Unit II: Assessments

Day 1: What Do You Enjoy?

Objective:
Students will be able to connect their interests to skills in the work place.

TEKS:
Exploring Careers: 1.A
Career Portals: 2.B

Materials:
• Handout. . . . . . . Information Sheet: Self-Assessment (Starting the Conversation: A Career Exploration Guide for Parents and Children, pgs. 30-34)
• Construction Paper
• Magazines
• Glue
• Scissors
• OSCAR Online I Enjoy… Section

Activities:
• Read Handout: Self-Assessment
• Discuss
• Create a collage illustrating students’ interest and talents.
• Show Students OSCAR’s Online I Enjoy… Section. Show them how they can click on the different activities they like to do and it will match up Careers that might interest them.

Conclusion:
Allow students to share their collage with the class. Have students list on the back how they may transfer their interests into the work place. This will go into their Career Portfolio.

Additional enrichment activity:
The Be Real Game Unit 3, Session 2: Who Am I Really?
SELF-ASSESSMENT

You have to know yourself to know the right career for you. If you don’t, you may be very dissatisfied with how you spend the majority of your time, which is at work.

Even though job satisfaction is an individual thing, some jobs are better for those who like to work alone; other jobs require you to work well with others. Some people work best in a structured environment, others in a more creative one. Some people want work that supports a "fast-lane" lifestyle; others want a simple, quiet life. You’ll find the most job satisfaction if your work and job setting match your interests, aptitudes and goals.

IDENTIFYING INTERESTS

To find an occupation or field of study in which you will be happy, productive and successful, you should identify and discuss with your parents, teachers and counselors your interests in work, personal values and leisure activities. The methods change as you mature.

1. Start Casually
To begin identify your interests and preferences, discuss your:
• favorite and least favorite school subjects
• favorite activities and hobbies
• personal interests and goals, including causes s/he supports (even young kids today are vegetarians or perhaps politically conscious!)

• favorite types of work (e.g., working outdoors, working with your hands or using a computer).

Have your parents share their favorites as well. That turns the self-assessment process into a conversation rather than a test or interrogation! It will also make you feel more comfortable opening up.

2. Move onto Informal Assessments
As you get into middle school, you should take some informal interest inventories, such as the one below. A good resource for such informal inventories is the Texas Job Hunter’s Guide, available through CDR. You might also try the Internet, including iOSCAR (www.ioscar.org).

INSTANT INTEREST INVENTORY
Answer the following questions to get a clearer sense of the TYPE of work that interests you.
Do you like:
• building things?
• fixing things?
• helping people?
• being outdoors?
• selling things?
• solving problems?
• being creative?
• speaking in front of people?
• initiating projects yourself?
• working alone or with others?
• following the same daily routine?
Remember that the goal of these assessments is to tease out information that will help you choose an educational and eventual career path. Make no judgments or criticisms.

3. Arrange for Formal Assessments

Around ninth grade, you should see that you take formal interest and aptitude inventories and assessments on an annual basis. Consult the school counselor, who probably administers them.

At this point, you need to start making choices based on the information gathered in the inventories. Start comparing interests and aptitudes with actual careers and post-secondary schools to assess how well they match.

Your interests can make you explore careers from different angles—a process made especially easy using software such as Texas CARES. You might start with a school subject that you really enjoy and search for related careers. An interest in math, for example, would result in occupations ranging from cashier to engineer. Eventually, the level of math taken and aptitude for math will guide continued educational or career pursuits.

Another way to use interests and abilities to explore careers stems from knowing the specific types of work activity and conditions that you enjoy. If you like to speak publicly, what kinds of occupations allow or require that? Teachers, trainers, coaches and scientists leap to mind and there are many more. Again, software can help make the connection.

Finally, if you want very much to attend a particular college after high school, even this interest can lead to an occupation. Each school offers certain programs of studies or majors. Some schools are renowned for the excellence of certain programs. By researching the offerings of the school that interests you, you can then find the occupations that such programs of study lead to.

**Using Career Assessments**

Career assessments include interest, personality, work values, abilities, aptitudes and achievement tests.

It’s not hard to find tests, your guidance counselor has access to many different tests and knows how to help you go through this process and understand the results. Many community colleges also administer them for a small fee. Since many of these assessments can only be administered in group settings, check with your counselor to see which tests they administer and ask to receive an interpretation of the assessment results.

Your parents might remember their own experience with interest testing in high school. Tests have improved considerably in recent years. Still, always remember that they can point you in the right direction but they can’t make decisions for you.

When you take career assessments, remember that there are
no wrong or right answers. The results serve only to help investigate occupational and training options, not to force you to "pick a career."

As you learn more about different occupations, take different subjects in school, gain experience through job shadowing or mentorships or expands horizons through part-time jobs, you may find certain jobs or training options more appealing. Some of these experiences will coincide with test results and others may be different. That's "normal!"

**Identifying Aptitudes/Skills**

Aptitudes reflect what you are capable of. Some aptitudes can develop into skills with practice. Other qualities are innate and should be respected when making career choices. Some people are verbal, for example, while others are mathematical. Some enjoy performing while others prefer to remain in the background. Selecting an occupation that matches your aptitudes is wise.

To help identify your aptitudes, ask yourself to list the:

- easiest and most difficult school subjects
- favorite and most effective ways to study
- style of working/studying

(alone or with others)
- best time to work/think

When asking yourself about abilities and skills, don’t be surprised if you think to yourself, "nothing," "none," "everything," "I don’t know." Many kids really don’t know. One way to help recognize your strengths, skills, unique attributes and talents is to create a list together with your family. Sharing their observations with you may help you realize qualities in yourself you didn’t see before. See the sample list below.

**Personal Strengths**

- I am very well coordinated.
- I do my chores without supervision.
- I am good at verbal communication.
- I am good at drawing.
- I like working on a team.

The online software, iOSCAR (www.ioscar.org) is particularly helpful here. The "I Enjoy" section translates your hobbies, interests and activities into possible occupations. Texas CARES has a similar feature.

Knowing what skills and abilities you bring to the table can help you appreciate that work isn’t just "putting in time" to get money; it’s about providing a service. Still, money—and the lifestyle it affords—is important and can help you focus on the types of careers you want.
Unit II: Assessments

Day 2: Cool Careers if you can get them

Objective:
Students will become aware that not all jobs will be available to all students. Students will learn the importance of Labor Market Information and transferable skills.

TEKS:
Exploring Careers: 1.A; 2.C
Career Portals: 1.A; 2.B

Materials:
• Career Investigation, pg. 7
• Handout......................................... À Get To Know Your Career
  www.TexasCARESOnline.com

Activities:
• Read and discuss pgs. 7-8 of Career Investigation
• Pass out handout.
• Instruct students to fill out the missing information. Instruct them to list any information they think is relevant to career investigation, job training and career alternatives for each of the three careers listed. Then have students select a career of their choice and enter the missing information.
• Discuss answers.

Additional Activity
Have students go to TexasCARESOnline.com and investigate the Labor Market Information for the careers on the handouts.

Conclusion:
Instruct students to select courses that will benefit their career and prepare them for college. In the following pages of Career Investigation they will learn about career clusters and how to select an option. In turn they will then be able to choose high school courses to help make their career selection a reality.
# Get To Know Your Career

Becoming a professional athlete, actor, fashion designer or whatever career you choose will require that you know everything about that career. You can increase your chances of being successful in any profession of your choice by answering the following questions:

<table>
<thead>
<tr>
<th>Career Investigation</th>
<th>Pro Athlete</th>
<th>Actor</th>
<th>Fashion Designer</th>
<th>Your Career</th>
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</thead>
<tbody>
<tr>
<td>What are the job duties?</td>
<td>Practice with team members on a regular basis and compete in chosen sport. Have knowledge of sport's practices, policies, rules and regulations. Not very many job openings. Most professional athletes have only a 3-4 year career. Most do not get paid millions.</td>
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<td>How much do they get paid?</td>
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<td>How many job openings?</td>
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<th>Job Training</th>
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<th>Actor</th>
<th>Fashion Designer</th>
<th>Your Career</th>
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<tr>
<td>What training (high school, college, etc.) do you need?</td>
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<td>High School graduation is preferred. English courses are helpful (to be able to learn story structure and be able to read 120 page screenplays, also to have a command of the English language to be able to give good talk show interviews)</td>
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<td>Which courses will help you prepare for your career?</td>
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<th>Career Alternatives</th>
<th>Pro Athlete</th>
<th>Actor</th>
<th>Fashion Designer</th>
<th>Your Career</th>
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</thead>
<tbody>
<tr>
<td>What alternatives exist for this career?</td>
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<td>Photographer, seamstress, magazine writer, editor, merchandise buyer, retail store manager</td>
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<th>Pro Athlete</th>
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Unit II: Assessments

Day 3: Interest Profiler

Objective:
Students will analyze the effects of their interest upon education and career planning.

TEKS:
- Exploring Careers: 1.A, B
- Career Portals: 1.A; 2.B

Materials:
- Career Investigation, pg. 6
- www.TexasCARESOnline.com
- In classroom with TV monitor or Computer Lab
- Texas CARES Guide for Interest Profiler

Activities:
- Read pg. 6 of Career Investigation
- Show students how to work through the Interest Profiler using the Guide.
- Show different features they will need.
- Show students how to print a report and save their work to disk or to students work folder.

Conclusion:
Inform students that tomorrow they will come into the computer lab and begin taking the Interest Profiler. They will print a report at the end of the day which will go into their Career Portfolio. If time allows, students will complete their interest collage.

Additional enrichment activity:
The Be Real Game Unit 3, Session 2: Who Am I Really?
Where Am I? in Texas CARES
Texas CARES
Interest Profiler
Quick Start Guide

1. Texas CARES Main Window
2. Click on World of Work
3. Click on Self-Assessment
4. Click on “I Want To Do The Interest Profiler”
5. You will arrive at the Interest Profiler Screen. You may now begin your Interest Profile.
Unit II: Assessments

Day 4: Interest Profiler (part 2)

Objective:
Students will analyze the effects of their interests upon education and career planning.

TEKS:
Career Portals: 1.A; 2.B

Materials:
• www.TexasCARESOnline.com
• Computer Lab
• Interest Profiler Guide (from Unit II, Day 2)

Activities:
• Take Interest Profiler.
  Investigate the occupations list.
• Save and print out two copies of reports for at least five occupations of interest.
• Include one copy in Career Clusters Sections of student's Career Portfolio.
• The other copy is to be turned in.
• ***If time runs out have students hold down the “?” key. This will auto fill the rest of the test. Have students save their test answers. Tomorrow when they come in, instruct them to retrieve their test and start working on the test from where the “?” begins.

Conclusion:
Students will save outcomes onto disk for future activities and investigations.

Additional enrichment activity:
The Be Real Game Unit 3, Session 2: Who Am I Really?
Unit II: Assessments

Day 5: Investigating Results- Interest Profiler (part 3)

Objective:
Students will analyze the effects of their interests upon education and career planning. Students will learn how to review Labor Market Information (LMI) within a given occupation.

TEKS:

Materials:
- www.TexasCARESONline.com
- Texas CARES Guide
- Computer Lab

Activities:
- Students should have already taken the Interest Profiler and have a list of occupations that match their interest.
- Students can put their Interest Profiler scores into Texas CARES and their list of occupations will come back up.
- Students should review the occupations list and pick an occupation they would like to learn more about.
- Using the occupation the students have chosen, point out all of the information available in Texas CARES. Use the Guide to help if needed.
- Point out why it is important to know an occupation's LMI when choosing a career. For example, if a career has a low number of annual openings, this indicates that career, might be a competitive field and hard to find employment.

Conclusion:
Students will investigation all other occupations on their list of interest.
Unit II: Assessments

Day 6 (&7): Bobilator

Objective:
Students will compile a list of multiple career options matching their Interest and Occupational requirements.

TEKS:
Exploring Careers: 1.A, B, G
Career Portals: 1.A; 2.B

Materials:
• Bobilator: Transparencies, Handouts, Directions
OR
• Computer Lab
  www.TexasCARESOnline.com

Activities:
• Pass out Bobilator Handout.
• Place Transparency Bobilator on the overhead and follow directions.
OR
• Show students how to work through the Bobilator in CARES .
• Show different features they will need.
• Show students how to print a report and save their work to disk.

Conclusion:
Inform students tomorrow that they will come into the computer lab and begin investigating with CARES. They will print a report at the end of the day which will go into their Career Portfolio.
Bobilator Instructions

Bobilator is a way for students to see how gathering Labor Market Information about an occupation will aid them in their career decision-making process, instead of randomly choosing an occupation.

- Pass out the blank Bobilator hand out.
- Review the “Silly Titles” with the students.
- Ask students to rank the 10 Occupations in order according to their interests, 1 being the most interesting and 10 being the least.
- Place “Career Clusters” transparency on the overhead.
- Discuss the different Career Clusters with the students.
- Ask students to rank the Occupations again, this time using the information they have been provided.
- Place “Wages” transparency on the overhead.
- Repeat steps 5-7 for the remainder of the transparencies.
- Before putting up the “Actual Title”, discuss the changes in the students' choices.
- Inform the students that just knowing the name of any occupation is not enough.
- Put the “Actual Titles” on the overhead.
- Ask students to rank their choices one more time and allow the students to discuss their choices.

After completing the bobilator, Teachers are encouraged to read the following information to the student.

Bobilator Rap-Up

It is not enough just knowing the name of any occupation. You need to know the Labor Market Information about occupations to make informed decisions about your future. For instance, what if you went through six years of post-secondary education, which cost you around $60,000, only to find out the occupation you trained for pays just $24,000 per year and has limited job openings? By investigating the Labor Market Information, you might find an occupation within the same Career Cluster that interests you, which requires less training and provides more income with higher annual job openings.

Now that you have seen how Labor Market Information is useful in your career decision-making process, use that information when you investigate different occupations in Texas CARES.
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<th>Silly Titles</th>
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<tr>
<td>Actual Titles</td>
<td>Bobilator</td>
<td>Gastronomist</td>
<td>Extricator</td>
<td>Arbologist</td>
<td>Husher</td>
<td>Wrencher</td>
<td>Knowleologist</td>
<td>Encodologist</td>
<td>Imagizer</td>
<td>Haulassister</td>
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<td>Wholesale/Retail Sales &amp; Services</td>
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<td>Arts &amp; Communication Services</td>
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<td>Imagizer</td>
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<td>Logistics, Transportation &amp; Distribution Services</td>
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<td>Haulassister</td>
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<td>Bobiliator</td>
<td>25,600 yr/12.23/hr</td>
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<td>1</td>
<td>2 Gastronomist</td>
<td>39,700 yr/19.11/hr</td>
<td>Health Services</td>
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<td>3 Extricator</td>
<td>153,600 yr/73.86/hr</td>
<td>Agriculture &amp; Natural Resources</td>
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<td>4 Arbologist</td>
<td>49,000 yr/23.50/hr</td>
<td>Business &amp; Administrative Services</td>
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<td>6 Wrencher</td>
<td>42,500 yr/20.50/hr</td>
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<td>7 Knowleologist</td>
<td>45,000 yr/24.00/hr</td>
<td>Information Technology</td>
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<td>8 Encodologist</td>
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<td>Arts &amp; Communication Services</td>
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<td>9 Imagizer</td>
<td>62,100 yr/29.87/hr</td>
<td>Logistics &amp; Distribution Services</td>
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<td>10 Haulassister</td>
<td>36,100 yr/17.70/hr</td>
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<td>Extricator</td>
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<td>2-4 years Training</td>
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<td>3-6 Months Voc School</td>
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<td>Actual Titles</td>
<td>Hairstylist</td>
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<td>Dentist</td>
<td>Game Warden</td>
<td>Library Assistant</td>
<td>Plumber</td>
<td>Teacher</td>
<td>Computer Programmer</td>
<td>Film Editor</td>
<td>Truck Driver</td>
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<td>6m to 2 yrs Voc School</td>
<td>4-10 years Postsecondary</td>
<td>6m to 1 year Training</td>
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<td>4 years Postsecondary</td>
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<td>Annual Openings</td>
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<td>Wage Rates</td>
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<td>49,000 yr/73.86/hr</td>
<td>54,200 yr/26.06/hr</td>
<td>42,500 yr/20.50/hr</td>
<td>45,000 yr/24.00/hr</td>
<td>75,500 yr/37.26/hr</td>
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<td>36,100 yr/17.70/hr</td>
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<td>Career Cluster Rank</td>
<td>1 Bobilator</td>
<td>2 Gastronomist</td>
<td>3 Extractor</td>
<td>4 Arbologist</td>
<td>5 Husher</td>
<td>6 Wrencher</td>
<td>7 Knowledger</td>
<td>8 Encodologist</td>
<td>9 Imagizer</td>
<td>10 Haulassister</td>
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110
Unit II: Assessments

Day 8 (& 9): Investigate Occupations in CARES

Objective:
Students will compile a list of multiple career options matching their Interest and Occupational requirements.

TEKS:

Materials:
• Computer Lab
  www.TexasCARESOnline.com
• Labor Market Information Checklist Handout

Activities:
• Research the occupations students found from their Interest assessment.
• Pass out the LMI Checklist handout.
• Work through CARES to investigate the occupations list
• Students will investigate all aspects of Labor Market Information for the careers they are interested in.
• Students will fill out an Occupational LMI "Chart Compare" for side by side comparisons.
• Save and print out two copies of reports for at least five occupations of interest.
• Include one copy in Career Clusters Sections of student's Career Portfolio
• The other copy is to be turned in.

Conclusion:
Discuss the connection between their interests and hobbies and what students have found in different occupations. Ask what has surprised students about their interests and related careers?
When investigating Occupations, make sure to look at all aspects of the Labor Market Information for each occupation. This list will give you a good idea of what items to consider.

### EDUCATION AND TRAINING
- First professional degree
- Doctoral Degree
- Master’s degree
- Work experience, plus a bachelor’s or higher degree
- Bachelor’s degree
- Associate degree
- Post-secondary vocational training
- Work experience
- Long-term on-the-job training
- Moderate-term on-the-job training
- Short-term on-the-job training

### TECHNOLOGY USAGE

### TURNOVER RATE

### SOURCE OF GROWTH
- Mostly Due to Turnover
- More Due to Turnover than to Growth
- Evenly Due to Growth and Replacement
- More Due to Growth than to Replacement

### CAREER CLUSTER
- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communication
- Business, Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing, Sales and Service
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

### ANNUAL OPENINGS

### ABILITIES

### GENERAL WORK ACTIVITIES

### KNOWLEDGE

### SKILLS

### WORK VALUES

### REGIONAL INFORMATION

### CERTIFICATION REQUIREMENTS

### AVERAGE HOURLY WAGE

- Under $10
- $10 to $14.99
- $15 to $19.99
- $20 to $30
- Over $30

### AVERAGE YEARLY WAGE

- Under $20,000
- $20,000 to $29,999
- $30,000 to $39,999
- $40,000 to $60,000
- Over $60,000

### GENERAL CHARACTERISTICS

- Has a Related Military Occupation
- May be a New & Emerging Occupation
- May be a Green Job
- Requires Licensure
- Felony Restrictions May Apply
- Misdemeanor Restrictions May Apply
Unit II: Assessments

Day 10: What is an Aptitude Test?

Objective:
Students will be able to connect their aptitudes to skills in the work place.

TEKS:

Materials:
• Handouts . . . . . . . . What is an Aptitude Assessment?
• Handouts . . . . . . . . Unscrambling Terms (Adapted from Career Investigation, pgs. 1-3 and 11 & 12)

Activities:
• Read “What is an Aptitude Assessment”.
• Discuss.
• Read and complete “Aptitude Assessment”.
• Complete “Unscrambling Terms”.

Conclusion:
Discuss the connection between their aptitudes and what students have found in different occupations. For example, it wouldn't be wise for students with poor finger dexterity to try to become a brain surgeon.
APTITUDE ASSESSMENT

What is an Aptitude Assessment?

What are you good at? How did you learn how to do those things? Does it seem to come natural to you? Those things are considered to be your Aptitudes. An Aptitude Assessment is a test, which measures your abilities in different areas. So why is an Aptitude test important? You might have areas in which you are unaware of your “natural” abilities. The test also helps direct you into a career, which your aptitudes will be better used. An Aptitude assessment is not a test in that you will be able to study for. Because it measures your natural abilities, normally you will not be able to raise your score. However, the more you practice and learn about something the better you become in that area.

This exercise helps you assess your aptitudes, which are abilities that you naturally have. They may or may not be developed into full-fledged skills. For each item, list whether you think others would rate your aptitude as high (H), medium (M) or low (L). Search for jobs, such as those listed below, that require your high aptitude tasks. Avoid work for which you have low aptitude. To find more jobs that require these aptitudes, use the Search feature in the OSCAR software. (See page 3 for more information.)

__Finger dexterity__
The ability to move fingers rapidly and to accurately manipulate small objects. Used in playing guitar, doing puzzles and sewing on buttons. Related occupations include Jeweler, Photographer, Plumber and Tailor.

__Motor coordination__
The ability to use eyes and arms/hands and legs/feet rapidly and accurately in precise movements. Used in playing football, moving furniture and dancing. Related occupations include Hairdresser, Athlete, Machinist and Carpenter.

__Form perception__
The ability to see detail in objects, such as the shapes of figures and widths/lengths of lines. Used in making sketches, sorting differently-sized nails and measuring areas by sight. Related occupations include Architect, Artist, Surveyor and Mechanic.

__Spatial perception__
The ability to understand forms in space and their relationships. Used in reading blueprints, solving geometric problems and planning where to place furniture in a room. Related occupations include Interior Designer, Drafter, Engineer and Air Traffic Controller.

__Clerical perception__
The ability to identify detail in written or verbal material containing words or numbers. Used in taking telephone messages, proofreading letters and checking bank statements. Related occupations include Bookkeeper, Editor and Teller.

__General learning__
The ability to “catch on,” to understand, reason and make judgments. Used in memorizing facts, making decisions and reading instructions. Related occupations include Musician, Historian and Teacher.

__Numerical__
The ability to perform arithmetical work quickly and accurately. Used in balancing a checkbook, estimating food prices and figuring interest rates. Related occupations include Budget Analyst, Nuclear Engineer, Bookkeeper and Loan Officer.

__Verbal__
The ability to understand meanings of words and associated ideas and use them effectively. Used in making speeches, giving messages and writing reports. Related occupations include Clergy, Counselor, Marketing Manager and Sales Reps.
UNSCRAMBLE TERMS

Directions: Unscramble the following terms.

1. An ability that you have naturally; quickness to learn or understand
   
   \textit{ttpaideu} = ________________

2. General learning ability; the ability to "catch on" or understand instructions and underlying principles; ability to reason and make judgment; closely related to doing well in school
   
   \textit{einlletinegc} = ________________

3. Ability to understand meanings of words and ideas associated with them and to use them effectively; to present information or ideas clearly
   
   \textit{lrevba} = ________________

4. Ability to perform mathematical operations quickly and accurately
   
   \textit{nuemcrali} = ________________

5. Ability to comprehend forms in space and understand relationships of plane and solid objects; may be used in such tasks as blueprint reading and in solving geometry problems
   
   \textit{laitasp} = ________________

6. Ability to perceive pertinent detail in objects; to make comparisons and descriptions and see slight differences in shapes and shadings of figures and widths and lengths of lines

   \textit{rfom ecprepoint} = ________________

7. Ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy; to proofread words and numbers
   
   \textit{lrecilac ecprepiont} = ________________
8. Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; ability to make a movement response accurately and quickly

   rootm oorcdnainoit = ________________

9. Ability to move the hands easily and skillfully; to work with the hands in placing and turning motions

   lanuam xedtreity = ________________

10. Ability to move the fingers and rapidly or accurately manipulate small objects with the fingers

    nfirge dtxeeriyt = ________________
UNSCRAMBLE TERMS
ANSWERS

1. Aptitude
2. Intelligence
3. Verbal
4. Numerical
5. Spatial
6. Form Perception
7. Clerical Perception
8. Motor Coordination
9. Manual Dexterity
10. Finger Dexterity
Unit II: Assessments

Day 11: Sample Aptitude Tests

Objective:
Students will be able to connect their aptitude to skills in the work place.

TEKS:
Exploring Careers: 1.A, B
Career Portals: 4.D

Materials:
• Handouts: . . . . . . . . Sample Aptitude Tests (ASVAB website: http://www.goarmy.com
   Under Step 2: Tackle the Test, click on “Find out more about the ASVAB”, then down at
   the bottom of the page click on “See Sample ASVAB test questions”).
• Answers to Assessment

Activities:
• Take students to the Army website to read more about the ASVAB test and why it is
  given. Relate the correlation between military and civilian occupations.
• Complete Sample Aptitude Test.
• Provide the answers.

Conclusion:
Discuss the connection between their aptitudes and what students have found in
different occupations.
Tackling the Test: Sample ASVAB Test Questions

General Science - SECTION 1
The General Science test consists of 25 items testing your knowledge of both physical and biological sciences.

- 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

Arithmetic Reasoning - SECTION 2
The Arithmetic Reasoning test consists of 30 simple word problems containing basic computations.

- How many 36-passenger buses will it take to carry 144 people?
  A. 3
  B. 4
  C. 5
  D. 6

Word Knowledge - SECTION 3
The Word Knowledge test measures your understanding of the definitions of words. You select the word or phrase that means the same thing as the bold word. There are 35 questions in this section.

- The wind is variable today.
  A. mild
  B. steady
  C. shifting
  D. chilling

Paragraph Comprehension - SECTION 4
The Paragraph Comprehension test consists of 15 items measuring your ability to obtain information from written passages. You will find one or more paragraphs of reading material followed by incomplete statements or questions. After you read each paragraph, select the one that best completes the statement or answers the question.

- Twenty-five percent of all household bur-

General Science - SECTION 5
The Numerical Operations test consists of 50 simple mathematical computations. This test is a speed test, so work as fast as you can to determine your answers without making mistakes.

- 60/15 =
  A. 3
  B. 4
  C. 5
  D. 6

Coding Speed - SECTION 6
The Coding Speed Test contains 84 items that test your ability to find a number in a table quickly and accurately. At the top of each section is a number table or "key." The key is a group of words with a code number for each word. From among the possible answers listed for each item, find the one correct code number for that word.

KEY

- bargain=8385
- game=6456
- knife=7150
- sunshine=7489
- point=4703
- chin=8930
- house=2859
- music=1117
- owner=6227
- sofa=9645

Find the Code

1. game 6456 7150 8385 8930
2. knife 1117 6456 7150 7489
### Electronics Information - SECTION 10

The Electronics Information test consists of 20 items dealing with electricity, radio principles and electronics.

Which of the following has the least resistance?

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

### Auto and Shop Information - SECTION 7

The Auto and Shop Information has 25 items about automobiles, shop practices, and the use of tools.

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

A. pistons  
B. piston rings  
C. main bearings  
D. connecting rod

### Mathematics Knowledge - SECTION 8

The Mathematics Knowledge test consists of 25 problems designed to measure general mathematical knowledge including questions covering algebra and geometry.

If \( X + 6 = 7 \), then \( X \) is equal to

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

### Mechanical Comprehension - SECTION 9

The Mechanical Comprehension test consists of 25 items designed to measure your understanding of mechanical principles. Many items use drawings to illustrate specific principles.

Which post below holds up the greater part of the load?

A. post A  
B. post B  
C. both are equal  
D. not clear

<table>
<thead>
<tr>
<th>3. bargain</th>
<th>2859</th>
<th>6227</th>
<th>7489</th>
<th>8385</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. chin</td>
<td>2859</td>
<td>4703</td>
<td>8385</td>
<td>8930</td>
</tr>
<tr>
<td>5. house</td>
<td>1117</td>
<td>2859</td>
<td>6227</td>
<td>7150</td>
</tr>
<tr>
<td>6. sofa</td>
<td>7150</td>
<td>7489</td>
<td>8385</td>
<td>9645</td>
</tr>
<tr>
<td>7. owner</td>
<td>4703</td>
<td>6227</td>
<td>6456</td>
<td>7150</td>
</tr>
</tbody>
</table>

![](image)
TACKLING THE TEST: SAMPLE ASVAB TEST QUESTIONS

ANSWERS

1. B
2. B
3. C
4. D
5. B
6. 1. 6456
   2. 7150
   3. 8385
   4. 8930
   5. 2589
   6. 9645
   7. 6227
7. B
8. C
9. A
10. D
**Unit II: Assessments**

**Day 12: Aptitude Tests**

**Objective:**
Students will be able to connect their aptitudes to skills in the work place.

**TEKS:**
- Exploring Careers: 1.A, B
- Career Portals: 4.D

**Materials:**
- Aptitude Tests from Counselors.
- **NOTE:** ASVAB will need to be arranged well in advance and will require about 3 hours to complete.

**Activities:**
- Complete Aptitude Test given by School Counselors.

**Conclusion:**
Discuss the connection between their aptitudes and what students have found in different occupations. Inform students when the scores come back. They will be able to investigate in CARES and OSCAR the occupations which match their aptitude scores.

**Note:**
There are many private market Aptitude Assessments available. Any of the FORMAL Aptitude Assessments will meet the TEKS requirement. However be careful not to choose an “entertainment use only” assessment.
Unit II: Assessments

Day 13 (&14): Aptitude Tests Results

Objective:
Students will analyze the effects of personal aptitude upon education and skills in the work place. Students will match aptitude to career opportunities.

TEKS:

Materials:
• Student Aptitude Test Results
• Computer Lab
  www.TexasCARESOnline.com
• OSCAR

Activities:
• Investigate Aptitude Results using Texas CARES Online.
• Have students complete charts about Occupations they have on both Interest and Aptitude results.
• Run a comparison chart in Texas CARES.
• Print out 2 lists of occupations, which match Interest and Aptitude results.
• Turn in one copy of occupations list.
• Put one copy of occupations list in Career Portfolio.

Conclusion:
Discuss the connection between their aptitudes and what students have found in different occupations.
Unit II: Assessments

Day 15: Personality Assessment

Objective:
Students will take a Personality Assessment to better understand themselves as people and as students.

TEKS:
Exploring Careers: 1.A, B

Materials:
• Personality Assessment from Counselors
• NOTE: There is no Public Market Personality Assessment that can be recommended by our office. Contact your school’s Administration to determine what test works best for your students.

Activities:
• Complete a Personality Assessment given by School Counselors.

Conclusion:
Discuss the connection between their personalities and the information students have found in different occupations.

Note:
There are many private market Personality Assessments available. Any of the FORMAL Personality Assessments will meet the TEKS requirement. However be careful not to choose an “entertainment use only” assessment.
Unit II: Assessments

Day 16: Preparing for other Assessment

Objective:
Students will be aware of other Assessments they will need to take throughout their high school and college life.

TEKS:
Exploring Careers: 3.C, F
Career Portals: 4.D

Materials:
• Handout…………………….List of Assessments
• School Counselor's Resources.
• Sample College/ University Admission Requirements
  http://www.austincc.edu/apply/creditenrollment.php
  http://bealonghorn.utexas.edu/freshmen/admission/requirements
• Local College/University Admission Requirements

Activities:
• Pass out handout over Assessments to Students.
• Ask students if they have ever heard of these assessments.
• Discuss why/how each of these assessments are important.
• Pass out the admissions checklist for your local College or University in your area.
• Point out that each College or University across the country requires assessments score as part of their admissions.
• Give students all information your school Counselor has on required assessments.

Conclusion:
Have students contact their favorite College or University to get a list of admission requirements.
This is a list of assessments that you might need to take during and after high school. For each one listed, state what the assessment is, what it test over, who needs to take it, and why it's used. Also, state what steps might be taken in order to prepare for the assessment.

TAKS

GED

AP

PSAT/NMSQT

SAT

ACT

COMPASS
Steps to Register / Begin Taking Credit Classes at ACC

The five steps below are all that is required for most students to begin taking credit classes at Austin Community College. Note: International students and Early College Start students follow different procedures.

ACC admissions and enrollment process

<table>
<thead>
<tr>
<th>Step 1: Application</th>
<th>Apply online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application, residency status, and transcripts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: Assessment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain evidence of academic readiness or take an assessment at ACC before meeting with an advisor or counselor.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: Advising</th>
<th>Advising &amp; Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with an advisor or counselor to prepare for registration. - All new ACC students need to complete ACC 101 before seeing an advisor.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4: Registration</th>
<th>Register</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are eligible to register for classes following your advising session. Be sure to get your accid, visit Financial Aid, and update your emergency contact information in Online Services during this time.</td>
<td></td>
</tr>
<tr>
<td>24 hours after registering you will be able to claim and activate your ACCmail student email address.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 5: Orientation</th>
<th>Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students who are new to ACC with ZERO credit hours are required to complete orientation prior to attending their first day of class.</td>
<td></td>
</tr>
</tbody>
</table>

Students with Disabilities

Click here to learn about assistance and accommodations available to students with documented disabilities.

Last modified: August 13 2010 @ 10:47 am | Austin Community College District • Austin, TX
# How to Apply for Admission

To be considered for freshman admission, complete the following application requirements. All items needed to complete an application must arrive in the Office of Admissions by the deadline. (If you plan to submit December test scores, visit the Testing and Test Scores page for details.)

Find out about the time needed to process documents submitted by mail and fax.

- Summer/Fall Deadline: **December 1**
- Spring Deadline: **October 1**

## Application Requirements

| **Application** | • Submit your completed ApplyTexas Application (the online application is preferred). The online summer/fall application opens on August 1.  
• Scholarship applicants must apply for admission using the online ApplyTexas Application for Admission. |
| **Essays** | • Include two admissions essays; the easiest way to submit your essays is with your ApplyTexas online application.  
• Visit the Essays page for prompts, options for submitting your essays, and tips on writing your essays. |
| **Official high school transcript** | • An official transcript includes the school’s official seal or the signature of a school official, your class rank and size, and your high school coursework, usually through the end of the junior year.  
• Visit the Transcripts page for details. |
| **High school coursework requirements (other items as needed)** | • If you are on track to meet the state’s high school coursework requirements, the transcript you submit should indicate that you will graduate under the Recommended or Distinguished/Advanced High School Program. |
- You must also submit information about your senior-year coursework; visit the [Transcripts page](#) for details.

- Some students may also need to submit an exemption form and complete other requirements. Visit the [High School Coursework Requirements page](#) for details.

| Test scores | Have official SAT Reasoning or ACT (including writing test) scores sent directly to UT Austin from the testing agency.
| Score on transcripts and student score reports don’t fulfill this requirement.
| Visit the [Testing & Test Scores](#) page for details. |

| Non-refundable $60 application processing fee ($90 for international applicants) | Online payment preferred; pay by credit card (MasterCard or Visa) if paid while applying online.
| If you believe that you may qualify for a fee waiver based on financial need, mail or fax us a copy of your SAT or ACT test fee waiver or a letter from your high school counselor or principal explaining your financial situation and reason for needing an admissions application fee waiver. |

| Additional requirements (if applicable) | [Program-specific requirements](#): Applicants may need to submit additional items to be considered for admission to certain majors.
| International students who qualify for Texas residency (under HB 1403): Submit a complete copy of the [Residency Affidavit](#).
| Permanent residents: Submit a photocopy of the front of your permanent resident card.
| Home-schooled students: Submit any other credentials that reflect your academic potential (such as SAT Subject Test scores or dual credit coursework).
| Completed college coursework – including dual credit coursework – while in high school: Submit official transcripts of the credit issued by the college or university. |

| Recommended and | Resume |
optional items

- Letters of Recommendation
- Special Circumstances

After you submit a complete application, the Office of Admissions will begin the process of making your admission decision.

**Admission Decisions**

Once you complete your application, an admissions professional in the Office of Admissions will review it. Using guidelines established by the state and the university, the reviewer will consider your academic achievement and personal achievement. Issues, such as whether applicants qualify for automatic admission, are Texas residents, or come from a non-ranking school, can also affect the final admission decision.

Find out more about how different applicant types are considered for admission to the university.

Updated 7 July 2010 | Top | Next: Deadlines

*Information provided by University of Texas*