
Von: Steve McClaskie
Gesendet: Dienstag, 2. Mai 2017 21:04
An: tobiasraabe@uni-bonn.de
Betreff: RE: ASVAB and AFQT scores

Hello Tobias,

I apologize for not getting back to you sooner. These codes were likely created by NORC who fielded the exam. However, anyone from NORC associated with the ASVAB in 1980 are no longer available. There is an unpublished NORC field report that is supposed to summarize the fielding of the ASVAB but I have not yet found this document.

These dispositions likely follow the same protocol as fielding a questionnaire. A completed-converted case is likely where the respondent was hesitant to take the ASVAB. They may have initially refused or there was a gatekeeper that required extra convincing by a converter. Interviewers are to talk with their supervisors about difficult cases and a decision is made to move the case to another interview skilled in converting reluctant respondents.

I believe Completed-Spanish Instr Cards means that test instruction cards in Spanish were used. The ASVAB was given in English, there was no other alternative language.

As yet I do not have an explanation for Completed-Problem Reported. I know there were strict instructions given to the test administrators about how to conduct the exam. It could be that this code notes when a test-taker did not follow these instructions, but I only guessing.

Steve

From: tobiasraabe@uni-bonn.de [mailto:tobiasraabe@uni-bonn.de]
Sent: Tuesday, May 02, 2017 10:36 AM
To: Steve McClaskie <steve.mcclaskie@chrr.osu.edu>
Subject: AW: ASVAB and AFQT scores

Hello Steve,

I just wanted to ask you whether you found more information regarding the variable or can you tell me where I might have to look besides from NLSY. Otherwise, can you confirm that you have no additional Information?

Thanks for your effort.

Best, Tobias

Von: tobiasraabe@uni-bonn.de
Gesendet: Mittwoch, 19. April 2017 15:02
An: [Steve McClaskie](#)
Betreff: AW: ASVAB and AFQT scores

Hello Steve,

thank you for the document and the clarification for why the 36 respondents were dropped. I am also interested in the other values of R0614800 (Comp-Converted Refusal, Comp-Problem Reported, and Comp-Spanish Instr Cards). Do you have more information about them as well because I could not find that Information in the last document?

Best, Tobias

Von: [Steve McClaskie](#)

Gesendet: Dienstag, 11. April 2017 21:08

An: tobiasraabe@uni-bonn.de

Betreff: RE: ASVAB and AFQT scores

Hello Tobias,

Here is a link to a March 1982 document from the U.S. Dept of Defense on the NLSY79 ASVAB, <http://files.eric.ed.gov/fulltext/ED214976.pdf>. On page 18 of 91 there is a paragraph that talks about completion and why these 36 respondents were dropped.

Steve

From: tobiasraabe@uni-bonn.de [<mailto:tobiasraabe@uni-bonn.de>]

Sent: Tuesday, April 11, 2017 5:23 AM

To: Steve McClaskie <steve.mcclaskie@chrr.osu.edu>

Subject: AW: ASVAB and AFQT scores

Hello Steve,

your advice was very helpful! We replicated the AFQT-1 scores from the raw scores. Many thanks for that.

Unfortunately, I have to bother you with one additional questions. There are 36 observations who have no AFQT-1 score because of altered testing conditions indicated by the variable R0614800. Besides this condition and the normal condition, the variable indicates three more states. They are named: Comp-Converted Refusal, Comp-Problem Reported, and Comp-Spanish Instr Cards.

Can you point me to additional sources where I can read more about those indicators? I have not found them in the Appendix 106 and anywhere else. Thank you very much.

Best regards,

Tobias Raabe

Von: [Steve McClaskie](#)

Gesendet: Donnerstag, 16. März 2017 20:16

An: tobiasraabe@uni-bonn.de

Betreff: RE: ASVAB and AFQT scores

Hello Tobias,

Thank you for using the NLSY79. It might be that you need to adjust Numerical Operations beyond the weighting of 0.5. I think it would be helpful to see attachment 106, <https://www.nlsinfo.org/sites/nlsinfo.org/files/attachments/130212/NLSY79%20Attachment%20106%2C%20Profiles%20of%20American%20Youth.pdf>. The addendum to attachment 106 begins on page 35 (of 43) of this pdf. This talks about how R06182 and R06173 are created. Table 1 is the adjustment to NO. At the time this document was put together the terms AFTQ-1 and AFQT-2 were not used.

Please let me know if you have further questions.

Steve

Steve McClaskie
NLS User Services
614 442-7366

From: tobiasraabe@uni-bonn.de [<mailto:tobiasraabe@uni-bonn.de>]
Sent: Thursday, March 16, 2017 11:06 AM
To: usersvc@chrr.osu.edu
Cc: Philipp Eisenhauer <eisenhauer@policy-lab.org>
Subject: ASVAB and AFQT scores

Dear NLSY team,

First of all, thank you for providing such a rich source of information to the general public.

I have a question regarding the construction of AFQT-1 scores from the raw ASVAB scores of the NLSY79 dataset. I followed the instruction from this website (<https://www.nlsinfo.org/content/cohorts/nlsy79/topical-guide/education/aptitude-achievement-intelligence-scores>) for my analysis.

1. I used the following variables
 - a. ASVAB – arithmetic reasoning (R0615100)
 - b. ASVAB – word knowledge (R0615200)
 - c. ASVAB – paragraph comparison (R0615300)
 - d. ASVAB – numerical operations (R0615400)
 - e. AFQT_1_1981 (R0618200)
2. I added up the AVSAB variables for each individual, but assigned weight of 0.5 to ASVAB – numerical operations.
3. Then, I ranked individuals by this score and assigned a percentile to each of them.

Unfortunately, following this procedure, I do not get the same results as the AFQT_1 scores, but the results have a high correlation. The calculated percentiles are sometimes higher and sometimes smaller than AFQT_1.

My first suspicion was that the ranking algorithm could be slightly different due to the handling of duplicated values of the raw AFQT score. My tests with different options reveal slight differences in the results, but none of them is the same as AFQT_1.

Since I am not sure where to look next, I would be really grateful if you can point to the errors in my calculations. Thank you very much.

Best regards,

Tobias Raabe