

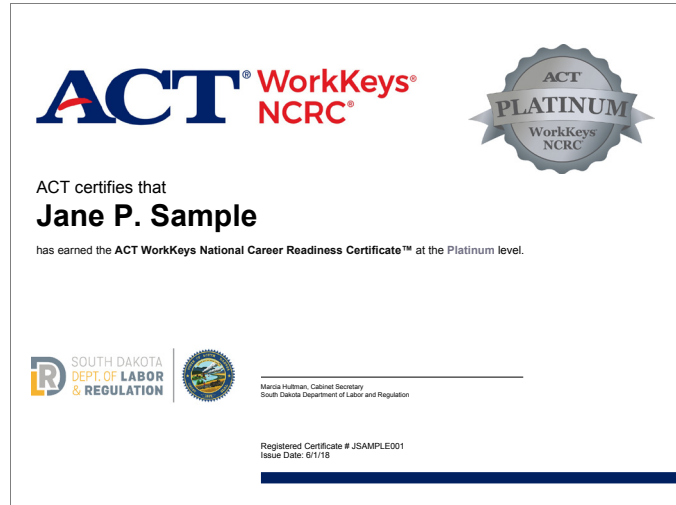


CORE ASSESSMENTS FOR CERTIFICATION



NationalCareerReadiness.org

NATIONAL CAREER READINESS CERTIFICATE



Now more than ever, America needs a strong, skilled workforce to overcome today's challenges. The National Career Readiness Certificate is the work-related skills credential. The Certificate provides fair and objective measurement of workplace skills that can be accepted nationwide. Take a stand. Stand up for a skilled workforce. Stand out from the crowd. The National Career Readiness Certificate-issued by ACT.

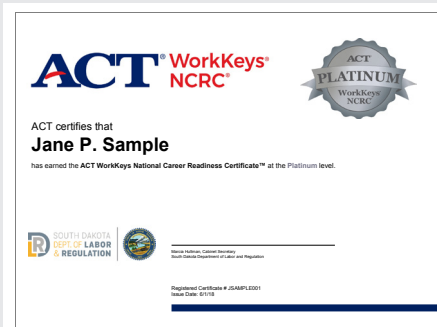
The National Career Readiness Certificate is composed of three WorkKeys® assessments that measure skills critical to on-the-job success:

APPLIED MATH measures the extent to which individuals can use the mathematical skills needed in the workplace, where the ability to think problems through to find and evaluate solutions is important. The assessment measures skills that individuals use when they apply mathematical reasoning and problem-solving to work-related problems.

GRAPHIC LITERACY measures an essential 21st century workplace skill that employees use to find, summarize, compare, and analyze information to make decisions using graphical resources such as, but not limited to tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, and blueprints.

WORKPLACE DOCUMENTS measures the skills people use when they read and use written text in order to do a job. The documents – which include messages, emails, letters, directions, signs, notices, bulletins, policies, and regulations – are based on material that reflects actual reading demands of the workplace. On the assessment, test takers must be able to read these documents in order to identify the main ideas, identify important details, determine appropriate steps of actions, and make appropriate decisions and inferences in workplace settings.

The Certificate is Awarded at Four Levels Based on Your Performance on the Assessments:



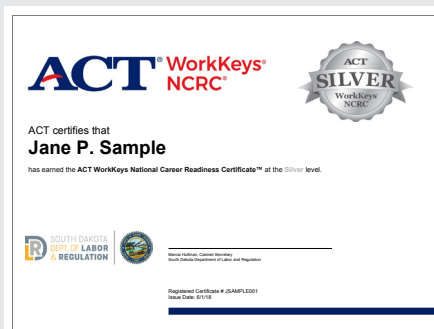
PLATINUM

Skills for 99% of the jobs in ACT's extensive database of occupational profiles—the largest of its kind.



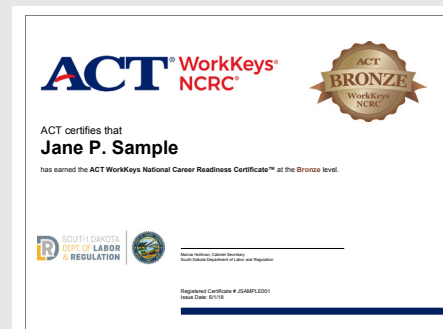
GOLD

Skills for 93% of the jobs in our database.



SILVER

Skills for 67% of the jobs in our database.



BRONZE

Skills for 16% of the jobs in our database

CAREER SEEKERS prove they're the most skilled for the job.

EMPLOYERS get the most skilled employees by asking applicants for the certificate.

ECONOMIC DEVELOPERS use the certificate to document workforce skills, benefiting local employers while helping to attract expanding and relocating businesses.

EDUCATORS utilize the certificate system's benchmarks to ensure students are ready for the workplace.

ACT is an independent, not-for-profit organization that provides a broad range of assessment, research, information, and program management services in the areas of education and workforce development. Learn more at act.org.

The WorkKeys System, developed by ACT, is the gold standard in workplace assessment used by thousands of companies throughout the world. Learn more at workkeys.com.

WORKKEYS SKILL SCORES

Each of the WorkKeys core assessments generates Level Scores and Scale Scores. Both types of scores indicate an individual's ability to perform more complex skills as the scores increase.

LEVEL SCORES can be used by employers for selection, promotion, or other individual high-stakes purposes. The scores are designed to be used with the WorkKeys job profiling process for employee selection and promotion decisions. Level Scores consist of a range of five broad score bands across performance range.

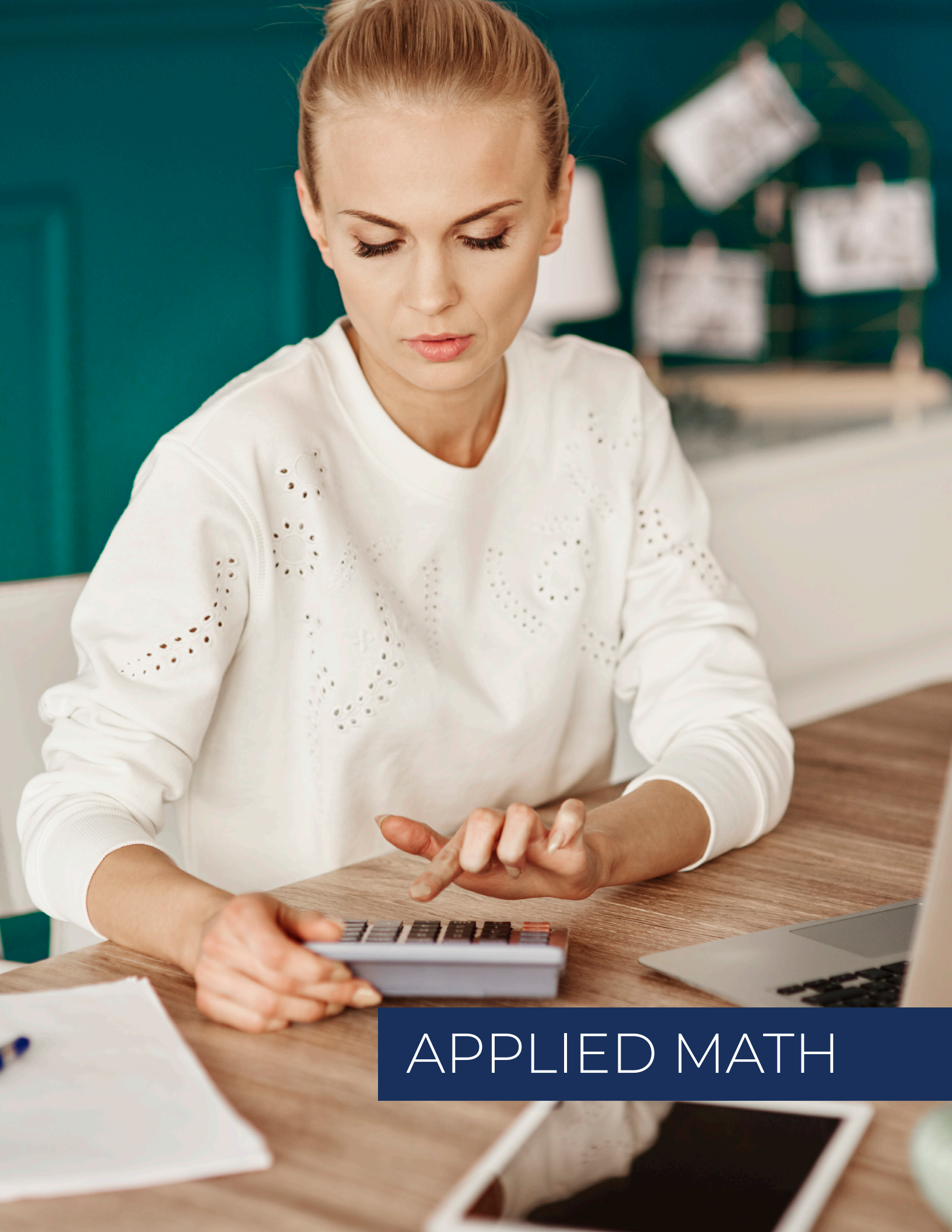
SCALE SCORES can be used to show growth over time, provide group comparisons in outcomes measurements, and show evidence of ability to benefit. Educators and trainers frequently assess the achievement of their students by administering a pre-test and a post-test in selected subject areas. The Scale Scores can be used to determine improvement as they are finer-grained and sensitive to subtle score changes. Scale scores are not to be used for hiring or promotion decisions. They are specifically provided for use by education and training organizations to measure growth over time.

USING THE CORE ASSESSMENTS BOOKLET

The tables in this booklet are designed to help individuals, employers, educators, and trainers understand the content of the three WorkKeys tests used in the National Career Readiness Certificate.

THE TABLES INCLUDE:

- The skill levels for each test
- Competencies that individuals are expected to demonstrate at each level
- Characteristics of the questions provided at each level
- A sample test item for each skill level
- Item distribution guidelines that relate to each skill level
- Information about how skills are assessed in relation to specific applications



APPLIED MATH

LEVEL SCORE 3

SCALE SCORE 72–75

INDIVIDUALS WITH LEVEL 3 SKILLS CAN:

- Solve problems that require a single type of mathematics operation. They add or subtract either positive or negative numbers (such as 10 or -2). They multiply or divide using only positive numbers (such as 10).
- Convert a familiar fraction (such as $\frac{1}{2}$ or $\frac{1}{4}$ to a decimal) and convert from a decimal to a common fraction; OR convert between decimals to percentages (such as 0.75 to 75%).
- Convert between familiar units of money and time (such as one hour equals 60 minutes or $\frac{1}{2}$ of a dollar equals \$0.50).
- Add the prices of several products together to find the total, and calculate the correct change for a customer.

SAMPLE ITEM:*

In your job as a cashier, a customer gives you a \$20 bill to pay for a can of coffee that costs \$3.84. How much change should you give back?

- A.** \$15.26
- B.** \$16.16
- C.** \$16.26
- D.** \$16.84
- E.** \$17.16

LEVEL SCORE 4

SCALE SCORE 76–79

INDIVIDUALS WITH LEVEL 4 SKILLS CAN:

- Solve problems that require one or two mathematical operations. They can add, subtract, or multiply positive or negative numbers (such as 10 or -2), and they can divide positive numbers (such as 10).
- Calculate averages or mean of a set of numbers (such as $\frac{10+11+12}{3}$). For this, they may use whole numbers and decimals.
- Figure out simple ratios (such as $\frac{3}{4}$), simple proportions (such as 10/100 cases), or rates (such as 10 mph).
- Add commonly known fractions, decimals, or percentages (such as $\frac{1}{2}$, .75, or 25%).
- Add up to three fractions that share a common denominator (such as $\frac{1}{4} + \frac{3}{4} + \frac{1}{4}$).
- Multiply a mixed number (such as $12\frac{1}{8}$) by a whole number or decimal.
- Put the information in the right order before performing calculations.

SAMPLE ITEM:*

Over the last 5 days, you made the following number of sales calls: 8, 7, 9, 5, and 7. On the average, how many calls did you make each day?

- A.** 5.8
- B.** 7.0
- C.** 7.2
- D.** 9.0
- E.** 36.0

Answers to the sample Applied Math questions can be found on page 31.

INDIVIDUALS WITH LEVEL 5 SKILLS CAN:

- Decide what information, calculations, or unit conversions to use to find the answer to the problem
- Add and subtract fractions with unlike denominators (such as $\frac{1}{2} - \frac{1}{4}$).
- Convert units within or between systems of measurement (e.g., time, measurement, quantity) where the conversion factor is given either in the problem or in the formula sheet.
- Solve problems that require mathematical operations using mixed units (such as adding 6 feet and 4 inches to 3 feet and 10 inches, or subtracting 4 hours and 30 minutes from 3.5 hours).
- Identify the best deal using one- or two-step calculations that meet the stated conditions.
- Calculate the perimeter or circumference of a basic shape, or calculate the area of a basic shape.
- Calculate a given percentage of a given number and then use that percentage to find the solution to a problem (e.g., find the percentage and then use it to find the discount, markup, or tax).
- Identify where a mistake occurred in a calculation (such as identifying the row in a spreadsheet where a problem occurred).

SAMPLE ITEM:

You work in a furniture repair shop and are taking apart an old table to refinish it. You are trying to remove a bolt with a wrench. You tried a wrench size of $\frac{1}{2}$ inch but found that it was slightly too big. Your wrenches are sized in $\frac{1}{16}$ -inch increments. What size wrench should you try next?

- A. $\frac{1}{32}$
- B. $\frac{3}{8}$
- C. $\frac{7}{16}$
- D. $\frac{9}{16}$
- E. $\frac{5}{8}$

Answers to the sample Applied Math questions can be found on page 31.

INDIVIDUALS WITH LEVEL 6 SKILLS CAN:

- Use fractions with unlike denominators and calculate reverse percentages.
- Convert units within or between systems of measurement (e.g., time, measurement, and quantity) where multiple-step conversions are required and the formulas are provided such as converting from kilometers to meters to feet.
- Identify why a mistake occurred in a solution.
- Find the best deal from a group of solutions and then use the result for another calculation.
- Find the area of basic shapes when it may be necessary to rearrange a formula, convert units of measurement in the calculations, or use the result in further calculations.
- Calculate the volume of rectangular solids (e.g., cubes)
- Calculate rates, production rates, rate by time (such as, production rate is 59 cups produced per hour, how many will be produced in an 8-hour shift).
- Identify the correct equation for solving a problem.

SAMPLE ITEM:

You are preparing to tile the floor of a rectangular room that is $15\frac{1}{2}$ feet by $18\frac{1}{2}$ feet in size. The tiles you plan to use are square, measuring 12 inches on each side, and are sold in boxes that contain enough tile to cover 25 square feet. How many boxes of tiles must you order to complete the job?

- A.** 11
- B.** 12
- C.** 34
- D.** 59
- E.** 287

Answers to the sample Applied Math questions can be found on page 31.

INDIVIDUALS WITH LEVEL 7 SKILLS CAN:

- Solve problems that include ratios, rates, or proportions when at least one of the quantities is a fraction.
- Identify the reason for a mistake.
- Convert between units of measurement using fractions, mixed numbers, decimals, and percentages.
- Calculate volumes of spheres, cylinders, or cones.
- Set up and manipulate ratios, rates, or proportions where at least one of the quantities is a fraction.
- Determine the better economic value of several alternatives by using graphics, or by determining the percentage difference, or by determining unit cost.
- Apply basic statistical concepts, for example, calculate the weighted mean, interpret measures of central tendency, or interpret measures of spread and tolerance.

SAMPLE ITEM:

The farm where you just started working has a vertical cylindrical oil tank that is 2.5 feet across on the inside. The depth of the oil in the tank is 2 feet. If 1 cubic foot of space holds 7.48 gallons, about how many gallons of oil are left in the tank?

- A.** 37
- B.** 59
- C.** 73
- D.** 230
- E.** 294

Answers to the sample Applied Math questions can be found on page 31.



APPLIED MATH: ITEM DISTRIBUTION GUIDELINES

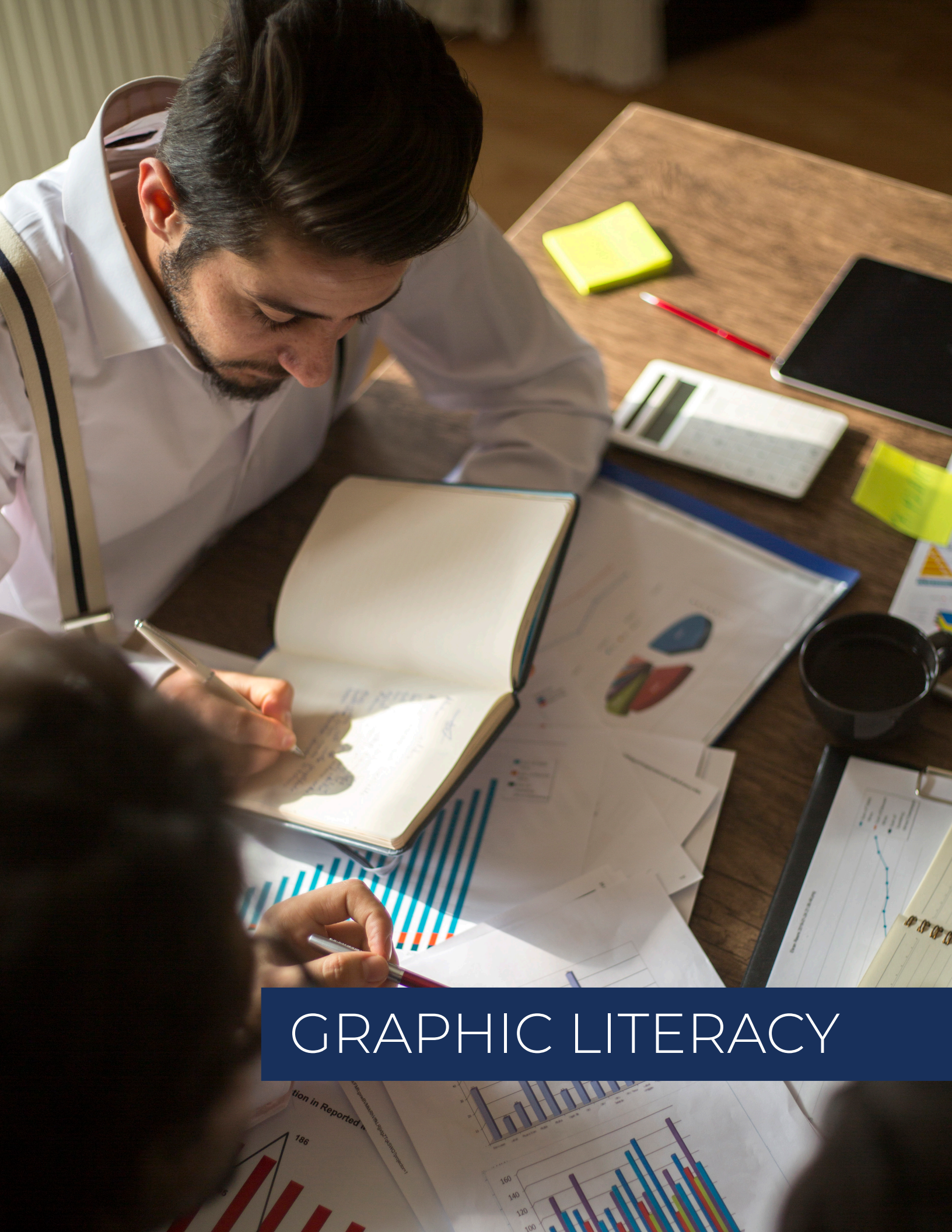
Applied Math test items are designed to assess the following skills. The number of items per level also is provided.

Domain	Number per Level					Total
	Level 3	Level 4	Level 5	Level 6	Level 7	
1.0 Basic Operations with Numbers including Decimals	4	2	0	0	0	6
2.0 Fractions	1	2	1	0	0	4
3.0 Percentages/Ratios/Proportions	0	1	1	2	1	5
4.0 Unit Conversions	1	0	2	1	1	5
5.0 Geometric Measurement	0	0	1	1	1	3
6.0 Applied Mathematical Reasoning	0	1	2	2	3	8
Total Item Count	6	6	7	6	6	31

Applied Math Item Application

Applied Math skills are assessed in problems that involve:

Application	Number per Level					Total
	Level 3	Level 4	Level 5	Level 6	Level 7	
Quantity	0-4	0-4	0-4	0-4	0-4	4-9
Money	0-4	0-4	0-4	0-4	0-4	4-9
Time	0-4	0-4	0-4	0-4	0-4	4-9
Measurement	0-4	0-4	0-4	0-4	0-4	4-9
Total	6	6	7	6	6	31



GRAPHIC LITERACY



ITEMS AT THIS LEVEL:

- Include workplace graphics developed at the simple and low-moderate levels of complexity.

INDIVIDUALS WITH LEVEL 3 SKILLS CAN:

- Locate and find information in a graphic.
- Use a graphic to identify the next step in a process.

SAMPLE ITEM

Air traffic controllers use different lights on top of the signal tower to communicate with pilots on the ground and in flight.

Airport Light Signals		
Color and type of signal	To aircraft on the ground	To aircraft in flight
Steady green	Cleared for takeoff	Cleared to land
Flashing green	Cleared to taxi	Return for landing (to be followed by steady green at proper time)
Steady red	Stop	Give way to other aircraft and continue circling
Flashing red	Taxi clear of runway in use	Airport unsafe—Do not land
Flashing white	Return to starting point on runway	N/A
Alternating red & green	General warning signal—Exercise extreme caution	

What message does a steady red light indicate to an aircraft on the ground?

- A.** Cleared for takeoff
- B.** Exercise extreme caution
- C.** Stop
- D.** Taxi clear of runway in use

Answers to the sample Graphic Literacy questions can be found on page 31.

ITEMS AT THIS LEVEL:

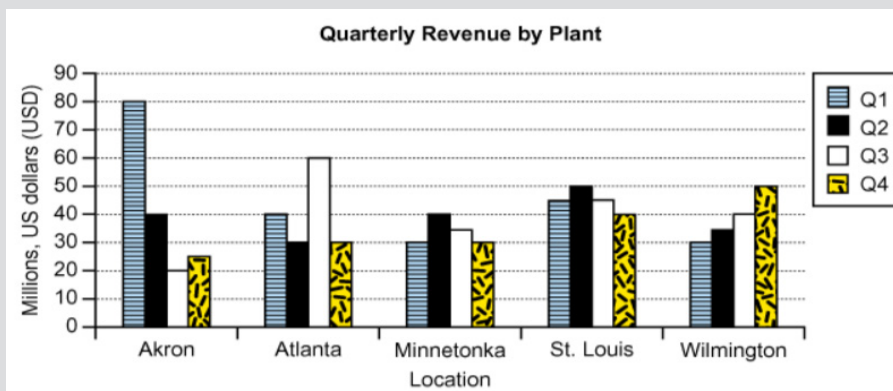
- Include workplace graphics developed at the low- and high-moderate levels of complexity.

INDIVIDUALS WITH LEVEL 4 SKILLS CAN:

- Locate information in a graphic using information found in a second graphic.
- Compare two or more pieces of information.
- Identify a trend, pattern, or relationship.
- Make an inference or decision.
- Identify the graphic that accurately represents the data.

SAMPLE ITEM

A financial analyst reviews one year's quarterly revenue numbers to plan for future business expansions.



Which plant location increased revenue in each quarter?

- A. Atlanta
- B. Akron
- C. Minnetonka
- D. Wilmington

Answers to the sample Graphic Literacy questions can be found on page 31.

ITEMS AT THIS LEVEL:

- Include workplace graphics developed at the low-moderate, high-moderate, and difficult levels of complexity.

INDIVIDUALS WITH LEVEL 5 SKILLS CAN:

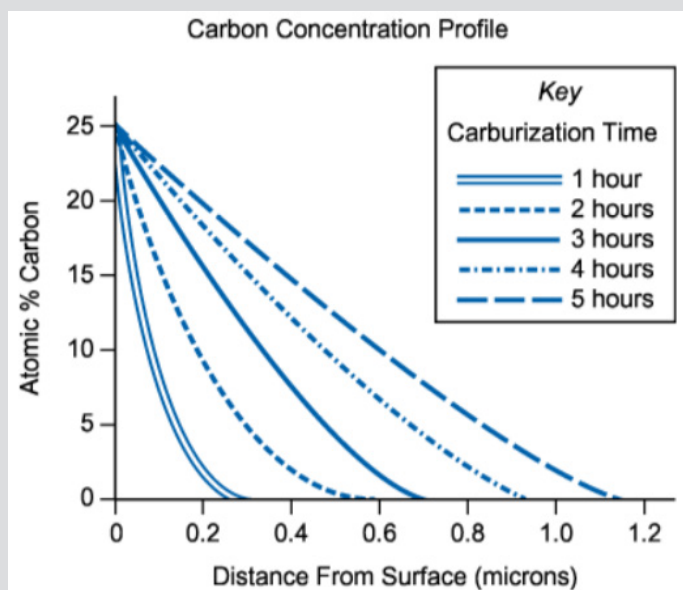
- Locate information in a graphic using information found in another graphic.
- Compare two or more pieces of information.
- Identify a trend, pattern, or relationship.
- Make an inference or decision.
- Identify the graphic that accurately represents the data.
- Compare two or more trends/patterns/relationships.
- Interpret a trend/pattern/relationship.
- Make a reasonable inference or decision based on one graphic finding information in another graphic.
- Justify a decision or inference based on information.
- Identify the most effective graphic given a defined purpose.
- Justify the most effective graphic given a defined purpose.

SAMPLE ITEM

A manufacturer uses a chart to determine the best carburization time needed to make steel stronger.

What approximate carburization time is needed to achieve 5% atomic carbon at a distance from the surface of 0.4 microns?

- A. 1 hour
- B. 1.5 hours
- C. 2 hours
- D. 2.5 hours



Answers to the sample Graphic Literacy questions can be found on page 31.

ITEMS AT THIS LEVEL:

- Include workplace graphics developed at the high-moderate and difficult levels of complexity.

INDIVIDUALS WITH LEVEL 6 SKILLS CAN:

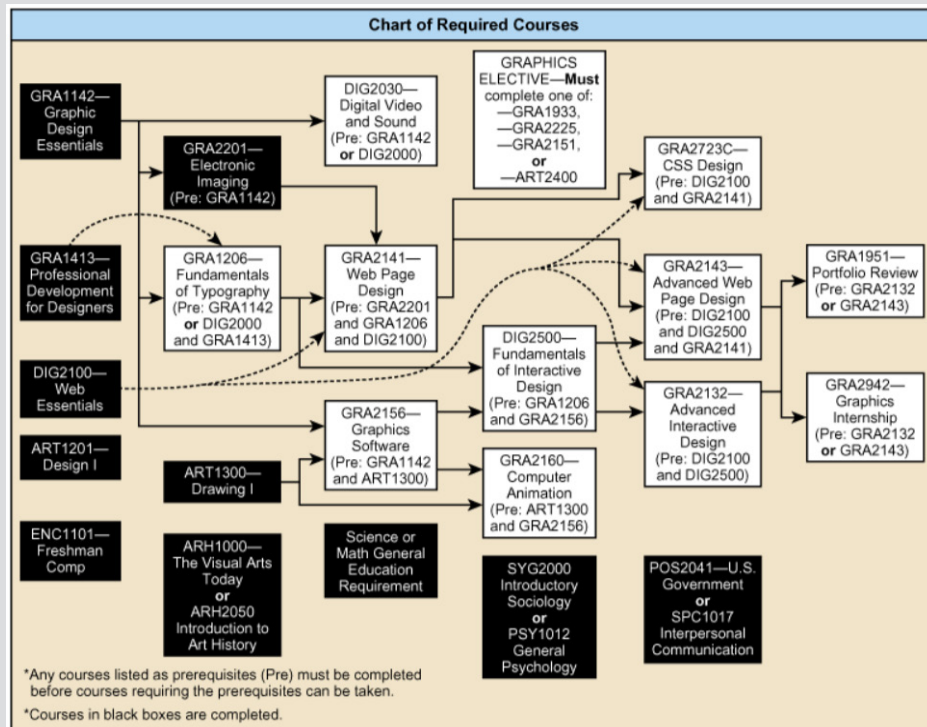
- Locate information in a graphic using information found in another graphic
- Compare two or more pieces of information
- Identify a trend/pattern/relationship
- Make an inference or decision
- Identify the graphic that accurately represents the data
- Compare two or more trends/patterns/relationships
- Interpret a trend/pattern/relationship
- Make a reasonable inference or decision based on one graphic after finding information in another graphic
- Justify an inference or decision based on information
- Identify the most effective graphic given a defined purpose
- Justify the most effective graphic given a defined purpose

SAMPLE ITEM

An academic advisor uses a chart showing required courses to assist students.

Which prerequisite(s) for GRA2141 has this student completed?

- A. DIG2100 only
- B. GRA1206 only
- C. GRA1206 and GRA2201
- D. GRA 2201 and DIG2100



Answers to the sample Graphic Literacy questions can be found on page 31.

LEVEL SCORE 7

SCALE SCORE 86–90

ITEMS AT THIS LEVEL:

- Include workplace graphics developed at the difficult levels of complexity.

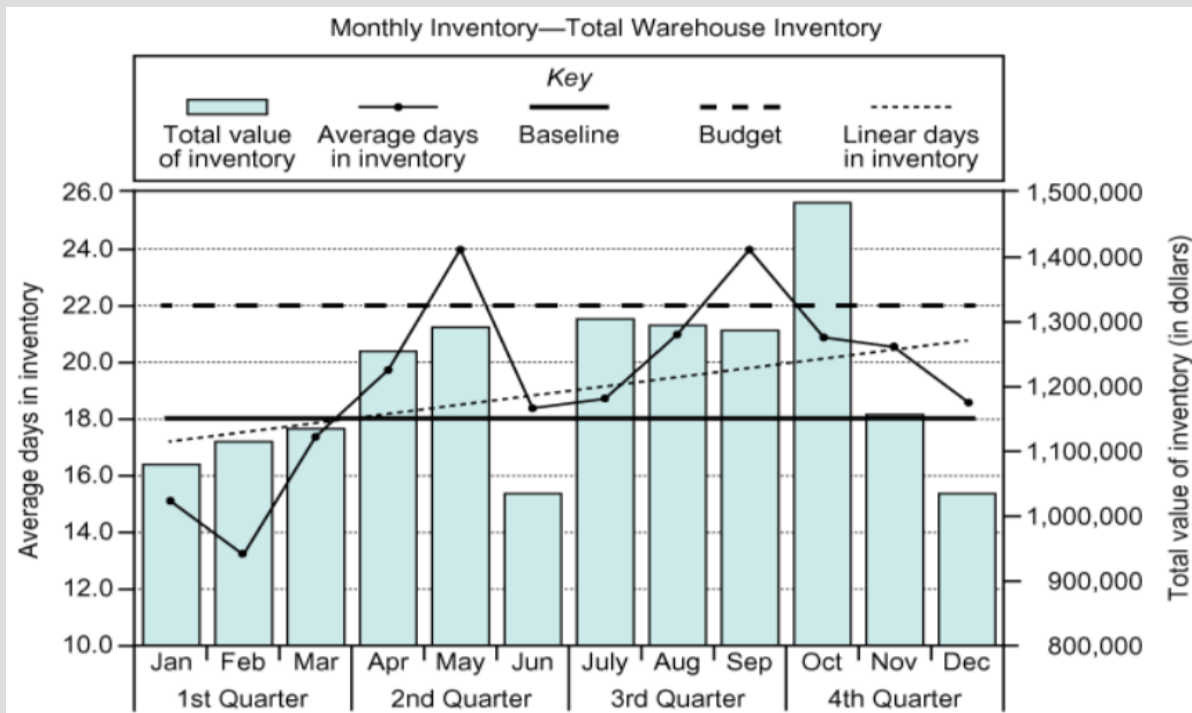
INDIVIDUALS WITH LEVEL 7 SKILLS CAN:

- Compare two or more trends/patterns/relationships
- Interpret a trend/pattern/relationship
- Make a reasonable inference or decision based on one graphic after finding information in another graphic
- Justify an inference or decision based on information
- Identify the most effective graphic given a defined purpose
- Justify the most effective graphic given a defined purpose



SAMPLE ITEM

A manager tracks the total value of warehouse inventory and the average number of days an item spends in inventory before being sold each month.



Which month reflects an increase in total value of inventory from the prior month with the largest drop in average days in inventory?

- A.** December
- B.** February
- C.** June
- D.** October

Answers to the sample Graphic Literacy questions can be found on page 31.

GRAPHIC LITERACY: ITEM DISTRIBUTION GUIDELINES

Graphic Literacy test items are designed to assess test takers' ability to solve problems using the following types of graphics. The number of items per graphic complexity level is provided.

Graphic Complexity Categories	Overall Graphic Literacy Level					Total
	Level 3	Level 4	Level 5	Level 6	Level 7	
Simple	3	0	0	0	0	3
Low-moderate	1	5-6	1-2	0	0	7-9
High-moderate	0	1	6-7	1-2	0	7-9
Difficult	0	0	0-1	6-7	5	11-13
Total Number of Items	4	6-7	8-9	7-9	5	32

Graphic Literacy Item Distribution by Skill

Graphic Literacy items in each test form are designed to assess the following skills at each of the levels. At the lower levels, the skills focus on finding and locating. At the higher levels, the skills focus on using information to make decisions.

Skill Domain	Overall Graphic Literacy Level					Total
	Level 3	Level 4	Level 5	Level 6	Level 7	
Locate Information	4	1-4	1-3	1-2	0	10-13
Assess Trends, Patterns, and Relationships	0	1-3	1-3	1-3	1-2	6-11
Make Inferences or Decisions	0	1-3	1-3	1-3	1-2	6-11
Select the Graphics to Represent Information	0	0-1	0-1	1-2	1-2	3-4
Total Number of Items	4	6-7	8-9	7-9	5	32



WORKPLACE DOCUMENTS

LEVEL SCORE 3

SCALE SCORE 72-76

MATERIALS AT THIS LEVEL:

- Include basic reading materials (company policies, procedures, and announcements)
- Are short and simple, with no extra information
- Are stated clearly and directly
- Use common and familiar words

ITEMS AT THIS LEVEL:

- Focus on the main points of the passages
- Use wording that is similar or identical to the wording used in the reading materials

INDIVIDUALS WITH LEVEL 3 SKILLS CAN:

- Identify main ideas
- Identify specific details
- Choose when to perform each step in a short series of steps
- Apply information/instructions to a situation that is the same as the situation described in the document



SAMPLE ITEM:

You are a cashier. According to the notice shown, what should you write on a store employee's receipt?

- A.** The employee's identification number
- B.** The employee's department number
- C.** The amount of sales tax
- D.** The 20% discount price
- E.** Your initials

Attention Cashiers:

All store employees will now get 20% off the price of clothes they buy here. Please follow the new directions listed below.

Selling clothes to employees

- Ask to see the employee's store identification card.
- Enter the employee's department code number into the cash register.
- Use the cash register to take 20% off the price. Then push the sales tax button.
- Write your initials on the sales receipt.
- Sell clothes to employees during store hours only.

Accepting clothing returns from employees

- Employees receive a store credit certificate for clothes they return to the store
- Store credit certificates are next to the gift certificates
- Employees may not get a cash refund for clothes they return to the store

Answers to the sample Workplace Documents questions can be found on page 31.

MATERIALS AT THIS LEVEL:

- Include company policies, procedures, and notices
- Are straightforward with some longer sentences
- May contain conditional situations
- Use common words, but may also include some advanced words
- Tend to include greater detail in the text
- Describe procedures that include several steps

ITEMS AT THIS LEVEL:

- Require individuals to think about changing conditions that affect what they should do when following procedures
- Require individuals to paraphrase text from the document

INDIVIDUALS WITH LEVEL 4 SKILLS CAN:

- Identify the main idea
- Identify specific details
- Use the information in the document to figure out the meaning of words or phrases that are not defined
- Apply information/instructions to a situation that is the same as the situation described in the document
- Choose what to do when changing conditions call for a different action



SAMPLE ITEM:

You are a stylist at Under-Cuts Hair Salon. According to the memo shown, why are prices changing?

- A.** Customer loyalty has decreased.
- B.** Not enough take-home products are being sold.
- C.** Rent and utilities have increased.
- D.** Things are stressful at the home office.
- E.** Wage and supply costs have gone up.

To: Under-Cuts Hair Salon #64 employees

Re: Price increases

The home office has informed us of new treatment prices: Haircuts will be \$30, a haircut and shampoo will be \$35, highlighting will be \$45, permanents will be \$55, and straightening will be \$65.

Buy-one-get-one-free haircut coupons can be given over the next several weeks to help maintain customer loyalty.

Choices requiring the most employee time and/or supplies have the biggest price increases. Changes are in response to rent and utilities increases. Record all negative customer comments in the daily log. The home office also stressed the need to increase take-home merchandise sales. See the general manager with any questions you may have.

Answers to the sample Workplace Documents questions can be found on page 31.

MATERIALS AT THIS LEVEL:

- Include policies, procedures, announcements, contracts, legal documents, and multiple-related documents
- Include all needed information, but may require inferences
- Are stated clearly and directly, but the materials have many details (including some extraneous information)
- Include unfamiliar words, professional jargon, technical terms, and acronyms; may require understanding context to determine meaning

ITEMS AT THIS LEVEL:

- Require application of information given in the passage to a situation that is not specifically described in the passage
- Require several considerations to be taken into account in order to choose the correct actions

INDIVIDUALS WITH LEVEL 5 SKILLS CAN:

- Identify specific details
- Infer the correct meaning of a word or phrase from context
- Apply information/instructions to a new situation that is similar to the one described in the document while considering changing conditions
- Apply information/instructions that include conditions to situations described in the document
- Apply technical terms and jargon to stated situations
- Make inferences to accomplish a goal

SAMPLE ITEM:

When you are following these instructions, you can still wear the smock you selected even if:

- A.** It has a small tear in the left sleeve.
- B.** Its collar was touched by your just-dried hands.
- C.** Its right sleeve has been dragged on the floor.
- D.** The collar has a broken fastener.
- E.** The zipper of the smock does not close all the way.

SMOCKROOM

This room is divided into areas; the smock area and the fab shoe area are separated by a red line across the floor. The smock area is demarcated by the entrance and exit doors of the smockroom and also by the red line across the floor of the smockroom. The fab shoe area is demarcated by the red line and the air shower entrance.

Remove jewelry and store it inside the assigned locker near the door to the shoerom. Wipe down all approved production-related items with clean wipes. This minimizes the risk of contaminants in the fab area. Wash hands at hand washer for a full cycle and dry completely under hand dryer.

Select smock: visually check hood for tears and holes. If a tear or hole is found, replace the hood. Put on the hood and cleanroom safety glasses. Remove smock from hanger, keeping top half of the smock from touching the floor. Visually inspect smock, checking for tears and holes, and replace it if necessary.

Put on the smock, tucking the hood neatly underneath the smock. Fasten smock zippers completely and the smock collar. Clip your cleanroom badge on the chest strap. Obtain a new pair of gloves from the dispenser. Roll back smock sleeve, put on one glove and roll sleeve back over the cuff of the glove so it is not exposed. Do not touch the outside glove surface with bare hands. This is to reduce contamination of the gloves.

Answers to the sample Workplace Documents questions can be found on page 31.

LEVEL SCORE 6

SCALE SCORE 83–85

MATERIALS AT THIS LEVEL:

- Include policies, procedures, announcements, contracts, legal documents, and multiple-related documents
- Contain complex sentences and may contain conditional statements
- Contain implied information
- Contain challenging words, professional jargon and technical words; word meaning may need to be determined by context

ITEMS AT THIS LEVEL:

- Require application of information given in the passage to a situation that is not specifically described in the passage
- Require several considerations to be taken into account in order to choose the correct actions

INDIVIDUALS WITH LEVEL 6 SKILLS CAN:

- Infer implied details
- Infer the meaning of an acronym, jargon, or technical term from context
- Apply information/instructions to a situation not directly described in the document or to a completely new situation
- Identify the rationale behind an entire document or section of a document



SAMPLE ITEM:

From: J. Kimura, Senior Vice President of Molten Metals, Inc.

To: All e-mail users at Molten Metals, Inc.

To permit our employees to communicate directly with one another as well as with vendors and customers, Molten Metals, Inc. provides a network of e-mail accounts. Access to e-mail is at the sole discretion of Molten Metals, Inc., and we will determine who is to be so empowered. Under President Duarte's leadership, all messages sent and received (even those intended as personal) are treated as business messages. Molten Metals, Inc. has the capability to and reserves the right to access, review, copy, and delete any messages sent, received, or stored on the company e-mail server. Molten Metals, Inc. will disclose these messages to any party (inside or outside the company) it deems appropriate. Employees should treat this server as a constantly reviewed, shared file stored in the system.

Due to the reduced human effort required to redistribute electronic information, a greater degree of caution must be exercised by employees transmitting MM, Inc. confidential information using company e-mail accounts. Confidential information belonging to MM, Inc. is important to our independence and should never be transmitted or forwarded to persons or companies not authorized to receive that information. Likewise, it should not be sent or forwarded to other employees inside the company who do not need to know that information.

MM, Inc. strongly discourages the storage of large numbers of e-mail messages for a number of reasons. First, because e-mail messages frequently contain company confidential information, it is good to limit the number of such messages to protect the company's information. Second, retention of messages fills up large amounts of storage space on the e-mail server and personal hard disks, and can slow down the performance of both the network and individual personal computers. Finally, in the event that the company needs to search the network server, backup tapes, or individual hard disks for genuinely important documents, the fewer documents it has to search through, the more economical the search will be. Therefore, employees are to delete as soon as possible any e-mail messages they send or receive.

Based on the memo shown, personal messages transmitted or received using Molten Metals, Inc., e-mail accounts will be:

- A.** Automatically deleted upon detection.
- B.** Avoided by server staff to save company time.
- C.** Forwarded to private, personal accounts.
- D.** Grounds for personnel action.
- E.** Treated no differently from other messages.

Answers to the sample Workplace Documents questions can be found on page 31.

MATERIALS AT THIS LEVEL:

- Include policies, procedures, announcements, contracts, legal documents, and multiple-related documents
- Use complex sentences with many details; may cover uncommon topics or contain conditional situations
- Include complicated concepts
- Include implied and extraneous information
- Use advanced vocabulary, technical terms, and professional jargon

ITEMS AT THIS LEVEL:

- Require readers to draw conclusions from some parts of the reading and apply them to other parts
- Require several considerations to be taken into account in order to choose the correct action

INDIVIDUALS WITH LEVEL 7 SKILLS CAN:

- Infer implied details
- Infer the meaning of an acronym, jargon, or technical term from context
- Apply information/instructions in a passage to a situation not directly described in the document or to a completely new situation
- Identify the rationale behind an entire document or section of a document



SAMPLE ITEM:

You are a clerk for the City of Astoria. The city removed a sign from a business because the sign was determined to be in an unsafe condition. The manager of the business would like to know who approved its removal. Based on the document shown, approval for the sign's removal would have come from the:

- A.** Building and Zoning Department.
- B.** Bylaw enforcement officer.
- C.** City Council.
- D.** State Government Agencies.
- E.** Signage officer.

CITY OF ASTORIA BYLAW NO. 116

4.2 Under this Bylaw, the City reserves the right to require the removal, at any time, of existing signs or structures that are wholly or partially located on or over municipal property or on a highway right-of-way, except those erected by the City, State Government Agencies, or authorized Utility Companies.

Violation and Enforcement:

4.3 As determined by the signage officer, any person who:

violates, causes, or allows any of the provisions of this Bylaw to be violated; or

fails to comply with any provision of this Bylaw or applicable statute; or refrains from doing anything required under the provisions of this Bylaw; or

Obstructs, or seeks or attempts to prevent or obstruct a person who is involved in the execution of duties under this Bylaw, is deemed to have committed an infraction of, or an offense against, this Bylaw.

4.4 Any person deemed to be in violation of this Bylaw is liable for any monetary assessment provided for in Schedule B of this Bylaw, and each day that such a violation is caused, or allowed to continue, constitutes a separate offense.

4.5. In addition to the remedies available in Section 4.4 of this Bylaw, the City shall have the right to deal with infractions of, or offenses against this Bylaw, in any lawful manner available to the City, including, but not limited to the Municipal Ticket Information Process.

4.6. If at any time any sign does not conform in every respect with the provisions of this Bylaw or any other bylaw applicable thereto, or if any sign is, in the opinion of the signage officer, in an unsafe or defective condition or in disrepair, or, if the information on the sign has become obsolete due to changed use or occupancy of the parcel, the signage officer may give notice to the owner of such sign, or owner or occupier of the parcel or premise upon which it is displayed, to repair or remove the same within the period specified in the notice. It shall be the duty of such owner to repair or remove such sign in accordance with said notice, failing which, the City Council will authorize the removal of said sign in accordance with the applicable State Statutes.

4.7. The City's bylaw enforcement officer is hereby empowered to advise the City Council to order removal, detainment or impoundment of a sign occupying, or encroaching upon, a portion of any City property or right-of-way, in addition to monetary assessments for noncompliance. Upon removal by the City's Building and Zoning Department, the sign's owner shall be billed for any and all costs incurred by the City.

WORKPLACE DOCUMENTS: ITEM DISTRIBUTION GUIDELINES

Workplace Documents test items are designed to assess the following skills. The number of items per level is provided.

Content Area	Number of Items per Level					Total
	Level 3	Level 4	Level 5	Level 6	Level 7	
Identify the main idea	1	1	0	0	0	2
Identify the rationale behind a document or a section of a document	0	0	0	1	1	2
Identify specific details	1	2	1	0	0	4
Infer implied details	0	0	0	1	1	2
Choose when to perform a step in a series of steps	1	1	0	0	0	2
Apply instructions/information to a described situation	1	3	2	0	0	6
Apply instructions/information to a situation not directly described or to a new situation	0	0	2	1	0	3
Apply principles inferred from a passage to a situation not directly described or to a new situation	0	0	0	2	2	4
Infer the meaning of a word from context	0	1	1	0	0	2
Identify the meaning of an acronym, jargon, or technical term defined in a document	0	0	1	0	0	1
Infer the meaning of an acronym, jargon, or technical term from context	0	0	0	1	1	2
Total	4	8	7	6	5	30

Number of Document Types for each Test

Document Type	Number per Test
Instructional	3–5
Informational	2–4
Policy	2–4
Legal	1–3
Multiple Related	1–3

Answer Keys

Applied Math

<u>Level</u>	<u>Answer</u>
Level 3	B
Level 4	C
Level 5	C
Level 6	B
Level 7	C

Graphic Literacy

<u>Level</u>	<u>Answer</u>
Level 3	C
Level 4	D
Level 5	D
Level 6	D
Level 7	D

Workplace Documents

<u>Level</u>	<u>Answer</u>
Level 3	E
Level 4	C
Level 5	B
Level 6	E
Level 7	C



“At a time when millions of Americans face unemployment, manufacturing jobs with excellent salaries – and across all skill levels and sectors – are unfilled because of the lack of qualified applicants. These tough economic times call for clear pathways to skills in demand to help new and transitioning workers prepare for good jobs. The National Career Readiness Certificate is an ideal tool for ensuring that individuals have the essential skills they need for the workplace today.”

JOHN ENGLER, PAST PRESIDENT, NATIONAL ASSOCIATION OF MANUFACTURERES (NAM)

“Employers work to make things predictable, uniform, and certain. Predictability, uniformity, and certainty are universal goals of executives. The National Career Readiness Certificate does this for the hiring process.”

MAC MACILROY, PAST PRESIDENT, MICHIGAN MANUFACTURERS ASSOCIATION

“This program allows us not only to identify whether potential employees are available and affordable, but also to determine if they are capable of performing the work. It is an innovative response to the workforce issue.”

RONALD R. REED, PRESIDENT & CEO, MERCY HOSPITAL IOWA CITY

“During the employee hiring and placement process, the National Career Readiness Certificate is an effective measure of foundational skills that are often ignored until the employee is on the job. It will assist both the employer and the employee in assessing an individual’s growth potential and matching the skill sets required by the job.”

MICHAEL WAPP, DIRECTOR OF BUSINESS/IT SOULTIONS, AEGON



TAKE A STAND – WE DID!