

Administrator's Report

# Verbal Reasoning

Level 3

Tess Tester

3rd March 2016



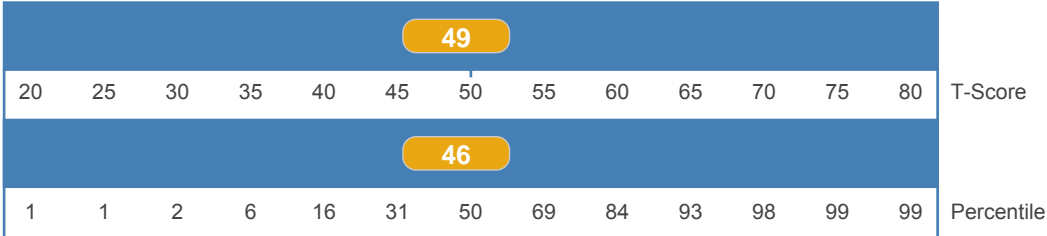


This report describes Tess Tester's results on Level 3 of the Verbal Reasoning Test. This test assesses the ability to understand and think logically about written information.

On the Verbal Reasoning Test, Tess attempted 40 questions out of 40 and answered 24 correctly. To put this raw score into context, it has been compared with the following group: University Undergraduates (1322). In relation to the comparison group, Tess's scores are as follows:

T-Score	49
68% T-Score confidence band	45 - 52
80% T-Score confidence band	44 - 53
Percentile	46

The T-Score and percentile are shown below:



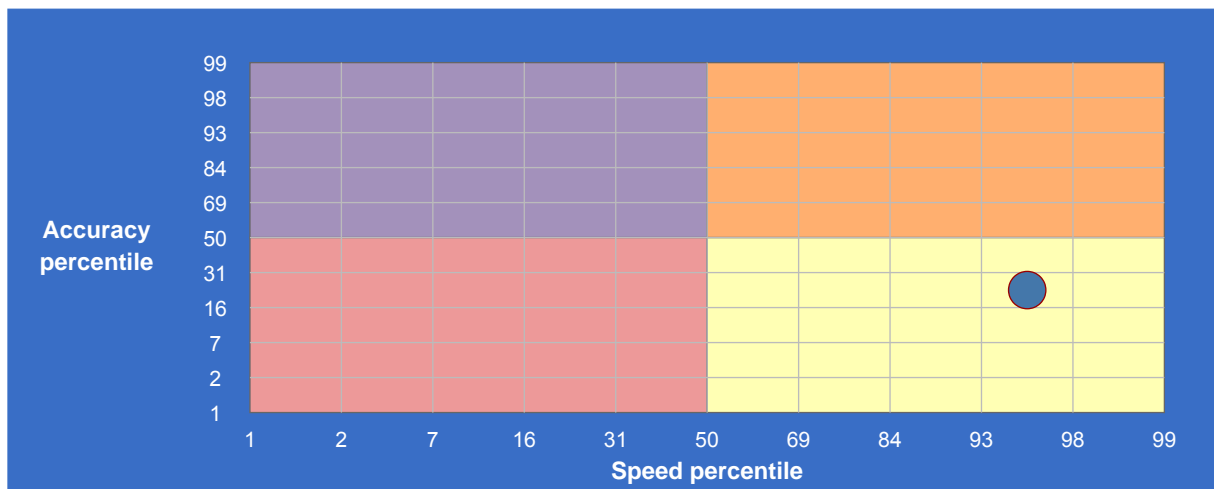
Using Item Response Theory (IRT), it is possible to estimate the scores which Tess would have obtained had she completed other versions of the Numerical Reasoning test. These and her own IRT scaled score are shown in the table below. The table also shows the percentile and T score for the present version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

<b>IRT score = 107</b>	CL1	CL2	CL3	CL4	OL1 (RS)	OL2 (RS)
Raw score	24	19	24	23	28	32
Percentile	91	67	46	34	63	58
T score	64	55	49	46	54	53

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

# speed & accuracy

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



In the chart, Tess'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.



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

- How do you feel about the Verbal Reasoning Test?
- Have you taken this type of test before, and if so, how did you find it?
- How clear were the instructions? How far did you understand what you had to do on the test?
- What parts of the test did you find most challenging?
- How did you feel when you were doing the test?
- How important was doing well in the test to you?
- When you were taking the test, how far were you able to focus clearly on it?
- In relation to the comparison group, you tended to work more quickly than most but tended to answer incorrectly many of the questions you attempted. Can you think why you performed like this?
- At any time during the test, did you find yourself guessing answers to questions you were not sure of?
- You seemed to approach the test by working quickly, but not that accurately. To what extent is this characteristic of your working style generally?
- In relation to the comparison group, your test results suggest you favour speed over accuracy. Think of times when you have been able to, or your work has required you to, work very accurately. How did you feel when you had to work like this? What effect did this have on your speed of working?
- To perform better you would need to work more accurately, possibly by slowing down a bit and spending more time on each question. What activities would you enjoy or be willing to do in order to practise the kinds of skills needed for the Verbal 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 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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Norm used: University Undergraduates (1322) Date tested: 3/3/2016