

Samantha Sample
01 Feb 2013

EXPERT

STANDARD REPORT

ADAPTIVE GENERAL REASONING TEST





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) assesses the ability to reason using words, numbers and abstract concepts. It has been specifically designed to discriminate between candidates of above average ability, whose aptitude is being assessed for graduate level employment or higher level training. 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:

Group Report

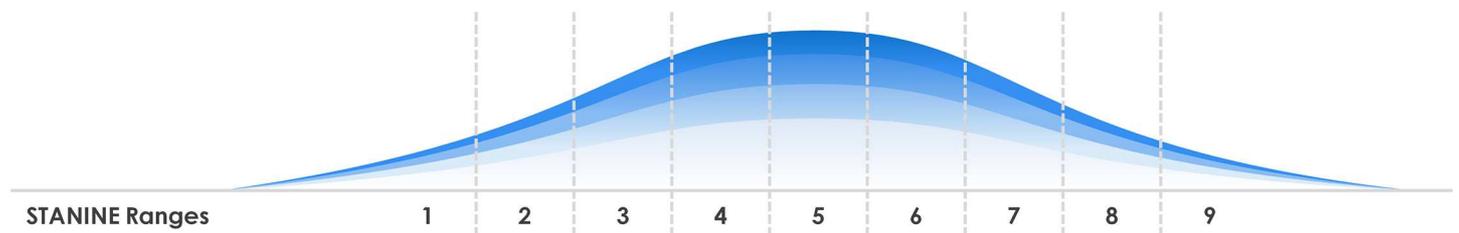
The Group Report provides a summary of the respondents' results across the sub-scales in the form of a spread sheet.

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 (NORMS) 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 norms were used to generate this report:

Test	Norm Used
Verbal Reasoning	3490 Respondents (2012)
Numerical Reasoning	3582 Respondents (2012)
Abstract Reasoning	3458 Respondents (2012)
General Mental Ability - g	3004 Respondents (2012)



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 reasoning 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 reference group, Samantha Sample's performance on the Verbal Reasoning Test indicates that she has a below average level of reasoning ability. Scoring in this range suggests that her verbal reasoning ability is likely to be weaker than that of most staff. As a result, she is likely to have less ability than other staff to understand complex verbal concepts, to perceive the relationships between them, and deduce their logical consequences. While her command of language should not be unduly poor, she may nevertheless experience some difficulty fully comprehending complex logic and subtle shades of meaning.

Samantha Sample's performance on the Verbal Reasoning Test suggests that she is likely to be weaker than most staff in her ability to formulate logical verbal arguments. While she should be able to explain ideas she is familiar with, she may experience difficulty if she is required to explain new and unfamiliar material. In line with this, Samantha Sample should be able to learn routine verbal material without great difficulty, yet may take a little longer to do so than other staff. Moreover, she is likely to have some difficulty grasping the logic of particularly subtle arguments and explanations. As a result, she should get the most benefit from training and development programmes that are skills focused and well structured. In contrast, she might not gain a lot from training programmes that require the participant to learn and/or understand complex verbal material.

RESULTS CHART

Scale	Description	Att.	1	2	3	4	5	6	7	8	9	%ile
Adapt-gV	Verbal Reasoning	15 of 15			3							19

Norm Used:

Verbal Reasoning = 3490 Respondents (2012)



NUMERICAL REASONING

Scale Description

The numerical reasoning 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 Reasoning Test indicates that she has a 'below average' level of numerical reasoning ability when compared to the chosen reference group. This suggests that she is likely to experience somewhat more difficulty than many graduate calibre staff in perceiving the logical patterns and relationships between numbers, in understanding the rules that govern these patterns and in deducing the consequences of them. In a broader context, this suggests that she is likely to experience some difficulty understanding particularly difficult numerical/mathematical concepts and is unlikely to be quite as proficient working with numbers as many graduate calibre staff.

While Samantha Sample has demonstrated an ability to carry out numerical operations with a reasonable degree of accuracy, she would nonetheless be expected to experience some difficulty fully appreciating the logic underpinning the more complex numerical problems. While she should be able to cope reasonably well with the routine numerical work that is typically undertaken by graduate level staff, it is likely to take her somewhat longer to acquire numerical skills than it would take the typical person of graduate level ability. Although she should be able to benefit from further training in this area, in order for her to gain most benefit from such training it will need to be relatively well structured and focused on teaching specific skills and ideas rather than on fundamental mathematical/numerical principles; which she may have difficulty fully grasping.

RESULTS CHART

Scale	Description	Att.	1	2	3	4	5	6	7	8	9	%ile
Adapt-gN	Numerical Reasoning	11 of 15			3							22

Norm Used:

Numerical Reasoning = 3582 Respondents (2012)



ABSTRACT REASONING

Scale Description

The abstract reasoning 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 Reasoning Test indicates that, with respect to the chosen reference group, she has an 'average' level of fluid or '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 graduate calibre staff. She has demonstrated a reasonable ability to perceive abstract logical patterns and relationships between novel material she has never encountered before, to correctly identify these patterns and deduce the consequences of them using pure logic (i.e., without calling upon other knowledge/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 nonetheless likely to take her a little longer than it would take many of the highest calibre graduates to fully appreciate the finer points of particularly abstract logic. While she should be able to learn relatively complex, fairly abstract material without particular difficulty, it may nonetheless take her a little time to fully appreciate particularly complex, abstract logic. Moreover, while she should be able to benefit from training programmes that require an ability to understand fairly complex logical relationships, she might experience a little difficulty fully understanding the most complex material.

RESULTS CHART

Scale	Description	Att.	1	2	3	4	5	6	7	8	9	%ile
Adapt-gA	Abstract Reasoning	13 of 15					5					46

Norm Used:

Abstract Reasoning = 3458 Respondents (2012)



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 indicates that she has a below average level of general mental ability. Scoring in this range suggests that her reasoning ability is likely to be weaker than that of most staff. As a result, she is likely to experience more difficulty than the average person in understanding complex concepts, perceiving the relationships between them, and deducing their logical consequences. While her understanding should not be unduly poor, she may nevertheless experience some difficulty fully comprehending complex logic.

While Samantha Sample should be able to benefit from training that is routinely undertaken by staff in general level occupations, she is likely to learn more complex material more slowly than other staff. Moreover, she is likely to have some difficulty grasping the logic of complex ideas and subtle arguments. As a result, she should get the most benefit from training and development programmes that are well structured and focused on concrete skills rather than abstract concepts.

RESULTS CHART

Scale	Description	Att.	1	2	3	4	5	6	7	8	9	%ile
Adapt -g	General Mental Ability	39 of 45				4						24

Norm Used:

General Mental Ability = 3004 Respondents (2012)



RESULTS SUMMARY

SUMMARY PROFILE

Scale	Description	Att.	1	2	3	4	5	6	7	8	9	%ile
Adapt -gV	Verbal Reasoning	15 of 15			3							19
Adapt -gN	Numerical Reasoning	11 of 15			3							22
Adapt -gA	Abstract Reasoning	13 of 15					5					46
Adapt -g	General Mental Ability	39 of 45				4						24

Norms Used:

Verbal Reasoning = 3490 Respondents (2012)

Numerical Reasoning = 3582 Respondents (2012)

Abstract Reasoning = 3458 Respondents (2012)

General Mental Ability = 3004 Respondents (2012)