

Administrator's Report

Memory and Attention Test

Susannah Sample



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Introduction

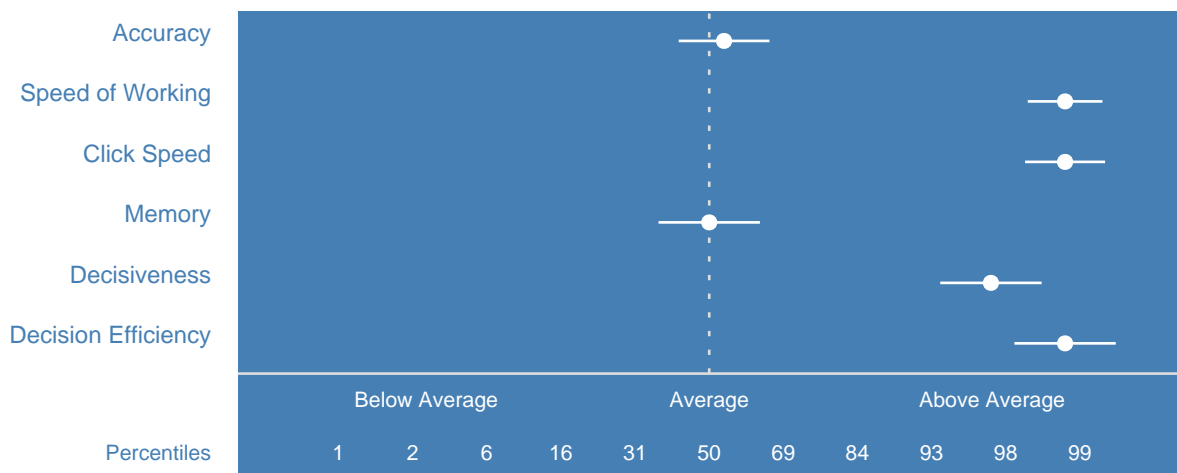
This report describes Susannah's results on the Memory and Attention Test. This test looks at the ability to memorise increasingly complicated instructions and apply these quickly and accurately.

To understand what Susannah's scores on the test actually mean, they have to be put into context. This is done by comparing them to the scores of a larger group of people who have already taken the test. In this case, scores have been compared to the following group: Job Applicant Group (n=675).

The Memory and Attention Test looks at five main areas: Accuracy, Speed of Working, Memory, Decisiveness and Decision Efficiency. The speed with which Susannah was able to use the mouse to click on the shapes was also measured (Click Speed). Results in each of these areas are given below.

Results

The diagram below gives an overview of Susannah's scores on the six indices of performance on the test. For each of these indices, the further the score marker is to the right, the better the performance on that aspect of the test. These results are explained in more detail in the following sections.



NOTE: For Memory, Speed of Working Click Speed and Decisiveness, lower raw scores indicate better performance. The percentiles and T-scores for these scales have therefore been reversed so that higher scores on all scales indicate better performance.

Accuracy

The instructions for the Memory and Attention Test directed Susannah to click on various shapes. This part of the Memory and Attention Test looks at how well she was able to follow the instructions, by attending to the screens and clicking on the correct shapes.

Raw score number of correct screens	Percentile	T-score	68% T-score confidence band	80% T-score confidence band
30	52	51	47 - 54	46 - 55

Speed of Working

The time it took Susannah to complete each of the test screens was recorded. This gives an indication of how quickly she was able to attend to the shapes on each screen and then apply the instructions to the test screens.

Raw score total test time in seconds	Percentile	T-score	68% T-score confidence band	80% T-score confidence band
326	99	73.5	70 - 76	70 - 76

The scores on Accuracy and Speed of Working can together provide indications about a person's style of working. If a person is fast and accurate, this indicates that they are highly effective at the task. If they are fast but inaccurate, they may have a tendency to adopt a hasty style and be prone to sacrificing accuracy for speed. The opposite pattern, slow but accurate, would suggest that they have adopted a style which is overly cautious. When both scores are low it suggests that they find the skills measured by the MAT more difficult than other people do.

Click Speed

The time it took Susannah to complete several very easy items at the start of the test was also recorded. Since the instruction for these items (e.g. "Click all red shapes") was very easy to remember, the time taken to respond to these items gives an approximate indication of how quickly she was able to click on shapes. This in turn should be taken into consideration when evaluating her speed of working, as reported above.

Raw score speed of responding in seconds	Percentile	T-score	68% T-score confidence band	80% T-score confidence band
13	99	73.5	70 - 76	69 - 77

Memory

The Memory and Attention Test gave Susannah a number of instructions to remember. The number of instructions to remember increased as the test progressed. This part of the test looks at how well Susannah was able to remember the instructions, by showing how many times she needed to be reminded of the instructions.

Raw score use of instructions screen	Percentile	T-score
17	47	49.5

High memory scores with high accuracy scores indicate a good ability to remember the instructions.

High memory scores with low accuracy scores indicate either a misjudgement by the person concerning their ability to remember or a greater willingness to guess even if they are unsure.

Low memory scores with high accuracy may indicate either that the person does not trust their memory or, alternatively, that they have a style which involves excessive caution or apprehension.

Low memory scores with low accuracy indicates that the person had trouble with the basic tasks in the MAT

Decisiveness

This is a measure of how infrequently Susannah changed her mind about whether a shape should be clicked or not. A high raw score indicates that Susannah changed her mind frequently. A low raw score indicates that she changed her mind very infrequently, if at all.

Raw score no. of changes	Percentile	T-score	68% T-score confidence band	80% T-score confidence band
0	97	69	65 - 72	64 - 73

Note that if a person has a high decisiveness score but a low memory score, this would suggest that by continually checking the instructions for the task, they have ensured that they do not make mistakes that they later have to correct.

Decision Efficiency

This is an overall measure which combines both accuracy and speed. It is effectively an indication of the number of correct items Susannah completed per minute. The higher Susannah's raw score on this measure, the better her performance when both accuracy and speed are considered together.

Raw score correct items per minute	Percentile	T-score	68% T-score confidence band	80% T-score confidence band
5.51	99	73.5	70 - 76	69 - 77

Final Points

When reading this report, the following general points should be taken into consideration:

- Psychometric tests are only one source of information about a person's abilities and style. It is always recommended that the results be integrated with other evidence to provide as broad a picture as possible. How much the test results will influence any final assessment will depend on the appropriateness of the tests and the quality of the other information collected.
- All test scores (as with any measurement) are subject to error. Scores are therefore taken as an indication of the band of ability within which the individual might fall.
- Scores may change due to error and small differences between scores may not be significant. The amount of error can be estimated statistically and this is how the range of scores quoted in this report has been determined.
- High scores are easier to interpret than low scores. If people score highly, then they probably do have a high level of the ability in question. People can, however, get low scores for many reasons - misunderstanding, lack of familiarity with test procedures, anxiety, etc. Low scores should therefore be interpreted as 'the individual has not yet shown evidence of this ability'.
- All scores are compared to groups of individuals, e.g. People at various stages of their education, those working in different jobs. Therefore the score is not fixed. A score may be above average compared to one group and below average compared to another.
- The results show how the person performed on the test on this particular occasion. A person's score is likely to fluctuate according to a number of different factors: this means that scores might differ slightly if the test were taken on a second occasion.
- The test results provide an opportunity for the individual to demonstrate their abilities in specific areas of memory and attention. To contribute usefully to an overall assessment of an individual's abilities, these results must be properly integrated with other data and should never be alone as a basis for decision-making.

Date tested: 22/7/2010

Norm used: Job Applicant Group (n=675)