

Feedback Report

Numerical Reasoning

Level 3

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24th February 2016





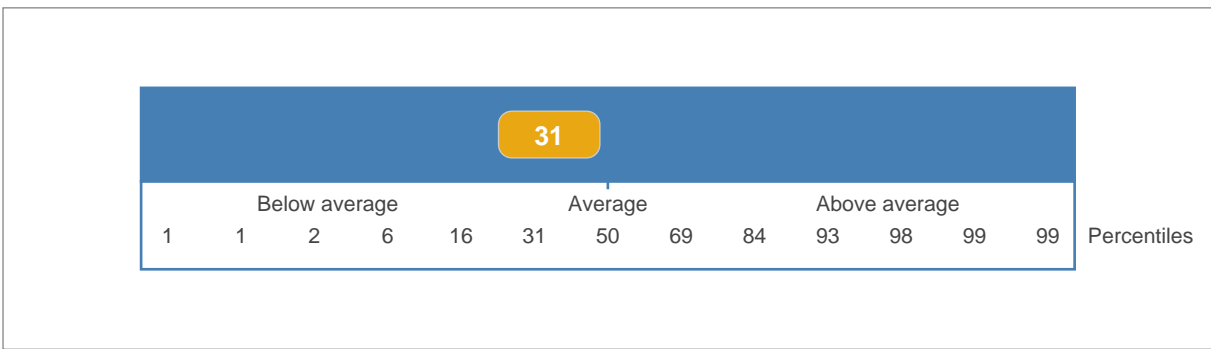
This report describes your results on the Numerical Reasoning Test which looks at your ability to use numerical information to solve problems.

On the Numerical Reasoning Test you attempted 23 of the 36 questions in the test, and answered 15 of these correctly.

To put your score into context, it is compared to a large group of people who have already taken the test. In this case, your test score has been compared to the following group: University Undergraduates (1609).

Your results are shown graphically below. The orange marker indicates the score you obtained on the Numerical Reasoning Test in relation to the comparison group. As measurement is never totally accurate, the width of the orange marker represents the typical margin of error and your actual ability level on this test will fall somewhere within this range.

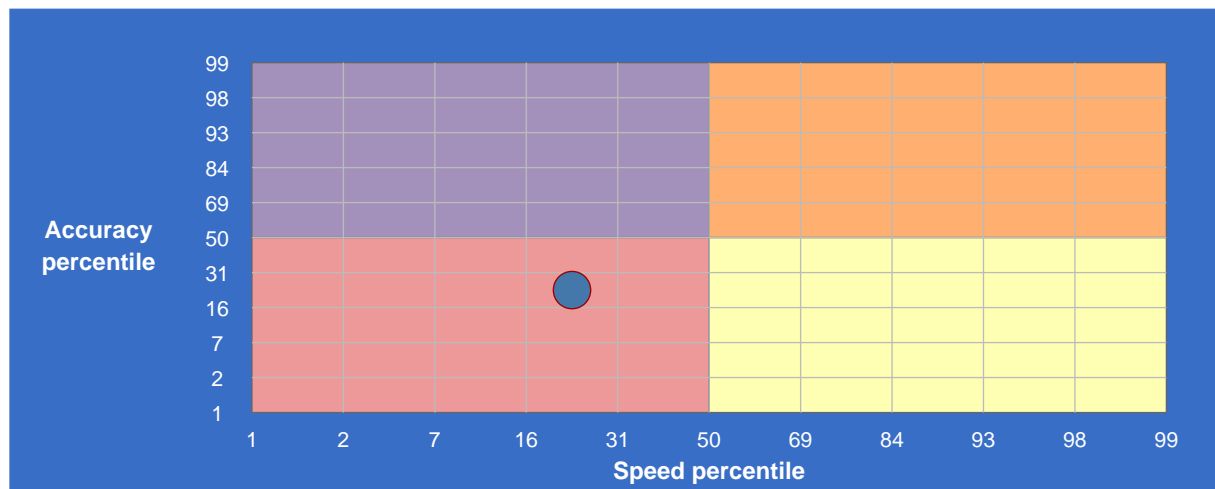
When compared to the comparison group, your score was at the 31st percentile. This means you scored better than 31 per cent of the comparison group.



possible reasons for your performance



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



In the chart, your 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 your 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 you tended to work quickly and maintained a high level of accuracy on those questions you 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 you tended to work quickly but without achieving a particularly high level of accuracy on those questions you 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 you tended to work relatively slowly but nevertheless, for those questions you attempted, your 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 you tended to work relatively slowly. Furthermore, your responses to those questions you 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.

If your performance on the test was not as good as you had hoped, then bear in mind that test performance on a given day can be affected by the circumstances (for instance, feeling unwell or nervous at the time, being distracted while taking the test and so on). On the other hand, it could have been that the subject matter of this test did not particularly interest you or that it is simply an area that is not one of your strong points.

If you feel you need to increase your speed when taking tests in the future, then try the following:

- Try to keep your focus as much as possible and don't let yourself get distracted.
- If you find a particular question difficult and are struggling to see how to answer it, then remember you can always move on to another question and go back later on if you have time.
- Try to stay calm and work systematically. If you let yourself panic because you think you are not doing well, this will probably make things worse.
- Don't let yourself be compulsive about checking your answers. If you spend too much time checking that your answer to one question is correct, then you won't have time to finish the other questions in the test. So once you are reasonably certain that you have given the best answer you can, move on to the next question.
- On the other hand, make sure you don't try to work so quickly that you start to make mistakes.

If you feel you need to increase your accuracy when taking tests in the future, then try the following

- Make sure you maintain your focus and concentration while taking the test.
- Make sure you read the test instructions very carefully and do exactly what you are asked to.
- If examples or practice items are provided in the test, take your time to answer these and don't move on until you are sure you understand them. Remember, in most tests, the timer doesn't start until you have completed the practice and example items.
- If your marker was in the bottom-right (yellow) section of the chart, then you may be working too quickly. Slow down a little and don't move on to the next question until you feel confident about the answer you have given. Remember that answering fewer questions but getting most of them correct, will usually lead to a higher score than rushing through the test and making mistakes.
- Do not try to guess the answers from just a brief look at the question. Sometimes a question will require you to make an estimate or to 'make your best guess' (which is a slightly different thing). But just guessing without really thinking about the question will usually not help you.



notes on interpreting this report

When reading this report, the following points should be considered:

- psychometric tests are only one source of information about your abilities and style, and the test you have taken looks at a very specific type of ability. However, tests are known to be a useful part of an overall assessment of a person's abilities.
- all test scores (as with any measurement) are subject to error. The scores therefore indicate a band of ability within which you might fall, so your obtained score may under or over estimate your ability.
- high scores are easier to interpret than low scores. If people score highly, they are likely to have the ability being measured. People can, however, get low scores for many reasons – misunderstanding, lack of familiarity with tests, anxiety, etc. Low scores should therefore be seen as showing 'you have not yet shown evidence of this ability on this test'.
- 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 you performed on the test on this particular occasion. Your score can fluctuate according to a number of different factors: this means that your score may change if you took the test again.

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](#)

Date tested: 24/2/2016. Norm used: University Undergraduates (1609)