



WS 09-03

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To: Contractors

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SUBJECT: Testing and Assessment Toolkit

Purpose

Introduce the Workforce Solutions testing and assessment toolkit and prepare for its implementation by February 2, 2009.

Background

Workforce Solutions provides professional guidance and employment planning to help people build their careers. As a first step, we talk with a customer about her work history, employment goals and education or training. We analyze the information a customer gives us to help her plan how best to get a job, keep a job or get a better job using our service (job matching/referral, job search instruction, financial aid, etc.). Sometimes a customer may request, or staff recommend, using standardized tests to assist the customer in making her plan.

Current Situation

To improve our service, we created an assessment and testing toolkit - a uniform set of standardized tests or assessments. We did some substantial research about assessments and chose several instruments to include in our basic assessment and testing toolkit. We also developed staff training for these instruments, including training on administering, interpreting, and using test results.

We developed the toolkit and staff training to make sure:

- We use our testing and assessment instruments consistently throughout our system;
- Staff are trained and certified to properly administer tests, analyze test results and use the results appropriately when providing career guidance;

- We make accommodations for customers with disabilities and for those who are not proficient in the English language; and
- We are tracking test results in our MIS.

We will require that staff complete the toolkit course before administering and using the new instruments. We completed the first training session on December 3rd and 4th, and we've scheduled the second session for January 5th and 6th.

The remainder of this issuance discusses the new Workforce Solutions testing and assessment tool kit and various procedures related to the toolkit.

About Testing and Assessment

There are three major types (or categories) of assessments used to measure differences in people:

- **Personality assessments** - used to assess personality characteristics that affect behaviors in personal and social relationships.
- **Cognitive ability (intelligence) or achievement assessments** - used to assess verbal, nonverbal, and psychomotor abilities or mastery of knowledge in a particular content area.
- **Interest and aptitude (career development) assessments** - used to assess likes, dislikes, and patterns of interest that may apply to (or be representative of) specific occupations.

Testing and Assessment Tool Kit

The Workforce Solutions basic tool kit consists of the following test instruments:

- *Keirsey Temperament Sorter*. The Keirsey is a personality assessment.
- *TABE Form 9 & 10 (Locator and Survey)*. The Test of Adult Basic Education is a cognitive ability (intelligence) or achievement assessment.
- *O*NET Career Exploration Tools*. (Interest Profiler, Ability Profiler and Work Importance Profiler) The O*NET suite of tests are interest and aptitude (career development) assessments.

We've provided a matrix of the toolkit attached to this memorandum. The matrix includes details about each of the assessment instruments: description, technical quality and costs.

Testing Customers Who Have Disabilities

When administering a test to a customer who has a disability Workforce Solutions staff will provide reasonable accommodations, as appropriate. Reasonable accommodations may include:

1. A change to the method of presenting the TABE. For example: providing Braille versions of the test, or orally reading the directions or test questions to test-takers;
2. A change to the method of response to the test questions. For example: having the test-taker point to a response or use a computer for responding;
3. A change to the setting in which the test is provided. For example: permitting the test to be taken at home, or in small groups, rather than in a large-group or institutional setting; and
4. A change to the timing/scheduling of the test. For example: extending the amount of time generally provided for completion of the test or permitting frequent breaks.

The specific test used, in combination with appropriate accommodations or modifications, must be able to provide a valid and reliable evaluation of the knowledge, skills, abilities, and/or interests of the customer with a disability. If the nature or extent of a particular customer's disability, or the limitations of the test itself, prevent the test from providing a valid or reliable evaluation in a particular case, an alternate test or assessment tool must be offered.

We have provided guidance and instructions on how to accommodate customers with disabilities when using Workforce Solutions' basic tests and assessments in the course on the toolkit.

Testing Customers Who Are Limited in English Proficiency

An alternate assessment tool must be offered if the customer's language prevents the test from providing a valid or reliable assessment of the customer's skills, abilities, and knowledge when needed to help the customer make decisions about education, training and employment options.

When a customer has difficulty reading or writing English do the following:

- Determine if the test is necessary.
- Check to see if the test is available in the person's native language, or
- Arrange for someone to interpret the test in the customer's native language.

Interpreter services can be provided by a staff person, or family or friend of the customer, or a professional language interpreter arranged by staff through our regular procedures.

Recording and Tracking Test Scores in TWIST

All test scores must be recorded in TWIST. Enter details about the tests and the test score in the Testing tab of the Assessment menu.

- Test Types: enter the following test types:
 - Keirse: Use test type code 21-Other
 - O*Net: Use test type code 31-ONet Assessment

- TABE: Enter *scale scores*, not grade equivalency levels, in TWIST within 24 hours.

Note: For more information about TABE requirements, refer to Expanded Service Standards and Guidelines, Information resource titled Using TABE to Assess Basic Skills located at <http://www.wrksolutions.com/staff/expandedservices.html>.

Securing Test Instruments

We have established the following requirements related to test security:

- Store all assessment instruments in a secure manner. Test instruments, forms, booklets or answer keys should not be accessible to customers or staff unless the staff person is responsible for administration of testing.
- Store answer keys in a secure location, separate from the assessment instruments.
- Do not reproduce or copy assessment instruments in any manner.
- Do not assist customers in answering questions.
- Never allow examinees to leave the test site with answer sheets or test books. Do not show test items (other than those designated as Sample Items) to students or discuss their answers.
- Follow all testing procedures established by the publisher of the test.
- Observe all testing time limits. Strict adherence to time lines must be followed or the results of the test are deemed invalid.

Filing Test Information

File the test forms and/or printouts of the test answers and scores in the customer's paper file. If the customer has a disability and was provided with accommodations for the testing/assessment process the test results must be stored in a separate file, apart from any other information about the customer, and access to the results must be limited, as required for all medical or disability-related information about a particular individual.

Attachment

- Testing and Assessment Toolkit Matrix
- Testing and Assessment Toolkit Questions and Answers
- Testing and Assessment Toolkit Implementation Guide