

Administrator's Report

# Numerical Reasoning

Level 3

Susan Sample

24th February 2016



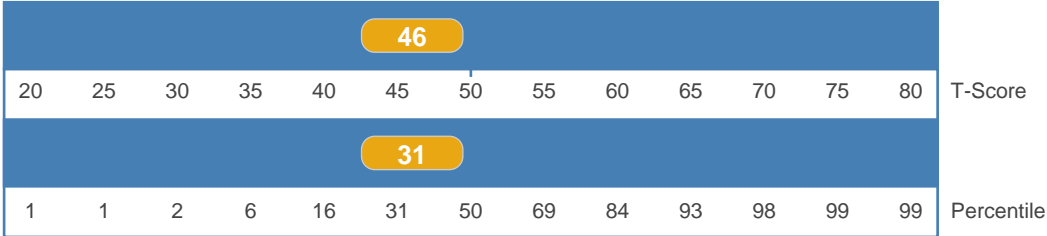


This report describes Susan Sample's results on Level 3 of the Numerical Reasoning Test. This test assesses the ability to use numerical information to solve problems.

On the Numerical Reasoning Test, Susan 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: University Undergraduates (1609). In relation to the comparison group, Susan's scores are as follows:

T-Score	46
68% T-Score confidence band	42 - 49
80% T-Score confidence band	41 - 50
Percentile	31

The T-Score and percentile are shown below:



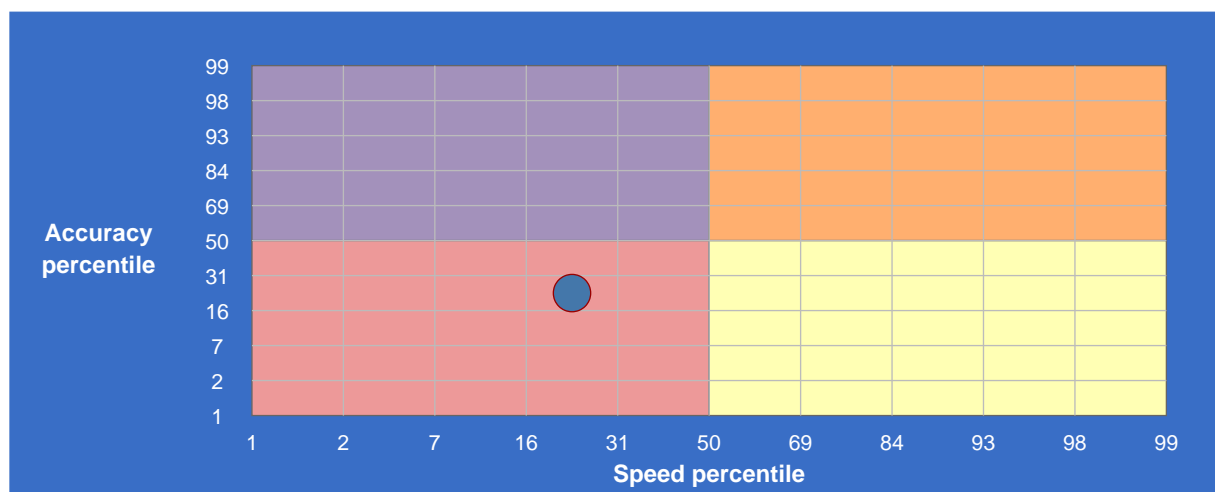
Using Item Response Theory (IRT), it is possible to estimate the scores which Susan would have obtained had she completed other versions of the Numerical Reasoning test. These and her own IRT scaled score are shown in the table below. The table also shows the percentile and T score for the present version of the test when compared with the core norm table for this version.

<b>IRT score = 103</b>	CL1	CL2	CL3	CL4	OL1 (RS)	OL2 (RS)
Raw score	23	15	15	9	28	15
Percentile	78	55	31	13	72	32
T score	58	52	46	39	56	46

'CL' = Closed 'Level'; 'OL' = 'Open Level'; 'RS' indicates 'Reasoning Skills Tests'

# speed & accuracy

The chart below shows both the speed with which Susan completed the test items and her level of accuracy for those items which she attempted.



In the chart, Susan's levels of speed and accuracy are expressed in comparison with a large sample of people who have taken this test before (which is not the same as the comparison group with which her score on the test was compared in the previous pages of this report).

If the blue marker in the chart is in the upper-right (orange) quadrant of the chart, that means that she tended to work quickly and maintained a high level of accuracy on those questions she attempted. The closer the marker is to the upper-right corner of the chart, the more this was the case.

If the blue marker in the chart is in the lower-right (yellow) quadrant of the chart, that means that she tended to work quickly but without achieving a particularly high level of accuracy on those questions she attempted. The closer the marker is to the lower-right corner of the chart, the more this was the case.

If the blue marker in the chart is in the upper-left (purple) quadrant of the chart, that means that she tended to work relatively slowly but nevertheless, for those questions she attempted, her responses tended to be accurate. The closer the marker is to the upper-left corner of the chart, the more this was the case.

If the blue marker in the chart is in the lower-left (red) quadrant of the chart, that means that she tended to work relatively slowly. Furthermore, her responses to those questions she answered tended not to be particularly accurate. The closer the marker is to the lower-left corner of the chart, the more this was the case.



# suggested review prompts

The following are questions which may be useful when exploring Susan's performance on this test:

- How do you feel about the Numerical Reasoning Test?
- Have you taken this type of test before? How did you find it?
- How clear were the instructions? Did you understand what you had to do on the test?
- Which parts of the test did you find most challenging?
- How did you feel when you were doing the test?
- How important was it to you to do well in the test?
- When you were taking the test, were you able to stay focussed on it?
- In relation to the comparison group, you tended to work more slowly than most and answer fewer questions correctly. Was this because you found the questions difficult or were there any other reasons for this?
- How might your results on this test influence the type of work you might choose to do or avoid?
- To get a higher score on a test of this sort, you would need to learn to work more quickly and, if possible, to be more accurate. Is there anything you might be able to practise which could help you with tests like this in the future?
- 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 tests provide 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.

If you would like to answer a few short questions to give us your opinion of this report, please click on the link below:

[Feedback questionnaire](#)

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Job title = Account Executive; Department = Software Sales  
Norm used: University Undergraduates (1609) Date tested: 24/2/2016