

Interest Inventory

The **BIG** Idea

- How can career development tools, such as CFWV.com Interest Profiler and Basic Skills Survey, help me? How should I evaluate the results?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Interest Profiler (20 minutes)
- III. Basic Skills Survey (15 minutes)
- IV. Wrap Up: Reflection (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 1, Interest Profiler and Basic Skills Survey Results

STUDENT HANDBOOK PAGES:

- Student Handbook pages 79-79A, CFWV.com Basic Directions
- Student Handbook page 80, What is CFWV.com?
- Student Handbook page 81, Interest Profiler Reflection

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW, Careers 1: Interest Inventory
- Facilitator Resource 2, Interest Inventory (See **Implementation Options**)

- Computer & LCD projector or overhead projector or chart paper

OBJECTIVES

During this lesson, the student(s) will:

- Use an interest inventory tool to arrive at a list of careers.
- Recognize the benefits and limitations of an interest inventory.
- Use skills inventory to assist in determining career suitability.
- Use a skills inventory to combine the results of their interest and skills assessments in order to learn which careers are a match for both their interests and skills.

OVERVIEW

In this lesson, held in the computer lab, students use an Interest Inventory tool on the CFWV.com website to generate lists of possible career matches. A skills inventory further narrows their lists by prioritizing careers that are the best match for the skills that the student believes that they will have at the time that they are ready to enter the world of work. During this process, students are encouraged to recognize the benefits and limitations of such tools. The lesson concludes with students reflecting, in writing, on the inventory results.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure the CFWV.com website is accessible from students' computers.
- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary and definitions on the board. Write the web address www.cfwv.com on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 79-79A, CFWV.com Basic Directions**
 - **Student Handbook page 80, What is CFWV.com?**
 - **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**
- If computer access is a problem at your school, create the following materials prior to teaching the Career Lessons.
 - a. Choose 60 careers of interest for your students (2 options per student for a class of 30.)
 - b. Print out all relevant CFWV.com info pertaining to each career. (If possible and not financially prohibitive, use heavy card stock or laminate your results so that materials will stand up to repeated use.)
 - c. Create a folder for each career, and keep materials handy for "computer emergencies" throughout the unit.
- To avoid transporting all of your student binders to the computer lab, have your students staple all of the Portfolio and Student Handbook pages for this unit during the class before this unit begins. Use address label stickers and put the students' usernames and passwords on the front of each packet.

BACKGROUND INFORMATION

This lesson includes an Interest Inventory, which asks students to respond to a series of questions about their likes and dislikes, and a Basic Skills Survey. When completing the Basic Skills Survey, students may consider only the skills they have now, or include the skills they intend to develop.

SITE LICENSE

Schools in West Virginia have free access to www.cfwv.com, an online education and career planning system. This service allows students to create an online personal portfolio where they can store assessment results, save careers and colleges of interest, build a résumé, create a high school plan of study, and much more. Students and parents may also access the system from home computers using the student's username and password.

EDUCATOR LOGIN: NEW ACCOUNT CREATION

With your CFWV.com educator login, you can view all student portfolio names and passwords, review their portfolio, run a variety of reports, and more.

1. Go to <https://procenter.cfwv.com>.
2. Click **Create a Professional Center Account** at the bottom of the page.
3. Click **Go** next to Educator/Counselor.
4. Click **Find** next to School or Program.
5. Search for your school name using the categories at the top of the page, the alphabetic buttons, or the search bar in the middle of the page.
6. When you see your school name on the list, click on it. The name will be highlighted once you have clicked on it.
7. Click **Continue**. You will return to the 'Select School or Program' page, but now you will see your school name listed in the box next to the phrase, 'School or Program.'
8. Enter your Professional Account Access Key or Administrator Code*†
9. Click **Next**.
10. Fill out the Create Professional Center Account form:
 - Enter your title using the drop down box.
 - Type in your First Name.
 - Type in your Last Name.
 - Enter your e-mail address (your school e-mail address is recommended) or if you don't wish to use your current e-mail, check the box that says, "Check here if you do not have

your won e-mail address and would like to use this site’s account as your primary e-mail.”
If you check the box, an e-mail address will be created for you.

- Indicate whether or not you would like students to be able to contact you for their passwords.
- Create your Professional Account name. Choose something that will be easy to remember and that is likely to be unique (for example, your first initial and last name followed by your birthdate –JSmith1170). Your Professional Account name can be up to 12 characters long. You may also want to write it down somewhere safe.
- Click the gray box that says “Check if your account name is available.” If your account name is available, a message will appear that says “Congratulations! Your Account Name is available.” If your account name is not available, a message will appear explaining that there is already someone in the system with that username. If your account name is not available, choose an alternative.
- Enter a password. Choose something that will be easy to remember and that is likely to be unique. You may also want to write it down somewhere safe.
- Enter a security question (for example, “What is my mother’s maiden name?”).
- Enter the answer to your security question.
- Check the box next to the sentence, “I have read and agree to the privacy policy and terms of use of this site.”
- Click **Create Your Account**.
- A message will appear that says, “You have successfully created your account.”
- Click **Click here to continue**.
- The Professional Center Account page will appear.

11. To access the student version of the program, click the CFWV.com image on the right side of the Professional Center homepage.

*Enter the Professional Account Access Key if you are a teacher. Enter the Administrator Code if you are an administrator or a counselor.

†All schools in West Virginia have unique Professional Account Access Keys and Administrator codes. If you have forgotten or do not know your codes, please contact customer support at 1-800-281-1168.

EDUCATOR LOGIN: RETURNING USERS

1. Go to <https://procenter.cfwv.com>.
2. Enter the account name that you created in the text box labeled “Account Name” in the

lower left portion of the screen.

3. Enter the password that you created in the textbox labeled “Password” in the lower left portion of the screen.
4. Click **Sign In**.

SYSTEM REQUIREMENTS

You’ll want to coordinate with your school’s Audio/Visual or Information Technology specialist to make sure you’ll have access to CFWV.com. Specifications and settings can be found by logging on to the website (www.cfwv.com), and clicking on the **Need Help?** link located on the top right of the toolbar. The Technical Support section includes information on Browser Compatibility, Viewing Sound and Video Clips, and Browser and Network Settings. Media Player and Quick Time is required to view the sound and video clips available in the career profiles within CFWV.com. A link is provided to download each.

COMPUTER LAB ISSUES

Anticipating problems that might come up with computer usage will be helpful in figuring out possible solutions. Some issues to consider:

- Lack of access to a computer or mobile lab
- Computers not charged in a mobile lab
- Unpredictable Internet access
- Parts of CFWV.com may be blocked by school’s system
- Student using computers for purposes other than career research

In the **Preparation** section you will find print modifications to address a lack of computer access. In addition, students unfamiliar with the computer lab will need instructions on its use.

STUDENT MISBEHAVIOR ON COMPUTERS

Establish clear expectations and consequences for misuse of the computers before students begin working on the computers. A common problem is students accessing other websites. Another issue is instant messaging between students. One possible behavior plan could be:

- The first time a student is seen on another website they are given a warning.
- The second time a student is seen on another website they are no longer permitted to work on the computer. Instead they will complete the work using a paper version. (This may require making copies of CFWV.com pages in advance.)

PREPARING STUDENTS FOR UNEXPECTED CAREER MATCHES

Students may be disappointed or surprised by the careers they are matched up with using the interest inventory. Explain that this inventory should be seen as a guide. Careers are suggested based on students' Interest Profiler answers, but the reasons may not be immediately obvious. (See **IMPLEMENTATION OPTIONS** for suggestions.) Students may research a career that is not included in their Interest Profiler results as long as it is listed on CFWV.com.

You should also explain that the goal of this unit is to learn about new careers, rather than summarize what's already known. Students should be encouraged to research careers out of their comfort zone.

VOCABULARY

Interest Inventory: a tool for helping you figure out what you're interested in; it often consists of a series of questions or choices.

Basic Skills Survey: designed to assess skills in core areas. Students are presented with a series of statements describing increasingly difficult tasks, and they are asked to indicate which activities they feel they could successfully perform today or that they will be able to perform in the future.

Skills Inventory: an assessment for identifying skill strengths.

IMPLEMENTATION OPTIONS

DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or on an overhead projector, and have students write only their answers on index cards. You can also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

Questions:

1. List three things you enjoy doing during your free time.
2. List three careers that you think fit your skills and interests.

3. Briefly explain why you think each of the careers above is a good fit for your skills and interests.

[After they have completed their answers, call on students to read their answers. Then begin with the **Warm Up** as written.]

If your students participated in the program last year, you may want to access their previous student login names and passwords. If you think your students may have forgotten their user-names or passwords from last year you can access the students' account names and reset their passwords for your CFWV.com Professional Tools.

To assist in modeling written directions, use an LCD projector to explain the instructions for CFWV.com.

Students unfamiliar with the computer lab and/or unfamiliar with www.cfwv.com will need instructions on its use. For students unfamiliar with www.cfwv.com, one option is to pair them up with students who are familiar with the site and its tools from previous years.

Consider seating struggling readers (or students who have difficulty following directions) at computers next to stronger readers and have these pairs move through the Interest Profiler questions in tandem, reading each question aloud before proceeding.

Have students who are experienced Internet users show less experienced students how to navigate through the site using the browser arrows and buttons within the website.

For **Activity II, Interest Profiler**, if time permits, invite students to investigate why certain careers did not appear on their Interest Profiler results. Once students have completed the Interest Profiler, they will be taken to the Results page with the students Top Interest Areas. From this page, students can click on **View Careers**. In the upper right corner of the list of careers matching the students interests, students can enter the name of career that does not appear on the list to learn why.

For Activity III, Basic Skills Survey, facilitators wishing to provide a more in-depth investigation of the Basic Skills Survey results may wish to have students complete the survey twice: first, using their current skills and reviewing the (necessarily limited) set of jobs, and a second time using the skills they envision developing. Once students have completed the Basic Skills Survey, they

will be taken to the Results page that includes a graph displaying their basic skills levels. From this page, students click **Review Matching Careers**. On the left side of the screen, students can enter the name of any career that does not appear on the list to learn why.

If you think the seating arrangements in the computer lab or the dynamic of a class will make it difficult for students to pay attention to your instructions, you may choose to start the lesson in the classroom and transition to the computer lab once you have modeled the directions for logging on to CFWV.com, Creating an Account, and Accessing the Interest Profiler.

ACTIVITY STEPS

I. WARM UP (5 minutes)

1. [Welcome students back to class. Let them know that today they are beginning a new unit, made up of six lessons, on the subject of careers, and how to choose one that's right for them.]
2. **SAY SOMETHING LIKE:** During this unit, each of you will investigate several careers and evaluate which are “good fits” for you, and why. By the end of the unit, you will choose the career that you're most interested in pursuing. Knowing what you want to do for a career can help focus your efforts during high school. For example, if the career you select requires a college education, you will need to take certain required courses while in high school, and maintain a certain grade level. Keep in mind that your first career choice probably won't be your last. Many people change their minds as they learn more about themselves and careers they're interested in.

II. Interest Profiler (20 minutes)

1. [Guide the students through the following sequence to log on to CFWV.com. Instruct students to turn to **Student Handbook pages 79-79A, CFWV.com Basic Directions**. Display these directions on an overhead, LCD projector or chart paper. If your students are already comfortable with CFWV.com you can choose to review the CFWV.com Basic directions more briefly.
 - Turn on the computer.
 - Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
 - Type the web address into the dialog box (www.cfwv.com).
 - When the CFWV.com home page appears, click **sign in** in the upper right corner and enter your Account Name and Password.
 - Record your Account Name and Password on **Student Handbook Page 80, What is CFWV.com?**
2. [For students who have not previously created an Account, explain that they will need to save the work they do today to an online folder called a Portfolio. Then quickly guide them through the following steps:
 - Click **Create an Account** in the upper right corner of the screen. (Indicate these on the board.)
 - Click on **High School Student**.
 - Enter your date of birth.

- To answer the question “What middle or high school do you attend?”, click **Find**. A pop up will appear containing a list of schools. Choose your school and click **continue**. If you don’t see your school on the list, click **My School/Program is not on the list.**]
- You will return to the ‘Create an Account’ page. Click **Next**.
- Enter your account information: first name, last name, year of high school graduation and e-mail address. If you do not have an email address, check the box that says, “Check here if you do not have your own e-mail and would like to use this site’s account as your primary e-mail”. If you choose this option, your e-mail address will be Firstname_Lastname@cfwv.com. You will be able to access your e-mail from your CFWV.com account.
- Now it is time to confirm that the account name that you have been given is available. The system provides an account name Firstname_Lastname. Click into that box and a blue button will appear below it. The blue button says, **Check if Firstname_Lastname is available**. Click this button. If your account name is available, the message “Congratulations - this account name is available” will appear. If the message says that someone is already using that name, add an easy-to-remember number to the end of your username and check to see if it’s available.
- Next type in a password. This password should be your birthday in numbers: 2 numbers for the month, 2 for the date, and the last 2 numbers of the year. For example my birthday would be 060579, because I was born on June 5th, 1979
- Type the same password again.
- Write this username and password on **Student Handbook page 80, What is CFWV.com?**
- Enter in a secret question, for example, “What is your mother’s maiden name?” Then type in the answer.
- Enter your Permanent address and how you learned about the site.
- Under “Import from a Choices Portfolio to Your Account”, select “I’ll do it later when I need it.”
- Check the box that says that you have read and agree to the privacy policy and terms of use of this site.
- Click **Create your account**.
- Later on, we’ll come back to this portfolio so you can save your work.
- It’s important to know who can see the information you place on the Internet. I will be able to check the work of students in all classes. This helps me figure out what careers you’re most interested in.
- Record your Account Name and Password on **Student Handbook page 80, What is CFWV.com?**

3. **SAY SOMETHING LIKE:** Now you will use the Interest Profiler - a tool that matches ca-

reers to your interests. To take the interest inventory (or retake it for those who did this last year), here's what to do:

- Click on the **Career Planning Tab** at the top of the page.
 - Click on the section titled **Learn About Yourself**.
 - Click on the **Interest Profiler Assessment** and then click **Get Started**.
4. [Read aloud the instructions on **Student Handbook pages 79-79A, CFWV.com Basic Directions** as students follow along independently. Explain that based on their answers about their interests, Interest Profiler will select possible careers. It should take most students no more than 20 minutes to complete the inventory.]

SAY SOMETHING LIKE: Read each of the 180 questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure, or Dislike. The Interest Profiler will select Your Top Interest Areas based on the interests you've described.

[Assist any students who will struggle to understand the prompts. You may need to explain what each question is asking. Circulate around the computer lab, helping students as needed.]

5. [Refer students to **Student Handbook page 81, Interest Profiler Reflection**. Have them reflect on the results of the Interest Profiler by responding to each question. If they did not take the Interest Inventory in grade 9, they may skip the third question.]

SAY SOMETHING LIKE: Look at **Student Handbook page 81, Interest Profiler Reflection**. Take a few moments to answer reflect on each of the questions on this page and write down your answers. Were your Interest Areas consistent from last year to this year? Did they accurately reflect your interests? It's important to remember that the Interest Profiler is just a tool; it's not a fortuneteller. Just because a career doesn't appear, it doesn't mean that you shouldn't consider it. Your answers may change from day to day, and a different answer on a single question may result in a career being included or excluded. On the other hand, a benefit of Interest Profiler (and other such tools) is it may offer possibilities you never even knew existed.

6. [Explain that their list is saved in their portfolio and they will be able to check it out again whenever they want. Each time they complete an assignment, their results are saved and listed by date.]

Display **Portfolio page 1, Interest Profiler and Basic Skills Survey Results** using an overhead projector or chart paper. Then refer students to **Portfolio page 1, Interest**

Profiler and Basic Skills Survey Results. Read the instructions aloud and model for the students how to complete one example. Then have students fill out the page.]

III. Skills Assessment (15 minutes)

1. **SAY SOMETHING LIKE:** Knowing what interests you is one part of choosing a career. Knowing what you're good at is just as important. Can you repair things easily? Do you like teaching or helping others? Are you great at organizing things? Different jobs require different types of skills. Knowing what skills you're strongest in can help you find careers that you'll succeed at. To rate your skills, you will now use the **Basic Skills Survey** in CFWV.com.

In the **Basic Skills Survey**, you will be looking at 10 Basic Skills Areas. These areas are:

- Reading Comprehension
- Active Listening
- Writing
- Speaking
- Mathematics
- Science
- Critical Thinking
- Active Learning
- Learning Strategies
- Monitoring

For each of the 10 Basic Skill areas, you will be presented with a series of statements that describe increasingly difficult tasks. You will be checking off each task that you feel you could successfully perform. I would like you to check off all of the tasks that you could successfully perform today as well as any tasks that you feel fairly confident that you will be able to perform before entering the workforce.

I'm going to read you two of the tasks that are part of the Writing Skills statements.

Raise your hand if you think you could do the following task today:

1. Write an accurate and understandable telephone message?

[Give students a few moments to raise their hands. It is likely that everyone in the class will raise their hands. Then ask the next question.]

2. Write a 115 page master's degree thesis and have it approved.

[Note the number of students that raise their hands. It is likely that very few students will raise their hands].

SAY SOMETHING LIKE: Very few of you raised your hands when I asked about writing a master's thesis. That's OK! It's not expected that high school students will be asked to do master's degree level work. However, there are many jobs that do require this level of writing. That's why some of the tasks listed on the assessment are very challenging.

Now, I'd like to know how many of you think that you would be able to write a 115 page master's degree thesis and have it approved by the time you enter the world of work. Please raise your hands if you think that you could do this.

[Observe which students raise their hands.]

SAY SOMETHING LIKE: If you enjoy writing and researching, it's likely that you raised your hand this time. If you don't enjoy writing, you may not have raised your hand. That's okay. There are no right or wrong answers on this assessment. To get the best career matches possible, you'll want to answer as honestly as you can. You will all have different skills areas that you excel at.

Now let's look at the instructions for the **Basic Skills Survey** so that you can begin the assessment.

2. [Read aloud the instructions for the **Basic Skills Survey on Student Handbook pages 79-79A, CFV.com Basic Directions** as students follow along independently.]

SAY SOMETHING LIKE: Read each skill carefully and check off each skill that you feel that you can demonstrate now or believe that you will be able to demonstrate at the time that you begin your job search. Later we'll combine these results with the results of your Interest Profiler to find careers that are a good match for your interests and skills. [Circulate around the computer lab, helping students as needed.]

3. Display **Portfolio page 1, Interest Profiler and Basic Skills Survey Results** using an overhead projector or chart paper. Then refer students to this page. Read the instructions for Part 2 aloud and model for the students how to complete one example. Then have students fill out the **Part 2: Basic Skills Survey Results.**]

IV. Career Finder (10 Minutes)

1. [When students have finished filling in **Portfolio page 1, Interest Profiler and Basic Skills Survey Results, Part 2: Basic Skills Survey Results**, have them enter the results of both the Skills Survey and the Interest Profiler into the Career Finder following the steps below]
2. **SAY SOMETHING LIKE:** Now, click on the **Career Planning** tab on the top of the screen and then click on **Explore Careers**.
 - Under the section titled Career Exploration Tools, click on the **Career Finder**.
 - To combine the results of the **Interest Profiler** and the **Basic Skills Survey**, look for the section labeled Skills on the left side of the screen and then click on the **Basic Skills** link.
 - Click **Use Basic Skills Survey Results**. You'll find this link in the blue box in the upper right corner of the screen.
 - Now click on **Interests** under the heading My Characteristics.
 - Click **Use Interest Profiler Results**. You'll find this link in the blue box in the upper right corner of the screen.
 - Scroll to the bottom of the screen and click **See Your Matching Careers**. The list that appears will take both your basic skills and your interests into account.
 - You can refine your Career Finder results by choosing additional criteria from the left side of the screen. This will help you to focus your search further.
3. [Point out the instructions for the Career Finder on **Student Handbook pages 79-79A, CFV.com Basic Directions**. Students can follow these instructions to complete Career Finder.]
5. Display **Portfolio page 1, Interest Profiler and Basic Skills Survey Results** using an overhead projector or chart paper. Then refer students to this page. Read the instructions for Part 3 aloud and model for the students how to complete one example. Then have students fill out the Part 3: Career Finder Results.]

V. Wrap Up: Reflection (5 minutes)

1. **SAY SOMETHING LIKE:** Everyone did a great job today! Thinking about your interests and skills are important and worthwhile exercises because it helps you find careers that you will both succeed in and enjoy. Remember, however, that tools like the **Interest Profiler** and **Basic Skills Survey** simply provide suggestions that may be helpful in focusing your career search. In the end, you own likes, dislikes, and skills are the best guide.

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DO NOW

Careers 1: Interest Inventory

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. List three things you enjoy doing during your free time.

2. List two careers that you are interested in learning about.

3. Do you think your interests are related to the careers you want to learn about? Explain.

CFWV.COM BASIC DIRECTIONS

I. Connecting to CFWV.com

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
- Type the web address into the dialog box (**www.cfwv.com**).
- When the CFWV.com home page appears enter your account name and password into the sign in area on the right side of the screen.

II. Creating an Account (First Time Users)

- Click on the **Create an Account** button at the top of the screen.
- Click on the **Go** button next to your grade level.
- Enter your date of birth.
- Click the **Find** button to select your school.
- Choose your school from the list. If your school is not listed, click **My school/program is not on the list**. You'll find that link at the bottom of the window.
- Enter your account information: first name, last name, year of high school graduation and e-mail address. If you do not have an email address, check the box that says, "Check here if you do not have your own e-mail and would like to use this site's account as your primary e-mail". If you choose this option, your e-mail address will be Firstname_Lastname@cfwv.com. You will be able to access your e-mail from your CFWV.com account.
- Now it is time to confirm that the account name that you have been given is available. The system provides an account name Firstname_Lastname. Click into that box and a blue button will appear below it. The blue button says, "Check if Firstname_Lastname is available. Click this button. If your account name is available, the message "Congratulations - this account name is available" will appear. If the message says that someone is already using that name, add an easy-to-remember number to the end of your username and check to see if it's available.
- Next type in a password. This password should be your birthday in numbers: 2 numbers for the month, 2 for the date, and the last 2 numbers of the year. For example my birthday would be 060579, because I was born on June 5th, 1979.
- Type the same password again.
- Write this username and password on **Student Handbook page 80, What is CFWV.com?**
- Enter in a secret question, for example, "What is your mother's maiden name?" Then type in the answer.
- Enter your Permanent address and how you learned about the site.
- Leave the bullet point set on "I'll do it later when I need it" in the section titled, "Import from a Choices Portfolio to Your Account".
- Check the box that says that you have read and agree to the privacy policy and terms of use of this site.
- Click **Create your account**.

III. Interest Profiler

- Now, click on the **Career Planning** tab at the top of the page.
- Click on the section titled **Learn About Yourself**.
- Click on the **Interest Profiler Assessment** and then click **Get Started**.
- Read each of the 180 questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure, or Dislike.
- The Interest Profiler will select Your Top Interest Areas based on the interests you've described. You must select two to get a list of careers.
- Click the **View Careers** button to see the careers that match up with your interest areas.
- Using your results from Interest Profiler, complete **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**.

IV. Basic Skills Survey

- Now, click on the **Career Planning** tab on the top of the screen and then click on the **Learn About Yourself** section.
- Click on the **Basic Skills Survey**.
 - Read all of the directions and then click **Get Started**.
 - Read each skill carefully and check off all of the skills that you believe that you are able to demonstrate now or that you believe you will be able to demonstrate by the time you enter the world of work.
- Look over the chart that reflects your basic skill levels. Then, click on **Review Matching Careers**.
- Review the list of careers that match your basic skills. Careers that are the best match for your skills will appear first on the list.
- To see how closely your skills match the skills needed for a particular career, click **Compare Your Skills** in the column labeled Matching Skills.
- Using the results from the **Basic Skills Survey**, complete Part II of **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**.

V. Career Finder

- Now, click on the **Career Planning** tab on the top of the screen and then click on **Explore Careers**.
- Under the section titled Career Exploration Tools, click on the **Career Finder**.
- To combine the results of the **Interest Profiler** and the **Basic Skills Survey**, first look for the section labeled Skills on the left side of the screen and then click on the **Basic Skills** link.
- Click **Use Basic Skills Survey Results**. You'll find this link in the blue box in the upper right corner of the screen.
- Now click on **Interests** under the heading My Characteristics.
- Click **Use Interest Profiler Results**. You'll find this link in the blue box in the upper right corner of the screen.
- Scroll to the bottom of the screen and click **See Your Matching Careers**. The list that appears will take both your basic skills and your interests into account.
- You can use the Career Finder to narrow your search further by choosing additional criteria from the left side of the screen. This will help you to focus your career search.
- Using your Career Finder results, complete **Part III of Portfolio Page 1, Interest Profiler and Basic Skills Survey Results**.

What is CFWV.com?

CFWV.com is a web-based career exploration and planning tool that you will use to explore career and college options and to create a comprehensive career portfolio.

Features of the program include:

- **Interest and Skills Assessments** – Learn about your interests, values, skills and abilities.
- **Detailed Career Profiles** – direct links between careers and high school subjects, as well as links between careers and college programs.
- **Interviews** – interviews with real people in each occupation add depth and realism to career profiles.
- **College and Financial Aid Information** – updated yearly from the Wintergreen Orchard House database, with different search tools to help you find the right college and scholarships that fit your qualifications.
- **Electronic Career Portfolio** – available online, so family members and teachers can see how you are putting together your educational plans.
- **Resume Builder** – combines with the portfolio to help you create and print professional resumes quickly and easily.

To find out more about the program, we encourage you to login using the school's access information:

Login at: **www.cfwv.com**

Enter your Account Name: _____

Enter your **password** for your portfolio (your birthday in numbers): _____

Interest Profiler Reflection

Please answer the following questions based on your Interest Inventory results.

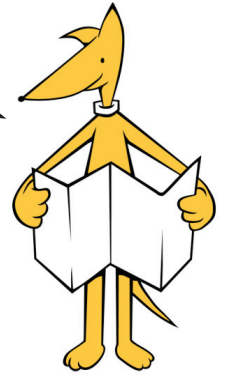
1. List your top 2 or 3 Interest Areas. “Does each seem like an accurate description of your interests? Why or why not?”

2. What careers were surprising?

3. What changes did you see from your Grade 9 career matches?

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There are so many careers to choose from. Keep a list of the ones that interest you.



Interest Profiler and Basic Skills Survey Results

Student Name: _____

Date Interest Profiler Taken: _____

Part I: Interest Profiler Results: Take the Interest Profiler. Review the list of matching careers, then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Part II: Basic Skills Survey Results: Take the Basic Skills Survey. Review the list of matching careers, then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Part III: Career Finder Results: Complete the Career Finder by combining the results of your Interest Profiler and your Basic Skills Survey. Review the list of matching careers and then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

- 1. _____
- 2. _____
- 3. _____
- 4. _____