**Comprehensive Vocational Evaluation Report**

October 19, 2012

**Counselor Information**

 **Institute Evaluator**

**Client Information**

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| **First Name** | **Last Name** | **DoR Authorization #** |
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| **Activity Location**: |
| **Assessment Duration**: Days (Service dates: ) |
| **Primary Disability:**  |
| **Secondary Disability**:  |
| **Reason for Referral:**  |

Additional Diagnostic Information:

Functional Capabilities/Limitations:

**Vocational Accomplishments/Goals:**

**Educational Accomplishments/Goals:**

**Legal Issues:**

**How Client Presented:**

**Attendance and Punctuality:**

**Testing Behavior/Worker Characteristics:**

**Client’s Self-Written Story:**

***Referral Questions:***

**Barriers, Needs and Suggested Accommodations:**

## Summary of strengths and achievements:

**Assessments Administered [Sample]:**

**CTBS Level I Spanish reading test:** Spanish reading skills were assessed at the above average range. Average range for this test is 6th grade level.

Vocabulary – 9.1 grade level

Comprehension – 4.6 grade level

Total Spanish reading – 6.8 reading level.

**ABLE** (Adult Basic Learning Examination Level 3). A battery of six timed subtests designed to measure the level of educational achievement among adults with at least an 8th grade education.

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| Stanine Scores\* and Grade Equivalents\*\* were used to interpret this consumer’s ABLE results. **\*Stanine** is a nine-point scale used for normalized test scores, with 1-3 below average, 4-6 average, and 7-9 above average. A score of 5 represents average performance. **\*\*Grade Equivalent**: scores relate to typical performance of students in specified grades, from Kindergarten (K) to Post High School (PHS). |
| **Subtest** | **Description** | **Consumer’s Test Results** | **StanineScore** | **Grade Equivalent** |
| Vocabulary | Assess knowledge and understanding of words frequently encountered by adults in workplace or other daily activities. |  out of 32 |  |  |
| Reading Comprehension | Measures comprehension of written material and tests ability to comprehend, make inferences, and draw conclusions from what is given. |  out of 48 |  |  |
| Spelling | Measures ability to select incorrectly spelled word from four options. Words are representative of what language used in adult written communication and sample the most common phonetic and structural principles of spelling. |  out of 30 |  |  |
| Language | Measures correct use of capitalization and punctuation conventions.  |  out of 30 |  |  |
| **Spelling + Language** |  |  out of 60 |  |  |
| Number Operations | Measures correct use of addition, subtraction, multiplication, and division with whole numbers, fractions, and decimals to computer answers to number problems an adult is likely to encounter. |  out of 40 |  |  |
| Problem Solving | Assesses ability to determine an outcome, to record and retrieve information, to measure and to use geometric concepts. Also measures ability to predict or to verify statistics and to estimate outcomes. |  out of 40 |  |  |
| **Total Mathematics** | Number Operations + Problem Solving |  out of 80 |  |  |

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| **CAPS** (Career Ability Placement Survey).A series of eight 5-minute tests were administered to assess abilities, potentials, strengths, and weaknesses that gauge potential success working at a related field. Stanine Scores were used to interpret this consumer’s results. Stanine is a nine-point scale used for normalized test scores, with 1-3 below average, 4-6 average, and 7-9 above average. A score of 5 represents average performance. |
| **Abilities** | **Description** | **Stanine** **Score** |
| Mechanical Reasoning | Measures understanding of mechanical principles and laws of physics. This ability is important in technology and science occupations |  |
| Spatial Relations | Measures ability to visualize or think in three dimensions and mentally picture position of objects from a diagram or picture. This ability is important in science and technology occupations |  |
| Numerical Ability | Measures ability to reason with and use numbers and work with quantitative materials and ideas. This ability is important in fields involving mathematics, chemistry, physics, or engineering and also in the business and clerical fields. |  |
| Language Usage | Measures ability to recognize and use standard English grammar, punctuation, and capitalization. This ability is especially important in jobs requiring written or oral communication such as clerical jobs and all levels of business and service. |  |
| Word Knowledge | Measures ability to understand the meaning and precise use of words. This ability is important in communication, clerical jobs, all levels of business, and occupations involving high levels of responsibility and decision making. |  |
| Perceptual Speed & Accuracy | Measures ability to perceive small detail s rapidly and accurately within a mass of letters, numbers, and symbols. This ability is important in office work and other jobs requiring fine visual discrimination. |  |
| Manual Speed & Dexterity | Measures ability to make rapid and accurate movements with hands. This ability is important in arts, technology, and all skilled occupations requiring use of hands. |  |

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| **COPS** (Career Occupational Preference System). A non-timed self-reported interest inventory to assist in the career decision making process.Following is a summary of his three highest interest areas: |
| Outdoor | Occupations involve activities performed primarily out-of-doors. They include the growing and tending of plants and animals and the cultivation and gathering of crops and natural resources in the areas of agriculture and nature as in forestry, park service, fishing, and mining. |
| Technology Skilled | Occupations involve working with one’s hands in a skilled trade concerned with construction, manufactures, installation, or repair of products in related fields of construction, electronics, and mechanics |

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| **COPES** (Career Orientation Placement and Evaluation Survey) A non-timed interest inventory to measure self-identified work values. The consumer’s most well-defined values are extrapolated from the three scores farthest in either direction. |
| **Value** | **Explanation** | **Possible Career Cluster** |
| Practical | Showing appreciation of practical and efficient ways of doing things. |  Service Skilled, Technology Skilled, Outdoor |
| Conformity | Value working under careful supervision where clear directions and regulations can be followed. | Science Skilled, Clerical |

**Work Sample, Computer Operation**  demonstrated computer skills related to general knowledge and skills with internet and email, Microsoft Word, Microsoft Excel and Microsoft Windows 7. His typing skills were 17 wpm, which is within the novice range. He was able to successfully complete the MS Word exercise with 5 out of 10 correct and scored average on Microsoft Excel exercise with 5 out of 10 correct. He scored average on Internet and Email exercises with 10 out of 19 correct.

**Intellectual Functioning/Cognitive Reasoning (RAVEN)** The Raven is a test that measures logical thinking, reasoning and problem solving ability. It is also a measure of general learning ability. scored 47 correct answers out of 60. His raw score was converted into a percentile and compared to his own age group. He obtained a 93 percentile score. Intellectual/Cognitive reasoning on the test demonstrated **superior** results. Scoring Rubric for this test is as follows: 5% to 24% below average, 25% to 74% average, 75% to 89% above average and 90% to 95% superior.

**Adult Learning Style Profile:** demonstrated being a visual learner. The Visual Learner constantly scans the environment and everything in it; is good at visualization, makes mental images just as a camera taking snapshots, then stores those visual images, and later can recall and describe objects or scenes in detail. The Visual Learner depends on and enjoys visual stimuli, or representations: maps, pictures, diagrams, graphics, color; needs/prefers to have a new task demonstrated by saying, “Just show me…” The Visual Learner prefers to read assignments rather than listen to lectures.

**RIASEC:** The RIASEC profiler is designed to help find out interests and how they relate to the world of work. The scores help identify strongest work related interests**.** The main idea of the Self-Directed Searchassumes that people can be loosely classified into six different work and personality groups. These six interest and personality groups are labeled Realistic, Investigative, Artistic, Social, Enterprising and Conventional. This inventory estimates how closely you resemble each of the types by means of an ordered, first priority, letter code system (R, I, A, S, E and C). His code was identified as: **R C I.**

**Realistic:** People who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants or animals or to be outdoors.

**Conventional:** People who like to work with data, have clerical or numerical ability, carry out tasks in detail or follow through on other functions.

**Investigative:** People who like to observe, learn, investigate, analyze, evaluate or solve problems.

**Myers-Briggs Type Indicator:**  demonstrated being ISTJ. Individuals with this type of personality tend to be serious, quiet, earn success by concentration and thoroughness. They tend to be practical, orderly, matter-of-fact, logical, realistic, and dependable. They see to it that everything is well organized. They take responsibility and make up their own minds as to what should be accomplished and work toward it steadily regardless of protests or distractions.

**Dvorine Pseudo-Isochromatic Plates:** This is one of several tests used to identify levels of color blindness. did not illustrate being color blind.

**Bennett Mechanical Comprehension Test :** The BMCT measures the ability to perceive and understand the relationship of physical forces and mechanical elements in practical situations. scored a 65%ile when normed with12th grade technical school students. This is a relatively difficult test and demonstrated **average** results.

**Hands-On Mechanical Problem Solving (Jevs 36):** This is a time/quality test that measures manipulative handling skills as well as short memory retention. score was assessed with positive results. Time to complete the test was at the **above average** range - average time is between 10 to 15 minutes. The quality was at the **above average** range- over 3 errors are below average in quality. The above average in the quality score suggests that he was able to remember things for short periods of time. The result of this test indicated that he would be successful in a production type of employment.

**Summary/Recommendations:**

If you have further questions or concerns, please do not hesitate to contact me. Thank you for the opportunity to be of service.

Respectfully submitted,

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Connie McReynolds, Ph.D., CRC, Director Date

Institute for Research, Assessment & Professional Development