

Sam Sample | Demo
16 Aug 2019

EXPERT

STANDARD REPORT

ADAPTIVE GENERAL REASONING TEST



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REPORT STRUCTURE

The Standard Report presents Samantha Sample's results in the following sections:

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DISCLAIMER

This is a strictly confidential assessment report on Samantha Sample which is to be used under the guidance of a trained professional. The information contained in this report should only be disclosed on a 'need to know basis' with the prior understanding of Samantha Sample.

The results must be interpreted in the light of corroborating evidence gained from feedback and in the context of the role in question taking into account available data such as performance appraisals, actual experience, personality preferences, motivation, interests, values and skills. As such the authors and distributors cannot accept responsibility for decisions made based on the information contained in this report and cannot be held directly or indirectly liable for the consequences of those decisions.



GUIDE TO USING THIS REPORT

INTRODUCTION

The Adaptive General Reasoning Test (Adapt-g) measures the ability to reason using words, numbers and abstract concepts. It has been designed to discriminate between candidates across the ability range. Reasoning tests in the format of the General Reasoning Test have consistently been found to be the best single predictor of job performance and trainability in roles that require a high level of general mental ability. Combining reasoning test scores with the results from personality tests can further improve the prediction of job performance, as can the use of job sample tests and structured interviews. In roles where experience and acquired knowledge are central to effective performance, it may be particularly appropriate to combine information obtained from reasoning tests with that obtained from these latter sources.

The Adapt-g assess the candidate's capacity (a composite of speed and accuracy) to perceive logical patterns and relationships in new material she has not previously encountered, and deduce the logical consequences of these (i.e. logical deductive reasoning). This incorporates the ability to: learn and understand complex new material; use logic to develop arguments that are rational and well-reasoned; deduce the logical consequences of a given set of rules, assumptions or relationships.

The Adapt-g assesses general mental ability using questions that measure serial deductive reasoning, rather than holistic deductive reasoning; namely the ability to understand the logical relationships that govern patterns that change along one dimension, rather than the ability to understand logical patterns that develop simultaneously over a number of independent dimensions. As such, the abilities the Adapt-g assesses (verbal, numerical and abstract serial deductive reasoning) are most directly relevant to roles that require the candidate to make a series of rational decisions that follow sequentially, one after another. The Adapt-g is, however, relevant to all jobs that require a good level of mental acuity.

THE STANDARD REPORT

The standard report provides a detailed breakdown of the respondent's performance across the sub-scales using narratives and profile charts.



SUPPLEMENTARY REPORTS

The information gained from this report can be used in conjunction with other supplementary reports. The supplementary reports available for the General Reasoning Test are:

Results Spreadsheet

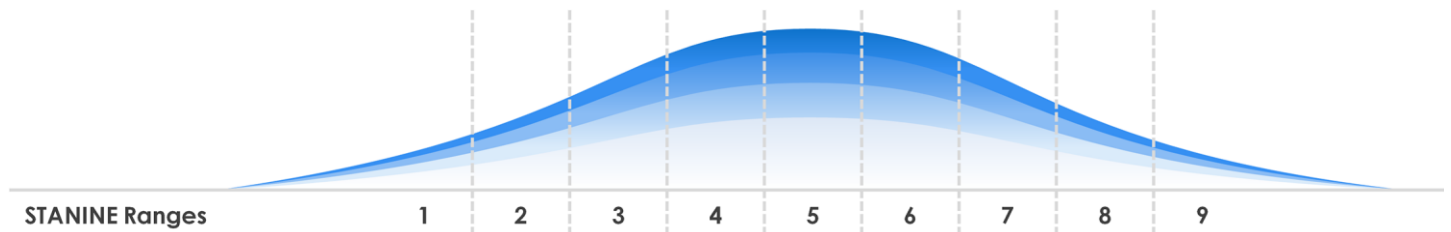
The results spreadsheet provides a summary of the respondents' results across the sub-scales in the form of a spread sheet.

Respondent Feedback Report

The feedback report is intended for sharing directly with respondents for their personal insight. It provides a breakdown of the respondent's performance across the sub-scales using simplified narratives.

REFERENCE GROUP USED

A reference group is used to evaluate Samantha's results. Her results are presented as standardised STANINE scores with Mean=5 and SD=2 as demonstrated in the following chart.



The following reference groups were used to calibrate the results:

Test	Norm Used
Verbal Reasoning	3490 Respondents
Numerical Reasoning	3582 Respondents
Abstract Reasoning	3458 Respondents
General Mental Ability - g	3004 Respondents



UNDERSTANDING THE CHARTS AND TABLES

Much of the information presented in this report is presented in the form of charts or tables, which is why it is important to be able to read them accurately and make use of the information contained within them. The following elements are used to present the data in the charts and tables:

Element	Description
Attempted (Att.)	Is the number of questions the respondent has attempted to answer regardless of whether the answers were correct or not.
STANINE Score	Is a standardised scale used to compare respondent results. The STANINE Score has a Mean of 5 and Standard Deviation of 2. This score is presented as a 9-point scale in the results chart.
Standard Error of Measurement (SEm)	The Standard Error of Measurement is a measure of the range within which an individual's hypothetical 'true' score is likely to fall within 68% probability. It is presented as blue error bar surrounding the respondent's obtained STANINE score in the results chart.
Percentile Score (%ile)	A value which reflects the percentage of people in a sample who score below a given raw score. This score is presented as a numerical value between 0 and 100 in the results chart.



VERBAL REASONING

SCALE DESCRIPTION

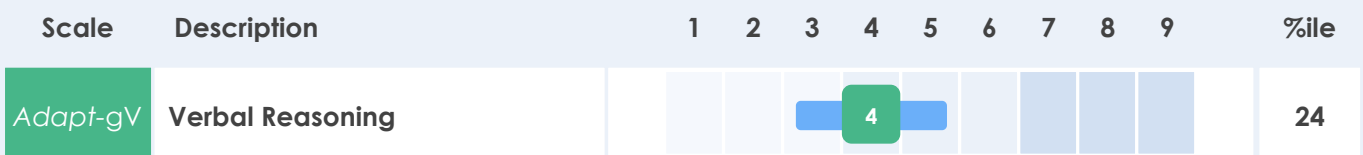
The verbal component of the Adapt-g assesses a person's ability to use words in a logical way. Consisting of items which involve an understanding of vocabulary, class membership, and the relationships between words, this test measures the ability to perceive and understand concepts and ideas expressed verbally. While this test is a measure of reasoning ability rather than educational achievement, it is nonetheless generally recognised that verbal reasoning test scores are sensitive to educational factors.

RESULT DESCRIPTION

Compared to the chosen reference group Samantha Sample's performance on the verbal component of this test indicates that she has a below average level of reasoning ability. This suggests that her verbal reasoning ability is unlikely to be as strong as that of most staff in general level employment. As a result, she is likely to have less ability than many staff to understand complex verbal concepts, to perceive the relationships between these and deduce their logical consequences. While her command of language would not be expected to be unduly poor, she is nonetheless likely to experience some difficulty fully comprehending complex logic and subtle shades of meaning.

Samantha Sample's performance on the verbal component of this test suggests that she is likely to have a weaker ability to formulate logical (verbal) arguments than many staff. While she should be able to explain ideas, she is familiar with without great difficulty, she is likely to experience difficulty if she is required to explain new material that she is not familiar with to others. While she should be able to learn routine verbal material without great difficulty, it is likely to take her a little longer to do so than it would take many staff. Moreover, she is likely to have some difficulty grasping the logic of particularly subtle arguments and explanations. As a result, she is likely to gain most benefit from training and development programmes that are skills focussed and well structured. She might not be expected to gain great benefit from training programmes that require a high level of verbal ability and those which require the participant to learn and/or understand complex verbal material.

RESULTS CHART



Calibrated on:
Verbal Reasoning = 3490 Respondents



NUMERICAL REASONING

SCALE DESCRIPTION

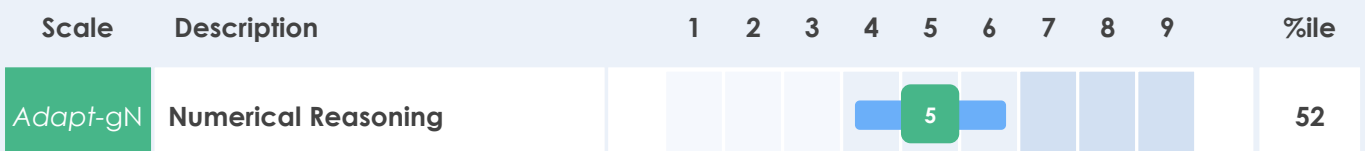
The numerical component of the Adapt-g assesses a person's ability to use numbers in a logical and rational way. The test consists of items which assess the candidate's understanding of number series, numerical transformations and the relationships between numbers, in addition to their ability to perform numerical computations.

RESULT DESCRIPTION

Samantha Sample's performance on the numerical component of this test indicates that she has an average level of numerical ability when compared to the chosen reference group. This suggests that she is likely to be as able as most people in general level employment to perceive the logical patterns and relationships between numbers, to understand the rules that govern these patterns and to deduce their logical consequences. While this suggests that she has a reasonable understanding of numbers and their relationships, it may nonetheless take her a little longer than some of the highest calibre (general level) staff to fully appreciate the more subtle numerical/mathematical concepts and ideas.

Samantha Sample has demonstrated that she is as able as most staff (in general level employment) to work with numbers in a fairly logical and rational way, and to carry out moderately complex numerical operations with a reasonable degree of accuracy. She might however be expected to experience a little more difficulty than the highest calibre staff in understanding the logic underpinning the most difficult numerical problems, and in carrying out particularly complex numerical operations. She should be able to cope with routine numerical work without undue difficulty, and she should be more than able to benefit from further relevant training. She is however likely to experience some difficulty fully understanding more complex numerical/mathematical ideas.

RESULTS CHART



Calibrated on:
Numerical Reasoning = 3582 Respondents



ABSTRACT REASONING

SCALE DESCRIPTION

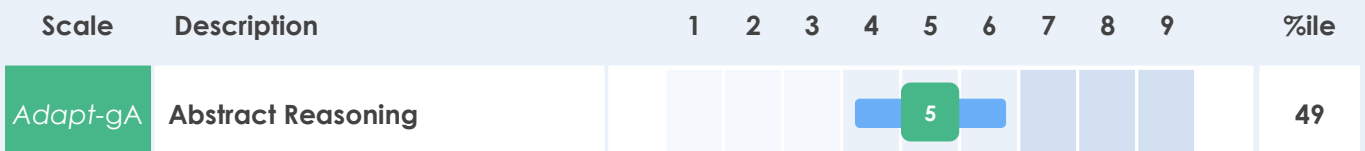
The abstract component of the Adapt-g assesses the ability to understand complex concepts and assimilate new information outside of previous experience. The test consists of items which require the recognition of patterns and similarities between shapes and figures. As a measure of reasoning, it is independent of educational attainment and can be used to provide an indication of intellectual potential. Assessing the ability to quickly understand and assimilate new information, it is likely to predict how responsive to training the person will be.

RESULT DESCRIPTION

Samantha Sample's score on the abstract component of this test indicates that, with respect to the chosen reference group, she has an average level of natural (i.e., untutored) reasoning ability. This suggests that her level of fluid reasoning ability is likely to be as high as that of most staff in general level employment. She has demonstrated an average level of ability (with respect to the chosen reference group) to be able to perceive abstract logical patterns and relationships between novel material, and be able to correctly identify these patterns and deduce the consequences of them using pure logic (i.e., without calling upon other information such as her vocabulary, knowledge of mathematical operations, etc.)

While Samantha Sample would be expected to be able to grasp new concepts and ideas without great difficulty, it is likely to take her a little longer than it would take many of the highest calibre staff to fully appreciate the finer points of more complex logic. She should, however, be able to learn routine material as easily as most other (general level) staff. As a result, she should be able to benefit from training programmes that require a reasonable level of ability understand logical relationships and learn abstract concepts.

RESULTS CHART



Calibrated on:
Abstract Reasoning = 3458 Respondents



GENERAL MENTAL ABILITY

SCALE DESCRIPTION

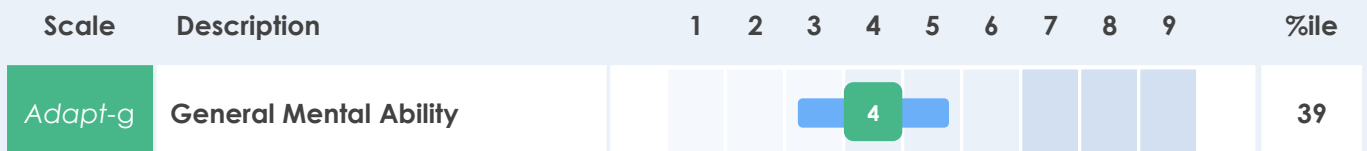
General Mental Ability – often termed ‘g’ – is defined as a person’s capacity to: understand logic; comprehend and learn complex new material; think abstractly; solve problems; plan and respond to the environment in an adaptive, rational and flexible manner. It is termed General Mental Ability because it assesses the person’s mental capacity across a wide range of different intellectual functions and modalities (i.e. it is not specific to that person’s verbal, abstract or numerical reasoning ability, etc.). It is a composite of the speed and accuracy with which the person performs mental tasks, and can therefore be viewed as a measure of a person’s ‘mental power’.

RESULT DESCRIPTION

Compared to the reference group, Samantha Sample’s performance is within the lower end of the average range of general mental ability. Scoring in this range suggests that she should be as able as most staff to understand fairly complex concepts and ideas and to deduce the logical consequences of those ideas. Samantha Sample might, however, take a little longer than some other staff to fully appreciate particularly difficult concepts.

While Samantha Sample should be able to carry out routine operations, she is expected to have difficulty fully understanding the logic that underpins more complicated problems. Moreover, she should be able to learn routine material with relative ease, but is unlikely to grasp the logic of particularly subtle explanations and arguments as quickly as some other staff. She should, however, benefit from routine training and development programmes that require a reasonable level of ability, particularly if the material is presented in a well-structured manner that is focused on skills rather than abstract concepts.

RESULTS CHART



Calibrated on:
General Mental Ability = 3004 Respondents



RESULTS SUMMARY

SUMMARY PROFILE

Scale	Description	1	2	3	4	5	6	7	8	9	%ile
<i>Adapt-gV</i>	Verbal Reasoning				4						24
<i>Adapt-gN</i>	Numerical Reasoning					5					52
<i>Adapt-gA</i>	Abstract Reasoning					5					49
<i>Adapt-g</i>	General Mental Ability					4					39

Calibrated on

Verbal Reasoning = 3490 Respondents

Numerical Reasoning = 3582 Respondents

Abstract Reasoning = 3458 Respondents

General Mental Ability - g = 3004 Respondents