

*CareerScope*®

# Assessment Profile

Date of Report: 4/10/20

Alvin Strong

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Date of Interest Administration: 4/10/20

Date of Aptitude Administration: 4/10/20

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## INTEREST INVENTORY

Occupations have been divided into twelve large groups, called Interest Areas, based upon the kind of activities workers perform. The *CareerScope* Interest Inventory includes a list of work activities from the twelve Interest Areas. This report examines your responses to the interest inventory items to help you choose the kind of work you will most enjoy.

### I. Interest Area Scores





Your total number of "LIKE," "?" and "DISLIKE" responses for each Interest Area are reported below. Percentile scores show the percentage of other people who gave fewer "LIKE" responses than you did in each Interest Area. A percentile score of 50 shows average interest; 70 or higher shows above average interest as compared to other people. Percentile scores are listed below for males and females as well as for the total group. Your percentile scores are based upon a comparison between your results and the results of people who are 18 years of age or older.

| Interest Area |                     | Like | ? | Dislike | Percentiles |    |    | Percent Like | IPA |
|---------------|---------------------|------|---|---------|-------------|----|----|--------------|-----|
|               |                     |      |   |         | Total       | M  | F  |              |     |
| 01            | Artistic            | 0    | 0 | 14      | 9           | 8  | 10 | 0            |     |
| 02            | Scientific          | 0    | 0 | 13      | 14          | 12 | 16 | 0            |     |
| 03            | Plants/Animals      | 0    | 0 | 11      | 14          | 12 | 16 | 0            |     |
| 04            | Protective          | 1    | 0 | 11      | 30          | 22 | 37 | 8            |     |
| 05            | Mechanical          | 0    | 0 | 12      | 13          | 6  | 20 | 0            |     |
| 06            | Industrial          | 1    | 0 | 11      | 47          | 43 | 50 | 8            |     |
| 07            | Business Detail     | 0    | 0 | 12      | 11          | 17 | 5  | 0            |     |
| 08            | Selling             | 0    | 0 | 10      | 12          | 16 | 9  | 0            |     |
| 09            | Accommodating       | 0    | 0 | 10      | 12          | 15 | 9  | 0            |     |
| 10            | Humanitarian        | 1    | 0 | 10      | 29          | 38 | 20 | 9            |     |
| 11            | Leading/Influencing | 1    | 1 | 12      | 18          | 21 | 16 | 7            |     |
| 12            | Physical Performing | 0    | 0 | 10      | 15          | 8  | 21 | 0            |     |

Your most significant Interest Areas are identified in the "IPA" column and are based upon data found in the "Percent Like" column. Please refer to the Individual Profile Analysis on the next page for more detailed information.

## II. Individual Profile Analysis

The table below reports and displays the percentage of "LIKE" responses that you recorded within each of the twelve Interest Areas. The dark vertical line in the chart is your average percentage of "LIKE" responses (3%) across all twelve Interest Areas.

| Interest Area          | % Like |   |
|------------------------|--------|---|
| 01 Artistic            | 0      |   |
| 02 Scientific          | 0      |   |
| 03 Plants/Animals      | 0      |   |
| 04 Protective          | 8      |    |
| 05 Mechanical          | 0      |   |
| 06 Industrial          | 8      |    |
| 07 Business Detail     | 0      |   |
| 08 Selling             | 0      |   |
| 09 Accommodating       | 0      |   |
| 10 Humanitarian        | 9      |  |
| 11 Leading/Influencing | 7      |  |
| 12 Physical Performing | 0      |   |

The *CareerScope* system has analyzed your profile. The following Interest Areas stand out significantly above your average level of interest:

Please see your Counselor to discuss your results.

## APTITUDE ASSESSMENT

### I. Performance on Tasks










The table below reports the number of correct answers and the number of questions you attempted in each assessment task.

| <u>Task</u>             | <u>Correct</u> | <u>Attempted</u> |
|-------------------------|----------------|------------------|
| Object Identification   | 23             | 24               |
| Abstract Shape Matching | 27             | 30               |
| Clerical Matching       | 23             | 23               |
| Pattern Visualization   | 15             | 30               |
| Computation             | 18             | 19               |
| Numerical Reasoning     | 22             | 23               |
| Word Meanings           | 22             | 23               |

### II. Aptitude Profile

The table below reports and graphically displays your aptitudes as standard scores and as percentile scores. Both types of scores involve the comparison of your performance against the performance of other adults.

An aptitude score of 100 is exactly average. Scores between 80 and 120 can be thought of as "in the average range." Percentile (%tile) scores report the percentage of people who score below you. The graph displays your relative strengths. Different combinations of aptitudes (listed on the left) are important in different Work Groups.

| <u>Aptitude</u>     | <u>Score</u> | <u>%tile</u> | <u>Average Range</u>   |
|---------------------|--------------|--------------|--|
| General Learning    | 123          | 87           |  |
| Verbal Aptitude     | 107          | 64           |  |
| Numerical Aptitude  | 120          | 84           |  |
| Spatial Aptitude    | 107          | 64           |  |
| Form Perception     | 150          | 99           |  |
| Clerical Perception | 160          | 99           |  |
| Motor Coordination  | 100          | 50           |  |
| Finger Dexterity    | 100          | 50           |  |
| Manual Dexterity    | 100          | 50           |  |

--- Score can not be calculated

•Your aptitude profile may include Motor Coordination, Finger Dexterity and Manual Dexterity scores. The sources of these scores are listed below. If "Counselor" is listed as the source of information, an assumption has been made regarding the score. If "None" is listed as the source, the performance factor will not be considered when making Work Group recommendations. Motor Coordination: Counselor; Finger Dexterity: Counselor; Manual Dexterity: Counselor.

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**RECOMMENDATIONS**

Occupations have been divided into twelve Interest Areas as described in the Guide for Occupational Exploration (GOE) and elsewhere. The Guide for Occupational Exploration further subdivides the Interest Areas into Work Groups, based upon aptitude score requirements. Review your CareerScope results with a career guidance and counseling professional and learn about the Work Groups that best match your assessment results.

**GOE**

| <b><u>Job Title</u></b> | <b><u>DOT #</u></b> | <b><u>GED Req</u></b> |                 | <b><u>SVP Req</u></b> |
|-------------------------|---------------------|-----------------------|-----------------|-----------------------|
|                         |                     | <b><u>M</u></b>       | <b><u>L</u></b> |                       |

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**RECOMMENDATIONS**

The U.S. Department of Labor's electronic occupational information database is called O\*NET. O\*NET includes descriptions of occupational units and also reports worker characteristics that are related to successful employment and job satisfaction. O\*NET can be found on the worldwide web at [www.onetcenter.org](http://www.onetcenter.org).

Review your CareerScope score results with your counselor to learn more about the careers that best match your assessment results.



O\*NET™ 15.0 is a trademark of the U.S. Department of Labor, Employment and Training Administration.

**INTEREST AREAS**

Occupations have been divided into twelve broad interest areas. The *CareerScope* Interest Inventory contains items that describe work activities from these Interest Areas. The table below explains the Interest Areas and lists some of the fastest-growing occupations within each area.

| <b><u>Interest Area</u></b>   | <b><u>Definition</u></b>  | <b><u>Occupational Examples</u></b>   |
|-------------------------------|---|---|
| <b>01 Artistic</b>            | An interest in creative expression of feeling or ideas through literary arts, visual arts, performing arts, or crafts.  | Writer, Painter, Actor, Editor, Dancer, Singer, Graphic Designer, Set Designer  |
| <b>02 Scientific</b>          | An interest in discovering, collecting, and analyzing information about the natural world and applying scientific research findings to problems in medicine, the life sciences, and the natural sciences. | Physician, Audiologist, Veterinarian, Biologist, Chemist, Speech Pathologist, Laboratory Technician                             |
| <b>03 Plants/Animals</b>      | An interest in activities involving plants and animals, usually in an outdoor setting.  | Gardener, Animal Groomer, Landscaper, Forester, Animal Caretaker  |
| <b>04 Protective</b>          | An interest in using authority to protect people and property.  | Police Officer, Private Investigator, Security Guard, Bodyguard, Park Ranger, Correctional Officer                              |
| <b>05 Mechanical</b>          | An interest in applying mechanical principles to practical situations using machines, hand-tools, or techniques to produce, build, or repair things.  | Electrical Engineer, Architect, Carpenter, Chef, Mechanic, Ambulance Driver, Project Engineer, Computer Equipment Repairer      |
| <b>06 Industrial</b>          | An interest in repetitive, concrete, organized activities in a factory setting.   | Machinist, Dry Cleaner, Baker, Welder, Laborer, Lathe Operator, Hand Packager   |
| <b>07 Business Detail</b>     | An interest in organized, clearly defined activities requiring accuracy and attention to details, primarily in an office setting.   | Bill Collector, Secretary, Receptionist, Customer Service Representative, Health Information Technician                         |
| <b>08 Selling</b>             | An interest in bringing others to a point of view by personal persuasion, using sales and promotional techniques.   | Sales Representative, Stadium Vendor, Clothing Salesperson, Telephone Solicitor, Financial Planner, Travel Agent                |
| <b>09 Accommodating</b>       | An interest in catering to the wishes and needs of others, usually on a one-to-one basis, through hospitality and service work.   | Manicurist, Restaurant Host, Waiter, Waitress, Personal Shopper, Flight Attendant   |
| <b>10 Humanitarian</b>        | An interest in helping individuals with their mental, social, spiritual, physical and vocational concerns, through medical or social services, therapy, or nursing.                                       | Home Care Aide, Physical Therapist, Nurse, Medical Assistant, Child Care Worker, Dental Hygienist, Counselor, Probation Officer |
| <b>11 Leading/Influencing</b> | An interest in leading and influencing others by using high-level verbal or numerical abilities in business, education, research, or management positions.  | Database Administrator, Paralegal, Teacher, Computer Engineer, Lawyer, Stock Broker, Computer Programmer                        |
| <b>12 Physical Performing</b> | An interest in physical activities performed before an audience, such as sports or daring physical feats.   | Athlete, Coach, Movie Stunt Performer, Juggler, Sports Instructor   |

**APTITUDES**

Different combinations of aptitudes are important for different occupations. The table below lists the aptitudes that are measured by *CareerScope*, and provides general examples and specific job tasks that require these aptitudes.

| <b>Aptitude</b>                  | <b>Definition</b>   | <b>Specific Job Tasks</b>  | <b>CareerScope Tasks</b>  |
|----------------------------------|---|--|---|
| <b>General Learning<br/>G</b>    | The ability to "catch on" or understand instructions and underlying principles; ability to reason and make judgements. Closely related to doing well in school.<br><b>Examples</b><br>Use logic or scientific facts to define problems and draw conclusions; make decisions and judgements; plan and supervise the work of others.  | Diagnose and treat illnesses or injuries; use facts to solve a crime; plan the layout of a computer network; inspect and test engine parts.                                    | Pattern Visualization, Numerical Reasoning, Word Meanings   |
| <b>Verbal Aptitude<br/>V</b>     | The ability to understand the meaning of words and to use them effectively; ability to comprehend language, to understand relationships between words, and to understand the meanings of whole sentences and paragraphs.<br><b>Examples</b><br>Understand oral or written instructions or guidelines; understand and use training materials; use work-related reference materials.      | Write a novel; interview guests on a radio talk show; edit newspaper articles for publication; write captions for magazine photos; take notes during class.                    | Word Meanings   |
| <b>Numerical Aptitude<br/>N</b>  | The ability to perform arithmetic operations quickly and accurately.<br><b>Examples</b><br>Make accurate numeric measurements; make change from currency; lay out geometric patterns.   | Analyze statistical data; develop budgets for an organization; measure wall openings to fit and install windows; add lists of numbers.   | Computation, Numerical Reasoning  |
| <b>Spatial Aptitude<br/>S</b>    | The ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects; ability to recognize the relationships resulting from the movement of objects in space.<br><b>Examples</b><br>Lay out or position objects; observe and comprehend the movements of objects; understand the effects of physical stresses on objects. | Design layouts for new highway systems; create diagrams of wiring systems in buildings; use patterns to make clothing; operate a forklift; use a floor plan to find an office. | Pattern Visualization   |
| <b>Form Perception<br/>P</b>     | The ability to perceive detail in objects or in pictorial or graphic material; ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.<br><b>Examples</b><br>Inspect objects for flaws or scratches; determine whether patterns are the same; observe color, texture, and size of objects. | Examine and compare cells under a microscope; check temperature gauges on machinery; inspect parts on an assembly line; sort merchandise by size.                              | Object Identification, Abstract Shape Matching  |
| <b>Clerical Perception<br/>Q</b> | The ability to perceive pertinent detail in verbal or tabular material; ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.<br><b>Examples</b><br>Check work orders and specifications for errors.  | Proofread manuscripts for typographical errors; keep inventory records; sort mail according to zip code; operate a cash register.  | Clerical Matching   |
| <b>Motor Coordination<br/>K</b>  | The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed.<br><b>Examples</b><br>Guide objects into position; make quick and accurate movements.  | Add objects to a moving assembly belt; distribute handbills to passers-by.   | CareerScope does not directly measure these aptitudes. However, based upon your use of the computer mouse, it is assumed that your scores are at least average. Your counselor may choose to directly assess these aptitudes and report your actual scores. |
| <b>Finger Dexterity<br/>F</b>    | The ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.<br><b>Examples</b><br>Grasp and manipulate small objects; make fine adjustments to machinery; play a musical instrument.   | Repair a watch; play the piano; replace eyeglass screws; put coins in a parking meter.   |   |
| <b>Manual Dexterity<br/>M</b>    | The ability to move the hands easily and skillfully; ability to work with the hands in placing and turning motions.<br><b>Examples</b><br>Move, stack, turn, or place objects; make coordinated movements of the arms and hands.  | Stack bricks to construct a wall; pack oranges into crates; position dolls in a toy store window display.  |   |



**GENERAL EDUCATION DEVELOPMENT (GED)**

The Recommendations section of your Assessment Profile lists job titles and their GED requirements (**GED Req**) for both Mathematical (**M**) and Language (**L**) development. The GED ratings identify the skill levels necessary for successful job training and performance. Each GED rating represents a range of educational levels defined by general math and language skills. Examples of required skills at each level appear below.

| <b><u>GED Rating and Equivalent Grade</u></b> | <b><u>(M) Mathematical Development</u></b>             | <b><u>(L) Language Development</u></b>  |
|---|--|---|
| <b>6</b><br><b>College: Years 3-4</b>         | Use modern algebra, calculus, or statistics.           | Read literature, technical journals, or legal documents; write books, songs, or scientific reports. |
| <b>5</b><br><b>College: Years 1-2</b>         | Use linear algebra, calculus, or statistics.           | Read literature, poetry, and plays; write or make speeches.   |
| <b>4</b><br><b>Grades: 9-12</b>               | Use algebra, geometry, or shop math.                   | Read novels or manuals; write reports or business letters; speak before an audience.                |
| <b>3</b><br><b>Grades: 7-8</b>                | Use business math, simple algebra, or simple geometry. | Read novels or rules; write reports using proper grammar; speak correctly in public.                |
| <b>2</b><br><b>Grades: 4-6</b>                | Multiply, divide, use fractions, or use graphs.        | Read instructions using the dictionary; write using proper punctuation; speak clearly.              |
| <b>1</b><br><b>Grades: 1-3</b>                | Add, subtract, make change, or measure.                | Read up to 2500 words; print simple sentences; speak using correct word order.                      |

**SPECIFIC VOCATIONAL PREPARATION (SVP)**

The Recommendations section of your Assessment Profile lists job titles and their Specific Vocational Preparation requirements (**SVP Req**). SVP is defined as the amount of time required to learn the duties and acquire the information needed for a specific occupation. This training may be acquired in a school, work, military, institutional, or vocational environment.

| <b><u>SVP Req</u></b> | <b><u>Time Required</u></b>                                     |
|-----------------------|---|
| 1                     | Short demonstration only  |
| 2                     | Anything beyond short demonstration up to and including 1 month |
| 3                     | Over 1 month up to and including 3 months                       |
| 4                     | Over 3 months up to and including 6 months                      |
| 5                     | Over 6 months up to and including 1 year                        |
| 6                     | Over 1 year up to and including 2 years                         |
| 7                     | Over 2 years up to and including 4 years                        |
| 8                     | Over 4 years up to and including 10 years                       |
| 9                     | Over 10 years   |

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# Summary Report

Date of Report: 4/10/20

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Date of Aptitude Administration: 4/10/20

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## INTEREST RESULTS

The table below reports and displays the percentage of "LIKE" responses that you recorded for each of the twelve Interest Areas. The dark vertical line in the chart is your average percentage of "LIKE" responses (3%) across all twelve Interest Areas.

| Interest Area          | % Like |  |
|------------------------|--------|--|
| 01 Artistic            | 0      |  |
| 02 Scientific          | 0      |  |
| 03 Plants/Animals      | 0      |  |
| 04 Protective          | 8      |  |
| 05 Mechanical          | 0      |  |
| 06 Industrial          | 8      |  |
| 07 Business Detail     | 0      |  |
| 08 Selling             | 0      |  |
| 09 Accommodating       | 0      |  |
| 10 Humanitarian        | 9      |  |
| 11 Leading/Influencing | 7      |  |
| 12 Physical Performing | 0      |  |

The following Interest Areas, listed in order of your preference, stand out significantly above your average level of interest:

**Please see your Counselor to discuss your results.**

## APTITUDE RESULTS

The graph below reports and displays your aptitudes as standard scores and as percentile scores. An aptitude score of 100 is exactly average. Scores between 80 and 120 can be thought of as "in the average range." Percentile (%tile) scores report the percentage of people who score below you. The graph displays your relative strengths.

| Aptitude            | Score | %tile | Average Range |
|---------------------|-------|-------|---------------|
| General Learning    | 123   | 87    |               |
| Verbal Aptitude     | 107   | 64    |               |
| Numerical Aptitude  | 120   | 84    |               |
| Spatial Aptitude    | 107   | 64    |               |
| Form Perception     | 150   | 99    |               |
| Clerical Perception | 160   | 99    |               |
| Motor Coordination  | 100   | 50    |               |
| Finger Dexterity    | 100   | 50    |               |
| Manual Dexterity    | 100   | 50    |               |

--- Score can not be calculated

•Your aptitude profile may include Motor Coordination, Finger Dexterity and Manual Dexterity scores. The sources of these scores are listed below. If "Counselor" is listed as the source of information, an assumption has been made regarding the score. If "None" is listed as the source, the performance factor will not be considered when making Work Group recommendations. Motor Coordination: Counselor; Finger Dexterity: Counselor; Manual Dexterity: Counselor.

## RECOMMENDATIONS

The world of work has been divided into Interest Areas. These areas are further divided into Work Groups based upon aptitude requirements. 59 Work Groups are listed in the table below. When a number appears in the "I" column, it means the Work Group falls within one of your significant **interest** areas (1 = most preferred). When a symbol appears in the "A" column, it means that your **aptitude** scores qualify you for that Work Group. (You can be even more confident that you qualify for a Work Group when it is marked with a • symbol.)

| Work Group                        | I | A |
|-----------------------------------|---|---|
| 01.01 Literary Arts               |   | ● |
| 01.02 Visual Arts                 |   | ● |
| 01.03 Performing Arts: Drama      |   | ● |
| 01.04 Performing Arts: Music      |   | ● |
| 01.05 Performing Arts: Dance      |   | ● |
| 01.06 Craft Arts                  |   | ● |
| 02.01 Physical Sciences           |   | ○ |
| 02.02 Life Sciences               |   | ○ |
| 02.03 Medical Sciences            |   | ○ |
| 02.04 Laboratory Technology       |   | ● |
| 03.01 Mgr Work: Plants/Animals    |   | ● |
| 03.03 Animal Training & Service   |   | ● |
| 03.04 Elem Work: Plants/Animals   |   | ● |
| 04.01 Safety & Law Enforcement    |   | ● |
| 04.02 Security Services           |   | ● |
| 05.01 Engineering                 |   | ○ |
| 05.02 Mgr Work: Mechanical        |   | ● |
| 05.03 Engineering Technology      |   | ● |
| 05.04 Air/Water Vehicle Operation |   | ● |
| 05.05 Craft Technology            |   | ● |

| Work Group                         | I | A |
|------------------------------------|---|---|
| 05.07 Quality Control              |   | ● |
| 05.08 Land/Motor Vehicle Operation |   | ● |
| 05.09 Materials Control            |   | ● |
| 05.10 Crafts                       |   | ● |
| 05.11 Equipment Operation          |   | ● |
| 05.12 Elemental Work: Mechanical   |   | ● |
| 06.01 Production Technology        |   | ● |
| 06.02 Production Work              |   | ● |
| 06.03 Quality Control              |   | ● |
| 06.04 Elemental Work: Industrial   |   | ● |
| 07.01 Administrative Detail        |   | ● |
| 07.02 Mathematical Detail          |   | ● |
| 07.03 Financial Detail             |   | ● |
| 07.04 Oral Communications          |   | ● |
| 07.05 Records Processing           |   | ● |
| 07.06 Clerical Machine Operation   |   | ● |
| 07.07 Clerical Handling            |   | ● |
| 08.01 Sales Technology             |   | ● |
| 08.02 General Sales                |   | ● |
| 08.03 Vending                      |   | ● |

| Work Group                           | I | A |
|--------------------------------------|---|---|
| 09.01 Hospitality Services           |   | ● |
| 09.02 Barber & Beauty Services       |   | ● |
| 09.03 Passenger Services             |   | ● |
| 09.05 Attendant Services             |   | ● |
| 10.01 Social Services                |   | ● |
| 10.02 Nursing, Therapy & Specialized |   | ● |
| 10.03 Child & Adult Care             |   | ● |
| 11.01 Mathematics & Statistics       |   | ● |
| 11.02 Educational & Library Svcs     |   | ● |
| 11.03 Social Research                |   | ● |
| 11.04 Law                            |   | ● |
| 11.05 Business Administration        |   | ● |
| 11.06 Finance                        |   | ● |
| 11.07 Services Administration        |   | ● |
| 11.08 Communications                 |   | ● |
| 11.09 Promotion                      |   | ● |
| 11.10 Regulations Enforcement        |   | ● |
| 11.11 Business Management            |   | ● |
| 11.12 Contracts & Claims             |   | ● |

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**INTEREST AREAS**

Occupations have been divided into twelve broad interest areas. The *CareerScope* Interest Inventory contains items that describe work activities from these Interest Areas. The table below explains the Interest Areas and lists some of the fastest-growing occupations within each area.

| <b><u>Interest Area</u></b>   | <b><u>Definition</u></b>  | <b><u>Occupational Examples</u></b>   |
|-------------------------------|---|---|
| <b>01 Artistic</b>            | An interest in creative expression of feeling or ideas through literary arts, visual arts, performing arts, or crafts.  | Writer, Painter, Actor, Editor, Dancer, Singer, Graphic Designer, Set Designer  |
| <b>02 Scientific</b>          | An interest in discovering, collecting, and analyzing information about the natural world and applying scientific research findings to problems in medicine, the life sciences, and the natural sciences. | Physician, Audiologist, Veterinarian, Biologist, Chemist, Speech Pathologist, Laboratory Technician                             |
| <b>03 Plants/Animals</b>      | An interest in activities involving plants and animals, usually in an outdoor setting.  | Gardener, Animal Groomer, Landscaper, Forester, Animal Caretaker  |
| <b>04 Protective</b>          | An interest in using authority to protect people and property.  | Police Officer, Private Investigator, Security Guard, Bodyguard, Park Ranger, Correctional Officer                              |
| <b>05 Mechanical</b>          | An interest in applying mechanical principles to practical situations using machines, hand-tools, or techniques to produce, build, or repair things.  | Electrical Engineer, Architect, Carpenter, Chef, Mechanic, Ambulance Driver, Project Engineer, Computer Equipment Repairer      |
| <b>06 Industrial</b>          | An interest in repetitive, concrete, organized activities in a factory setting.   | Machinist, Dry Cleaner, Baker, Welder, Laborer, Lathe Operator, Hand Packager   |
| <b>07 Business Detail</b>     | An interest in organized, clearly defined activities requiring accuracy and attention to details, primarily in an office setting.   | Bill Collector, Secretary, Receptionist, Customer Service Representative, Health Information Technician                         |
| <b>08 Selling</b>             | An interest in bringing others to a point of view by personal persuasion, using sales and promotional techniques.   | Sales Representative, Stadium Vendor, Clothing Salesperson, Telephone Solicitor, Financial Planner, Travel Agent                |
| <b>09 Accommodating</b>       | An interest in catering to the wishes and needs of others, usually on a one-to-one basis, through hospitality and service work.   | Manicurist, Restaurant Host, Waiter, Waitress, Personal Shopper, Flight Attendant   |
| <b>10 Humanitarian</b>        | An interest in helping individuals with their mental, social, spiritual, physical and vocational concerns, through medical or social services, therapy, or nursing.                                       | Home Care Aide, Physical Therapist, Nurse, Medical Assistant, Child Care Worker, Dental Hygienist, Counselor, Probation Officer |
| <b>11 Leading/Influencing</b> | An interest in leading and influencing others by using high-level verbal or numerical abilities in business, education, research, or management positions.  | Database Administrator, Paralegal, Teacher, Computer Engineer, Lawyer, Stock Broker, Computer Programmer                        |
| <b>12 Physical Performing</b> | An interest in physical activities performed before an audience, such as sports or daring physical feats.   | Athlete, Coach, Movie Stunt Performer, Juggler, Sports Instructor   |

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**APTITUDES**

Different combinations of aptitudes are important for different occupations. The table below lists the aptitudes that are measured by *CareerScope*, and provides general examples and specific job tasks that require these aptitudes.

| <b>Aptitude</b>                  | <b>Definition</b>   | <b>Specific Job Tasks</b>  | <b>CareerScope Tasks</b>  |
|----------------------------------|---|--|---|
| <b>General Learning<br/>G</b>    | The ability to "catch on" or understand instructions and underlying principles; ability to reason and make judgements. Closely related to doing well in school.<br><b>Examples</b><br>Use logic or scientific facts to define problems and draw conclusions; make decisions and judgements; plan and supervise the work of others.  | Diagnose and treat illnesses or injuries; use facts to solve a crime; plan the layout of a computer network; inspect and test engine parts.                                    | Pattern Visualization, Numerical Reasoning, Word Meanings   |
| <b>Verbal Aptitude<br/>V</b>     | The ability to understand the meaning of words and to use them effectively; ability to comprehend language, to understand relationships between words, and to understand the meanings of whole sentences and paragraphs.<br><b>Examples</b><br>Understand oral or written instructions or guidelines; understand and use training materials; use work-related reference materials.      | Write a novel; interview guests on a radio talk show; edit newspaper articles for publication; write captions for magazine photos; take notes during class.                    | Word Meanings   |
| <b>Numerical Aptitude<br/>N</b>  | The ability to perform arithmetic operations quickly and accurately.<br><b>Examples</b><br>Make accurate numeric measurements; make change from currency; lay out geometric patterns.   | Analyze statistical data; develop budgets for an organization; measure wall openings to fit and install windows; add lists of numbers.   | Computation, Numerical Reasoning  |
| <b>Spatial Aptitude<br/>S</b>    | The ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects; ability to recognize the relationships resulting from the movement of objects in space.<br><b>Examples</b><br>Lay out or position objects; observe and comprehend the movements of objects; understand the effects of physical stresses on objects. | Design layouts for new highway systems; create diagrams of wiring systems in buildings; use patterns to make clothing; operate a forklift; use a floor plan to find an office. | Pattern Visualization   |
| <b>Form Perception<br/>P</b>     | The ability to perceive detail in objects or in pictorial or graphic material; ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.<br><b>Examples</b><br>Inspect objects for flaws or scratches; determine whether patterns are the same; observe color, texture, and size of objects. | Examine and compare cells under a microscope; check temperature gauges on machinery; inspect parts on an assembly line; sort merchandise by size.                              | Object Identification, Abstract Shape Matching  |
| <b>Clerical Perception<br/>Q</b> | The ability to perceive pertinent detail in verbal or tabular material; ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.<br><b>Examples</b><br>Check work orders and specifications for errors.  | Proofread manuscripts for typographical errors; keep inventory records; sort mail according to zip code; operate a cash register.  | Clerical Matching   |
| <b>Motor Coordination<br/>K</b>  | The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed.<br><b>Examples</b><br>Guide objects into position; make quick and accurate movements.  | Add objects to a moving assembly belt; distribute handbills to passers-by.   | CareerScope does not directly measure these aptitudes. However, based upon your use of the computer mouse, it is assumed that your scores are at least average. Your counselor may choose to directly assess these aptitudes and report your actual scores. |
| <b>Finger Dexterity<br/>F</b>    | The ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.<br><b>Examples</b><br>Grasp and manipulate small objects; make fine adjustments to machinery; play a musical instrument.   | Repair a watch; play the piano; replace eyeglass screws; put coins in a parking meter.   |   |
| <b>Manual Dexterity<br/>M</b>    | The ability to move the hands easily and skillfully; ability to work with the hands in placing and turning motions.<br><b>Examples</b><br>Move, stack, turn, or place objects; make coordinated movements of the arms and hands.  | Stack bricks to construct a wall; pack oranges into crates; position dolls in a toy store window display.  |   |