



ADMINISTRATION GUIDE

ABILITY PROFILER

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1. Introduction to the Ability Profiler

The Ability Profiler is a computer-administered version of the paper-and-pencil components of the O*NET™ Ability Profiler, an assessment tool designed specifically for career exploration, career counselling, and career planning purposes. In developing this assessment, careful attention was paid to ensure fairness of the items; that is, that the assessment is equally valid for all segments of the population for the factors it was designed to measure.

1-1. Getting Started

1. Choices® CD: Click on the Ability Profiler located beneath Assessments on the Choices Start screen.
Choices Planner: Click on the Ability Profiler located at the bottom right-hand column on the Work page.
2. Enter your password, found in your Ability Profiler Installation Guide.
3. Read the instructions to get started taking the Ability Profiler aptitude assessment.

1-2. Paper-Based Scoring

Five components from the original paper-pencil O*NET Ability Profiler were not included in the electronic version of the Ability Profiler. These components measure aptitudes in the areas of motor coordination, manual dexterity, and finger dexterity. Score results from these paper-based tests can be manually entered into the electronic version of the Ability Profiler.

1. An Options screen will appear after students have completed all components of the Ability Profiler.
2. Click on Manually Enter Scores to enter additional scoring results.

This option allows for greater accuracy aligning students with their most appropriate career choices.

2. Administration Guidelines For Using the Ability Profiler

The procedures and conditions under which an assessment is administered are essential to eliciting examinees' best performance. It is the responsibility of the test supervisor to make sure that examinees take the Ability Profiler under conditions that produce valid results. Specifically, attention should be paid to both the physical and psychological environment to make sure that every examinee:

- Is not distracted by the environment
- Is not physically uncomfortable
- Sees value in the assessment
- Is willing and able to perform his/her best

A number of issues related to ensuring standardized administration conditions arise when using the O*NET Ability Profiler. Many of these issues are largely solved by the Choices® computer-administered version. For example, the computer manages all the timing of the subtests. This not only ensures accurately timed sessions, but also prevents examinees from moving to pages where they should not be – a behaviour that may go unnoticed when administering the O*NET Ability Profiler (paper-pencil version). The computer-administration also facilitates the use of the assessment in classroom-type settings, where there could be one test supervisor per 30 or 35 users in a session. However, every effort should be made to ensure that the room is free from noise and interruptions so examinees will not be distracted. Also, the configuration of the room should allow the test supervisor to be seen by every examinee, and enable the supervisor to easily observe examinees' progress without causing any disturbance.

2-1. Participant Criteria

The Ability Profiler was designed for people who:

- Are at least 16 years of age
- Are able to read and understand English on at least a sixth grade level
- Have not taken the Ability Profiler, nor the paper-pencil O*NET Ability Profiler, within the past six months

Test supervisors should confirm that participants meet these criteria before they begin the test.¹ Results of the Ability Profiler must not be used for the job selection or selection into job training programs.

2-2. Administration Supervision

There is no certification required to supervise the administration of the Ability Profiler. However, it is highly recommended that the test supervisor be generally familiar with career assessment tools and be able to arrange for an assessment environment that will ensure that a test-taker's results are representative of his/her abilities.

It is important to engender the cooperation of examinees, and to alleviate their anxiety to the best extent possible so they are able to do their best work. (As part of this effort, the supervisor may want to avoid using the word “test,” and refer to the assessment by name, and the subtest as “parts,” or “exercises.”) Supervisors can also stimulate the interest of examinees by explaining the purpose and uses of the assessment, and how their results can benefit them.

¹ For information regarding reasonable accommodations to be made for examinees with special needs, consult the O*NET Ability Profiler Administration Manual, pp. II. 2-4.

Once the password is entered, the supervisor’s role shifts from giving directions to simply monitoring the computer administration of the instrument. Test supervisors can answer individual questions that arise when users are not being timed – that is, when they are reading the directions for subtests and attempting the practice items. Examinees should be advised that they should get any clarification about what they need to do before the timing begins.

The supervisor must not make comments to examinees during the test. If any unusual circumstance arises, the test supervisor is responsible for documenting the circumstance for future reference. Examples of behaviours and circumstances that may indicate that the results do not accurately portray the abilities of the examinees include:

- An examinee finishes a subtest in a very short time.
- An examinee has difficulty following directions.
- An examinee lacks motivation (note specific behaviour observed).
- There was an unusual incident (e.g., fire drill, power outage).

Other responsibilities of the test supervisor include controlling the access to the Ability Profiler, and safeguarding the confidentiality of the results.

2-3. How Long Does It Take to Complete the Ability Profiler?

Each of the six parts of the Ability Profiler is timed, for a total of 53 minutes. With the time needed to read directions, etc., most people will complete the Ability Profiler in 60 to 80 minutes. Test-takers should be encouraged to study their results and connect to matching occupations.

3. Descriptions and Characteristics of the Ability Profiler

The Ability Profiler measures six basic abilities:

- **Arithmetic Reasoning** – The ability to use several math skills and logical thinking to solve problems in everyday situations.
- **Verbal Ability** – The ability to understand the meaning of words and use them effectively in good communication when you listen, speak, or write.
- **Spatial Ability** – The ability to form pictures of objects in your mind – it involves easily understanding how drawings represent real objects and correctly imagining how parts fit together.
- **Computation** – The ability to use arithmetic operations of addition, subtraction, multiplication, and division to solve everyday problems involving numbers.
- **Clerical Perception** – The ability to quickly and accurately see differences in detail in printed material.

- **Form Perception** – The ability to quickly and accurately see details in objects, pictures, or drawings – it involves noticing little differences in shapes of figures, shading, and lengths and widths of lines.

The six abilities described above are assessed using computer-administered exercises as follows (listed in the standard order that the exercises would be presented to the examinee):

| Exercise & Item Content | Ability Measured | Number of Items | Test Time |
|--|-----------------------------|------------------------|------------------|
| Arithmetic Reasoning – Mathematical word problems requiring addition, subtraction, multiplication, or division of whole numbers, fractions, and percentages | Arithmetic Reasoning | 18 | 20 minutes |
| Vocabulary – Two of the four words presented in each item have either the same or opposite meanings. | Verbal Ability | 19 | 8 minutes |
| Three-Dimensional Space – Consists of determining which one of four three-dimensional objects can be made by bending and/or rolling a flat, two-dimensional form. | Spatial Ability | 20 | 8 minutes |
| Computation – Mathematical problems requiring addition, subtraction, multiplication, or division of whole numbers. | Computation | 40 | 6 minutes |
| Name Comparison – Identifying whether pairs of names are the same or different | Clerical Perception | 90 | 6 minutes |
| Object Matching – Determining which of four drawings is the exact duplicate of the first figure | Form Perception | 42 | 5 minutes |

The first three subtests, Arithmetic Reasoning, Vocabulary, and Three-Dimensional Space, are “**power tests**.” That is, most people will have enough time to complete all the items and demonstrate how much they know. The last three subtests, Computation, Name Comparison, and Object Matching, are “**timed tests**.” In other words, test-takers are being tested to see how quickly they can perform the tasks and still be accurate.

In addition to these exercises that are computer-administered and scored, the Ability Profiler can accept manually entered raw scores from the mark-making and dexterity board exercises that may be administered using the O*NET Ability Profiler materials described below, resulting in a comprehensive report of an examinee’s abilities.

| Exercise & Item Content | Ability Measured | Number of Items | Test Time | O*NET Apparatus Required |
|--|---------------------------|------------------------|----------------------------|---------------------------------|
| Mark Making – Using the dominant hand to make three lines within a square. | Motor Coordination | 130 square | 60 second | Part 7 Answer |
| Place – Using both hands to move pegs from the upper to the lower part of the board | Manual Dexterity | 48 pegs | 3 15-second test trials | Peg |
| Turn – Using the dominant hand to turn pegs and insert them back in the board | Manual Dexterity | 48 pegs | 3 30-second test trials | Peg |
| Assemble – Using both hands to put a washer on a rivet and move the assembled piece from one part of the board to another | Finger Dexterity | 50 rivets | 1 ½ minutes | Finger Board |
| Disassemble – Using both hands to remove a washer from a rivet and put the disassembled pieces into different places on the board | Finger Dexterity | 50 rivets | 1 minute | Finger Board |

For more complete descriptions of the abilities measured by the components of the O*NET Ability Profiler, refer to the O*NET Ability Profiler Administration Manual or visit www.onetcenter.org.

Ability Profiler Disclaimer

Bridges' Ability Profiler modifies the paper-and-pencil O*NET Ability Profiler, a component of the O*NET Career Exploration Tools, in order to deliver the assessment in an electronic format.

Bridges Transitions Inc. has modified the O*NET™ Career Exploration Tools. The Department of Labor, Employment, and Training Administration ("DOL/ETA") has not approved, endorsed, or tested the Bridges-modified O*NET Career Exploration Tools or any products incorporating or containing the modified O*NET Career Exploration Tools. As such, DOL/ETA will not be liable to any third party or end-user for any damages arising out of or from the use or misuse of the modified O*NET Career Exploration Tools or any products incorporating or containing the modified O*NET Career Exploration Tools.

The modifications to the Ability Profiler were:

- The General Instruction section was shortened, removing parts 1 – 6.
- The "How to change an answer" section was modified.
- Instructions have been updated, removing booklet and answer sheet references.
- Answers to practice questions are shown.
- "Three-Dimensional Space" now has two practice questions instead of three.
- The number of questions presented at one time has been reduced to fit on a computer screen.
 - o Arithmetic Reasoning: Six questions to two questions
 - o Vocabulary: 10 questions to four questions
 - o Three Dimensional Space: Five questions to two questions
 - o Computation: Eight questions to two questions
 - o Name Comparison: 30 questions to 15 questions
 - o Object Matching: Five questions to two questions
- A screen at the end of each section notes any unanswered questions or confirms that the section was completed in full.
- A "skipped" button allows users to find unanswered questions quickly.
- Time remaining is shown.
- Answers are entered directly online instead of having to transfer them to an answer sheet.
- The final results are converted to GATB aptitudes in order to get a list of Choices occupations.

These modifications enhance the assessment, making the software version more efficient for test-takers and provide results that can be matched to Choices planning and exploration products.



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