

Administrator's Report

Numerical Reasoning

Denise Debutante



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Numerical Reasoning - Level 3

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Test Results

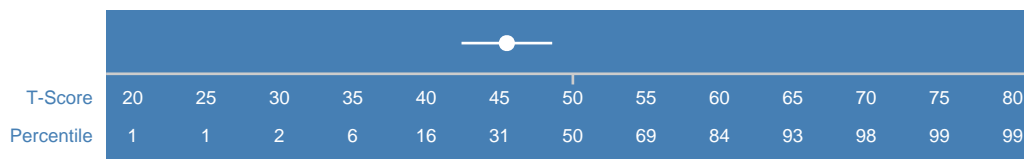
This report describes Denise Debutante's results on Level 3 of the Numerical Reasoning Test. This test assesses the ability to use numerical information to solve problems.

On the Numerical Reasoning Test, Denise attempted 23 questions out of 36 and answered 15 correctly. To put this raw score into context, it has been compared with the following group: Undergraduate students (n=761)

In relation to the comparison group, Denise's scores are as follows:

T-Score	45
68% T-Score confidence band	41 - 48
80% T-Score confidence band	40 - 49
Percentile	32

The T-Score and 68% T-Score confidence band are shown below:



Speed and Accuracy

Combining information on the number of questions attempted and the number answered correctly, indicates that Denise attempted as many questions as the majority of the comparison group. Of the questions attempted, she answered correctly an average number.

Overall, this pattern of responses was similar to most others in the comparison group. Denise worked at a similar rate to others and tended to answer correctly a similar proportion of the questions she attempted. She could be seen to have achieved a balance between speed and accuracy but has done so to an average extent, leaving room for improvement in performance. There is no indication that she sacrificed accuracy for speed or vice versa.

To perform better Denise would have to work more quickly and more accurately. It would be worth exploring whether this balance of speed and accuracy is typical of how Denise approaches her work and other activities, or whether it reflects a style adopted just for the test. In some situations it can be valuable to vary the approach taken; sometimes placing greater emphasis on accuracy and at other times emphasising speed. As Denise answered correctly only an average number of questions she attempted, to improve her performance she could improve her accuracy, and then try to work more quickly.

Suggested Review Prompts

- How do you feel about the Numerical Reasoning Test?
- Have you taken this type of test before, and if so, how did you find it?
- What parts of the test did you find most challenging?
- How did you feel when you were doing the test?
- Your approach to the test seemed to be as fast and accurate as most of the comparison group. To what extent is this characteristic of your working style generally?
- Your test results suggest an average level of speed and accuracy in relation to the comparison group. Think of times when you have been able to, or your work has required you to, work quickly and possibly sacrifice some of your accuracy, or vice versa? How did you feel when you had to work like this?
- As you answered correctly only an average number of the questions you attempted, to perform better you would need to improve your accuracy, and then possibly your speed. What activities would you enjoy or be willing to do in order to practise the kinds of skills needed for the Numerical Reasoning Test?
- If you were to take the test again, how would you approach it differently?

Notes On Interpreting This Report

When reading this report, you should remember that:

- psychometric tests are only one source of information about a person's abilities and style, so results should 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 are an opportunity for the individual to demonstrate their abilities with particular types of reasoning and problem solving. They do not cover all kinds of reasoning. However, psychometric tests, properly chosen, have been found to contribute usefully to an overall assessment of an individual's abilities. They must be properly integrated with other data and should never be used on their own.

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Job title = Account Executive; Department = Software Sales

Norm used: Undergraduate students (n=761) Date tested: 30/4/2010