

# WorkKeys<sup>®</sup>

Unlock the Power of Your Workforce



## Reading for Information

The WorkKeys *Reading for Information* test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. Reading for Information materials do not include information that is presented graphically, such as in charts, forms, or blueprints. The test is made up of multiple-choice questions based on reading passages that reflect actual reading demands of the workplace.

There are five levels of difficulty. Level 3 is the least complex and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the preceding levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. The reading materials at Level 3 are short and direct. The material becomes longer, denser, and more difficult to use as readers move toward Level 7. The tasks also become more complex as readers move from Level 3 to Level 7. At Level 3, readers begin by finding very obvious details and following short instructions. At the more complex levels, tasks can also involve more application and interpretation.



## Characteristics of Level 3 Skills

Individuals with Level 3 skills can:

- Identify main ideas and clearly stated details
- Choose the correct meaning of a word that is clearly defined in the reading
- Choose the correct meaning of common, everyday and workplace words
- Choose when to perform each step in a short series of steps
- Apply instructions to a situation that is the same as the one in the reading materials

Reading materials used:

Level 3 reading materials include basic company policies, procedures, and announcements. They are short and simple, with no extra information. Examinees read the materials to find out what they should do. All of the information needed to answer the questions is stated clearly and directly in the reading materials, and the questions focus on the main points of the passages.

### Sample Question

#### MEMO

**To:** All businesses in Logan City Mall  
**From:** Philip Charles, Logan City Mall Manager  
**Re:** New garbage collection rules

Logan City Mall has hired a new garbage collection company. Speedy Sanitation, Inc. will be collecting garbage from all businesses starting next Monday. Collection days will not change. The pick-up time will be one hour later.

Each business will be given one blue garbage can to use. Each business may ask for 2 extra garbage cans. You may have a total of 3 garbage cans. You will not need yellow collection tags anymore. Full garbage cans must weigh less than 30 pounds. Put your garbage cans in the alley behind your business's back door.

Based on the memo shown, starting next Monday, what is the greatest number of garbage cans each business is allowed to have?

- A. 1
- B. 2
- C. 3
- D. 15
- E. 30

## Characteristics of Level 4 Skills

In addition to the skills at Level 3, individuals with Level 4 skills can:

- Identify important details that may not be clearly stated
- Use the reading material to figure out the meaning of words that are not defined
- Apply instructions with several steps to a situation that is the same as the situation in the reading materials
- Choose what to do when changing conditions call for different action (follow directions that include “if-then” statements)

Reading materials used:

Level 4 reading materials include company policies, procedures, and notices. They are straightforward, but they have longer sentences and contain a number of details. These materials use common words, but do have some harder words, too. They describe procedures that include several steps. When following the procedures, individuals must think about changing conditions that affect what they should do.

### Sample Question

## *Greenfield Memorial Hospital*

During and after a snowstorm, there will be both route and schedule changes for the hospital employee bus. The bus will run 15 minutes early, so be at your stop early. The bus will not stop at Bellevue Square or the Stadium. Employees usually boarding at those places will be picked up at the Eastdale Mall stop. Olive Street will be closed, so people usually picked up at that stop must walk to the Spring Street stop. If your stop is on a hillside, wait at the city bus stop closest to the top of the hill, so that the driver can stop safely. At stops where the snow has been piled deep at the curb, be prepared to board out in the street. Ice storms may cause the shuttle service to be canceled for a period of time. Listen to your local radio station after an ice storm. Any cancellations will be announced regularly.

*Bellevue Square is your usual stop. According to the instructions shown, after a snowstorm, you should go to which stop?*

- A. Bellevue Square
- B. Eastdale Mall
- C. Olive Street
- D. Spring Street
- E. The Stadium

## Characteristics of Level 5 Skills

In addition to the skills at the previous levels, individuals with Level 5 skills can:

- Figure out the correct meaning of a word based on how the word is used
- Identify the correct meaning of an acronym that is defined in the document
- Identify the paraphrased definition of a technical term or jargon that is defined in the document
- Apply technical terms and jargon and relate them to stated situations
- Apply straightforward instructions to a new situation that is similar to the one described in the material
- Apply complex instructions that include conditionals to situations described in the materials

Reading materials used:

At Level 5, policies, procedures, and announcements include all of the information that examinees need to finish a task. The information is stated clearly and directly, but the materials have many details. They also include jargon, technical terms, acronyms, or words that have several meanings. Questions at this level typically call for applying information given in the passage to a situation that is not specifically described in the passage. The examinee may need to take several considerations into account in order to choose the correct actions.

### Sample Question

- Goldberg's Auto Parts is served by more than fifty different accounts, each with its own sales representative, company name, corporate address, and shipping address. As a shipping and receiving clerk at Goldberg's, you are required to return defective merchandise to the manufacturer.
  - Standard procedure for returning an item begins with your written request to the company for authorization. Always send the request to the corporate address, not to the shipping address. Unless the company file folder contains a form for this procedure, write a business letter to the manufacturer supplying the item's stock number, cost, and invoice number; the date it was received; and the reason for its return. The manufacturer's reply will include an authorization number from the sales representative, a sticker for you to place on the outside of the box to identify it as an authorized return, and a closing date for the company's acceptance of the returned item. If you do not attach the provided sticker, your returned box will be refused by the manufacturer as unauthorized, and you will need to obtain a new letter, authorization, sticker, and closing date. Always send a returned box to the shipping address, not to the company's corporate address.
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*According to the policy shown, what should you do if you lose an authorization sticker?*

- A. Send a request for a return authorization along with the rejected part directly to the manufacturer's shipping address.
- B. Send a request for a return authorization along with the rejected part directly to the manufacturer's corporate address.
- C. Repeat the standard procedure to obtain a new letter, authorization, sticker, and closing date.
- D. Use a sticker from another company's folder.
- E. Send the rejected part to your sales representative.

## Characteristics of Level 6 Skills

In addition to the skills at the previous levels, individuals with Level 6 skills can:

- Identify implied details
- Use technical terms and jargon in new situations
- Figure out the less common meaning of a word based on the context
- Apply complicated instructions to new situations
- Figure out the principles behind policies, rules, and procedures
- Apply general principles from the materials to similar and new situations
- Explain the rationale behind a procedure, policy, or communication

Reading materials used:

Level 6 materials include elaborate procedures, complicated information, and legal regulations found in all kinds of workplace documents. They use complicated sentences with difficult words, jargon, and technical terms. Most of the information needed to answer the questions is not clearly stated.

### Sample Question

#### Section 113.18

A lawful fence shall consist of:

- 1) Three rails of good substantial material fastened in or to good substantial posts not more than ten feet apart.  
OR
- 2) Three boards not less than six inches wide and three-quarters of an inch thick, fastened in or to good substantial posts not more than eight feet apart.  
OR
- 3) Three wires, barbed, with not less than thirty-six iron barbs of two points each on each rod of wire; or four wires, two thus barbed and two smooth. The wires are to be firmly fastened to posts not more than two rods apart, with not less than two stays between posts, or with posts not more than one rod apart without such stays, the top wire to be not more than fifty-four or less than forty-eight inches in height. The bottom wire should be not less than twelve or more than eighteen inches above the ground. The middle wire should be not less than twelve or more than eighteen inches above the bottom wire.  
OR
- 4) Wire either wholly or in part substantially built and kept in good repair, the lowest or bottom rail, wire, or board to be not more than twenty or less than sixteen inches from the ground, the top rail, wire, or board, between forty-eight and fifty-four inches in height; and the middle rail, wire, or board, not less than twelve or more than eighteen inches above the bottom rail, wire, or board.

*A farmer's fence has three barbed wires attached to posts spaced two rods apart with two stays between posts. The top wire is forty-nine inches in height. The bottom wire is ten inches above the ground. Based on the regulation shown, why is the fence NOT lawful under Section 113.18?*

- A. The fence must have four wires, two smooth and two barbed.
- B. The fence posts should be spaced closer together.
- C. The top wire should be higher.
- D. There should be more stays.
- E. The bottom wire should be higher.

## Characteristics of Level 7 Skills

In addition to the skills at the previous levels, individuals with Level 7 skills can:

- Figure out the definitions of difficult, uncommon words based on how they are used
- Figure out the meaning of jargon or technical terms based on how they are used
- Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials

Reading materials used:

At Level 7, the reading materials are very complex. The information includes a lot of details, and the concepts are complicated. The vocabulary is difficult. Unusual jargon and technical terms are used, but they are not defined. The writing often lacks clarity and direction. Readers must draw conclusions from some parts of the reading and apply them to other parts.

### Sample Question

#### Section 108

- a) Notwithstanding the provisions of Section 106, it is not an infringement of copyright for a library or archive, or any of its employees acting within the scope of their employment, to reproduce no more than one copy or phonorecord of a work, or to distribute such copy or phonorecord under the conditions specified by this section if
- 1) the reproduction or distribution is made without any purpose of direct or indirect commercial advantage;
  - 2) the collections of the library or archive are (i) open to the public, or (ii) available not only to researchers affiliated with the library or archive or with the institution of which it is a part, but also to other persons doing research in a specialized field; and
  - 3) the reproduction or distribution of the work includes a notice of copyright.
- b) The rights of reproduction and distribution under this section apply to a copy or phonorecord of an unpublished work duplicated in facsimile form solely for purposes of preservation and security, or for deposit for research use in another library or archive of the type described by clause (2) of subsection (a), if the copy or phonorecord reproduced is currently in the collections of that library or archive.
- c) The right of reproduction under this section applies to a copy or phonorecord of a published work duplicated in facsimile form solely for the purpose of replacement of a copy or phonorecord that is damaged, deteriorating, lost, or stolen, if the library or archive has, after a reasonable effort, determined that an unused replacement cannot be obtained at fair cost.

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*Based on the information given, which of the following conditions would prohibit a city employee from photocopying an unpublished manuscript?*

- A. If the city library is accessible to any and all citizens and researchers
- B. If the city library's original copy of the manuscript is in danger of damage through use
- C. If the employee makes only one copy of the manuscript as a secure transcription
- D. If the photocopy is to be sent to a public research library that does not have a copy of the manuscript
- E. If the photocopy would not produce any income for the city library

# WorkKeys®



**For answers to the sample questions and a more extensive overview of WorkKeys, visit WorkKeys online at [www.workkeys.com](http://www.workkeys.com) or call 800/WORKKEY (967-5539)**

## The WorkKeys System

WorkKeys is a job skills assessment system measuring “real world” skills that employers believe are critical to job success. These skills are valuable for any occupation—skilled or professional—and at any level of education. The WorkKeys system is centered around three major components—Assessments, Job Analysis, and Training.

WorkKeys has been developed by ACT, an international leader in educational assessment and workforce development services for more than forty years, best known for the ACT Assessment college entrance exam. Over the past decade, ACT has completed WorkKeys job and occupational profiles for thousands of jobs across every employment field and has administered millions of WorkKeys assessments. The system is used by thousands of companies and schools across the United States and internationally.

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each *Code*. A copy of each *Code* may be obtained free of charge from ACT Customer Services (68), P.O. Box 1008, Iowa City, IA 52243-1008, 319/337-1429.