

The ASVAB Career Exploration Program
COUNSELOR GUIDE





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OVERVIEW OF THE ASVAB CAREER EXPLORATION PROGRAM

The ASVAB Career Exploration Program (CEP) is a comprehensive career exploration and planning program that includes an aptitude test, an interest inventory, and various career planning tools designed to help students explore post-secondary options and the world of work at no cost to students or schools. The ASVAB CEP gives tech-savvy students an all-access pass to explore paths to careers via college, work-based learning, and the Military – all in one place.

ASVAB CEP GOALS

The ASVAB CEP allows counselors to provide a comprehensive career exploration resource where students can discover all of their post-secondary options for free. It encourages students to explore paths to career field entry via college, work-based learning, the Military and Federal Government in light of their interests and aptitudes.

The ASVAB CEP is designed to help students:

- Learn more about their interests and skills
- Explore occupations in line with their unique profiles
- Take concrete steps to prepare for their career(s) of choice

Career development experts and career counselors from universities across the country reviewed key components of the ASVAB Career Exploration Program to ensure its soundness and accuracy.

Students are encouraged to explore their tentative career goals and compare their academic preparation against the requirements for entry into desired programs of study or occupations. To promote informed decision-making, the ASVAB CEP planning tools give students the ability to explore information about each pathway to a career, save information on their favorite careers and colleges, create an online portfolio that they can continue to refine, and develop concrete action plans. Seeing the connection between their current educational planning and their future goals will help to foster a greater sense of responsibility for that planning.

The ASVAB CEP is designed to be helpful to all high school students, whether they plan to enter the workforce right away, pursue further education at a university, community college, or vocational institution, enlist in the Military, or choose a combination of these options.

Objective ability assessments can help students override false beliefs about potential career paths and also encourage them to explore new career avenues.

ASVAB CEP COMPONENTS

The career exploration tools found on asvabprogram.com are organized into three main components:

1. LEARN ABOUT YOURSELF

Here, students can learn about their ASVAB results and take various assessments to learn more about their unique interests and values.

- **ASVAB:** an aptitude test that estimates a student's capacity for academic and vocational endeavors
- **Find Your Interests (FYI):** an interest inventory that measures students' work-related interests and reports their top three interests using Holland's Theory of Career Choice
- **Work Values Activity:** an assessment that allows students to identify which of six work values are most important to them

2. EXPLORE CAREERS

Students conduct most of their exploration activities in this section of the website, using the following tools:

- **OCCU-Find:** a catalog of careers with extensive details, all geared toward helping students identify satisfying occupations
- **Favorites:** a tool that allows students to select and save their favorite occupations
- **Notes:** a feature that allows students to save and track their observations about the exploration process
- **Careersinthemilitary.com:** an online resource powered by ASVAB CEP that allows those interested in military careers to discover extensive details about military career opportunities across all Services, their Service-specific ASVAB line scores, and the jobs offered by each Service

3. PLAN YOUR FUTURE

Once students have identified their favorite careers, they are encouraged to begin building actionable plans to attain those careers.

- **Career Plans:** a tool where students build the action steps required to achieve their career goals
- **Portfolio:** a customizable resume-like document designed to help students chart and share their plans and accomplishments
- **Calendar:** an online tracking tool for students to record important dates and tasks
- **Classroom Activities:** a collection of resources to help students connect what they are learning in the classroom to the real world

THE ASVAB

The ASVAB is a heavily research aptitude test*. It is one component of the ASVAB CEP. The ASVAB provides students, as well as their counselors, educators, and parents, with information about their current academic strengths and abilities in areas that can ultimately aid them as they explore potential educational and career opportunities.

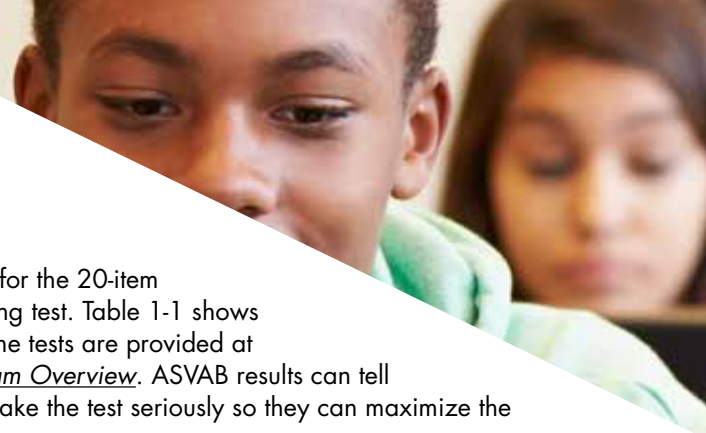
High school students can participate in the ASVAB CEP in grades 10, 11 and 12. School counselors can make arrangements for students from other schools and home schooled students to take the ASVAB at their school. Students attending college, community college, or a credentialing program can also participate in the ASVAB CEP.

- The paper-and-pencil version of the test consists of eight subtests, contains a total of 200 items, and requires close to three hours to complete (134 minutes of actual test time and 36 minutes of administration time).
- The computerized version of the test consists of 10 subtests and can be completed in approximately 90 minutes.

Visit schoolcounselors.org and NCDA.org for a copy of ASCA standards and NCDA career development competencies. A crosswalk of the ASVAB CEP Components to the ASCA Standards is provided on page 9.

These materials were developed to help schools meet the National Standards for School Counseling Programs set forth by the American School Counselors Association (ASCA) and the Career Development Competencies established by the National Career Development Association (NCDA).

*Stoltz, K. and Barclay, S.; A Comprehensive Guide to Career Assessment, 7th Edition; National Career Development Association, 2019



Each subtest is strictly timed, with permitted time ranging from nine minutes for the 20-item Electronics Information test to 36 minutes for the 30-item Arithmetic Reasoning test. Table 1-1 shows the number of items and time limits for each test. Sample items for each of the tests are provided at asvabprogram.com/student and in *ASVAB Career Exploration Program Overview*. ASVAB results can tell students a great deal about their aptitudes. It is important to tell students to take the test seriously so they can maximize the program activities.

The ASVAB CEP test results are sent to students' schools so they can explore career options with their counselors. The scores show the student how they did on each subject, and how they compare with others who took the test. There are three Career Exploration Scores related to Verbal, Math, and Science/Technical skills. The Armed Forces Qualification Test (AFQT) score is also reported. If a student who participates in the ASVAB CEP wants to enlist in the Military, their AFQT score can be used to determine eligibility. For more information on score release options, see page 15. For more information on interpreting results, see page 21.

Table 1-1. ASVAB Subtests

Paper-and-Pencil	iCAT	Subtests
25-items	16-items	General Science Measuring knowledge of life science, earth and space science, and physical science
30-items	16-items	Arithmetic Reasoning Measuring ability to solve basic arithmetic word problems
35-items	16-items	Word Knowledge Measuring ability to understand the meaning of words through synonyms
15-items	11-items	Paragraph Comprehension Measuring ability to obtain information from written material
25-items	16-items	Mathematics Knowledge Measuring knowledge of mathematical concepts and applications
20-items	16-items	Electronics Information Measuring knowledge of electrical current, circuits, devices, and electronic systems
25-items	11-items (auto) 11-items (shop)	Auto and Shop Information Measuring knowledge of automotive maintenance and repair, and wood and metal shop practices
25-items	16-items	Mechanical Comprehension Measuring knowledge of the principles of mechanical devices, structural support, and properties of materials

You can find sample test questions for each of the ASVAB subtests in the *ASVAB Career Exploration Program Overview Guide*.



Paper and Pencil

In the paper and pencil (P&P) ASVAB, every student is given the same test questions, regardless of their ability level. In order to accurately measure ability across all students, the P&P ASVAB includes items that range from very easy to very hard. However, administering easy items to high-ability students is inefficient. Usually, high-ability students answer these items correctly so these easy items provide little information about high-ability students' ability levels. The same inefficiencies are true for administering hard items to low-ability applicants. The most accurate measurement occurs when the difficulty of the items is matched to the student's level of ability.

Computer Adaptive Test (CEP iCAT)

The computerized ASVAB CEP test (called CEP iCAT) is adaptive, meaning the test is tailored to the examinee's ability level. All examinees begin the test with a question of average difficulty. If the examinee answers the first question correctly, the computer presents a harder item for question two. If the examinee answers question two incorrectly, the computer presents an easier item for question three. To summarize, CEP iCAT presents the best question for the individual. The best question is that which provides the most information about the examinee's ability level.

Participants receive multiple sets of results from the ASVAB (see score explanation on p. 21). Combined with results from the FYI, students can explore occupations in the context of their skills and interests to identify potentially satisfying careers in the OCCU-Find and develop an action plan.

Technical information about the ASVAB, including norms, can be found at asvabprogram.com/general-resources, in the Supporting Documentation section.

FYI (Find Your Interests)

The FYI is a 90-item interest inventory based on John Holland's (1973, 1985, 1997) widely accepted theory and taxonomy of career choice. Students respond to items by indicating a preference for the various activities presented to them. Based on the answers to these questions, the inventory determines the student's resemblance to each of six interest types (RIASEC types).

Students can complete the FYI in approximately 10 minutes with little or no assistance. Most students easily understand the instructions for self scoring the paper-based FYI. After scoring the FYI and considering the influence of gender on their scores, students identify their three highest Interest Codes. Students use these Interest Codes, along with their ASVAB Career Exploration Scores, to identify potentially satisfying occupations for exploration. See page 26 for more about FYI results.

The FYI is available at asvabprogram.com for students who have taken the ASVAB. (A print version of the assessment is available with *Exploring Careers: The ASVAB Career Exploration Guide*.)

Select **L** for **Like**

(I would like to do this activity.)

Select **I** for **Indifferent**

(I don't care one way or the other.)

Select **D** for **Dislike**

(I would not like to do this activity.)

90 QUESTIONS TOTAL:

1. Attend an art class	L <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>
2. Help children with after-school homework	L <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>
3. Investigate stars and black holes	L <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>
4. Adjust bicycle gears	L <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>

INTEREST CODES

▲ ENTERPRISING	87
▲ CONVENTIONAL	84
▲ REALISTIC	83
▲ INVESTIGATIVE	82
▲ ARTISTIC	62
▲ SOCIAL	49

The OCCU-Find

The OCCU-Find is a database containing detailed occupational information from a variety of reliable sources to help students identify potentially satisfying careers and make informed decisions about their futures. It contains detailed descriptions of over 1,000 of occupations, including information about how to gain career field entry via multiple pathways.

This resource contains links to related careers, information about education requirements and colleges offering that degree, military Services offering the occupations, credential and license information, and the expected employment outlook and average salary earned by state. Furthermore, this tool organizes occupations by interest codes and skill importance ratings to help students quickly identify potentially satisfying career opportunities.

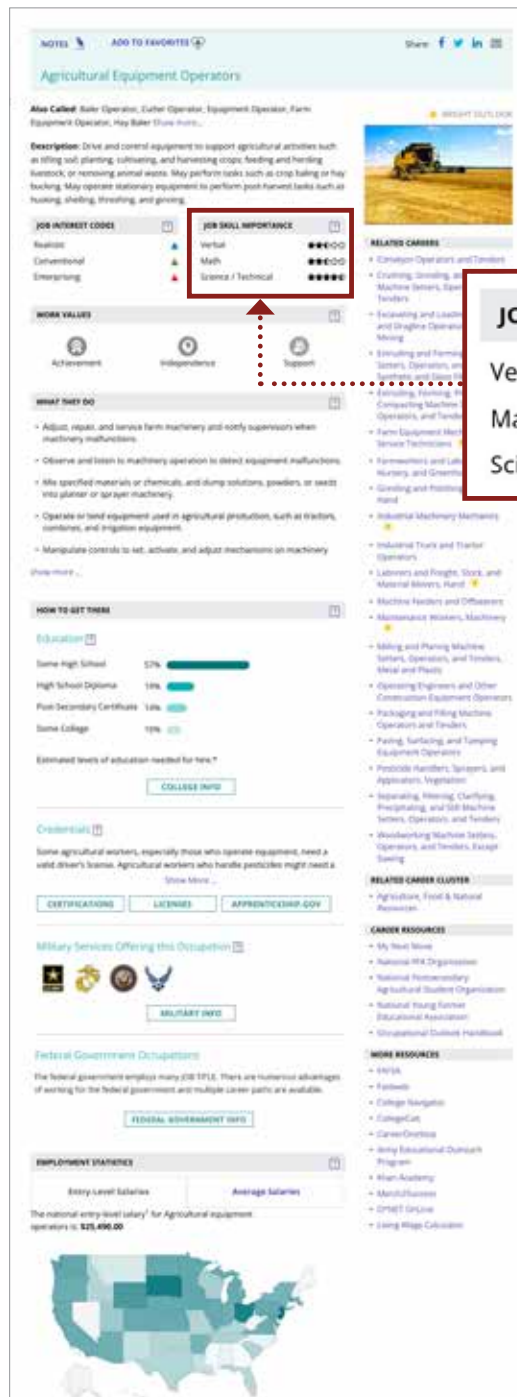
[Exploring Careers: The ASVAB Career Exploration Guide](#) includes a print version of the OCCU-Find which contains an abbreviated list of occupations, along with their skill importance ratings, organized by interest code.

Skill Importance Ratings: These ratings provide information on the importance of verbal, math, and science/technical skills for each occupation. The information presented is general and does not indicate the level of needed skill to qualify for an occupation. Rather, the ratings provide a snapshot of how much these skills are needed on-the-job. The ratings shown for each occupation were generated based on an analysis to determine if the daily tasks performed in each job required verbal, math, or science/technical skills.

There is no direct correlation between Career Exploration Scores and the Skill Importance Ratings for a job. However, students can view these ratings in light of their Career Exploration Scores to assess suitability for the occupation.

The OCCU-Find was built using data from these sources:

- Department of Labor's ONET Online
- CareerOneStop
- Bureau of Labor Statistics
- National Center for Education Statistics
- National Career Clusters Framework
- Defense Manpower Data Center
- Official ASVAB



The screenshot shows the OCCU-Find interface for the occupation "Agricultural Equipment Operators". A red box highlights the "JOB SKILL IMPORTANCE" section, which is also shown in a larger inset box on the right. The ratings are as follows:

Skill	Importance Rating
Verbal	★★★★☆
Math	★★★★☆
Science / Technical	★★★★★

The main page also displays other information such as "Also Called:", "Description:", "JOB INTEREST CODES", "HOW TO GET THEM", "Education", "Credentials", "Military Services Offering this Occupation", "Federal Government Occupations", and "EMPLOYMENT STATISTICS".

EXPLORING CAREERS

asvabprogram.com

Asvabprogram.com (see Figure 1-1) makes career exploration simple. Counselors and teachers may want students to use the website in class, in a small group setting, or even independently at home.

Students, parents, educators, and counselors can download program materials to become informed about the ASVAB CEP. This content can be easily shared with others via email or social media. This Counselor Guide, as well as career exploration and planning activities, are also available at asvabprogram.com/general-resources.

Students receive an access code on their ASVAB Summary Results (ASR) sheet (see Figure 3-1 on page 21). That code gives students access to an online version of the FYI and an expanded version of the OCCU-Find, in addition to planning tools and activities to facilitate exploration (see table 1-2).

Additional activities and tools can make the career exploration and planning process a richer experience for students. After students have identified tentative occupational choices based on their interests and skills, they are encouraged to explore these choices further by planning the remainder of their high school courses and clarifying their post-secondary goals.

Figure 1-1 asvabprogram.com



Students can get the most out of their career exploration at asvabprogram.com

- Explore hundreds of occupations that match your abilities and interests
- Chart your achievements
- Compare your favorite career options side-by-side

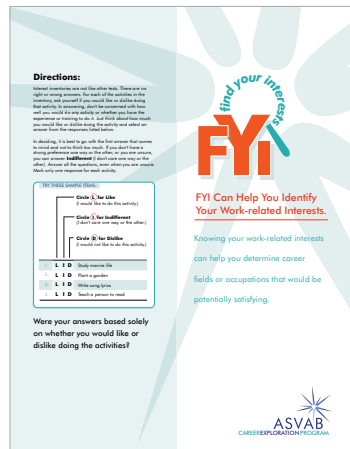
Table 1-2. Make the most of your time online at asvabprogram.com

ITEM	DESCRIPTION
FYI	This interest inventory is scored automatically and takes 5-10 minutes to complete the assessment
OCCU-Find	Online OCCU-Find includes the following details for over 1,000 of occupations: <ul style="list-style-type: none"> • Job description • List of tasks/duties • Relative importance of different types of skills for each job • Interest codes • Education/career paths • Services offering the occupation • Salary information • Career clusters • Related careers • Links to additional career resources
Career Plans	This activity encourages students to make initial career plans and evaluate current and future opportunities for training.
My Portfolio	This online portfolio is a customizable resume-like document that allows students to chart and share their career plans and accomplishments.
Classroom Activities	These downloadable activities easily integrate the ASVAB CEP into any curriculum to help students develop action plans and reinforce continued career planning.
Media Center	This section of the website includes podcasts, newsletters, and tutorials that offer information and advice on a number of topics relevant to career exploration and high school students.
Work Values Situational Judgment Activity	This activity allows student to identify their top work values to help guide their career exploration.

Exploring Careers: The ASVAB Career Exploration Guide

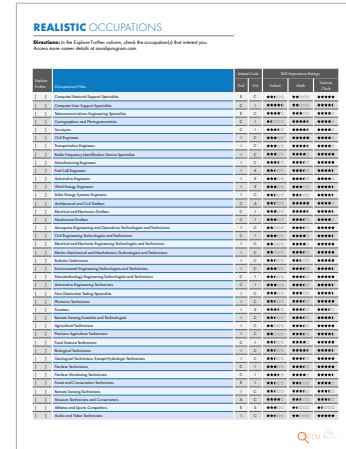
Exploring Careers: The ASVAB Career Exploration Guide is an abridged version of the content available at asvabprogram.com. It introduces students to career exploration and planning. In the absence of internet access, it provides a framework that helps students focus on their future and begin to identify their career interests. Students also learn how to apply the knowledge they have gained about their interests, skills, and work values to career exploration. The Guide should only be used if online access is not possible. See table 1-3 for a description of the two primary components of the Guide: the FYI (Find Your Interests) and the OCCU-Find.

Table 1-3. Exploration in Print



FYI

Self-scored, 15 minutes to take the assessment and score



OCCU-Find

Limited selection of 400 occupations identified by RIASEC codes and skill importance ratings

careersinthemilitary.com

Careersinthemilitary.com is the leading career information resource for the military world of work. The website provides an overview of enlisted and officer occupations in all of the military Services. It contains information about the type of work performed, training, advancement opportunities, employment for a sample of Army, Navy, Air Force, Marine Corps, Coast Guard, Reserve and National Guard careers, and information about civilian occupational counterparts. Educators and parents interested in helping students explore the Military and prepare for more meaningful conversations with recruiters can use **careersinthemilitary.com** to learn more about military options.

More Exploration Activities

Additional activities and tools can make the career exploration and planning process a richer experience for students. After students have identified tentative occupational choices based on their interests and skills, they are encouraged to explore these choices further by planning the remainder of their high school courses and clarifying their post-high school goals.

Students are provided the following activities and tools:

- **Career Plans.** Once students add careers to their Favorites, they can build multiple plans to help evaluate the time and resources needed to enter the career of their dreams.
- **Portfolio.** The Portfolio gives students a place to document their achievements and customize their resume so that it stands out.
- **Calendar.** Users can track important dates with the Calendar. Tasks can be added when building Career Plans.
- **Classroom Activities.** Classroom activities are designed to bring career exploration into the classroom (regardless of subject matter) so students can apply what they're learning in class to the real world.
- **Careers in the Military.** Those interested can explore military information in this safe space to prepare for more meaningful conversations with recruiters and better understand their options.

Access these activities and more at asvabprogram.com

The post-test interpretation includes use of the website or *Exploring Careers: The ASVAB Career Exploration Guide* to identify aptitudes using the ASVAB, identify interests using the FYI, and explore careers using the OCCU-Find tool. See page 18 to learn more about the post-test interpretation.

Use access code CEP4ME

Create an account and get a free look at the career planning tools. After creating an account, you will be able to complete the FYI inventory, explore the OCCU-Find, and use the career exploration tools to get a feel for how students experience career exploration with the ASVAB CEP.

Please use the Bring the ASVAB CEP to Your School button or Contact Us at **asvabprogram.com** to contact your local Education Services Specialist, get more information, or schedule your school's participation.



For specific relationships to competency sub-objectives, please contact your **local Education Services Specialist at 1-800-323-0513.**



ASVAB TEST ADMINISTRATION IN YOUR SCHOOL

Administering the ASVAB is similar to administering any standardized achievement test. This chapter will describe the support personnel who oversee and coordinate test administration. It will also highlight promotional materials that you can share with students and their parents and outline procedures for test administration at your school.

ASVAB CEP SUPPORT PERSONNEL

One of the strengths of the ASVAB Career Exploration Program (CEP) is the extensive support network that is available to you. From the time schools are initially contacted through the return and interpretation of students' results, various resource people are available from the Department of Defense (DoD) to aid counselors in the testing process and post-test interpretation.

In general, the Education Services Specialist (ESS) is the primary point of contact for counselors throughout this process. ESSs are civilian DoD employees with training and experience in education, counseling, and/or testing. These educational professionals work with schools and counselors to help ensure that schools and students get the most out of the ASVAB CEP. These specialists assist with the mechanics of the testing arrangements, provide training in explaining ASVAB test and FYI (Find Your Interests) scores, and support counselors who use the ASVAB CEP in their schools.

An ESS is available at each Military Entrance Processing Station (MEPS) territory. Contact information is available from the following toll-free number: 1-800-323-0513, or from the Educator section of our website at asvabprogram.com.

Counselors may also be in contact with some other people to coordinate logistics related to scheduling, scores, and more. Descriptions of the primary resource people related to ASVAB testing are listed in Table 2-1.

ESSs and recruiters are also available to speak at school functions such as assemblies, career fairs, and PTA and other parent meetings. You can make arrangements for a speaker by contacting your local ESS or Military Service representatives.

Table 2-1. ASVAB Support Personnel

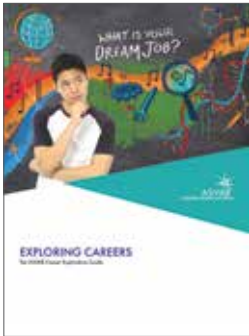


NAME	DESCRIPTION	RESPONSIBILITIES
Education Services Specialists	Civilian government employees with training and experience in education who serve as liaisons with the education community.	Provide schools with resource materials for the ASVAB CEP, conduct post-test interpretations, train counselors on how to interpret ASVAB scores, and educate counselors and students on strategies for exploring careers using ASVAB results.
Military Education Specialists	Government employees who also work with educators.	Provide support and assistance in areas related to the administration of the ASVAB CEP in schools.
Test Coordinators	MEPS employees who coordinate the scheduling of ASVAB testing in the schools.	Finalize scheduled testing dates, determine the availability of test administrators and proctors, and ensure that the ASVAB results are returned to the school. Can also provide advice to school personnel regarding the need for proctors.
Test Administrators and Proctors	DoD or other government employees who ensure secure testing.	Administer the ASVAB and ensure security of the test booklets.
Recruiters	Military members who identify and screen individuals for their particular Service.	Contact schools regarding ASVAB CEP testing and facilitate preliminary arrangements for testing. May serve as proctors during testing. May talk with students about military opportunities and/or help in the explanation of ASVAB CEP results. Contact prospective enlistees and advise them about job and career opportunities in their Service.

PROMOTIONAL MATERIALS

The printed promotional publications listed in Table 2-2 can help you explain the ASVAB CEP to students, parents, and faculty. You can also encourage them to visit asvabprogram.com where there are several pages specifically for parents.

You can obtain copies of these materials from your local ASVAB CEP representatives by calling your local ESS toll-free at **1-800-323-0513**.

Table 2-2. Promotional Material

ITEM	DESCRIPTION	PURPOSE
<p>ASVAB Career Exploration Program Overview Guide</p> 	<p>Highlights key elements of the program such as content, use of test information, and practice questions.</p>	<p>Provides a working knowledge of the ASVAB CEP to students interested in participating and their parents.</p>
<p>Bring the ASVAB Career Exploration Program to Your School</p> 	<p>Provides information on the ASVAB CEP components, score release options, military affiliation, and more.</p>	<p>Serves as a quick reference for anyone considering utilizing the ASVAB CEP.</p>
<p>Posters</p> 	<p>Presents key information about the ASVAB Career Exploration Program for students, like dates and sign-up.</p>	<p>Encourages students to participate in the program.</p>

PREPARING FOR TEST ADMINISTRATION

Once you have decided to offer the ASVAB CEP at your school, you will need to consider the following factors as you plan for ASVAB testing.

ASVAB CEP Costs

There are no direct costs associated with adopting the ASVAB CEP. The DoD provides the test materials, administration and scoring services, resource personnel, reference materials, and post-test interpretation at no cost to schools or students.

Student Eligibility for Testing

The ASVAB has nationally representative norms for the 10th, 11th, and 12th grades and for postsecondary students. Consequently, 9th graders are not permitted to participate in the ASVAB CEP.

Scheduling the Testing Session

You should work with the local ESS to schedule the testing session. You will need to consider the school calendar, other tests that will occur during the school year, activities that might compete for students' time and attention, and any local events that might affect students' participation in the program.

Time Required for Testing

In most cases, a three-hour block of time is necessary for administering the ASVAB. For groups of 100 or more, an additional 15-20 minutes should be scheduled. This is because it will take longer to hand out and collect the materials, ensure that the students have followed the directions, and handle other administrative details. For really large groups (e.g., 200 students or more), you should talk with your ESS. You should also schedule the post-test interpretation sessions when you schedule the test. This session requires approximately one class period and can take place once scores are available, as soon as two weeks after the test.

ASVAB CEP iCAT School Qualification Checklist

The following information should be collected from a school before scheduling a CEP iCAT session. These requirements will change as new software is developed.

Time and Operational Requirements:

- Testing personnel should be granted access to the computer lab and computers at least 30 minutes before the session is to begin in order to log onto the system.
- Testing personnel must be able to schedule a 3-hour period of time, in case a back-up paper-and-pencil test is needed.
- Computers must have ample power to last through the complete testing session. If laptops are being used, they will most likely need to be plugged in to a power supply for the test. Please ensure the room set-up is free from wires obstructing walkways.
- If possible, TAs should check their username and password before the session, so no password changes need to be made during the session.

Room Arrangements

The testing facilities should conform to good testing procedures. Ideally, the facilities need to be well lit, ventilated, comfortable, free of extraneous noise and interruptions, and equipped with sufficient flat work surfaces to accommodate the number of students taking the test.

Technical Requirements for Your School's Computer Lab for iCAT Testing:

- System Memory: Minimum main memory requirement – 4GB RAM.
- Pointing Device: Mouse or equivalent, programmed only for left-click functionality. Using a touchscreen monitor is not supported.
- Keyboard: Required.
- Internet Browser: Internet Explorer 11 or Google Chrome only.
- Browser: Must be set at 100% zoom level.
- Internet Connection: High Speed Broadband internet connection. 768 kilobits per second per machine.
- Display: 13" diagonally or larger recommended.

Proctors

The ASVAB is a secure test, so maintaining test security is of paramount importance. Test security requires a minimum of one proctor for every 40 students to be tested. To create a familiar atmosphere, it is recommended that counselors and school personnel attend the session or serve as proctors. The Military Services will also provide proctors for the test if needed.

Counselor Codes

If student results are to be distributed to more than one counselor, counselor codes can be used. In this case, the school assigns a three-digit code to each counselor. On the day of testing, students enter the appropriate counselor code on their answer sheets. The ASVAB Summary Results will be grouped alphabetically, within grade, by counselor code.

At the school's discretion, the code also can be used to group student results by other school-designated divisions, such as homeroom.

Privacy

The ASVAB is exempt from the provisions of the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) that require a signed parental release statement. In 1974, the General Counsels of both DoD and the Department of Health, Education, and Welfare, ruled that ASVAB test results become records of the school only after those results are provided to the schools.

Options for Recruiter Contact

Table 2-3 shows eight options for releasing ASVAB test results to military recruiters. At a minimum, ASVAB results are withheld from the Military Services

for at least seven business days to allow counselors time to distribute the results and counsel students. You may wish to have additional time to discuss the results with students before any recruiter contact. Review the score reporting options in Table 2-3. The option you select will apply for all students taking the ASVAB at your school.

Schools may also select a "split option," where two release options are used: one option allows release of scores to recruiters and one option restricts that release to accommodate individual requests. Participants can 'opt in' or 'opt out' of the release option chosen by the school by completing the appropriate form and submitting it to the school. The 'opt in' or 'opt out' form can be found in the promotional and communications section here: asvabprogram.com/general-resources. Regardless of release option, students have no obligation to military service.

Table 2-3. Options for Recruiter Contact

RELEASE OPTION	RESULTS TO RECRUITING SERVICES
Option 1	No special instructions. Release results to recruiting Military Services 7 days after test scores are mailed.
Option 2	Release results to recruiters 60 days after test scores are mailed. No contact prior to that time.
Option 3	Release results to recruiters 90 days after test scores are mailed. No contact prior to that time.
Option 4	Release results to recruiters 120 days after test scores are mailed. No contact prior to that time.
Option 5	Release results to recruiters at the end of the school year. No contact prior to that time.
Option 6	Release results to military services 7 days after test scores are mailed. No telephone solicitations by recruiter based on student names provided with listing of student results.
Option 7	Not valid for enlistment purposes. Results not released to Recruiting Services.
Option 8	No recruiter contact from this listing of student results. Results not released to recruiting Military Services.

These options apply only to recruiter contact efforts resulting from ASVAB testing. Students in grades 11 and 12 and post-secondary students may be contacted by military recruiters independent of ASVAB testing. It is important to note that recruiting personnel encourage high school students to graduate before enlisting into the Military Services. In fact, a recruiter must notify the school if a non-graduate tries to enlist.

ASVAB CEP Administration

From promotion to test administration through post-test interpretation and beyond, you will play a central role. Table 2-4 outlines your optimal involvement, which will help ensure that students get the most out of their participation. In planning for testing, you will need to consider such things as how ASVAB CEP components can be used most effectively in your school. The following list of questions highlights some things to consider when planning to administer the ASVAB CEP.

Answering these questions ahead of time will help you ensure a positive test and post-test experience for your students.

- How will the school use all of the ASVAB CEP components?
- Who will take the ASVAB test?
- When will the test be administered?
- Where will students take the test?
- What school staff are available to serve as test proctors, if necessary?
- Who (e.g., students, parents, faculty) will receive feedback on the ASVAB testing?
- What other school or district personnel need to be informed about the ASVAB testing plan?

Table 2-4. Test Administration Responsibilities

COUNSELORS	ESS/RECRUITERS/OTHER ASVAB CEP SUPPORT PERSONNEL
Pre-Test Responsibilities	
<ul style="list-style-type: none"> - Request ASVAB informational materials - Verify testing schedule 	<ul style="list-style-type: none"> - Provide ASVAB CEP informational materials - Finalize and agree upon the testing schedule - Participate in ASVAB CEP awareness activities
Test-Day Responsibilities	
<ul style="list-style-type: none"> - Provide facilities for testing - Introduce the test and be present to support an optimal testing environment 	<ul style="list-style-type: none"> - Provide testing materials - Provide a test administrator - Provide proctors, as needed - Take student answer sheets for scoring - Secure testing materials for future use
Post-Test Responsibilities	
<ul style="list-style-type: none"> - Support post-test interpretation session, as requested - Distribute test results to students - Communicate with faculty about scheduled post-test interpretation 	<ul style="list-style-type: none"> - Arrange for scoring student answer sheets - Return test results to the school - Provide post-test interpretation session to students, as requested - Provide ASVAB CEP resource materials, as requested by counselor - Provide sufficient number of copies of <i>Exploring Careers: The ASVAB Career Exploration Guide</i> - Provide technical support, as requested by counselors

Promoting Participation

Participation in the ASVAB CEP is voluntary. Students need to be made aware of the benefits of participation, that it's not just for those interested in the Military, that they have to sign up to participate, the test date, and the post-test interpretation date.

Everything you need to promote program participation around campus to eligible students and their parents is available from your ESS and at asvabprogram.com.



IMPLEMENTING THE **ASVAB CAREER EXPLORATION** PROGRAM

This chapter provides you with suggestions for helping students use their ASVAB and FYI results for career exploration. It walks you through what to do once you receive test results, presents time estimates for each activity, and offers options for conducting career exploration activities with students. You can use this information to consider the best approach for your school and modify the content to suit your specific needs and the needs of your students.

The ASVAB is one component of the ASVAB Career Exploration Program. After students take the test you should conduct a post-test interpretation (PTI). This session consists of score explanation, completion of the FYI inventory, career exploration in the OCCU-Find and at **careersinthemilitary.com**, and post-secondary planning. Be sure to schedule a date and time for the PTI session when you schedule the ASVAB test, so you know it's available and can plan accordingly.

Although all ASVAB CEP resources are available in print, the online experience offers students more meaningful and robust career exploration and planning. We encourage you to conduct these sessions using **asvabprogram.com** and **careersinthemilitary.com**. The websites are responsive and give students another reason to be on their phone!

The ASVAB CEP helps students see connections between their current educational planning and their future occupational goals.

PLANNING THE POST-TEST INTERPRETATION SESSION

The post-test interpretation session is the heart of the ASVAB CEP, and typically takes place after the school receives the ASVAB Summary Results.

Remind students they are in a process of discovery and should consider any and all career interests.

Facilitated post-test interpretation is important because it:

- Ensures that students' interpretations of their ASVAB and FYI results are accurate
- Allows you to determine the extent to which the ASVAB results are consistent with each student's grades and other test results
- Presents an opportunity to discuss how intervening circumstances, such as illness, might have influenced performance on the day of testing
- Allows you to show how Career Exploration Scores and OCCU-Find Skill Importance Ratings work together

The PTI is typically administered by civilian DoD Education Service Specialists (ESSs). In 2019, all ESSs, along with Service recruiters and Service ESSs, were given the opportunity to receive comprehensive training and evaluation in conducting PTIs. Those who successfully completed this training have received Proficiency status. These individuals are now able to train others to proficiently conduct PTIs. If you are interested in becoming PTI Proficient, please contact your local MEPS ESS. Working with a local ESS, you will be given access to an online training course, observe PTIs being given by others, and have the opportunity to give them yourself.

Note: ASVAB test scores should not be handed out before the PTI.

CHALLENGE

Due to scheduling constraints, sometimes only 30 minutes has been allocated for the ASVAB post-test interpretation session.

If you have limited time for a post-test interpretation session, refer students to **asvabprogram.com** beforehand, where they can view tutorials that explain their test scores and how to explore careers. If students do not have Internet access, consider distributing *Exploring Careers: The ASVAB Career Exploration Guide* to students a few days prior to the scheduled interpretation session. Students can then read *Exploring Careers: The ASVAB Career Exploration Guide* ahead of time, take the FYI on their own, and bring their FYI results to the interpretation session. During the post-test interpretation session, you or your local ESS can explain the ASVAB results, answer student questions about the FYI, and show students how to use their results with the OCCU-Find to explore careers.



Estimated Time Requirements for the Post-Test Interpretation

Table 3-1 highlights the key components of the post-test interpretation using the ASVAB CEP websites **asvabprogram.com** and **careersinthemilitary.com** - along with the estimated time required to cover each section. For schools that don't have access to the online tools, Table 3-2 shows the activities available in the limited print version

Table 3-1. Estimated Time Requirements for Activities Using asvabprogram.com and careersinthemilitary.com

WEBSITE ACTIVITY	CONTENT	ESTIMATED TIME
Login	Locate access code on ASR and create an account.	2 min.
Score Explanation	Orient students to ASR sections. Describe difference between standard and percentile scores. Inform them of AFQT score.	5 min.
FYI (Find Your Interests)	Introduction and administration of the FYI, descriptions of the RIASEC types, and explanation of scores.	10 min.
OCCU-Find	A comprehensive data repository housing information on approximately 1,000 careers. Provides information for each job, including: a job description, list of tasks/duties, the relative importance of skills, Interest Codes, how to get there via education, work-based learning opportunities, and the Military, salary information, Career Clusters, related careers, and links to additional career resources.	20 min.
Work Values	Administration of the Work Values activity and an explanation of the results	5 min.
Career Plan Tool	Tool that students use to develop concrete, actionable steps for meeting their career goals.	Varies
Calendar	An online tool to record and track important dates related to career plans	Varies
Additional Activities	Portfolio is an online resume-like document that helps students record and share their accomplishments and objectives. Classroom Activities include printable activities that educators and counselors can use to incorporate career exploration through the ASVAB CEP into various classes.	Varies
careersinthemilitary.com	The Department of Defense's official database of careers. Includes detailed information about careers, including specific occupations within each Service that encompass those careers. Also includes information about how to join the Military, service options, and much more.	Varies



Table 3-2. Estimated Time Requirements for Activities in the *Exploring Careers: The ASVAB Career Exploration Guide*

GUIDE SECTION	CONTENT	ESTIMATED TIME
Interests	Describes interpretation of FYI results, the influence of gender on interest codes, and includes descriptions of each of the RIASEC types.	2 min.
FYI (Find Your Interests)	Includes the FYI and scoring instructions.	15 min.
Skills and Abilities	Provides an explanation of ASVAB results, describes how to use the ASVAB scores with the OCCU-Find, and suggests ways to improve skills.	10 min.
Work Values	Describes work values that are relevant in choosing a career and provides examples.	5 min.
Educational Opportunities	Presents a variety of educational paths that students can take and provides case examples.	5-10 min.
Types of Employers	Describes the impact that different types of employers (e.g., Military, private sector) may have on job experiences.	Varies
The OCCU-Find	Describes how students can use their FYI results and ASVAB scores to explore occupations; a chart with information on more than 400 occupations, sorted by RIASEC codes. Includes the following: <ul style="list-style-type: none"> • Skill Importance Ratings - relative importance of verbal, math, and science/technical skills for success in each occupation 	15-20 min.

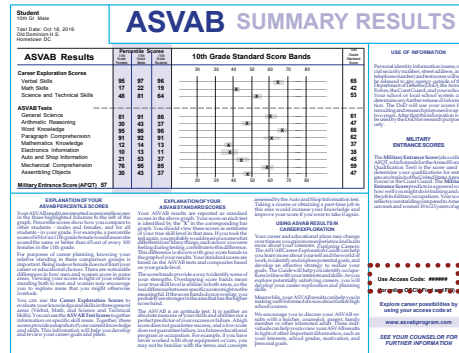
One strength of the ASVAB CEP is you can decide how to use the materials to suit your students' needs. If you have more than one class period available to work with students, classroom activities will help prompt discussions surrounding topics that include FYI results, educational requirements, and career exploration results. These discussions can help students gain insight into their goals and understand the real world application of what they are learning in the classroom. Additionally, incorporating real-world experience via guest speakers, job-shadowing days, or conducting informational interviews enhances their knowledge and experience.

Your students will benefit the most from the ASVAB CEP if they can relate it to their own experiences. Students can better see the relationship between school and work when they establish career goals and identify the necessary education and other requirements for careers of interest. They may find themselves more motivated at school if they can directly see the link between their coursework and their career goals.

We recommend incorporating this program into the school's curriculum (e.g., through an English, Communications, or an IT class). **Asvabprogram.com** has a variety of classroom activities designed for various disciplines to encourage integration between career exploration and specific classes. With teacher and/or counselor guidance, students will be more likely to apply the information provided in a meaningful way. Furthermore, the activities included as part of the ASVAB CEP are appropriate for a combination of in-class and outside-of-class assignments.

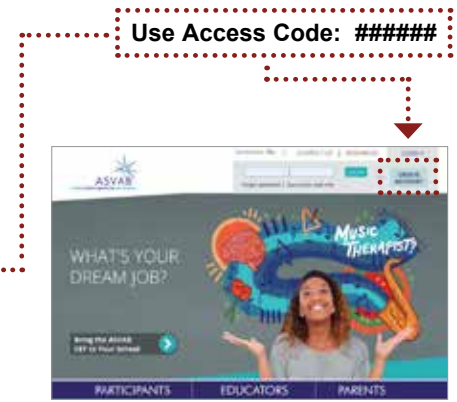
LOG IN TO ASVABPROGRAM.COM

Students receive an access code on their ASVAB Summary Results (ASR) sheet. They can use this access code to create an account at **asvabprogram.com** and utilize the career planning resources for up to two years. They can choose to log in with their access code only. However, encourage them to create an account. In the likely event they lose their ASR, with an account, they can continue to use the career planning resources available on the website.



ASVAB Results		10th Grade Standard Score Bands									
Score	Percentile	25	30	35	40	45	50	55	60	65	70
485	97										
465	81										
445	64										
425	47										
405	30										
385	13										
365	0										
345	0										
325	0										
305	0										
285	0										
265	0										
245	0										
225	0										
205	0										
185	0										
165	0										
145	0										
125	0										
105	0										
85	0										
65	0										
45	0										
25	0										
5	0										

Figure 3-1. Access Code



INTERPRETING ASVAB TEST RESULTS

ASVAB results are provided on the ASR sheet (see Figure 3-1). This report shows grade-specific standard scores and score bands for all subtests as well as three Career Exploration Scores and the AFQT score. It also provides students with percentile-based scores. The ASR sheet includes appropriate explanations of the scores and suggestions for their use. The information contained in these sheets is also available online to any student who logs onto **asvabprogram.com** using their access code (see Figure 3-1).

Counselors also receive a copy of the ASR for each student. You can reference this copy when talking with students about their ASVAB results. It is important for students to understand their ASVAB results to begin career exploration. Your assistance in helping them draw accurate conclusions is crucial so that they can see how their results relate to their current abilities and skills. Students need to understand what the scores mean, how they scored on each of the ASVAB tests and the three Career Exploration Score composites, and the implications of each score.

After distributing the ASR sheets, you might want to begin by reviewing the purpose of the ASVAB. Next, discuss the explanations and interpretation information provided on the front of the score sheet and the definitions of the tests and Career Exploration Scores on the back.

View the **Understanding Your ASVAB Results Tutorial** for an explanation.

In this process, you might ask students the following questions:

- Do you understand your standard and percentile scores?
- What were your reactions to your scores?
- Did the tests give you a chance to show what you could do?
- Would you like to change any of your scores? If so, in what ways?

These questions should help initiate important discussion. You may find the following definitions useful for facilitating the discussion and providing explanations to your students.

Figure 3-2. Printed Summary Results Sheet

ASVAB Results	Percentile Scores			10th Grade Standard Score Bands	10th Grade Standard Score
	10th Grade Females	10th Grade Males	10th Grade Students		
Career Exploration Scores					
Verbal Skills	95	97	96		65
Math Skills	17	22	19		42
Science and Technical Skills	48	81	64		53
ASVAB Tests					
General Science	81	91	86		61
Arithmetic Reasoning	30	43	37		47
Word Knowledge	95	98	96		66
Paragraph Comprehension	91	92	91		62
Mathematics Knowledge	12	14	13		37
Electronics Information	10	13	11		38
Auto and Shop Information	21	53	37		45
Mechanical Comprehension	76	95	85		59
Assembling Objects	30	43	37		47
Military Entrance Score (AFQT)	57				



View the **Understanding Your ASVAB Results Tutorial** for an explanation.



Figure 3-3. Online Summary Results Sheet

Standard Scores

The students' scores on the ASVAB and the three Career Exploration Score composites are reported as both standard and percentile scores. A standard score is calculated by converting the student's raw score based on a standard distribution of scores with a mean of 50 and a standard deviation of 10. On the ASR sheet, the standard scores are provided and shown in a graph with the corresponding score bands. You might emphasize to students that test scores are never an exact measure of skills and abilities. If they took the test again, their scores might change somewhat. The score bands show them the range that their scores would probably fall in if they took the test again. When working with students, you might tell them that the standard scores are not like what they are used to seeing in school—where test scores range from one to 100 with the majority of students scoring between 70 and 100. With standard scores, the majority of students score between 30 and 70. This means that a standard score of 50 is an average score and a score of 60 would be an above average score.

You might want to focus students' attention on the graph of the standard scores to see if any of their score bands stand out (i.e., are located to the left or the right of the other score bands). Such scores would suggest either a strength (to the right of the others) or an area for improvement (to the left of the others). Students can take their relative strengths into consideration as they explore the skills needed for various careers.

Percentile Scores

While standard scores are familiar to psychometricians, we find percentile scores more useful for students. Percentile scores indicate how well each student did in relation to others in the same grade. For each test and composite, students receive a same grade/same sex, same grade/opposite sex, and same grade/combined sex percentile score. In explaining a percentile score to a student, it is helpful to use the following phrase: “as well as or better than X out of 100 students of (name the norm group) nationwide.” For example, for a female 11th grader with a same grade/same sex percentile score of 72 on Math Skills, you could say: “You scored as well or better than 72 out of 100 11th grade females nationwide in Math Skills.” It is important for students to understand that the percentile scores are not the same as percent correct. In addition, there are no passing or failing percentile scores.

Because the experiences of males and females vary, they can score somewhat differently on the ASVAB subtests. On the more technically-oriented tests, such as Electronics Information, the mean performance of males is higher than that of females. This does not signify that women can’t learn this information or that they should be discouraged from considering occupations in related areas. Typically, these differences occur because more males than females have had exposure to electronic principles and related learning opportunities. As a result, it is optimal to report how students do when compared to their own gender but also to let them know how they compare to the opposite gender on tests that might be important to them. For example, a female student might be interested in a career in mechanics, surveying, or civil engineering. Knowing how she scores relative to her own sex and the opposite sex is useful information. In the past, these career fields have traditionally been populated by males. Because she will be competing with males, it is important for her to know how she stands relative to males. The same is true for males interested in occupations traditionally populated by females.

Career Exploration Scores

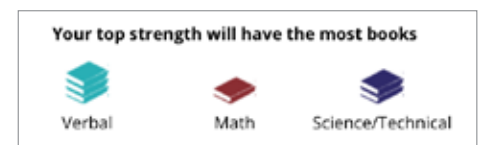
The ASVAB provides results for three composite scores: Verbal Skills, Math Skills, and Science/Technical Skills (see Table 3-3). With students, these composites are referred to as Career Exploration Scores and are represented with book icons (three books indicates the strongest skill and one book signifies the lowest skill). The books are colored to match the the subtests used to calculate each composite (see Figure 3-3 on page 22). These Career Exploration Scores give students an estimate of their verbal, math, and science/technical skills as compared to other students in the same grade. These three factors can be used by students to connect with occupations that best match their specific interests and skill sets.

Table 3-3. Description of Career Exploration Scores

CAREER EXPLORATION SCORES	DESCRIPTION
Verbal Skills	A general measure of language and reading skills which combines results from the Word Knowledge and Paragraph Comprehension subtests.
Math Skills	A general measure of mathematics skills which combines results from the Mathematics Knowledge and Arithmetic Reasoning subtests.
Science/Technical Skills	A general measure of science/technical skills which combines results from the General Science, Electronics Information, and Mechanical Comprehension subtests.

It is important for students to understand that the percentile scores are not the same as percent correct. In addition, there are no passing or failing percentile scores.

Figure 3-4. ASVAB CEP Strengths



In addition to their ASVAB test scores, students receive three composite scores to use exclusively for career exploration. These scores give students a good sense of their verbal, math, and science/technical skills compared to other students in the same grade.

Students' scores on these three ASVAB composites can be viewed as snapshots of their current knowledge, skills, and abilities (KSAs) in the verbal, math, and science/technical domains. These KSAs, in turn, can be linked to the KSAs required for successful performance of tasks in different occupations.

Students should consider their Career Exploration Scores when reviewing the Skill Importance Ratings in the OCCU-Find. The Skill Importance Ratings were generated by analysts who reviewed the job descriptions of each of the OCCU-Find occupations. The analysts used the job information to assess the importance of Verbal Skills (reading, writing, oral communication), Math Skills (computation, data analysis, pattern recognition), and Science/Technical Skills (experimental research, technology, equipment use, and maintenance) for each occupation.

The OCCU-Find includes information about the relative importance of each skill composite for successful job performance (skill importance ratings). This occupational rating system allows students to compare their skills profiles (i.e., Verbal Skills, Math Skills, and Science/Technical Skills Career Exploration Scores) with the corresponding OCCU-Find skill importance profiles for various occupations. This approach is particularly helpful for students with differing levels of skills in these three areas, and provides a flexible approach to career exploration. Students can take advantage of the skill importance information provided on the website in two primary ways. One option is for students to search for jobs based on the level of a specific skill. For example, a student whose Career Exploration Score in Verbal Skills is high may wish to search for occupations that require extensive Verbal Skills. The website includes a feature that will filter occupations by skill importance level (see Table 3-5 on page 36 for definitions of Skill Importance Ratings). This feature categorizes a skill set as less important (not an integral part of job tasks), moderately important (used regularly on the job), or very important (critical for job performance).

Skill Importance Ratings are also found on the OCCU-Find page that describes each occupation in detail. This display shows, with a 5-star diagram, the Skill Importance Rating for Verbal, Math, and Science/Technical Skills. Definitions are provided for 1, 3, and 5 stars (see Table 3-5 on p. 36). A star rating of 2 or 4 means that the importance fell somewhere between the other scores. When using the *Exploring Careers: The ASVAB Career Exploration Guide* the same information is displayed using check marks to represent Skill Importance (see Figure 3-15 on page 35).

In reviewing this information on **asvabprogram.com**, a student can determine what they may need to do to prepare for a job of interest. Suppose a student is interested in a particular occupation that places high importance on mathematics, yet the student has a relatively low Math Skills score. Rather than eliminating this occupation as a potential career choice, a low Math Skills score implies only that the student has yet to gain the appropriate skills for the occupation. Students need not abandon potentially interesting and satisfying career choices simply because of low test scores.

CHALLENGE

Several students missed the post-test interpretation session. What should I do?

Try to schedule time to meet with them, either individually or as a group, even if you only have 10-15 minutes. Focus on their ASVAB test results and make sure that they understand their scores. Then, you can refer them to **asvabprogram.com** or *Exploring Careers: the ASVAB Career Exploration Guide*.



Student Satisfaction with Scores

Students are encouraged to think about their ASVAB results as only one measure of their skills and abilities. You might want to describe students' ASVAB scores as a snapshot of their skills in progress. With more education and training, their skills can improve. These scores are only one source of feedback about their skills at one point in time. There are numerous other sources of information about the students, such as their grades. It is important for students to view the test scores as an estimate of their knowledge and achievements at this point in their lives. The scores are not fixed; they are a function of a student's learning opportunities as well as a host of other factors. Students, educators, and communities can do a great deal to help students achieve their fullest potential.

If students are not satisfied with their scores on the ASVAB, you might suggest they ask themselves the following questions:

Effort

Have I put as much effort into my schoolwork in an area (be it verbal, math, or science and technology) as I can? In other words, have I put in my maximum effort?

Academic Preparation

To what extent have I taken the relevant classes? Have I avoided the extra math or English classes that would have likely allowed me to increase my scores?

Has the fact that I have not taken some of the technical classes lowered my scores? Will this impact my readiness for a career?

Environmental Factors

To what extent has my home or school environment played a role in my performance? Did the climate at home or in school make it difficult to focus on schoolwork? Were there disruptions that made it hard to concentrate?

Once students have asked themselves these sorts of questions, they can begin to seek additional experiences to develop their skills. For example, if a student's Math Skills score is not as high as desired, the student could strive to improve these skills by taking more courses or pursuing tutoring. If the effort of some students has been consistently high, yet there has been little improvement, it may be wise to consider some other choices. For example, if a student is interested in an occupation where Math Skills are very important yet has a low Math Skills score, they should first research the specific entry requirements for the occupation of interest. If these appear to be too stringent, the student could explore other, similar occupations that may have fewer math requirements (e.g., engineering technician instead of engineer).

Remind students about the limits of aptitude tests. They are not absolute measures of ability but rather provide estimates of general levels of developed abilities.

Other suggestions:

- Remind students about the limits of aptitude tests. They are not absolute measures of ability, but rather provide estimates of general levels of developed abilities.
- Students all too often equate test scores with fixed traits and assume that ability scores do not change. It is important to let students know that education and experience may change their scores.
- Explain the concept of test error and the presence of score bands in the standard scores graphed on student score reports.
- Clarify the Career Exploration Scores and the ASVAB subtest scores.
- Define potentially confusing or misunderstood terms (e.g., standard scores, percentile scores, and norm groups).
- Remind students that an aptitude test is only one tool used in career exploration. Suggest that they integrate their ASVAB results with other information about themselves. They should keep in mind formal information (e.g., grades, achievement test scores) and informal information (e.g., teacher reports, paid and non-paid work experiences).
- Offer personal assistance for those students who want or need it. Arrange to meet with students in small groups or individually to discuss their scores.

ADMINISTERING AND INTERPRETING THE FYI

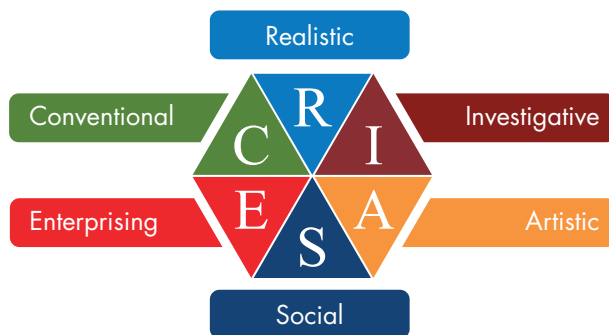
This section describes the FYI (Find Your Interests), an interest inventory developed for the ASVAB CEP. The FYI, based on John Holland's (1973, 1985, 1997) widely accepted theory of career choice, assesses students' occupational interests in terms of six work-related interest types.

Holland's Theory of Career Choice

Holland's (1973, 1985, 1997) theory of career choice is one of the most widely accepted contemporary theories of vocational choice (Brown & Gore, 1994; Weinrach & Sreballus, 1990). Holland (1973, 1985, 1997) identified six different personality types, and found that most people tend to fall into at least one of these six RIASEC (pronounced REE-uh-sek) types:

Figure 3-5. The RIASEC hexagon

R	Realistic—Mechanical and Outdoor
I	Investigative—Science and Mathematics
A	Artistic—Art, Music, and Literature
S	Social—Social Service
E	Enterprising—Business Contact
C	Conventional—Business Detail



Holland arranged the six RIASEC types in a specific order according to the hexagonal model shown in Figure 3-5. In this hexagon, adjacent types (e.g., Realistic and Investigative) are more similar to each other than are intermediate types (e.g., Realistic and Artistic). To read more information about the salient points of Holland's theory, turn to the Appendix. The summary includes a discussion of the six RIASEC types and important aspects of Holland's theory that describe the relationship between the individual and the work environment. We invite you to review the Appendix since it provides a sound basis for understanding the scores provided by the FYI. If teachers will be involved in assisting students, you might consider sharing the contents of the Appendix with them, as knowledge of RIASEC types will help them provide students with a richer career exploration experience.

Administering the FYI

The most efficient way for students to take the FYI is online. Once they have logged into **asvabprogram.com**, they take the FYI in about 10 minutes. The online version of the FYI is advantageous for many reasons, including the automated scoring feature and faster administration (see Figure 3-6).

The paper-based FYI uses carbonless paper. It is very important to encourage students to press firmly to ensure their selections show up on the next page.

Figure 3-6. Online FYI



Alternatively, the paper-based version of the FYI will take students approximately 15 to 20 minutes to complete and must be scored on their own. It can be assigned as homework or done in class, and students can discuss the results. The FYI is included as an insert in the back of the *Exploring Careers: ASVAB Career Exploration Guide*. Figure 3-7 shows a sample page from the FYI.

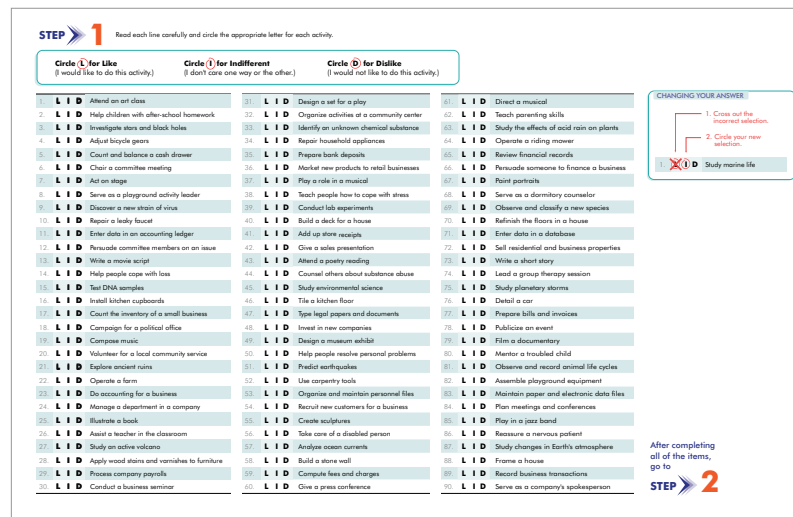
You can offer a few instructions to students whether they complete the FYI as homework or in class. You might begin by making them aware of the value of taking an interest inventory to gain an understanding of their current career interests. Honest and accurate answers to the items are critical to obtain meaningful and valid results. For many

of the inventory items, students will know their answers almost immediately. For other items, however, they may not be so certain. On these items, students should base their answers on their first impression. If, however, students do not understand an item or what is being referred to in an item, they should be encouraged to ask for clarification.

In addition, you should remind students that interest inventories are not like other tests. There are no right or wrong answers. Ask them instead to consider whether they would like, dislike, or are indifferent to doing a given activity. They should not be concerned with how well they would do any activity or whether they have the experience or training to do it.

Remind students that they are providing information about their likes and dislikes and not their skill level.

Figure 3-7. Printed FYI



Scoring the FYI

Students who take the FYI online will simply follow the on-screen instructions and their scores will automatically be calculated. While using the online version is strongly preferred, it is possible for students to use the paper version and calculate their own scores. Students using the paper version of the FYI will need to follow the scoring instructions printed on each copy. This involves determining raw scores, percentile scores, and identifying their top three Interest Codes.

While great care was taken to create scales that would facilitate accurate self-scoring, some students will make scoring errors if using the paper version. Such errors can seriously affect the accuracy of the results. If students want to, they can exchange their FYI with a partner and have each partner check the other's scoring.

Figure 3-8. Printed FYI Scoring

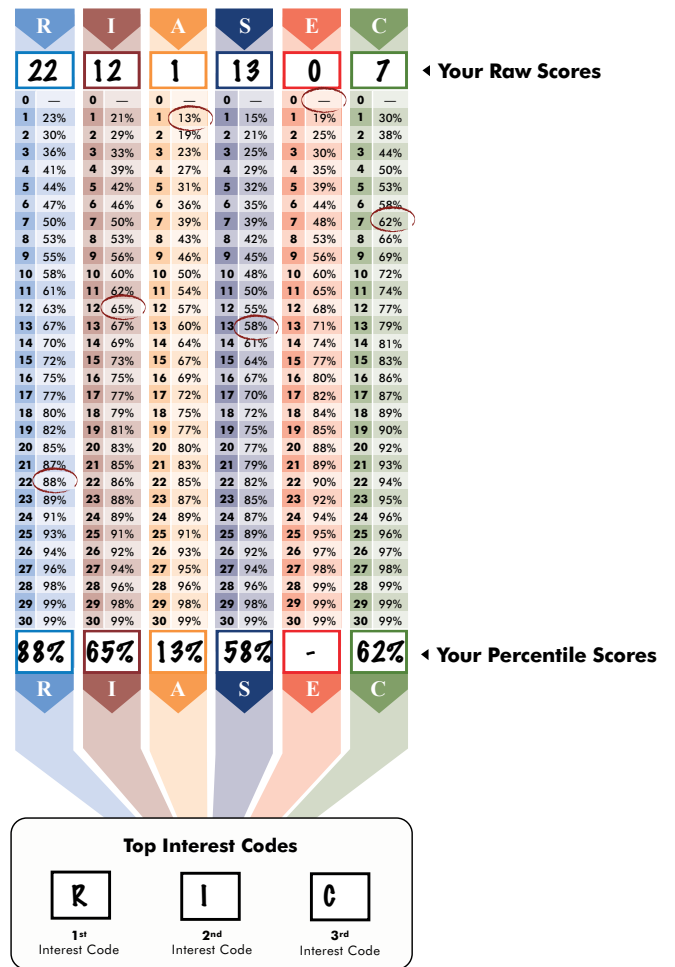
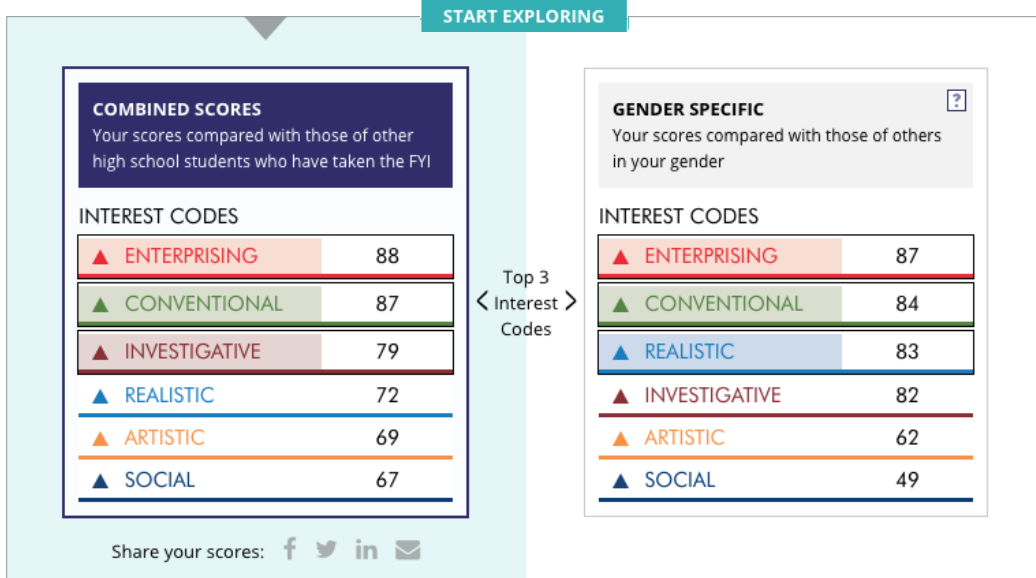


Figure 3-9. Combined and Gender-Specific



Considering Gender-Specific Results

Before students use their top three Interest Codes from the FYI for career exploration, they should be encouraged to see how their scores compare to others in their gender group.

If students have selected a gender after completing the online FYI, they will receive two sets of scores, Combined and Gender-Specific (see Figure 3-9).

It is important that students consider both sets of scores because it may give them new ideas about their interests. You can provide students with information on gender role socialization that is easily understood and informative. For example, you want to remind them that when growing up, males and females get different messages from their parents, schools, and the media about what careers are appropriate for them. Teenagers sometimes develop

different skills because they have different experiences, and these factors may influence their choices and interests. Females tend to have fewer opportunities to participate in activities, such as using machines and working outdoors, that define the Realistic type. Similarly, males tend to have fewer opportunities to do activities that define the Social and Artistic types.

Encourage students to read descriptions of each Interest Code found on asvabprogram.com or on pages 6-7 of the [Exploring Careers: The ASVAB Career Exploration Guide](#) to help them learn more about the six RIASEC types and see which types most closely match their interest area.

Dealing with Ties

It is not uncommon to have ties for some of the Interest Codes. Figure 3-10 illustrates a two-way tie for the primary Interest Code. In these cases, a pop-up will appear on **asvabprogram.com** informing students of the tie and will encourage them to select the code that most closely matches their interests.

Helping Students with Undifferentiated Profiles

The ability of an interest inventory such as the FYI to identify a person's interest type is predicated on a response pattern of Like, Indifferent, or Dislike responses to the items. An undifferentiated or flat profile based on their percentile scores can occur at any level on the scale. This occurs when the person answers the items in each scale with a pattern of Like, Indifferent, or Dislike responses that yield relatively equal scores. With a flat, undifferentiated profile, the differences among the raw scores are considered minor fluctuations or measurement error. In such a case it is not appropriate to draw any conclusions from such minor differences.

Flat, high profiles or flat profiles that are neither low nor high can occur for several reasons, including:

- A consistent tendency to say "Like," regardless of the questions
- A belief that one should be interested in everything
- A lack of understanding of the cognitive task or not engaging in the task
- A reflection of the person's interests in all or most of the interest types.

Figure 3-10. Dealing with Ties

YOUR SCORES ARE TIED IN SOME INTEREST AREAS

Two, or more, of your interest results are the same. **Which sounds most like you?**

Select 1 of the 2 tied interests results. You can change your selection any time.

Artistic Activities allow you to be creative and use your imagination to do original work.

Investigative Activities involve learning about new subject areas or ideas and allow you to use your knowledge to solve problems.

SUBMIT

Figure 3-11. Online undifferentiated score example.

FIND YOUR INTEREST

Your response did not show a sufficient pattern of likes and dislikes for us to score your responses and provide you with your three Top Interest Codes.

Try retaking the inventory and using more varied responses.

- If you used a lot of Likes, try being more selective.
- If you used a lot of Dislike, try being less selective.
- If you used a lot of Indifferents, move off the fence

Tips for retaking the FYI:

- Read each interest item carefully before responding.
- Make sure that your responses accurately reflect your interests.
- Think about hobbies that you enjoy and relate them to the items in the FYI.
- Keep in mind that you are not selecting an occupation. You are selecting activities that you either like, dislike, or are indifferent to doing

OK

If a student has an extremely undifferentiated profile, they have an invalid score and must retake the FYI. You should encourage students to vary their responses and remind them that they are not choosing an occupation when they take the FYI. Rather, they are selecting activities they think they would either like, dislike, or are indifferent to doing. Thinking about hobbies that they enjoy might help them relate better to the items in the FYI, too. The online version automatically provides this guidance to students who have invalid scores (see Figure 3-11).

In some cases, students may still have an undifferentiated profile after retaking the FYI. These students can still explore occupations, but will likely need extra guidance. You might suggest they review the six interest definitions and the list of occupations to identify one or two occupations for each type.

Helping Students with Undifferentiated Low Profiles

Assisting students with flat or undifferentiated, low profiles is somewhat more difficult because the students have indicated they dislike the overwhelming majority of items.

Such an undifferentiated, low profile can occur for the following reasons:

- A consistent tendency to answer with a “Dislike” response, regardless of the questions
- Not having thought about such things
- Exercising a very high degree of discrimination and wanting to select only the most desirable
- A lack of work-related experience
- An underlying mood state
- Not engaging in the task or understanding the activities

Still have questions? Watch the FYI results tutorial at asvabprogram.com

As with the high, flat, or undifferentiated profiles, you might begin by asking the student why they think the particular pattern emerged. Is the low profile really reflective of the student’s interests? If the flat profile was the result of a lack of prior thinking about or experience with the world of work, you might suggest that the student gain some experience via hobbies, paid and non-paid work, classes, or other activities you think you would like.



DISCUSSING WORK VALUES WITH CAREER EXPLORATION

The purpose of this section is to introduce students to the Work Value assessment that they can take on **asvabprogram.com** and to discuss the central role work values play in job satisfaction and informed career planning.

Work values are important for career planning because:

- A person is likely to be happier working in an occupation that supports their values.
- In exploring various occupations and planning, it is important for a person to understand what they value.
- Research has shown that values are predictive of job satisfaction. Two components of job satisfaction are intrinsic satisfaction (satisfaction with the work itself) and extrinsic satisfaction (satisfaction with the conditions at work, such as physical setting and earning potential).
- When values are not taken into consideration in career planning, there is a greater chance that a person may find work less satisfying and therefore not succeed in their chosen career.
- An individual's work values may change during different stages of their life. For example, the desire for work involving lots of travel might change after marriage and/or having a family.
- A change in life circumstances can precipitate a shift in the importance of different values, such as having a flexible work schedule.
- Some values are associated with a specific job and are determined by the employer or the location of the job.

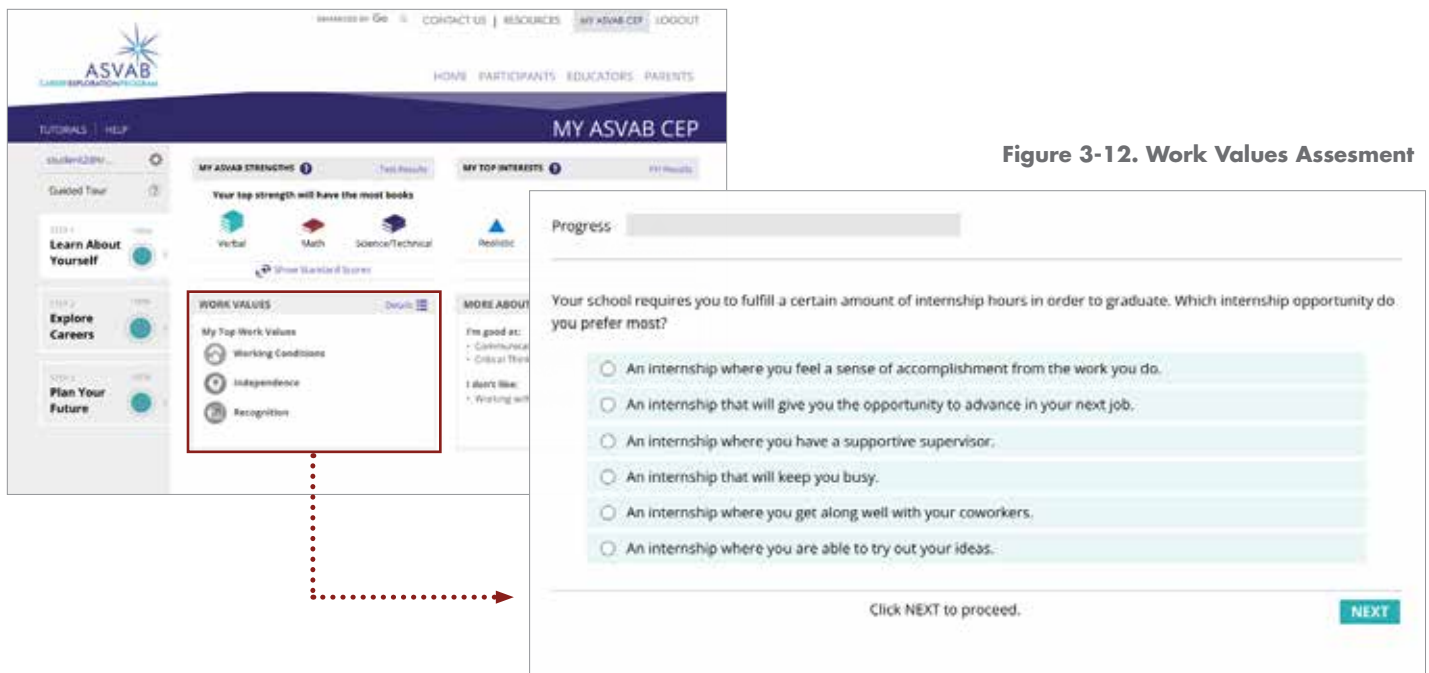


Figure 3-12. Work Values Assessment

Students can take an assessment on asvabprogram.com to identify which work values are most important to them (see Figure 3-12). The six work values included in this assessment, along with their corresponding work-related needs, are described in Table 3-4. Students can then search for careers that may satisfy those work values.

Table 3-4. Work-Related Values

WORK VALUE	NEED	DEFINITION
Achievement	Ability Utilization	Make use of their individual abilities.
	Achievement	Get a feeling of accomplishment.
Working Conditions	Activity	Are busy all the time.
	Independence	Do their work alone.
	Variety	Have something different to do every day.
	Compensation	Are paid comparably for the work they do.
	Security	Have steady employment.
	Working Conditions	Have good working conditions.
Recognition	Advancement	Have opportunities for advancement.
	Recognition	Receive recognition for the work they do.
	Authority	Give directions and instructions to others.
	Social Status	Are looked up to by others in their company and their community.
Relationships	Co-workers	Give directions and instructions to others.
	Social service	Have work where they do things for other people.
	Moral Values	Are never pressured to do things that go against their sense of right and wrong.
Support	Company Policies and Practices	Are treated fairly by the company.
	Supervision, Human Relations	Have supervisors who back up their workers with management.
	Supervision, Technical	Have supervisors who train their workers well.
Independence	Creativity	Try out their own ideas.
	Responsibility	Make decisions on their own.
	Autonomy	Plan their work with little supervision.

USING THE OCCU-FIND

The OCCU-Find is a database containing detailed occupational information from various reliable sources to help students make informed decisions about the future.

In talking to students about career exploration and planning, consider using the metaphor of embarking on a lifelong journey into unknown lands. Students' results from the FYI and the ASVAB represent a source of direction for the journey. How can students use their Interest Codes and Career Exploration Scores to find their way? We believe the answer is in developing skills in exploration and planning. Students begin the journey by using the OCCU-Find, but they need to know that this is not a narrowing down process that will result in finding the right match. Rather, their scores should empower them to explore and try things out in more depth. Exposure and experience are priceless. We want students to fully explore their options to find the best directions for their life journeys.

The OCCU-Find at **asvabprogram.com** contains detailed descriptions of approximately 1,000 occupations, including information about what individuals in each occupation do and the requirements that need to be met to qualify for such jobs. This resource includes information about education requirements and colleges offering related degrees, federal government opportunities, military Services offering the occupations, credential and license information, data on employment outlook and average reported earnings by state; links to related careers, and

other resources.

The OCCU-Find database was built using data from O*NET Online and the U.S. Department of Labor, Employment and Training Administration, the Bureau of Labor Statistics, the National Center of Education Statistics, CareerOneStop, and Defense Manpower Data Center.

Furthermore, students can filter careers based on interests, ASVAB strengths, work values, Bright Outlook, STEM

discipline, and availability in the Military.

Exploring Careers: The ASVAB Career Exploration Guide includes a print version of the OCCU-Find which contains an abbreviated list of occupations, along with their skill importance ratings, organized by primary and secondary interest code.

Figure 3-13 shows an example of the online OCCU-Find on

Figure 3-13. Sample of the Online OCCU-Find

asvabprogram.com.

Figure 3-14 shows a graphic of the OCCU-Find in *Exploring Careers: The ASVAB Career Exploration Guide*.

Skill Importance Ratings are shown for Verbal Skills, Math Skills, and Science/ Technical Skills for each occupation. The Skill Importance Ratings establish if the skill set is less important (not an integral part of the job), moderately important (used regularly on the job), or very important (critical for job performance). The Skill Importance Ratings are based on analyst ratings of the importance of these knowledge, skills, and abilities (KSAs) to the successful performance of the job tasks. It is important to note that the ratings refer to the importance of the skill set, not the level of a given skill that is required. For example, Math Skills are rated very important for the occupation Dietetic Technicians. However, this does not mean that an individual must have an advanced degree in mathematics to qualify for this occupation.

Figure 3-14. Sample of the Printed OCCU-Find in *Exploring Careers: The ASVAB Career Exploration Guide*.

		REALISTIC OCCUPATIONS				
		Directions: In the Explore Further column, check the occupation(s) that interest you. Access more career details at asvabprogram.com .				
Explore Further	Occupational Titles	Interest Code		Skill Importance Ratings		
		2nd	3rd	Verbal	Math	Science /Tech
<input type="checkbox"/>	Computer Network Support Specialists	E	C	★★★☆☆	★★★☆☆	★★★★★
<input type="checkbox"/>	Computer User Support Specialists	C	I	★★★★★	★★★☆☆	★★★★★
<input type="checkbox"/>	Telecommunications Engineering Specialists	E	C	★★★★★	★★★☆☆	★★★★★
<input type="checkbox"/>	Cartographers and Photogrammetrists	C	I	★★★☆☆	★★★★★	★★★★★
<input type="checkbox"/>	Surveyors	C	I	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Civil Engineers	I	C	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Transportation Engineers	I	C	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Radio Frequency Identification Device Specialists	I	C	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Manufacturing Engineers	I	C	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Fuel Cell Engineers	I	E	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Automotive Engineers	I	E	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Wind Energy Engineers	I	E	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Solar Energy Systems Engineers	I	C	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Architectural and Civil Drafters	C	A	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Electrical and Electronics Drafters	C	I	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Mechanical Drafters	C	I	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Aerospace Engineering and Operations Technologists and Technicians	I	C	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Civil Engineering Technologists and Technicians	C	I	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Electrical and Electronic Engineering Technologists and Technicians	I	C	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Electro-Mechanical and Mechatronics Technologists and Technicians	I	C	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Robotics Technicians	I	C	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Environmental Engineering Technologists and Technicians	I	C	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Nanotechnology Engineering Technologists and Technicians	C	I	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Automotive Engineering Technicians	C	I	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Non-Destructive Testing Specialists	I	C	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Photonics Technicians	I	C	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Foresters	I	E	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Remote Sensing Scientists and Technologists	I	C	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Agricultural Technicians	I	C	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Precision Agriculture Technicians	I	C	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Food Science Technicians	C	I	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Biological Technicians	I	C	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Geological Technicians, Except Hydrologic Technicians	I	C	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Nuclear Technicians	C	I	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Nuclear Monitoring Technicians	C	I	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Forest and Conservation Technicians	E	I	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Remote Sensing Technicians	I	C	★★★★★	★★★★★	★★★★★
<input type="checkbox"/>	Museum Technicians and Conservators	A	C	★★★★★	★★★☆☆	★★★★★
<input type="checkbox"/>	Athletes and Sports Competitors	E	S	★★★★★	★★★☆☆	★★★☆☆
<input type="checkbox"/>	Audio and Video Technicians	I	C	★★★★★	★★★☆☆	★★★★★



Explaining Skill Importance Ratings

What is the relationship between the Skill Importance Ratings in the OCCU-Find and students' Career Exploration Scores?

As stated before, students' three Career Exploration Scores should be viewed as current snapshots of their KSAs. Similarly, the three Skill Importance Ratings also provide a current snapshot of the verbal, math, science/technical skills required to successfully perform the tasks for the given occupation. The phrase "current snapshot" is applied to both because both scores and ratings are subject to change.

Further education and experience may have a positive effect on students' skill levels. The world of work is also

changing. Of course, some jobs will not change all that much, but with the rapid influx of technology coupled with huge shifts in the nature of work, it is nearly impossible to predict how occupations will evolve. So we use the term current snapshots to describe these scores and ratings.

To determine Skill Importance Ratings, raters evaluated the tasks involved in each job to determine if each task required verbal, math, and/or science/technical skills. Then, each rater provided a rating, on a scale of 1-5, of the importance, or relevance, of each skill set for the job overall. The ratings are depicted as stars, as shown below. Definitions are provided for one, three, and five stars. A star rating of two or four means that the importance fell between the other. See the diagram below for more information.

The three ASVAB Career Exploration Scores and the Skill Importance Ratings are comparable but not numerically similar. For the majority of the occupations in the OCCU-Find, it is not appropriate to make a one-to-one comparison between the two. Consider the substantial amount of training or education required before a person, particularly a 10th or 11th grade student, would be qualified to apply for most occupations. Additional high school classes and courses in a training program or postsecondary education program would take years—several years in some cases—and further education and training would likely result in an increase in the person's Verbal Skills, Math Skills, and Science/Technical Skills. Prediction of performance in the distant future is not likely to be fruitful because of the many ways the students and occupations will change over time.

Table 3-5. Skill Importance Definitions



Least Important: The skills are not needed to perform core job tasks. The skills are rarely used on the job, and an individual could perform the job without using these skills.



Important: The skills are used regularly on the job. A person would have difficulty being successful at the job without using these skills.



Most Important: These skills are crucial to the performance of the job. A person could not perform the job without these skills.

So what value do the Career Exploration Scores have for high school students? Skill Importance Ratings provide students with a general idea of how important these skills are for a given occupation, which is useful information for students to have. Students should be encouraged to compare their Career Exploration Scores to the Skill Importance Ratings for occupations they are interested in exploring. This snapshot of the skills needed gives them valuable information to make judgments and decisions. As they ponder their current skill levels and the importance of these same skills for job success in the occupations they are interested in, they should research the actual requirements for the occupation. For example, if Verbal Skills are very important for an occupation of interest, the student should research what specific skills and/or training are required.

Encourage students to ask themselves such questions as:

- What sort of education or training will I need to be able to work in this occupation?
- Will my current skills and abilities allow me to get into the relevant training or education program?
- Does my past performance in classes and my current level of skills (as evidenced by my ASVAB results, grades, and other test results) suggest that I will be successful in the training and education required for this occupation?
- Is my interest and motivation for working in this occupation sufficient to carry me through the training and education I will need to prepare for this occupation?
- Should I be taking more classes or engaging in some other activities (while in high school) to increase my skills in one or more areas?

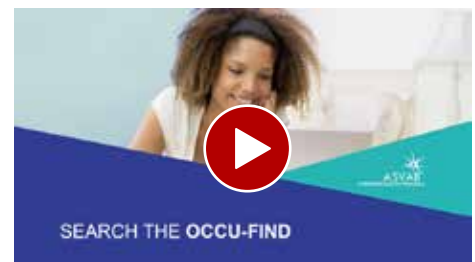
Ultimately, when a student evaluates his or her Career Exploration Scores and FYI results along with the information provided in the OCCU-Find, the student should ask question, “Am I heading in the right direction?” After they have explored and investigated different occupations, it is appropriate to make a more in-depth assessment to determine what must be done to develop the skills necessary to take the next step. For 10th and 11th grade students, this involves making sure they are in the appropriate programs of study and selecting the most relevant courses to enhance their skills while still in high school.

One important message we hope students understand is they can potentially change their skill levels. We tell students this in the Guide and we use the phrase current snapshot when referring to their Career Exploration Scores to emphasize this point. These scores should not be used to rule out any occupation at this time. In our view, the best way of learning about the extent to which students will match well with a given occupation is through exploration. We want to help empower students to overcome obstacles and obtain the education necessary for their career choices.

Students can potentially improve their skills. The Career Exploration Scores provide only a current snapshot of their verbal, math, and science/technical skills.

When comparing your Career Exploration Scores against the Skill Importance Ratings for a job, have students consider what they need to do to gain any necessary skills.

- What further education, on-the-job training, or CTE training would be helpful?
- Are they currently taking any classes to help develop the skills that are important for the job?



View the **Exploring the OCCU-Find Tutorial.**

Explaining How to Get There

The OCCU-Find contains information about educational requirements associated with the occupations. Today, there are more educational opportunities and alternatives available. Not all students will or should go on to a four-year university. Two-year degree programs and certificate programs enable students to enter some of the fastest growing occupations. The proliferation of technical occupations, coupled with the different career and educational choices, have dramatically altered this landscape. By not providing the education requirements “up front,” we hope to expand students’ exploration and planning. We also hope they will make informed choices about their educational and career paths.

Post-Secondary Education

This section describes the levels of education seen as necessary to get this job as reported by people who work in the job. You can find a list of institutions that offer degrees related to this occupation under College Info. These totals are rounded to the nearest percent.

Credentials

When available, students can explore options to career field entry via certification, licensure, and/or apprenticeships.

Of those who do attend college, only about half complete a four-year degree program. Limiting career exploration primarily or exclusively to students’ current post-secondary plans could do these students a disservice. Students should be encouraged to explore all occupations that interest them no matter what their current post-secondary plans are.

Military Services Offering

If jobs are available in the Military, users can select Military Info to learn more about which branches offer related opportunities.

Federal Government Occupations

If available, students can explore federal government opportunities related to an occupation. A link to USAJOBS is provided when there are any current job openings in that career field.

Maximizing Students’ Exploration

Exploration is a way of life, a way of being open to the world. Encourage your students to engage in as much exploration as possible to learn more about themselves and about the world of work.

To help them learn more about themselves, consider giving students the following tips on exploration:

- Search for information that challenges as well as supports their current goals. We all want to have our plans affirmed by life experience and others; however, sometimes this is not always in our best interest. It is useful for students to examine aspects of an occupation or training options that may not be particularly attractive to ensure that they will be comfortable with the entire set of circumstances of a given career.
- Seek out multiple sources of information. Most decisions are best made with multiple sources of information. Having students engage in different kinds of exploration, such as reading materials about occupations, shadowing people in specific jobs, and taking courses in new areas, can provide them with a great deal of information. When the students begin to notice consistent patterns of feedback, they will be in a better position to make informed decisions about their futures.
- Develop some tentative plans while also keeping their eyes and ears open to new opportunities, changes in a given field, and changes within themselves. Being in a state of open-ended exploration without making final decisions can be very stressful and uncomfortable. You are well aware of the tendency for students to make decisions in high school so that they do not have to deal with the uncertainty of not knowing their future path. Exploration can yield a number of interrelated options for training and work that may help to give students a sense of planning and being open to new experiences.
- Connect self-exploration with exploration of educational and career options. When students learn new information about an occupation, help them to connect it to their own sense of who they are and where they want to go. The sense of evaluating information in light of one’s sense of self is very important in maximizing the outcomes of exploration.

PLANNING ACTIVITIES

There are additional activities to facilitate career exploration and planning available for download at **asvabprogram.com**. We have developed planning tools to help students organize career-related information and plan the next steps for realizing their career choices. These tools can also help students make the connection between their current academic classes and preparation for their future careers. Establishing this connection will encourage them to take responsibility for not only planning their careers, but also for planning the rest of their high school classes. If necessary, students can complete these materials on their own; however, with guidance from a school counselor, more students will reap the benefits.

Career Plans

The Career Plan feature at **asvabprogram.com** helps students build the action steps required to achieve their dream careers. Encourage students to create multiple plans so they can evaluate their options and decide which path is right. Once students add careers to their Favorites, you can work with them to build specific plans that will help them evaluate the time and resources needed to enter the career of their dreams.

Portfolio

The Portfolio is an output of an ASVAB CEP participant's career exploration. Here, students can compile their achievements and articulate action steps toward their identified goals and then share this record with counselors and parents to facilitate meaningful discussions about post-secondary planning. Participants must log into **asvabprogram.com** to access My Portfolio. Students who create an account and participate more than once have the ability to continue building My Portfolio. When they use the same email address to register their access codes, they will be prompted to merge their new account with their previous account information and preserve their work year after year.

Encourage students to work together with partners or in small groups to complete the activities. The sharing and support this provides for the students can be very beneficial. Extend an invitation to review and discuss their results on either a one-to-one basis or in small groups.

Classroom Activities

Every class has opportunities for career exploration. The classroom activities can be incorporated into any curriculum in such classes as English, computer science, and communications. These activities encourage students to research occupations, interview job incumbents, and complete other activities outlined above.

CHALLENGE

I would like to get faculty more involved in the ASVAB CEP, but don't know where to start.

Show teachers My Educational and Career Plans, Coursework Planner, and the Classroom Activities found at **asvabprogram.com**. These activities let students see how their studies (in English, math, and computer science, for example) can relate to career fields. They are also useful research exercises that encourage data gathering and analysis.

APPENDIX

Crosswalk of ASVAB CEP to ASCA National Standards

Updated summer 2023

ASVAB CEP ACTIVITY	ASCA CATEGORY			
	Mindset Standards	Behavior Standards – Learning Strategies	Behavior Standards – Self-Management Skills	Behavior Standards – Social Skills
PRIMARY PROGRAM COMPONENTS				
ASVAB Test	M4, M5, M6	B-LS1, B-LS5, B-LS7	B-SMS3, B-SMS5, B-SMS6	B-SS1
FYI (Find Your Interests) Inventory	M1, M3, M4	B-LS1, B-LS2, B-LS4, B-LS5, B-LS7, B-LS10	B-SMS3, B-SMS8, B-SMS10	B-SS1, B-SS9
OCCU-Find	M1, M3, M4, M5, M6	B-LS1, B-LS4, B-LS5, B-LS7	B-SMS1, B-SMS3, B-SMS5, B-SMS8, B-SMS10	B-SS1, B-SS9
Work Values: A Situational Judgment Activity	M1, M3	B-LS1, B-LS2, B-LS4, B-LS7	B-SMS1, B-SMS8, B-SMS10	B-SS2, B-SS5, B-SS7, B-SS9
Create a Plan	M1, M3, M4, M5, M6	B-LS1, B-LS2, B-LS3, B-LS4, B-LS7, B-LS9	B-SMS1, B-SMS2, B-SMS3, B-SMS4, B-SMS5, B-SMS10	B-SS1
Portfolio	M1, M3, M4, M5, M6	B-LS1, B-LS3, B-LS4, B-LS7	B-SMS1, B-SMS2, B-SMS3	B-SS1
WEB-BASED AND IN-CLASS ACTIVITIES				
Create a LinkedIn Profile	M1, M4, M6	B-LS1, B-LS2, B-LS3, B-LS4, B-LS5, B-LS7	B-SMS1, B-SMS2, B-SMS3, B-SMS9, B-SMS10	B-SS1, B-SS3, B-SS9
Virtual Job Shadow	M4, M6	B-LS1, B-LS4, B-LS5	B-SMS1, B-SMS3, B-SMS10	B-SS1, B-SS3, B-SS9
Cost of a Career	M6	B-LS1, B-LS7	B-SMS1, B-SMS3, B-SMS4, B-SMS5, B-SMS10	B-SS1
Math Skills Analysis	M5, M6	B-LS1, B-LS7	B-SMS1, B-SMS5	B-SS1
Scientific Leaps and Bounds	M1, M2, M3, M6	B-LS1, B-LS5, B-LS8	B-SMS1, B-SMS2, B-SMS3	B-SS1, B-SS5, B-SS9
Which STEM Field is For Me?	M1, M3, M6	B-LS1, B-LS3, B-LS4, B-LS5, B-LS7	B-SMS1, B-SMS2, B-SMS3, B-SMS5	B-SS1, B-SS2
Listen Before You Launch	M1, M3, M5, M6	B-LS1, B-LS3, B-LS4, B-LS5, B-LS7, B-LS8	B-SMS1, B-SMS2, B-SMS3, B-SMS5, B-SMS8	B-SS1, B-SS3, B-SS5, B-SS9
CTE Reel Review	M2, M3, M6	B-LS1, B-LS2, B-LS4, B-LS5	B-SMS3, B-SMS5, B-SMS8	B-SS1, B-SS9
What Do Real Jobs Look Like?	M3, M4, M5, M6	B-LS1, B-LS3, B-LS4, B-LS5, B-LS8	B-SMS1, B-SMS2, B-SMS3	B-SS1, B-SS9
Interests and Needs	M1, M3, M5, M6	B-LS1, B-LS4, B-LS8	B-SMS1, B-SMS2, B-SMS3	B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS8, B-SS9
Giving Back	M1, M2, M3, M4, M5, M6	B-LS1, B-LS2, B-LS4, B-LS5, B-LS8, B-LS10	B-SMS1, B-SMS2	B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS8, B-SS9
Career Exploration Essay	M1, M3, M4, M6	B-LS1, B-LS2, B-LS3, B-LS4, B-LS5, B-LS7	B-SMS1, B-SMS3, B-SMS4, B-SMS5, B-SMS10	B-SS1
Elevator Pitch	M1, M3, M4, M6	B-LS1, B-LS2, B-LS3, B-LS4, B-LS5, B-LS7	B-SMS1, B-SMS3, B-SMS4, B-SMS5, B-SMS10	B-SS1
Family Career Tree	M2, M3, M4, M6	B-LS1, B-LS2, B-LS3, B-LS5	B-SMS1, B-SMS3	B-SS1, B-SS3
Freshman Profile	M1, M2, M4, M5	B-LS1, B-LS3, B-LS4, B-LS5, B-LS7	B-SMS-1, B-SMS2, B-SMS3, B-SMS4, B-SMS5, B-SMS10	B-SS1
Build your Brand	M1, M2, M5, M6	B-LS1, B-LS2, B-LS4, B-LS5	B-SMS-1, B-SMS2, B-SMS3	B-SS1, B-SS9
Selecting Your School	M1, M2, M4, M6	B-LS1, B-LS4, B-LS9	B-SMS1, B-SMS4, B-SMS6	B-SS1, B-SS3
Math Skills Analysis	M1, M3, M4, M5	B-LS1, B-LS5, B-LS7	B-SMS1, B-SMS5, B-SMS6	B-SS
Create a LinkedIn Profile	M1, M4, M6	B-LS1, B-LS2, B-LS3, B-LS4, B-LS5, B-LS7	B-SMS1, B-SMS2, B-SMS3, B-SMS9, B-SMS10	B-SS1, B-SS3, B-SS9
Virtual Job Shadow	M4, M6	B-LS1, B-LS4, B-LS5	B-SMS1, B-SMS3, B-SMS10	B-SS1, B-SS3, B-SS9
Cost of a Career	M6	B-LS1, B-LS7	B-SMS1, B-SMS3, B-SMS4, B-SMS5, B-SMS10	B-SS1
Math Skills Analysis	M5, M6	B-LS1, B-LS7	B-SMS1, B-SMS5	B-SS1
Share to Inspire	M1, M4, M5, M6	B-LS1, B-LS2, B-LS3, B-LS4, B-LS5, B-LS7	B-SMS1, B-SMS3, B-SMS5	B-SS1, B-SS2
Citizenship	M1	B-LS1, B-LS5, B-LS9	B-SMS1, B-SMS2	B-SS1, B-SS2, B-SS5, B-SS9, B-SS10
Citizenship	M1	B-LS1, B-LS5, B-LS9	B-SMS1, B-SMS2	B-SS1, B-SS2, B-SS5, B-SS9, B-SS10

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ASVAB CEP ACTIVITY	ASCA CATEGORY			
	Mindset Standards	Behavior Standards – Learning Strategies	Behavior Standards – Self-Management Skills	Behavior Standards – Social Skills
WEB-BASED TOOLS, TUTORIALS, AND MEDIA CENTER ARTICLES (Support Materials)				
Understanding Your ASVAB Results Tutorial	M4, M5, M6	B-LS4, B-LS5, B-LS7	B-SMS3, B-SMS5, B-SMS6	B-SS1
Taking the FYI Tutorial	M3, M4, M5	B-LS1, B-LS4, B-LS5, B-LS7	B-SMS3, B-SMS8, B-SMS10	B-SS4, B-SS9
Exploring the OCCU-Find Tutorial	M3, M4, M5, M6	B-LS1, B-LS3, B-LS4, B-LS5, B-LS6, B-LS7	B-SMS1, B-SMS3, B-SMS6, B-SMS10	B-SS1, B-SS9
S.M.A.R.T Goal Setting for students	M3, M5, M6	B-LS1, B-LS3, B-LS4, B-LS6, B-LS7	B-SMS1, B-SMS3, B-SMS5, B-SMS6, B-SMS10	B-SS1, B-SS9
Writing a High School Resume that Stands Out	M1, M3, M4, M5	B-LS1, B-LS2, B-LS4, B-LS6, B-LS7	B-SMS1, B-SMS3, B-SMS5, B-SMS8, B-SMS10	B-SS1, B-SS5, B-SS9
What's the Difference? High School vs. College	M6	B-LS1, B-LS8	B-SMS1, B-SMS10	B-SS9
How to get the Most out of a College Visit	M2, M3, M6	B-LS1, B-LS4, B-LS7	B-SMS5, B-SMS10	B-SS1, B-SS6, B-SS9
Seven Things Professors Wish Every Freshman Knew	M2, M3, M5, M6	B-LS3, B-LS4, B-LS6, B-LS8, B-LS10	B-SMS1, B-SMS2, B-SMS3, B-SMS4, B-SMS5, B-SMS6, B-SMS10	B-SS1, B-SS3, B-SS5, B-SS6, B-SS7, B-SS8, B-SS9
What You Need to Know Before Applying to College	M1, M3, M4, M5, M6	B-LS3, B-LS4, B-LS7, B-LS10	B-SMS1, B-SMS2, B-SMS3, B-SMS5, B-SMS8, B-SMS10	B-SS3, B-SS5, B-SS9
What are Colleges Looking for in High School Students	M1, M2, M3, M5, M6	B-LS1, B-LS2, B-LS4, B-LS6, B-LS8	B-SMS1, B-SMS2, B-SMS3, B-SMS5, B-SMS8	B-SS1, B-SS5, B-SS9
Navigating the Decision Making Process	M1, M3, M5	B-LS1, B-LS2, B-LS4, B-LS7	B-SMS1, B-SMS3, B-SMS5, B-SMS6, B-SMS8, B-SMS10	B-SS2, B-SS3, B-SS6, B-SS8, B-SS9
How Volunteer Work Can Help You (And Others)	M1	B-LS4, B-LS10	B-SMS1, B-SMS8, B-SMS10	B-SS4, B-SS5, B-SS9, B-SS10
CTE: For Life After High School	M1, M3, M4, M5, M6	B-LS1, B-LS2, B-LS4, B-LS5, B-LS6, B-LS7, B-LS10	B-SMS1, B-SMS2, B-SMS3, B-SMS5, B-SMS10	B-SS1, B-SS2, B-SS3, B-SS6, B-SS7, B-SS9
What it is, and what it isn't: the Gap Year	M1, M3, M4, M6	B-LS2, B-LS4, B-LS7, B-LS10	B-SMS3, B-SMS4, B-SMS8, B-SMS10	B-SS4, B-SS5, B-SS7, B-SS9
GAP Year Resources ASVAB Career Exploration Program	M2	B-LS1, B-LS4, B-LS7	B-SMS1, B-SMS2, B-SMS3	B-SS1
The Future is Bright	M1, M4, M5, M9	B-LS3, B-LS5	B-SMS1, B-SMS2, B-SMS3, B-SMS5	B-SS3
Public Speaking Skills for Young Adults	M5, M6	B-LS3, B-LS4	B-SMS-3, B-SMS7	B-SS1, B-SS8, B-SS9
Pursue Your Passion	M2, M5	B-LS2, B-LS4, B-LS7	B-SMS1, B-SMS3, B-SMS5	B-SS8
The GAP Year: An Opportunity for Development	M1, M2, M5	B-LS1, B-LS4, B-LS5, B-LS7	B-SMS1, B-SMS2, B-SMS3, B-SMS5, B-SMS9	B-SS3, B-SS8
Time Management Tips for Teens	M2, M3, M6	B-LS1, B-LS3, B-LS4, B-LS5	B-SMS1, B-SMS2, B-SMS3, B-SMS8, B-SMS10	B-SS1, B-SS2, B-SS3
Dealing with Rejection	M2, M6	B-LS1	B-SMS-1, B-SMS2, B-SMS4, B-SMS5, B-SMS7	B-SS2, B-SS3, B-SS9
When Your 1st Choice Doesn't Work Out	M1, M2, M4, M6	B-LS1, B-LS7	B-SMS1, B-SMS2, B-SMS5, B-SMS10	B-SS1, B-SS2, B-SS3
How Important is Your Junior Year, Really?	M1, M2, M4, M5	B-LS1, B-LS3, B-LS4, B-LS5, B-LS7, B-LS8	B-SMS1, B-SMS2, B-SMS3, B-SMS4, B-SMS5	B-SS3, B-SS6
Preparing for Conversations with Recruiters	M2, M5	B-LS1, B-LS3, B-LS5, B-LS7	B-SMS1, B-SMS2, B-SMS5, B-SMS10	B-SS1, B-SS3
Qualified to Serve: Military Eligibility Requirements	M1	B-LS1, B-LS4	B-SMS1, B-SMS2, B-SMS5	B-SS9
What's the Difference? Active Duty vs Reserve	M1, M5	B-LS1, B-LS7	B-SMS-10	
What's the Difference? Enlisted vs Officer?	M2, M4, M5	B-LS1, B-LS3, B-LS4, B-LS5, B-LS7	B-SMS1, B-SMS2, B-SMS3, B-SMS5, B-SMS10	B-SS1, B-SS3
10 Tips to Write a Strong Essay	M1, M2, M4, M6	B-LS1, B-LS2, B-LS3	B-SMS1, B-SMS2, B-SMS3, B-SMS5, B-SMS10	B-SS1, B-SS2, B-SS3, B-SS5, B-SS6
Cut Down the Cost of College	M4	B-LS1, B-LS3, B-LS5	B-SMS1, B-SMS2, B-SMS4, B-SMS10	B-SS1, B-SS3
Why You Should Get an internship	M1, M4, M5	B-LS1, B-LS2, B-LS3, B-LS4	B-SMS1, B-SMS2, B-SMS3	B-SS1, B-SS3, B-SS6, B-SS7, B-SS10
What's an Apprenticeship and Why You Should Consider One	M1, M2, M5	B-LS1, B-LS4, B-LS7	B-SMS1, B-SMS2, B-SMS4, B-SMS5	B-SS1, B-SS3, B-SS9
Choosing a Career: Work Values	M1, M6	B-LS1, B-LS2, B-LS4, B-LS7	B-SMS1, B-SMS8, B-SMS10	B-SS2, B-SS5, B-SS7, B-SS9
Advice for First-Generation College Students	M1, M2, M3, M4, M5, M6	B-LS1, B-LS2, B-LS4, B-LS7, B-LS9	B-SMS1, B-SMS2, B-SMS4, B-SMS5, B-SMS6, B-SMS10	B-SS3, B-SS8
What's an Apprenticeship and Why You Should Consider One	M1, M2, M5	B-LS1, B-LS4, B-LS7	B-SMS1, B-SMS2, B-SMS4, B-SMS5	B-SS1, B-SS3, B-SS9

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Choosing a Career: Work Values	M1, M6	B-LS1, B-LS2, B-LS4, B-LS7	B-SMS1, B-SMS8, B-SMS10	B-SS2, B-SS5, B-SS7, B-SS9
Advice for First-Generation College Students	M1, M2, M3, M4, M5, M6	B-LS1, B-LS2, B-LS4, B-LS7, B-LS9	B-SMS1, B-SMS2, B-SMS4, B-SMS5, B-SMS6, B-SMS10	B-SS3, B-SS8
What Career is Right for Me?	M1, M3, M4, M5, M6	B-LS2, B-LS4, B-LS7, B-LS9	B-SMS1, B-SMS2, B-SMS3, B-SMS5	B-SS3
How to Prepare for the ASVAB	M1, M3, M4	B-LS1, B-LS4	B-SMS1, B-SMS2, B-SMS7	B-SS1
Entering the Workforce: The impact of Covid-19	M4, M5	B-LS1, B-LS2, B-LS4	B-SMS1, B-SMS2, B-SMS5, B-SMS10	B-SS1, B-SS3, B-SS10
Alternatives to College	M3, M4, M5	B-LS1, B-LS2, B-LS4, B-LS7, B-LS9	B-SMS1, B-SMS2, B-SMS3, B-SMS4, B-SMS5	B-SS1
High Paying Careers without a College degree	M3, M4, M5	B-LS1, B-LS4, B-LS7	B-SMS1, B-SMS3, B-SMS5	B-SS1
How to be productive over summer break	M1, M3, M5	B-LS2, B-LS4, B-LS7, B-LS9, B-LS10	B-SMS1, B-SMS2, B-SMS3, B-SMS5, B-SMS8	B-SS5, B-SS7
Ways to Demonstrate Leadership and How it Helps	M1, M2, M4, M5	B-LS1, B-LS2, B-LS3, B-LS4, B-LS6, B-LS10	B-SMS1, B-SMS2, B-SMS6, B-SMS10	B-SS2, B-SS3, B-SS5, B-SS6, B-SS7
Using all your options: College, the Military, and Work-based Learning	M3, M4, M5, M6	B-LS1, B-LS2, B-LS4, B-LS7, B-LS9	B-SMS1, B-SMS2, B-SMS4, B-SMS5, B-SMS10	
How to set and reach your new School Year goals	M1, M3, M4, M5	B-LS1, B-LS2, B-LS3, B-LS4, B-LS7, B-LS9, B-LS10	B-SMS1, B-SMS2, B-SMS5, B-SMS6	B-SS1, B-SS3
Use your first job to gain work experience and build your resume.	M1, M3, M4, M5	B-LS1, B-LS3, B-LS6, B-LS7	B-SMS1, B-SMS2, B-SMS3, B-SMS5	B-SS1, B-SS3, B-SS7
Soldier Stories: Life in the Military	M1, M3, M4	B-LS1, B-LS4, B-LS7, B-LS9	B-SMS1, B-SMS2, B-SMS3, B-SMS4, B-SMS5, B-SMS6, B-SMS10	B-SS9
What can I do this summer to prepare for my future?	M1, M4	B-LS1, B-LS7	B-SMS1, B-SMS2, B-SMS5	B-SS3
What it is, and what it isn't: the College Experience	M1, M4, M6	B-LS1, B-LS4, B-LS9, B-LS10	B-SMS1, B-SMS2, B-SMS3, B-SMS10	B-SS1, B-SS2, B-SS3, B-SS9, B-SS10



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