

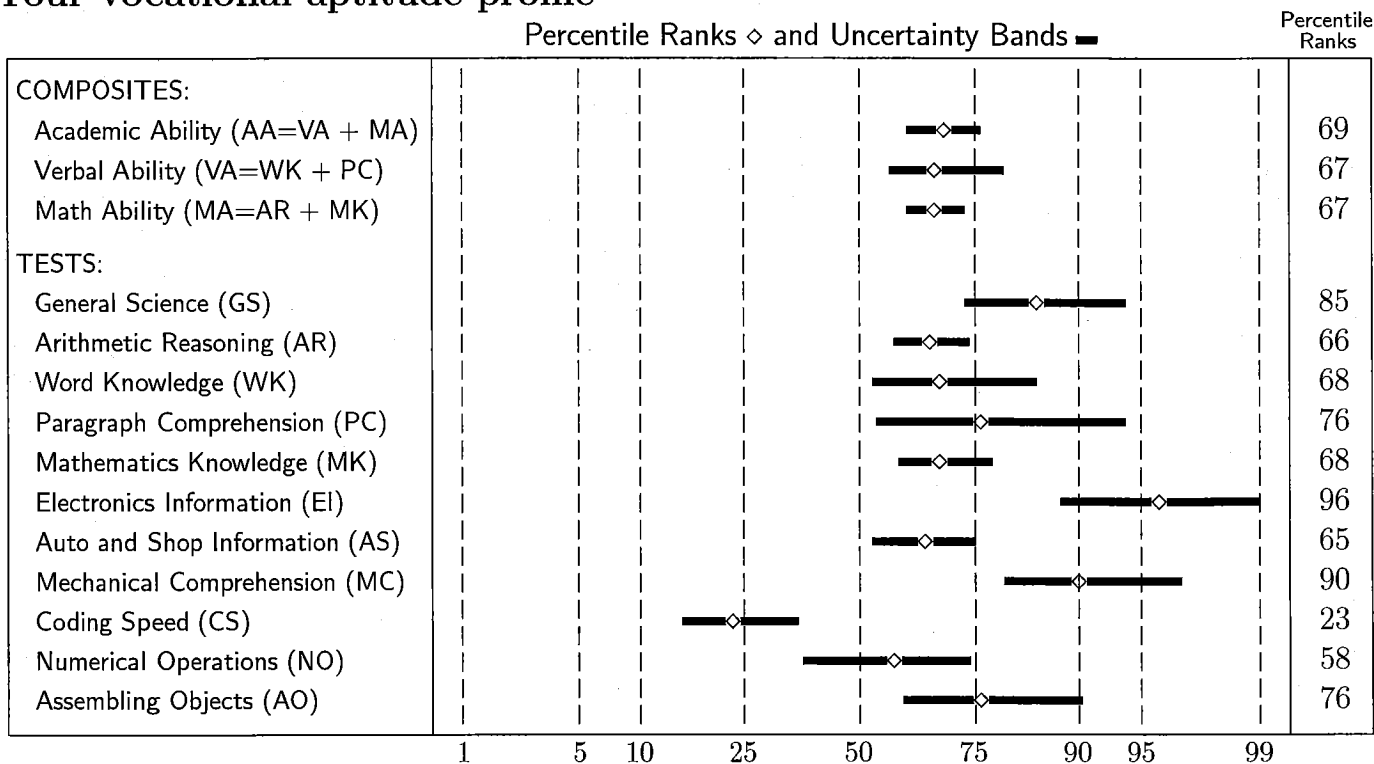
# The Profile of American Youth 1997

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Comparison Group: 18 to 23 year-olds

## Your vocational aptitude profile



## Your vocational interest code

R	S	E	C	A	I	R → Realistic	A → Artistic	E → Enterprising
1st	2nd	3rd	4th	5th	6th	I → Investigative	S → Social	C → Conventional

## How to read your aptitude scores and interest code

Your scores on the Computer Adaptive Test—Armed Services Vocational Aptitude Battery (CAT-ASVAB) and the Interest Finder (IF) are shown in the charts above. Your aptitude scores are reported as percentile ranks and bands. The ranks show how you scored in comparison to a national sample of individuals who were about the same age as you when they took the tests as part of the Profile of American Youth 1997. The ranks indicate the percentage of individuals in your comparison group who scored below you in each area. The meaning of the bands is explained on the back of this form. The comparison group for your scores is shown in the upper right-hand corner of this form.

The results from your answers to the Interest Finder are presented as a six-letter code. The letters are numbered according to their position in your code. Each letter refers to one of six vocational areas—Realistic, Investigative, Artistic, Social, Enterprising, and Conventional—shown to the right of your code. The order of the letters indicates the relative strength of your interests in those areas, as measured by the number of likes and dislikes you reported for a wide variety of activities and jobs in each area. You reported most interest in the first area, second most interest in the second area, and so on.

To learn more about your aptitude scores and interest code please refer to the back of this form.

# More About How to Read Your Aptitude Scores and Interest Code

## How to Interpret the Percentile Ranks and Bands

Your percentile ranks show how you scored relative to other youth in the nation who were in the same age group as you when they took the aptitude tests. These ranks, like any other test scores, are only approximate. If you were to take the tests again, your scores would probably differ somewhat. The percentile bands show the range of scores you might receive. Each band has a two-thirds chance of including your true score—the score you would receive if your abilities could be perfectly measured.

As you look at your aptitude profile, you will see that the bands differ in size. Some bands cover a wider range of ranks than other bands. The size of each band indicates how accurately the test measures your ability. Tests with shorter bands provide more accurate scores. More accurate scores are likely to be closer in value to your true score than less accurate scores.

## How to Interpret Your Aptitude Profile

Your aptitude profile shows how you performed in three general and eleven specific aptitude areas. The position of the bands in the graph indicates the relative strength of your performance in those areas. If the bands from two areas overlap, then you performed at roughly the same level in both areas. If one band is in a higher range than another, then you performed better in that area. To identify your strongest areas of performance, look for areas with bands toward the right-hand side of the graph.

## How to Interpret Your Interest Code

On the Interest Finder, you were asked to report your likes and dislikes for a wide range of activities and jobs in six different vocational areas. Your interest code was assigned by counting the number of likes you reported in each area and ordering the areas from highest to lowest "number of likes". It reflects the relative strength of your interests in the six different vocational areas.

To discover the types of jobs or careers you might enjoy, look at the first three letters in your code. These letters are numbered "1st", "2nd", and "3rd", and indicate your three strongest areas of interest. The kinds of jobs you might enjoy are likely to be found in those areas.

As you interpret your interest code, keep in mind that the order of the letters in your code is likely to change as your educational background and experiences change. If you are 18 or older, your vocational interests will tend to be relatively stable. If you are 17 or younger, your vocational interests are more likely to change, especially if you have just begun to think about job possibilities. In either case, if you are interested in areas other than the top three areas in your code, you should explore those areas no matter what your code says.

## Factors Affecting Your CAT-ASVAB Aptitude Scores

The CAT-ASVAB measures a group of skills that are useful in various training programs and jobs. Your scores on the composite measures reflect the knowledge and skills you have acquired thus far in three general areas. Your scores on the individual tests reflect the knowledge and skills you have acquired thus far in eleven specific areas. Your performance in many of these areas is likely to improve with further training, education, or practical experience.

Your scores depend on many factors including your interests and experiences, and your history of education and training. The scores may not be accurate indicators of your abilities if your schooling, training, or experience has been limited by lack of opportunity, lack of interest, physical handicaps, or other factors. If, for example, you have never worked with automotive and shop equipment, you may be unfamiliar with the terms and concepts covered in the Auto and Shop Information tests. If you were to gain experience or training in those areas, your score on those tests would probably improve.

Gender differences in interests and experiences may also affect performance on some of the CAT-ASVAB tests. Males, for example, often score higher on the Auto, Shop, and Electronics Information tests largely because they tend to acquire more training and experience in those areas. Females, on the other hand, tend to score higher on tests that require rapid decisions and responses, such as the Coding Speed and Numerical Operations tests.

CAT-ASVAB scores may also be affected by factors that prevent a person from answering the questions to the best of his or her ability. Low scores, for example, can often be traced to illness, fatigue, misunderstanding of the directions, distractions during testing, or lack of interest in doing well on the test.

CAT-ASVAB scores may also underestimate your abilities if your native language is not English. Nearly all the tests require use of the English language.

## Factors Contributing to Career Success

Aptitude test results are one of many factors you may want to consider when exploring job and career options. Although your scores may suggest promising directions for career exploration, they do not present a complete picture of your chances for success. There are a wide variety of personal attributes—such as motivation, creativity, and determination—that contribute to success in any job or training program. Strengths in these areas can help overcome lack of strong skills in specific areas. You will want to consider these attributes along with other important information—including your interests, past performances, school grades, and personal goals—before making any decisions about your career options.

## More About Your Results

More information on how to interpret your results appears on a separate form. Please refer to that form to learn more about the CAT-ASVAB and the Interest Finder, and what they measure.

# How to Interpret Your Aptitude Test Results

For the Profile of American Youth Pilot Study, you took twelve tests that make up the Computer Adaptive Test—Armed Services Vocational Aptitude Battery (CAT-ASVAB). The sections below briefly describe the skills the battery is designed to measure. Your scores are reported on a separate form enclosed in this packet.

<p style="text-align: center;"><b>Academic Ability</b></p> <p>The Academic Ability composite measures how well you did on the Verbal Ability and Math Ability sections combined. It reflects your general potential for formal study and training beyond the high school level.</p>	<p style="text-align: center;"><b>Mathematics Knowledge</b></p> <p>Mathematics Knowledge scores largely depend on your formal training in mathematics. Most of the questions are about concepts introduced in high school mathematics courses. Low scores in this area may be improved by further training and coursework in mathematics.</p>
<p style="text-align: center;"><b>Verbal Ability</b></p> <p>Verbal ability measures how well you did on the Word Knowledge and Paragraph Comprehension tests. Your score on this composite is an indicator of your ability to understand and learn from written materials.</p>	<p style="text-align: center;"><b>Electronics Information</b></p> <p>Electronics Information is a rather specific test. It measures your knowledge of electrical terms and equipment, and your ability to solve electrical problems. Skills in this area are important for people interested in the repair or installation of mechanical equipment. Low scores may be improved through coursework and practical experience.</p>
<p style="text-align: center;"><b>Math Ability</b></p> <p>Math ability measures how well you did on the Arithmetic Reasoning and Mathematics Knowledge tests. Your score reflects your potential to do well in mathematics courses.</p>	<p style="text-align: center;"><b>Auto and Shop Information</b></p> <p>The Auto and Shop Information score measures how well you did on the Auto and Shop Information tests combined. It reflects your familiarity with the tools, terms, and practices used in automotive repair, and in metal and wood workshops. Scores on tests of this type are often used to predict success in jobs requiring the repair, maintenance, and operation of mechanical equipment. Low scores may be improved through coursework and hands-on experience.</p>
<p style="text-align: center;"><b>General Science</b></p> <p>Questions in the General Science test were drawn from a variety of fields including biology, chemistry, and physics. The test measures knowledge of facts and concepts typically taught in high school science courses. Scores on this type of test are often used to predict success in scientific or technical programs. Low scores may be improved through coursework in the sciences, through reading general science publications, or by engaging in scientific hobbies and activities.</p>	<p style="text-align: center;"><b>Mechanical Comprehension</b></p> <p>Mechanical Comprehension questions included diagrams of mechanical devices such as pulleys, levers, and gears. You were asked questions about how the objects work together. Skills in this area are often important for people interested in mechanical repair, architecture, and engineering. Low scores can probably be improved through practical experience with simple machines.</p>
<p style="text-align: center;"><b>Arithmetic Reasoning</b></p> <p>Arithmetic Reasoning questions are often called "word problems." They do not require the use of advanced mathematics. Instead, they involve the ability to translate real-life problems into mathematical terms. Skills in this area are important for coursework in subjects such as physics and mathematics. Low scores may be improved by studying applied arithmetic problems.</p>	<p style="text-align: center;"><b>Coding Speed</b></p> <p>Coding Speed questions asked you to refer to a key to assign numbers to words. The questions required rapid shifts in your attention. They measure the speed and accuracy with which you attend to details. Skills in this area are important for jobs requiring accurate record keeping.</p>
<p style="text-align: center;"><b>Word Knowledge</b></p> <p>Word Knowledge is a vocabulary test. It measures your understanding of the meanings of words. Your score on this test reflects the variety and quantity of your reading, and your educational experiences. Low scores may be improved by increasing the range and amount of your reading, and by studying vocabulary-building guides.</p>	<p style="text-align: center;"><b>Numerical Operations</b></p> <p>In the Numerical Operations test you performed arithmetic computations as quickly and accurately as possible. Your performance on the test depends mainly on your speed and accuracy with simple arithmetic operations. Skills in this area are important for jobs requiring accurate record keeping. Low scores may be improved through practice of mental arithmetic.</p>
<p style="text-align: center;"><b>Paragraph Comprehension</b></p> <p>Paragraph Comprehension measures how well you acquire information from written passages. In this test you were asked to read short paragraphs and answer questions about them. Many jobs and most college courses require this skill to some degree. Low scores in this area may be improved by practice—either by increasing the variety and amount of your reading, or by entering a program especially designed to increase reading speed and comprehension.</p>	<p style="text-align: center;"><b>Assembling Objects</b></p> <p>The Assembling Objects test was recently added to the battery to measure the ability to mentally rearrange objects in space. The test has not yet been administered to a national sample of individuals. We were unable to compute your percentile score in this area for that reason.</p>

## How to Interpret Your Interest Code

The Interest-Finder is designed to identify the types of jobs you might enjoy. You were asked to indicate your likes and dislikes for a wide variety of activities and jobs. Your interest code is based on the preferences you reported. The order of the letters in your code reflects the relative strength of your interests in six vocational areas. Areas toward the beginning of the code are areas in which your interests are strongest. Areas of stronger interest represent promising directions for career exploration.

The sections below briefly describe the six vocational areas in terms of the characteristics and job preferences of people with strong interests in each area. Each area includes many more jobs than are listed below.

### Realistic

People with relatively strong interests in the realistic area usually prefer work and activities that are practical and useful. They tend to enjoy mechanical activities and working with their hands. They often prefer to work by themselves rather than with other people. Jobs in the realistic area include:

- aircraft pilot
- butcher
- carpenter
- electrician
- firefighter
- gardener
- inspector
- machinist
- mechanic
- optician
- plumber
- radar operator
- sailor
- truck driver
- woodworker

### Social

People whose interests lie in the social area tend to seek jobs in which they can have a positive impact on other people. They typically prefer interacting with people over performing clerical or mechanical tasks. Jobs in this area include:

- counselor
- dental hygienist
- education administrator
- flight attendant
- human resource manager
- occupational therapist
- recreation worker
- religious professional
- social worker
- teacher

### Investigative

People in investigative occupations usually like using their knowledge to create new ideas or things. They tend to enjoy scientific and mathematical activities, and learning about new subject matter. Examples of jobs in this area are:

- astronomer
- chemist
- detective
- engineer
- life scientist
- mathematician
- meteorologist
- sociologist
- urban planner

### Enterprising

People who prefer enterprising activities typically like public speaking, and managing and leading other people. They usually enjoy being in positions of power and responsibility, and are often found in jobs like the following:

- business executive
- lawyer
- loan officer
- manager
- purchasing agent
- real estate agent
- sales representative
- stock broker
- travel agent

### Artistic

Activities that allow creativity are typically preferred by people with strong interests in the artistic area. People with artistic interests usually enjoy using their imagination to create original work. They are often found in the following jobs:

- actor and actress
- architect
- chef
- dancer
- hair stylist
- musician
- news reporter
- photographer
- writer

### Conventional

People with strong interests in the conventional area usually prefer activities and jobs that require attention to detail. As a rule, they like performing arithmetic computations and keeping records. Jobs that fall in this area include:

- accountant
- bank teller
- budget analyst
- computer programmer
- court reporter
- librarian
- postal clerk
- secretary
- underwriter

## How to Use Your Aptitude Scores and Interest Code

From these descriptions of the aptitude and interest areas, you can see how your results may be helpful in identifying areas of work or study that match your skills and interests. Some of your interests and abilities may lie in different vocational areas. Your score on the Electronics Information test, for example, may indicate that your ability to solve electrical problems is relatively strong, while your interest code may show that you have little interest in jobs that use that ability. Whatever the case may be, you may want to use the results to identify areas where your interests and abilities overlap with the characteristics of jobs or careers.

As you interpret your aptitude and interest scores, keep in mind that they are only one measure of your abilities and interests. Other things you know about yourself—what you like to do, what you do well, your school grades, and other measures—are also indicators of your abilities and interests. When combined with other information, interest and aptitude scores may be useful for helping you decide what area or areas to concentrate on for further study or training, or for job possibilities. Keep in mind that scores on measures of this type are likely to change as your educational background, experiences, and interests change. This is especially true for younger persons in the early stages of their education who have not yet begun to think about career possibilities.

To help you further in thinking about your future, we have enclosed a booklet with questions and answers on careers, jobs, and other tests that you might want to take. Please refer to that booklet for additional information.