest of the day.

One of the instructors is a young mother who took the job because she was told that she would be expected to work only during the hours that her children were in school. Another is a college student who takes classes in the mornings and teaches weightlifting classes in the late afternoons and evenings. The other two instructors work a variety of hours. One of these instructors doesn't want to work any additional hours. Although the other one likes earning the extra money, she has commented that the other three instructors take advantage of her willingness to work extra hours and pressure her to work whenever no one else wants to.

The club has received requests from several of its clients for an early morning aerobics class. The manager has told the team to discuss how such a class could be added without hiring any more instructors. At the meeting, several objections are raised. The custodian argues that a class early in the morning would interfere with cleaning the club. The instructor who has the young children says that there is no way she could teach the class because she needs to get her children ready for school at that time. She suggests that perhaps the instructor who is usually eager for extra work could teach the early class. That instructor groans, folds her arms, and does not reply or participate. The college student argues that, since the people requesting this class are already clients, the club will not really be gaining business by starting this class. The receptionist counters that there have been some calls from others about such a class. The fourth instructor is concerned that those clients who have requested this class may go elsewhere if it isn't offered.

**As a member of this team, the instructor who usually works the extra hours should:**

- A. suggest that the fairest solution would be for the team to vote on who should teach the early class.
- B. suggest that the team tell the manager to forget about the early class; it isn't going to work.
- C. voice her feelings and suggest that the manager reevaluate the whole schedule to see how the class might be covered.
- D. walk out to protest her hours and let them find a solution without her help.

**ANSWER:**

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- A. In this situation, a vote does not guarantee a "fair" solution. It does not encourage good decision-making skills.
- B. This action does not contribute to either team relationships or goal accomplishment.
- C. The instructor uses assertiveness to communicate her honest concerns, and still recognizes that the goal of providing the early class is important. **Correct**
- D. This action does not contribute to goal accomplishment.

SOURCE: <http://www.act.org/workkeys/assess/teamwork/sample5.html>

## Real World Challenge

These two scenarios are from the ACT WorkKeys Foundational Skills: Interpersonal Assessment. Read and answer the questions for one of the scenarios below. Level 5 is the more challenging scenario.

### Level 3 Scenario:

A two-person painting and wallpapering crew is redecorating the first floor of a house for a family that has gone on vacation. The team has two days to finish the job. They have completed the dining room and family room. One team member is finishing the painting in the kitchen; the other has begun wallpapering the living room. The second team member finds that after the paste is applied, the wallpaper tears very easily when he is trying to adjust it on the wall and trim it to fit.

They discuss the situation. The one who is painting suggests that they both work on the wallpapering first and then finish painting the kitchen. She explains that one of them can hold up the bottom of the wallpaper strip while the other one does the trimming. This might prevent the tearing by eliminating the extra weight on the paper.

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- a. asking for more time to complete the project.
- b. buying extra wallpaper to allow for torn pieces.
- c. continuing to work individually on each room.
- d. working together on the wallpapering and painting in both rooms.

SOURCE: <http://www.act.org/workkeys/assess/teamwork/sample3.html>

## Level 5 Scenario:

A small health club employs a receptionist, four instructors, and a custodian. The club opens at 9:00 a.m. The instructors teach aerobics and weightlifting classes during the daytime and early evening hours. The custodian cleans the facilities in the early morning hours before the club opens, and does odd jobs during the rest of the day. One of the instructors is a young mother who took the job because she was told that she would be expected to work only during the hours that her children were in school. Another is a college student who takes classes in the mornings and teaches weightlifting classes in the late afternoons and evenings. The other two instructors work a variety of hours. One of these instructors doesn't want to work any additional hours. Although the other one likes earning the extra money, she has commented that the other three instructors take advantage of her willingness to work extra hours and pressure her to work whenever no one else wants to.

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### **As a member of this team, the instructor who usually works the extra hours should:**

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- b. Suggest that the team tell the manager to forget about the early class; it isn't going to work.
- c. Voice her feelings and suggest that the manager reevaluate the whole schedule to see how the class might be covered.
- d. Walk out to protest her hours and let them find a solution without her help.

SOURCE: <http://www.act.org/workkeys/assess/teamwork/sample5.html>

## Adult Education Tests

### 1. Tests that evaluate core academic mastery:

- **ABT: Ability-to-Benefit tests.** Taken to qualify for some state and federal aid programs, or to pursue a college education, if a high school diploma has not been achieved (or a student who has low grades and/or college entrance test scores). The tests evaluate language, reading, and math to see if you have the basics needed to benefit from further study.
- **GED: General Educational Development.** Measures high school level skills and knowledge, if high school diploma has not been achieved. Tests language arts/reading, social studies, science, language arts/writing, and mathematics. Credentials awarded by home state department of education.

### 2. Tests that evaluate basic skills PLUS skills required for specific jobs:

- **ACT WorkKeys Foundational Skills.** Measures different applied job skills in the areas of communication, problem solving, and interpersonal skills.
- **Civil Service Exams.** Required for specific careers, such as law enforcement, clerical, air traffic controllers, majority of postal worker jobs (about 80%), and government jobs.
- **Apprenticeship exams.** Evaluates readiness to learn specific skilled trades, like plumbing, construction, and electrical work.

### 3. Tests that evaluate personality traits and people skills:

- **ACT WorkKeys Personal Skills.** Designed to predict job behavior and measure an individual's potential.
- Various job and career questionnaires, career aptitude tests, integrity surveys, personality tests.

**Note:** many employers also require urine tests to make sure employees are drug free.

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## I. ASVAB (Armed Services Vocational Aptitude Battery)

The ASVAB is one of the most widely used, multiple-aptitude tests in the world, developed and maintained by the Department of Defense. Over half of all high schools nationwide administer the ASVAB test to students in Grades 10, 11, and 12 (sophomores cannot use their scores for enlistment eligibility). Students may also take the test at another school or through a recruiter, and may retake the test at any time.

The ASVAB consists of the following eight individual tests:

### **General Science**

A 25-item test measuring knowledge of life science, earth and space science, and physical science.

### **Arithmetic Reasoning**

A 30-item test measuring ability to solve basic arithmetic word problems.

### **Word Knowledge**

A 35-item test measuring ability to understand the meaning of words through synonyms.

### **Paragraph Comprehension**

A 15-item test measuring ability to obtain information from written material.

### **Mathematics Knowledge**

A 25-item test measuring knowledge of mathematical concepts and applications.

### **Electronics Information**

A 20-item test measuring knowledge of electrical current, circuits, devices, and electronic systems.

### **Auto and Shop Information**

A 25-item test measuring knowledge of automotive maintenance and repair, and wood and metal shop practices.

### **Mechanical Comprehension**

A 25-item test measuring knowledge of the principles of mechanical devices, structural support, and properties of materials.

Students are provided with scores on each of these individual tests and three career exploration score composites: verbal skills, math skills, and science and technical skills. The battery takes approximately three hours to complete and test results are returned to schools in about two weeks.

The military uses students' ASVAB scores to identify the occupations that best suit their abilities. Junior, senior, and postsecondary school students can use their ASVAB scores for enlistment for up to two years after taking the test.

## Sample ASVAB Questions:

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### General Science:

An eclipse of the sun throws the shadow of the

- A. moon on the sun.
- B. moon on the earth.
- C. earth on the sun.
- D. earth on the moon.

### Math:

If  $X + 6 = 7$ , then  $X$  is equal to

- A. -1
- B. 0
- C. 1
- D.  $7/6$

### Electronics Information:

Which of the following has the least resistance?

- A. wood
- B. iron
- C. rubber
- D. silver

### Auto and Shop:

A car uses too much oil when which of the following parts are worn?

- A. pistons
- B. piston rings
- C. main bearings
- D. connecting rods

(answers: B,C,D,B)

(sources: <http://www.todaymilitary.com/before-serving-in-the-military/asvab-test/asvab-test-sample-questions>, <http://www.asvabprogram.com/>)

## II. ACT WorkKeys Foundational Assessment

The ACT WorkKeys Foundational Skills Assessments measure different applied job skills in the areas of communication, problem solving, and interpersonal skills. In particular, it measures cognitive abilities such as applied math, reading for information and locating information.

### Communication:

#### 1. Business Writing

The WorkKeys *Business Writing* test measures the skills individuals possess when they write an original response to a work-related situation. Components of the Business Writing tests include sentence structure, mechanics, grammar, word usage, tone and word choice, organization and focus, and development of ideas.

#### 2. Listening

The *Listening* portion of the WorkKeys *Listening and Writing* test measures the skill that people use when they receive verbal information in the workplace and relay it to another person. The test is administered via an audiotape that contains all directions and messages.

#### 3. Reading for Information

The WorkKeys *Reading for Information* test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations.

#### 4. Writing

The *Writing* portion of the WorkKeys *Listening and Writing* test measures the skill individuals use when they write messages that relay workplace information between people.

### Problem Solving:

#### 1. Applied Technology

The WorkKeys *Applied Technology* test measures the skill people use when they solve problems with machines and equipment found in the workplace. Specifically, the test assesses ability to: analyze a problem by identifying the problem and its parts, decide which parts of a problem are important, decide on the order to follow when dealing with the parts of the problem, apply existing tools, materials, or methods to new situations.

#### 2. Applied Math

This assessment measures the skills people possess when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems, and do the types of calculations, that actually occur in the workplace.

#### 3. Locating Information

The WorkKeys *Locating Information* test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.

#### 4. Observation

The WorkKeys *Observation* test measures the skill people use when they pay attention to and remember work-related instructions, demonstrations, and procedures.

### Interpersonal Skills:

#### 1. Teamwork

The WorkKeys *Teamwork* test measures the skill people use for choosing behaviors that both lead toward the accomplishment of work tasks and support the relationships between team members. A team is defined as any workplace group with a common goal and shared responsibility in achieving that goal.

### ACT WorkKeys Foundational Assessment Sample Questions:

#### 1. Communication: Reading for Information

Goldberg's Auto Parts is served by more than 50 different accounts, each with its own sales representative, company name, corporate address, and shipping address. As a shipping and receiving clerk at Goldberg's, you are required to return defective merchandise to the manufacturer.

Standard procedure for returning an item begins with your written request to the company for authorization. Always send the request to the corporate address, not to the shipping address. Unless the company file folder contains a form for this procedure, write a business letter to the manufacturer supplying the item's stock number, cost, and invoice number; the date it was received; and the reason for its return. The manufacturer's reply will include an authorization number from the sales representative, a sticker for you to place on the outside of the box to identify it as an authorized return, and a closing date for the company's acceptance of the returned item. If you do not attach the provided sticker, your returned box will be refused by the manufacturer as unauthorized, and you will need to obtain a new letter, authorization, sticker, and closing date. Always send a returned box to the shipping address, not to the company's corporate address.

According to the policy shown, what should you do if you lose an authorization sticker?

1. Send a request for a return authorization along with the rejected part directly to the manufacturer's shipping address.
2. Send a request for return authorization along with the rejected part directly to the manufacturer's corporate address.
3. Repeat the standard procedure to obtain a new letter, authorization, sticker, and closing date.
4. Use a sticker from another company's folder.
5. Send the rejected part to your sales representative.

## 2. Problem Solving: Applied Math

Quik Call charges 18¢ per minute for long-distance calls. Econo Phone totals your phone usage each month and rounds the number of minutes up to the nearest 15 minutes. It then charges \$7.90 per hour of phone usage, dividing this charge into 15-minute segments if you used less than a full hour. If your office makes 5 hours 3 minutes worth of calls this month using the company with the lower price, how much will these calls cost?

1. \$39.50
2. \$41.48
3. \$41.87
4. \$54.00
5. \$54.54

## 3. Interpersonal Skills: Teamwork

*Scenario:* A daily newspaper is changing from an afternoon to a morning delivery schedule. This change affects every employee, from the editor to the delivery people. The paper will have a 10:00 p.m. press deadline, and the reporters will be unable to write complete stories for many evening sports events, cultural events, and community meetings. The editor has told the team of five reporters to propose a revised schedule of assignments. This schedule should take into account each reporter's area of expertise and still ensure that all important stories are covered by the deadline.

When the team meets to discuss this schedule, a major concern is how to make the evening stories as timely as possible within the new time constraints. Team members offer several suggestions regarding how to shift assignments around to accommodate the deadline. One of the reporters insists on covering only the political stories, which are his particular interest. Another reporter argues that the political reporter should help out the sports writer by preparing background material in the afternoon for the evening's sports stories. The political reporter refuses, saying that he wasn't hired to work on sports and doesn't know anything about them. The sports writer complains that the change to a morning edition is the whole problem, that coverage of evening sports events is going to be ruined, and that management doesn't know what they are doing. The cultural reporter agrees and adds that he is thinking about finding a job elsewhere. The society reporter retorts that he should do just that; she hates doing the society stories and would take the cultural assignment in a minute.

As a member of this team, the sportswriter can best support the team and accomplish the task by:

1. suggesting that all of the reporters work on background for all types of stories so that each can do final details and editing in his or her area of expertise.
2. suggesting the editor hire several part-time reporters to help cover sports stories.
3. suggesting they keep their current assignments and accept a one-day delay in coverage of all evening stories.
4. volunteering to tell management that the morning edition change is a mistake and should be withdrawn.

SOURCE: <http://www.act.org/workkeys/assess/sample.html#.UGXLc5jA-TO>

### III. ACT WorkKeys Personal Skills Assessments

The ACT WorkKeys Personal Skills Assessments are designed to predict job behavior and measure an individual's potential. There are assessments to measure "Performance," "Talent," and "Fit."

The Performance Assessment is a prescreening tool to measure a job applicant's tendency toward unsafe behaviors and attitudes toward work. The Talent Assessment predicts characteristics such as cooperation, discipline, influence, and stability. The Fit Assessment helps discover a job applicant's interests and values in order to determine the fit between a candidate and occupations in an organization.

#### 1. Performance Assessment

This test measures "General Work Attitudes," related to issues like prevalence of theft, productivity, absenteeism, resilience to work-related stress, team orientation, and employee work satisfaction. It also measures "Risk Reduction" to evaluate the likelihood of work-related accidents, unnecessary risk-taking in a work environment, and organizational conduct that may impact the individual or others (like working under the influence of alcohol or drugs, outbursts of physical or verbal aggression).

#### 2. Talent Assessment

The Talent Assessment is designed to measure the following characteristics:

*Carefulness:* tendency to think and plan carefully before acting or speaking.

*Cooperation:* tendency to be likable and cordial in interpersonal situations.

*Creativity:* tendency to be imaginative and to think "outside the box."

*Discipline:* tendency to be responsible, dependable, and follow through with tasks without becoming distracted or bored.

*Goodwill:* tendency to be forgiving and to believe that others are well intentioned.

*Influence:* tendency to affect and dominate social situations by speaking without hesitation and often becoming a group leader.

*Optimism:* tendency toward having a positive outlook and confidence in successful outcomes.

*Order:* tendency to be neat and well organized.

*Savvy:* tendency to read other people's motives, understand office politics, and anticipate the needs and intentions of others.

*Sociability:* tendency to enjoy being in other people's company and to work with others.

*Stability:* tendency to maintain composure and rationality in situations of actual or perceived stress.

*Striving:* tendency to have high aspiration levels and to work hard to achieve goals.

### 3. Fit Assessment

The Fit Assessment consists of two different inventories that match individual interests and values to the work environment, providing information that can help determine how well a candidate matches up with occupations in an organization. It assesses work-related interests and a broad range of work-related values, such as autonomy, physical activity, influencing others, and precision.

Here are some target areas assessed:

<i>Administration &amp; Sales:</i>	Persuading, influencing, directing, or motivating others through activities such as sales, supervision, and aspects of business management.
<i>Business Operations:</i>	Developing and/or maintaining accurate and orderly files, records, accounts, etc.; designing and/or following systematic procedures for performing business activities.
<i>Technical:</i>	Working with tools, instruments, and mechanical or electrical equipment. Activities include designing, building, and repairing machinery, as well as raising crops/animals.
<i>Science &amp; Technology:</i>	Investigating and attempting to understand phenomena in the natural sciences through reading and research.
<i>Arts:</i>	Expressing oneself through activities such as painting, designing, singing, dancing, and writing; artistic appreciation of such activities.
<i>Social Service:</i>	Helping, enlightening, or serving others through activities such as teaching, counseling, working in service-oriented organizations, engaging in social/political studies.
<i>Public Contact:</i>	Interacting with external customers or the public in general.
<i>Autonomy:</i>	Making one's own plans and decisions at work.
<i>Influencing Others:</i>	Convincing or advising people to do things, even in non-supervisory roles.
<i>Order:</i>	Putting things in order for others; using a system or rules to arrange things.
<i>Intellectual Stimulation:</i>	Thinking about difficult concepts and working to solve complex problems.
<i>Precision:</i>	Being exact or very accurate in one's work.
<i>Creativity:</i>	Creating something new or finding new ways of doing things; original thinking.

## ACT WorkKeys Personal Skills Assessments Sample Questions

### Work Values Inventory

**Instructions:** Indicate how important each of the following work values is to you. Choose your answer from the scale below.

NI – Not important at all

SI – Slightly important

I – Important

VI – Very important

EI – Extremely important

NI	SI	I	VI	EI	Work Values	Descriptions
					Authority	Telling people what to do; controlling the behaviors of others
					Helping People	Improving the lives of others by activities such as teaching, physically assisting, or mentoring.
					Creativity	Creating something new or finding new ways of doing things; original thinking.
					Order	Putting things in order for others; using a system or rules to arrange things.
					Physical Activity	Moving around in my work by walking, bending, lifting, etc.

SOURCE: <http://www.act.org/workkeys/assess/fit/sample.html#.UGXNe5jA-TM>

## ORGANIZER

Check yes or no to show whether this test evaluates each of the following skills or traits. Then answer the three questions below. Use the back of this page if you need more room.

**Name of Test:** \_\_\_\_\_

Does it evaluate this skill or trait?	Yes	No
Math		
Reading		
Science		
Language		
Following Directions		
Work Ethic		
Work Attitude		
Interests		
People Skills		
Leadership Ability		
Management Potential		
Problem Solving Skills		
Technical Skills		
Performance Tendencies (toward safe/unsafe behavior)		
Talent Characteristics (such as cooperation, discipline, stability)		
Interests and Values		
Listening		
Writing		
Locating Information		
Observation		
Teamwork		

1. Who might take this test? What does it tell an employer/evaluator? \_\_\_\_\_

\_\_\_\_\_

2. What types of questions are on this test? Give examples. \_\_\_\_\_

\_\_\_\_\_

3. How might you prepare for this test? \_\_\_\_\_

\_\_\_\_\_

## NOTES

Use this page to record information about each test.

**1) Name of Test:** \_\_\_\_\_

What does it test? \_\_\_\_\_

\_\_\_\_\_

Why might I take it? \_\_\_\_\_

\_\_\_\_\_

Types of questions: \_\_\_\_\_

\_\_\_\_\_

How to prepare: \_\_\_\_\_

\_\_\_\_\_

**2) Name of Test:** \_\_\_\_\_

What does it test? \_\_\_\_\_

\_\_\_\_\_

Why might I take it? \_\_\_\_\_

\_\_\_\_\_

Types of questions: \_\_\_\_\_

\_\_\_\_\_

How to prepare: \_\_\_\_\_

\_\_\_\_\_

**3) Name of Test:** \_\_\_\_\_

What does it test? \_\_\_\_\_

\_\_\_\_\_

Why might I take it? \_\_\_\_\_

\_\_\_\_\_

Types of questions: \_\_\_\_\_

\_\_\_\_\_

How to prepare: \_\_\_\_\_

\_\_\_\_\_