



**Career
Essentials:
Assessments**

Career Essentials: Assessments

Teacher Preparation Guide For Use with the Career Essentials: Assessments

*Discover, Develop and Validate Students'
Knowledge and Skill*

MEDICAL ASSISTING ASSESSMENT

Introduction to the Career Essentials: Assessments

The Career Essentials: Assessments can help both students and teachers discover students' occupational strengths. By implementing the Career Essentials: Assessments, students and teachers can collaboratively develop a life-long learning plan to validate and enhance students' skills and knowledge. Assessment data results are beneficial for students, teachers and administrators in validating student learning, and improving programs and their accountability.

This teacher preparation guide is a tool developed for instructors to help students capitalize on their unique strengths, which can improve individual student performance and provide a clear way forward for student success.

The Career Essentials: Assessments Teacher Preparation Guide provides an easy-to-follow road map to implement the Career Essentials: Assessments. The guide is not meant to be curriculum nor should it replace that which already exists. It provides specific information regarding the Career Essentials: Assessments so teachers can identify existing curriculum areas that may need additional emphasis.

The guide ultimately helps teachers provide students with learning opportunities. Its goal is for students to become comfortable and successful with the Career Essentials: Assessments.

Inside the guide, teachers will find:

- Major content areas of the assessment
- A blueprint of the assessment competency areas
- A checklist of the various competency areas within the assessment
- Access to a trade- or technical-specific online 10-question demo assessment
- Resources used for the assessment development
- Access to an employability skills based, online 10-question practice assessment to help students navigate the assessment system

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What are Career Essentials: Assessments?

Career Essentials: Assessments are online assessments that evaluate technical and employability skills and knowledge. They are the way ahead for the next generation of our American workforce, and they help candidates validate their technical skills and knowledge to potential employers. They also help local instructors demonstrate the value of their programs, while supporting local industries with a pool of potential employees that has been tested by a system they can trust.

Each assessment was developed by a panel of industry, high school and college/postsecondary subject matter experts (SMEs) using national technical standards. Career Essentials: Assessments were created by industry to ensure relevance to entry-level skills, meet Perkins IV accountability requirements and provide certificates to students who achieve industry-defined scores. They ensure your students are workforce ready.

Career Essentials: Assessments incorporate photographs, videos, animations and illustrations to ensure clarity for each technical question. Drag-and-drop and multiple-choice questions appeal to visual and kinesthetic learners and test content knowledge rather than test-taking abilities. Even simple multiple-choice questions are brought to life through pictures and animations.

Assessments are available in more than 40 trade, industrial and technical areas. A rigorous and educationally sound process captures critical competencies, standards and criteria as defined by industry.

Academic core and critical skill areas also exist in each assessment. State-level academic curriculum specialists identified connections to national academic standards.

Each one-hour assessment includes 50 questions. Under the supervision of a proctor, the integrity of each test is ensured by offering multiple unique versions of the assessment, which

For complete information regarding the Career Essentials: Assessments and to see all assessment areas, please visit the website at:

www.careeressentials.org/assessments .

measure the same core and critical competencies. Even within the same version, questions and answers are displayed in varying orders to prevent test takers from copying others. The Career Essentials: Assessments are designed to be user-friendly and intuitive for students.

Using the Career Essentials: Assessments

Every classroom is unique. You can use the Career Essentials: Assessments in a way that best suits your program and students. The following directions are SkillsUSA's suggested and preferred method to implement the assessments so that your students gain the most from the results.

The most important step in the Career Essentials: Assessments process is to select the correct assessment for your students. You are key to the selection process. Without your involvement, the wrong assessment may be selected. Assessment titles do not provide enough information for proper selection. Review the various assessment categories that best correspond to your program.

Next, look at each of the assessment titles within the category and the corresponding blueprint. The blueprint will tell you which competencies and subjects are addressed in the assessment.

Cross-walk the various blueprints with your classroom curriculum. The assessment blueprint will show what's emphasized and how competencies are weighed. Please remember the Career Essentials: Assessments are based on national industry standards, so the assessment may not perfectly align with the existing curriculum. Content may need to be added or emphasized to better prepare students for the Career Essentials: Assessments.

Once you have selected the assessment that best fits your program, administer that Career Essentials: Assessments at the beginning of your students' final program year. This could be considered a pre-test.

Assessment results are available as soon as your student completes the assessment. The report provides you with a gap analysis to identify your students' learning needs according to each competency area within the assessment. Dynamic reports compare your students' performance to the current state and national averages. Reports also enable you to track a student's progress on an individual basis. The assessment pre-testing results provide you with a benchmark for your students and identify student learning gaps. This data may help you adjust your own curriculum and identify areas that may need more or less emphasis. The data can be shared with students so everyone can focus on learning areas that need improvement during the school year.

Then, at the end of the school year or program semester, administer your specific Career Essentials: Assessments a second time as a post-test.

Use post-test data to improve or adjust curriculum once again for your next program year. This way, curriculum adjustments are made using the student testing data rather than arbitrarily making adjustments.

This pre- and post-test process is a "win-win" situation for the teacher and especially the student! To ensure a quality process, SkillsUSA is ready to help at any time.

Preparing Students for the Career Essentials: Assessments

Provide each student with a copy of their trade- or technical-specific Career Essentials: Assessments Blueprint. Do this at the beginning of your course. Review and discuss the blueprint with your class, providing insight on the assessment weighting and what is emphasized.

Have students discuss how they can assist each other to prepare for the assessment.

Place the Career Essentials: Assessments Blueprint on the classroom wall. The blueprint will help students focus on the appropriate course content areas that align with the assessment. It will also help everyone to be aware of the program's goals and expectations.

The Career Essentials: Assessments at a Glance

- **Select the correct assessment title. *Do not* have someone select the assessment for you, as there may be several titles that may relate to your program**
- **Review the assessment blueprint that best aligns with your existing curriculum**
- **Identify gaps in your curriculum, and use additional resources to enhance or align the curriculum**
- **Share the assessment blueprint with the students so everyone is aware of the expectation**
- **Have your students take the assessment at the beginning of their final program year as a pre-test**
- **Use pre-test data to identify learning gaps or strengths of individual students or the class**
- **Remediate the students using the data analysis from pre-test to enhance, emphasize and adjust learning objectives**
- **Have your students take the assessment a second time (as a post-test) at the end of the program year to determine learning gains/gaps**
- **Use post-test data to improve or adjust curriculum for your next program year**

Administer the Career Essentials: Assessments as a pre-test to identify student gaps. If possible, pre-test your students at the beginning of their final program year to identify learning gaps both individually and as a class. The data will provide an excellent “road map” to prepare students to take the assessment again (post-test) at the end of the program. Using the data, tailor the instruction to better prepare your students.

Use the Career Essentials: Assessments competency areas checksheets included in this guide to encourage class discussion and help students identify strengths and weaknesses.

Use the pre-test data to ascertain problematic learning areas. Have students identify discussion topics based on the various competency areas and their pre-test data results. Exercises, demonstrations and even questions can be developed by the students using their textbooks or other resources listed in this guide.

Assign homework that aligns to the assessment blueprint. Focus on a competency area within the assessment. Using the checksheets in this guide, have students develop questions and potential answers using the resources identified when developing the assessment. Use the questions for class discussion or “quiz bowl” activities.

Have students take the Career Essentials: Assessments trade- or technical-specific online 10-question demo assessment. This could be a homework assignment or done in class 30 days prior to taking the assessment the second time (as a post-test). This not only will provide students with specific sample questions and potential answers, but it will also allow students to experience the online system again and become more familiar with the types of questions they may encounter when taking the actual assessment.

Following the demo assessment, discuss the experience students had. What question(s) did

they not understand? Did they have difficulty navigating the online system? This experience will help students be more comfortable and confident when taking the final assessment.

Discuss as a class or individually with students which question(s) were difficult. Facilitate a discussion to glean more information regarding why certain answers were wrong. Offer techniques students can use to better determine correct answers.

Workplace-Ready Skills

Through the Career Essentials: Assessments, you have the option for your students take an Employability Assessment. This assessment tests a student’s workplace-ready skills such as communication, teamwork, time management and more. It can be used for any student in any occupational area as a practice test or a separate assessment.

If you use the Employability Assessment as a practice test have students take it in class. Not only can the Employability Assessment help students become familiar with the navigational tools of the assessment system, but it can also measure and make your students aware of another important skill set. It may also help them become comfortable in the testing environment.

See the Career Essentials: Assessments website for more information: www.careeressentials.org/assessments

The Employability Assessment is *not* intended to familiarize students with the medical assisting assessment content.

Please note: For all Career Essentials: Assessments to be valid, instructors cannot be present in the room where their students will be taking the test. A proctor is required. Proctors can be other instructors, a school administrator or school counselor.

Assessment Competency Areas

Career Essentials: Assessments Medical Assisting Assessment covers 11 major technical competency areas (unit areas). In the online assessment, these 11 competencies are tested with 50 interactive, multiple-choice items. Each competency area has a different number of items. The chart lists the major technical competency areas and the percentage of the assessment in each one.

Technical Competency Areas for Medical Assisting

Competency	Percentage of Area Assessment
Perform general office procedures	18%
Display knowledge of human anatomy and physiology	10%
Employ knowledge of medical mathematical operations	4%
Demonstrate proper infection control and use of universal precautions	6%
Perform general laboratory procedures	14%
Perform hematology procedures	6%
Perform electrocardiogram (EKG) procedures	4%
Demonstrate knowledge of pharmaceutical principles and provide medication administration	6%
Perform clinical office procedures	20%
Exhibit basic employability skills and professional demeanor in the workplace	6%
Manage patient care to prevent legal issues	6%

Academic Core and Critical Skill Areas

Academic core and critical skill areas also exist in each assessment. The SkillsUSA national

technical committee identified that the following academic skills are embedded in the medical assisting training program and assessment:

Math Skills

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Solve practical problems involving percents
- Make comparisons, predictions and inferences using graphs and charts
- Organize and describe data using matrixes
- Use basic mathematical functions (addition, subtraction, division and multiplication)

Science Skills

- Plan and conduct a scientific investigation
- Use knowledge of cell theory
- Use knowledge of patterns of cellular organization (cells, tissues, organs, systems)
- Describe basic needs of organisms
- Classify living organisms
- Use knowledge of reproduction and transmission of genetic information
- Describe and recognize elements, compounds, mixtures, acids, bases and salts
- Describe and recognize solids, liquids and gases
- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity)
- Predict chemical changes to matter (types of reactions, reactants and products, and balanced equations)

Language Arts Skills

- Provide information in conversations and in group discussions
- Demonstrate use of verbal communication skills, such as word choice, pitch, feeling, tone, and voice
- Demonstrate use of nonverbal communication skills, such as eye contact, posture, and gestures using interviewing techniques to gain information
- Demonstrate comprehension of a variety of

- informational texts
- Understand source, viewpoint and purpose of texts
- Organize and synthesize information for use in written and oral presentations
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Demonstrate narrative writing
- Demonstrate informational writing
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Numbers and operations
- Geometry
- Measurement
- Data analysis and probability
- Problem solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. To view high school standards, visit: www.nctm.org/standards/content.aspx?id=16909. Select “Standards” from menu.

Science Standards

- Understands the principles of heredity and related concepts
- Understands the structure and function of cells and organisms
- Understands biological evolution and the diversity of life
- Understands the structure and properties of matter
- Understands the nature of scientific knowledge
- Understands the nature of scientific inquiry

- Understands the scientific enterprise
- Source: McREL compendium of national science standards. To view and search the compendium, visit: www2.mcrel.org/compendium/.

Language Arts Standards

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works
- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience

- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles
- Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.readwritethink.org/standards/index.html

Student Tools:

Access Directions for the Trade- or Technical-Specific Online 10-Item Demo Assessment

Have your students copy and paste this link www.careeressentials.org/assessments/demo-our-assessments/ into their browser. The sample programmatic questions will give you and your students an idea of the types of questions on the assessment and how the questions are generally written.

Student Tools:

Test-Taking Reminders

Encourage your students to have good study habits. Below are basic reminders to better prepare students for life-long learning and workplace success. You may want to have this discussion at the beginning of the year to encourage students to incorporate these strategies.

- Develop a regular study schedule
- Identify a specific location to study
- Always take notes while studying in class or on your own
- Take short breaks during your study session
- Perform “mini-testing” to make sure you understand and comprehend the program concepts

- Join small study groups to help focus on the program content
- If you need special assistance in testing, tell your teacher or counselor so they can make accommodations.

Student Testing Tips

The most important tip for your students is to be prepared mentally and physically for the testing session. Make sure to tell them to get plenty of rest and eat healthy. Suggest they wear comfortable and appropriate clothing to the testing session. If they are able to bring items to the testing session, such as a non-programmable calculator, make sure they have the items ready the night before. Have students check our website at www.careeressentials.org/wp-content/uploads/2017/07/Permitted-Testing-Tools-Aids.pdf for permitted tools or job aids that can be used during testing. The more organized they are before the testing period, the more relaxed they will be during the actual testing session.

Encourage your students to be relaxed and positive. If they begin to panic during the testing, suggest they take some deep breaths to relax and think positive thoughts.

Do not rush through the questions. Instruct your students to read the question and potential answers thoroughly. Tell them to make sure they know exactly what the question is asking before answering. Let them know that if they are unsure, they can mark the question and return to it.

Use process of elimination. If your students are not sure of the correct answer, tell them to study the potential answers and eliminate the ones that they know are not correct.

If all else fails, tell students to *guess*. After they have exhausted all options, tell them to take their best guess at the correct answer. If they have studied the content area, they may intuitively know the correct answer. The Career Essentials: Assessments system does not penalize

students for guessing and they may guess correctly!

Student Tools:

Medical assisting Blueprint and Competency Area Knowledge Checksheets

The next section provides the assessment blueprint and detailed topics within each competency area covered within the medical assisting assessment. Photocopy and share the following blueprints and checksheets with your students so they can better prepare for each of the competency areas within the medical assisting assessment.

Summary and Quick Glance Testing Reminders

The Career Essentials: Assessments process is designed for program and curriculum improvement. This is a continuous improvement process to better meet the educational needs of your students by strategically using data results.

Advanced planning and preparation is a key component in implementing this process. Below we have attempted to summarize the steps in the suggested Career Essentials: Assessments implementation pre- and post-test process.

- Identify the correct assessment for your program
- Share the selected assessment blueprint with your students, parents, advisory board members and others. Place the blueprint on the classroom wall
- Pre-test your students at the beginning of their final programmatic year
- Use the data results to identify “learning gaps”
- Share the pre-test data with the student(s)
- Tailor learning experiences to meet student needs and supplement current curriculum
- Develop homework assignments around the competency knowledge checksheets located

in this guide

- Have students take the demo 10-question practice test 30 days prior to the post-test
- For students that need more time in the actual testing environment, use the Employability Assessment to review navigational tools and to make students more comfortable in the testing lab
- Finally, review the blueprint and knowledge checksheets in totality before taking the post-test to ensure students are aware of the expectation

Using the above steps, you and your students should see improvement in the post-test assessment score report and a percentage of knowledge gained.

Medical Assisting Blueprint

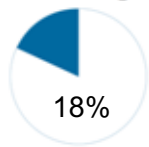
This Blueprint contains the subject matter content of this Career Essentials Assessment.

Note: To fully prepare for **Medical Assisting** SkillsUSA Championships contest, refer to the current year's SkillsUSA Championships Technical Standard, now included with your SkillsUSA Professional Membership. If you need help in accessing this benefit, contact the SkillsUSA Membership Office at 1-800-355-8422.

Standards and Competencies

Competencies are weighted throughout the assessment. The percent shown is the weight of the competency. There are 50 questions per assessment.

Perform general office procedures



- ∞ Manage office appointments
 - Place and receive telephone calls
 - Schedule client appointments, including explanation of fees and policies
 - Maintain appointment book and reminder system
 - Prepare medical records for daily appointment schedule
 - Make referral appointments for client
 - Arrange for client admission to hospital
 - Schedule patients for outpatient diagnostic tests
- ∞ Prepare and manage client medical records
 - Prepare medical file for a new client
 - Prepare medical records
 - Complete history and assessment for client
 - Gather data for necessary reports regarding referrals to other doctors
 - File letters, diagnostic reports, and progress notes in client's records
- ∞ Prepare and manage office correspondences
 - Process mail
 - Prepare correspondence from rough draft
 - Prepare release form and obtain the necessary signatures
- ∞ Demonstrate proper use of medical coding
 - Demonstrate ICD-9CM coding
 - Demonstrate CPT coding
- ∞ Manage office inventory and activities
 - Update inventory list of office supplies and equipment
 - Prepare purchase requisitions
- ∞ Manage office finances
 - Manage and collect payments and unpaid accounts, including making financial arrangements with clients as necessary
 - Prepare statements for mailing
 - Maintain a petty cash fund
 - Prepare bank deposit slips
 - Process charge slips
 - Prepare checks for doctor's signature
 - Prepare payroll
 - Reconcile bank statements, cash count and receipts
 - Review invoices for validity and accuracy
- ∞ Complete government and insurance forms and other financial reports
 - Complete insurance forms for filing assigned insurance claims
 - Complete insurance forms for client reimbursement
 - Complete Medicare forms
 - Complete worker's compensation forms
 - Complete Medicaid forms

Display knowledge of human anatomy and physiology



- ∞ Identify body parts on a mannequin
- ∞ Demonstrate knowledge of the function of basic body parts

Employ knowledge of medical mathematical operations



- ∞ Perform basic mathematical operations, including computations and weights and measures

Demonstrate proper infection control and use of universal precautions



- ∞ Define infection control
- ∞ Discuss appropriate hand hygiene principles
- ∞ Demonstrate correct hand-washing techniques
- ∞ Select and demonstrate use of appropriate personal protective equipment (i.e. gloves, masks, gowns)

Perform general laboratory procedures



- ∞ Assist with the collection of urine specimens
 - Clean catch
 - Random voided urine specimen
- ∞ Perform urine tests
 - Assess and record color, gross appearance, and odor of urine specimen
 - Prepare urine specimen for microscopic examination
 - Perform routine biochemical urine tests
 - Conduct urine pregnancy test
 - Perform urine specific gravity tests
- ∞ Assist with the collection of a microorganism smear
 - Assist with the collection of Pap smear
 - Perform mono screening tests
 - Collect eye, nose and throat specimens for culture and sensitivity
- ∞ Test stool specimens for occult blood
- ∞ Prepare requisitions for test outside of office
- ∞ Prepare specimens for shipping

Perform hematology procedures



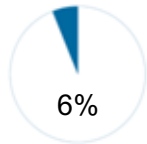
- ∞ Obtain a capillary blood specimen
- ∞ Perform common blood tests
 - Perform infant heel stick
 - Perform hematocrit and hemoglobin test
 - Perform cholesterol tests
 - Perform blood sugar screening test
- ∞ Perform venipuncture using vacuum setup
- ∞ Separate plasma or serum from cells

Perform electrocardiogram (EKG) procedures



- ∞ Perform and interpret EKG test
- ∞ File EKG graphs
- ∞ Maintain EKG equipment

Demonstrate knowledge of pharmaceutical principles and provide medication administration



- ∞ Monitor supply of controlled substances
- ∞ Identify commonly administered drugs, their uses and effects
- ∞ Use correct pharmaceutical abbreviations and terminology
- ∞ Identify various methods and routes of drug administration
- ∞ Explain the five rights of medication safety

Perform clinical office procedures



- ∞ Identify medical instruments and equipment
- ∞ Assist with physical examination
 - Position and drape patient
 - Perform visual and auditory acuity tests
 - Prepare for catheterization
- ∞ Measure, record and chart vital signs.
 - Measure and record oral, rectal, auxiliary and aural temperature
 - Measure and record pulse
 - Measure and record respiration
 - Measure and record blood pressure
 - Measure height and weight
 - Chart pertinent observations/information
- ∞ Assist with minor surgery
 - Prepare patient for minor surgery
 - Prepare room and equipment for examination, procedures and minor surgery
 - Create and maintain a sterile field
 - Assist with dressing change
 - Assist with biopsy procedure
- ∞ Demonstrate emergency measures and first aid procedures
 - Perform basic adult, infant, and child CPR
 - Demonstrate emergency measures for choking
 - Demonstrate knowledge and use of pressure points to control bleeding
- ∞ Provide basic treatment for musculoskeletal disorders
 - Apply bandages, including elastic, roller, triangular and tubular
 - Perform hot and cold therapies
- ∞ Use medical terms and abbreviations correctly

Exhibit basic employability skills and professional demeanor in the workplace



- ∞ Communicate professionally with both co-workers, supervisors and patients
 - Demonstrate ability to modify communication to meet patient needs
 - Display sensitivity to multicultural and multilingual needs
- ∞ Demonstrate computer skills as required by office practices
- ∞ Complete an error-free job application and résumé
- ∞ Demonstrate personal interview skills
- ∞ Exhibit professionalism in appearance
- ∞ Demonstrate an understanding of the importance of ethical behavior in the workplace

Manage patient care to prevent legal issues



- ∞ Observes all aspects of patient confidentiality
- ∞ Identify patient prior to providing care
- ∞ Observe, report and document pertinent patient data
- ∞ Describe malpractice, negligence and liability issues

Committee Identified Academic Skills

The SkillsUSA national technical committee has identified that the following academic skills are embedded in the medical assisting training program and assessment:

Math Skills

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Solve practical problems involving percents
- Make comparisons, predictions and inferences using graphs and charts
- Organize and describe data using matrixes
- Use basic mathematical functions (addition, subtraction, division and multiplication)

Science Skills

- Plan and conduct a scientific investigation
- Use knowledge of cell theory
- Use knowledge of patterns of cellular organization (cells, tissues, organs, systems)
- Describe basic needs of organisms
- Classify living organisms
- Use knowledge of reproduction and transmission of genetic information
- Describe and recognize elements, compounds, mixtures, acids, bases and salts
- Describe and recognize solids, liquids and gases
- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity)
- Predict chemical changes to matter (types of reactions, reactants and products, and balanced equations)

Language Arts Skills

- Provide information in conversations and in group discussions
- Demonstrate use of verbal communication skills, such as word choice, pitch, feeling, tone, and voice
- Demonstrate use of nonverbal communication skills, such as eye contact, posture, and gestures using interviewing techniques to gain information
- Demonstrate comprehension of a variety of informational texts
- Understand source, viewpoint and purpose of texts
- Organize and synthesize information for use in written and oral presentations
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Demonstrate narrative writing
- Demonstrate informational writing
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- | | |
|---------------------------------|-------------------|
| • Numbers and operations | • Problem solving |
| • Geometry | • Communication |
| • Measurement | • Connections |
| • Data analysis and probability | • Representation |

Source: NCTM Principles and Standards for School Mathematics. To view high school standards, visit: <http://www.nctm.org/standards/content.aspx?id=16909>. Select “Standards” from menu.

Science Standards

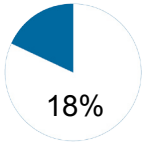
- Understands the principles of heredity and related concepts
- Understands the structure and function of cells and organisms
- Understands biological evolution and the diversity of life
- Understands the structure and properties of matter
- Understands the nature of scientific knowledge
- Understands the nature of scientific inquiry
- Understands the scientific enterprise

Source: McREL compendium of national science standards. To view and search the compendium, visit: www.mcrel.org/standards-benchmarks/.

Language Arts Standards

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works
- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles
- Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.readwritethink.org/standards/index.html

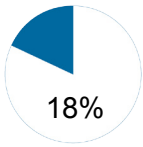


Review Dates:

Competency Area 1: Perform general office procedures

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Manage office appointments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Place and receive telephone calls?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Schedule client appointments, including explanation of fees and policies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintain appointment book and reminder system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Prepare medical records for daily appointment schedule?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Make referral appointments for client?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Arrange for client admission to hospital?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Schedule patients for outpatient diagnostic tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Prepare and manage client medical records?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Prepare medical file for a new client?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Prepare medical records?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Complete history and assessment for client?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Gather data for necessary reports regarding referrals to other doctors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. File letters, diagnostic reports, and progress notes in client's records?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Prepare and manage office correspondences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Process mail?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Prepare correspondence from rough draft?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

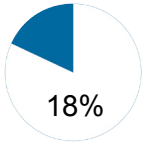


Review Dates:

Competency Area 1: Perform general office procedures *(continued)*

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
18. Prepare release form and obtain the necessary signatures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Demonstrate proper use of medical coding?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Demonstrate ICD-9CM coding?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Demonstrate CPT coding?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Manage office inventory and activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Update inventory list of office supplies and equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Prepare purchase requisitions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Manage office finances?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Manage and collect payments and unpaid accounts, including making financial arrangements with clients as necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Prepare statements for mailing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Maintain a petty cash fund?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Prepare bank deposit slips?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Prepare checks for doctor's signature?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Prepare payroll?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Reconcile bank statements, cash count and receipts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Review invoices for validity and accuracy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Complete government and insurance forms and other financial reports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



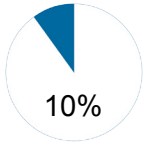
Review Dates:

Competency Area 1: Perform general office procedures (*continued*)

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
35. Complete insurance forms for filing assigned insurance claims?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Complete insurance forms for client reimbursement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Complete Medicare forms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Complete worker's compensation forms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Complete Medicaid forms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates

Competency Area 2: Display knowledge of human anatomy and physiology

Knowledge Check

How well do you know how to:

1. Identify body parts on a mannequin?

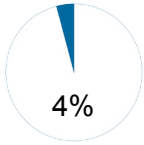
Very Well

Somewhat Well

Not Well

2. Demonstrate knowledge of the function of basic body parts?

Areas I Need To Review:



Review Dates:

Competency Area 3: Employ knowledge of medical mathematical operations

Knowledge Check

How well do you know how to:

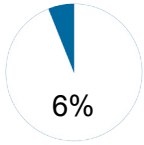
Very Well

Somewhat Well

Not Well

1. Perform basic mathematical operation, including computations and weights and measures?

Areas I Need To Review:



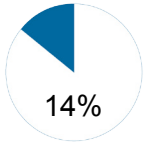
Review Dates:

**Competency Area 4: Demonstrate proper infection control
and use of universal precautions**

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Define infection control?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Discuss appropriate hand hygiene principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate correct hand-washing techniques?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Select and demonstrate use of appropriate personal protective equipment (i.e. gloves, masks, gowns)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need to Review:



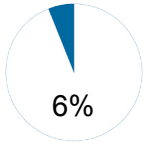
Review Dates:

Competency Area 5: Perform general laboratory procedures

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Assist with the collection of urine specimens?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Clean catch?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Random voided urine specimen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Perform urine tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assess and record color, gross appearance, and odor of urine specimen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Prepare urine specimen for microscopic examination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Perform routine biochemical urine tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Conduct urine pregnancy test?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Perform urine specific gravity tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assist with the collection of a micro-organism smear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Assist with the collection of Pap smear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Perform mono screening tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Collect eye, nose and throat specimens for culture and sensitivity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Test stool specimens for occult blood?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Prepare requisitions for test outside of office?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Prepare specimens for shipping?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



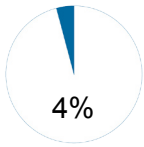
Review Dates:

Competency Area 6: Perform hematology procedures

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Obtain a capillary blood specimen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Perform common blood tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Perform infant heel stick?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Perform hematocrit and hemoglobin test?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Perform cholesterol tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Perform blood sugar screening test?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Perform venipuncture using vacuum setup?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Separate plasma or serum from cells?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

Competency Area 7: Perform electrocardiogram (EKG) procedures

Knowledge Check

How well do you know how to:

1. Perform and interpret EKG test?

Very Well

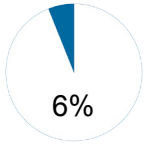
Somewhat Well

Not Well

2. File EKG graphs?

3. Maintain EKG equipment?

Areas I Need To Review:



Review Dates:

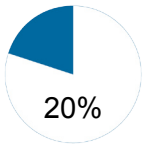
Competency Area 8: Demonstrate knowledge of pharmaceutical principles and provide medication administration

Knowledge Check

How well do you know how to:

	Very Well	Somewhat Well	Not Well
1. Monitor supply of controlled substances?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify commonly administered drugs, their uses and effects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use correct pharmaceutical abbreviations and terminology?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify various methods and routes of drug administration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Explain the five rights of medication safety?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

Competency Area 9: Perform clinical office procedures

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Identify medical instruments and equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assist with physical examination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Position and drape patient?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Perform visual and auditory acuity tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Prepare for catheterization?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Measure, record and chart vital signs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Measure and record oral, rectal, auxiliary and aural temperature?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Measure and record pulse?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Measure and record respiration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Measure and record blood pressure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Measure and record height and weight?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Chart pertinent observations/information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Assist with minor surgery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Prepare patient for minor surgery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Prepare room and equipment for examination, procedures and minor surgery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Create and maintain a sterile field?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Assist with dressing change?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Assist with biopsy procedure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



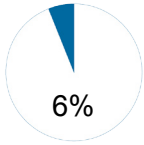
Review Dates:

Competency Area 9: Perform clinical office procedures (*continued*)

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
19. Demonstrate emergency measures and first aid procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Perform basic adult, infant, and child CPR?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Demonstrate emergency measures for choking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Demonstrate knowledge and use of pressure points to control bleeding?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Provide basic treatment for musculoskeletal disorders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Apply bandages, including elastic, roller, triangular and tubular?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Perform hot and cold therapies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Use medical terms and abbreviations correctly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



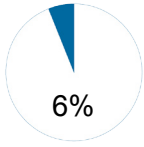
Review Dates:

Competency Area 10: Exhibit basic employability skills and professional demeanor in the workplace

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Communicate professionally with both co-workers, supervisors and patients?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate ability to modify communication to meet patient needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Display sensitivity to multicultural and multilingual needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrate computer skills as required by the office practices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Complete an error-free job application and résumé?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrate personal interview skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Exhibit professionalism in appearance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrate an understanding of the importance of ethical behavior in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

Competency Area 11: Manage patient care to prevent legal issues

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Observes all aspects of patient confidentiality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify patient prior to providing care?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Observe, report and document pertinent patient data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describe malpractice, negligence and liability issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:

Helpful Tips and Reminders for Students

Access Directions to the Trade- or Technical-Specific Online 10-question Demo Assessment

Access the Web link www.careeressentials.org/assessments/demo-our-assessments/ with your browser. The sample programmatic questions will help give you an idea of the types of questions on the assessment and how they are generally written.

Test-Taking Reminders

Implementing good study habits is essential for any test or class. Below are basic reminders to better prepare you for life-long learning and workplace success. Incorporate these strategies into your everyday habits.

- Develop a regular study schedule
- Identify a specific location to study
- Always take notes while studying in class or on your own
- Take short breaks during your study session
- Perform “mini-testing” to make sure you understand and comprehend the program concepts
- Join small study groups to help focus on the program content
- If you need special assistance in testing, tell your teacher or counselor so he or she can make accommodations

Student Testing Tips

The most important tip for you is to be prepared mentally and physically for the testing session. Make sure to get plenty of rest and eat healthy. Wear comfortable and appropriate clothing to the testing session. Find out if you can bring items to the testing session, such as a non-programmable calculator, and make sure you have the items ready the night before. Check the website at www.careeressentials.org/wp-content/uploads/2017/07/Permitted-Testing-Tools-Aids.pdf for permitted tools or job aids that can be used during testing. The more organized you are before the testing period, the more relaxed you will be during the actual testing session.

Be relaxed and positive. If you begin to panic during the testing, take some deep breaths to relax, and think positive thoughts.

Do not rush through the questions. Read the question and potential answers thoroughly. Make sure you know exactly what the question is asking before answering. If you are unsure, note the question and return to it. Use process of elimination. If you are not sure of the correct answer, study the potential answers and eliminate the ones that you know are not correct.

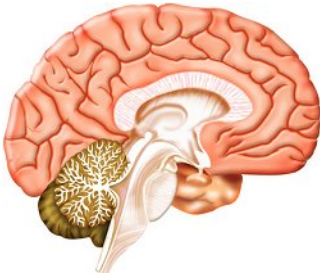
If all else fails – *guess*. After you have exhausted all options, take your best guess at the correct answer. If you have studied the content area, you may intuitively know the correct answer. The Career Essentials: Assessments does not penalize you for guessing, and you may guess correctly!

Sample Assessment Questions

Medical Assisting Demo Test Questions

Question 1

The important part of the brain stem that maintains control of the respiratory and cardiac centers is the:



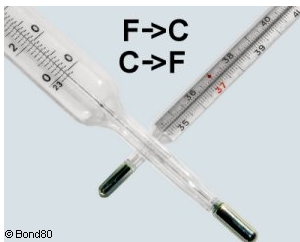
Choose one answer.

- A) midbrain
- B) Pons
- C) Medulla oblongata
- D) cerebellum

Correct Answer: C

Question 2

Ms. Christianson's temperature is 97.88° F. What is the Celsius conversion?



Choose one answer.

- A) 35.6
- B) 36.6
- C) 37.0
- D) 37.6

Correct Answer: B

Question 3

While preparing to insert a urinary catheter, the tip of the catheter touched a non-sterile field. The medical assistant should:



Choose one answer.

- A) apply sterile iodine to the catheter.
- B) begin the procedure again with a new sterile catheter.
- C) call for assistance.
- D) wipe the catheter with alcohol.

Correct Answer: B

Question 4

The CBC with Differential comes back to your office with a lymphocyte count of 43%. You know this is a high count and seen in patients with:

Choose one answer.

- A) tuberculosis, allergic reactions or polycythemia vera.
- B) monocytic leukemia, parasitic infections, ulcerative colitis.
- C) infectious mononucleosis, lymphocytic leukemia or viral diseases.
- D) appendicitis, hay fever, parasitic infections and the common cold.

Correct Answer: C

Question 5

When filing a worker's compensation form, the medical assistant knows:

Choose one answer.

- A) to complete the CMS1500 and send it in with each visit to the patient.
- B) that worker's compensation will only pay for illnesses the patient has.
- C) that worker's compensation is not liable for injury sustained on the job.
- D) that the completed CMS1500 must be accompanied by a copy of the progress note.

Correct Answer: D

9/13/14

Resources

Additional Resources

Below are resources that will be helpful in preparing for the Assessments which were created based on industry standards nationwide. Use the Career Essentials: Assessments Blueprint as a guideline for competencies tested. Use the resources below to find curriculum or additional study guides for industry standards.

Medical assisting Resources:

www.careeressentials.org/assessments/assessment-resources/