

Sam Sample
30 Dec 2014

EXPERT

STANDARD REPORT

ADAPTIVE GENERAL REASONING TEST





REPORT STRUCTURE

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

1. Guide to Using This Report

- Introduction
- The Standard Report
- Supplementary Reports
- Reference Group (Norms) Used
- Understanding the Charts and Tables

2. Verbal Reasoning

- Scale Description
- Result Description
- Results Chart

3. Numerical Reasoning

- Scale Description
- Result Description
- Results Chart

4. Abstract Reasoning

- Scale Description
- Result Description
- Results Chart

5. General Mental Ability - g

- Scale Description
- Result Description
- Results Chart

6. Results Summary

- Summary Profile

DISCLAIMER

This is a strictly confidential assessment report on Sam 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 Sam 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 he 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

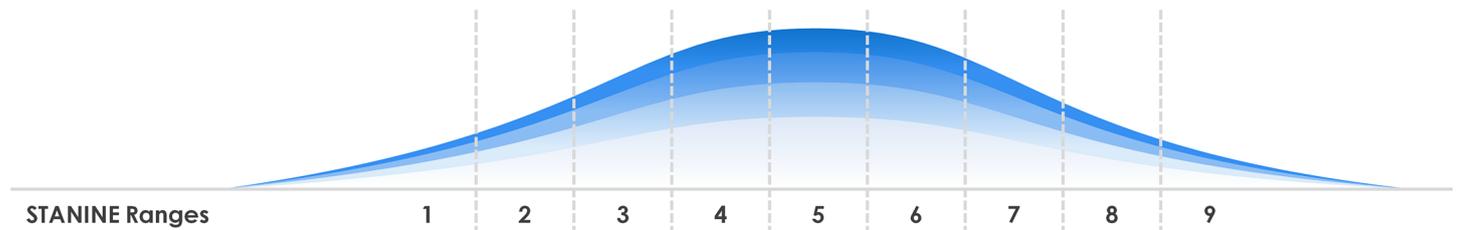
The results spreadsheet provides a summary of the respondents' results across the sub-scales in the form of a spread sheet.

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 (NORMS) USED

A reference group is used to evaluate Sam's results. His 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
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, Sam Sample's performance on the verbal component of this test suggests that he has an exceptional ability to understand complex verbal concepts, to perceive the relationships between these and to deduce their logical consequences. Having achieved a score which is only obtained by the top 5% of the chosen reference group indicates that Sam Sample's level of verbal reasoning ability is likely to be well in excess of that of most people in general level employment. He has demonstrated a strong ability to use words in a very logical and rational way, and to be able to accurately perceive the logical relationships between different verbal concepts. This suggests that he has a very good command of language and a strong ability to formulate logical arguments.

Having such a high level of verbal reasoning ability (in comparison with the chosen reference group), Sam Sample should have little difficulty understanding the logic of subtle arguments and should be able to use words in a very well-reasoned way. He should have no difficulty understanding complicated instructions and explaining difficult ideas and concepts to others. He is likely to learn complex verbal material much more quickly than most (general level) staff and to rapidly grasp new ideas. As a result, he would be expected to be able to benefit more than most from training and development programmes that demand quite a high level of verbal ability and require participants to learn complex new (verbal) material.

RESULTS CHART

Scale	Description	Att.	1	2	3	4	5	6	7	8	9	%ile
Adapt-gV	Verbal Reasoning	14 of 15									9	98

Norm Used:

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

Sam Sample's performance on the numerical component of this test suggests that he has an above average level of ability to understand numerical concepts, compared to the chosen reference group. The score he obtained on this test indicates that his level of numerical reasoning ability is likely to exceed that of many staff in general level employment. He has demonstrated an ability to accurately perceive the logical patterns and relationships between numbers, to be able to understand the rules that govern these patterns and deduce the logical consequences of them.

In a broader context, this suggests that Sam Sample has a fairly good level of understanding of numbers and how they are related to each other, and an ability to grasp relatively complex numerical/mathematical concepts. He has demonstrated an ability to work with numbers in quite a logical and rational way, to carry out numerical operations fairly accurately and to solve reasonably complex numerical problems. This suggests that he should be able to cope with the demands of most general level jobs that require working with numbers, without difficulty. Moreover, with appropriate training he should have a sufficient level of numerical ability to be able to acquire higher level numerical skills.

RESULTS CHART

Scale	Description	Att.	1	2	3	4	5	6	7	8	9	%ile
Adapt-gN	Numerical Reasoning	15 of 15							7			83

Norm Used:

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

Sam Sample's score on the abstract component of this test is within the top 5% of the chosen reference group, indicating that he has an exceptional level of natural (i.e., untutored) reasoning ability. This suggests that his level of fluid reasoning ability is likely to be well in excess of that of most staff in general level employment. He has demonstrated a strong ability to be able to perceive abstract logical patterns and relationships between novel material, to correctly identify these patterns and deduce the consequences of them using pure logic (i.e., without calling upon other information such as his vocabulary, knowledge of mathematical operations, etc.)

Sam Sample's performance on the abstract component of this test suggests that he has a very good ability to grasp new concepts and ideas outside of his previous realm of experience, and to understand abstract logic (i.e., logical relationships which are not contextualised). This should enable him to rapidly understand new material, even if it is very abstract and complex in nature. He is likely to learn complicated, intellectually demanding material much more quickly than most (general level) staff. As a result, he should be able to put further training and instruction to very good use.

RESULTS CHART

Scale	Description	Att.	1	2	3	4	5	6	7	8	9	%ile
Adapt-gA	Abstract Reasoning	15 of 15									9	99

Norm Used:

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, Sam Sample’s performance suggests that he has exceptional general mental ability. Having achieved a score which is only obtained by the top 5% of the reference group, Sam Sample’s level of reasoning ability is likely to be well in excess of that displayed by most people. Scores in this range suggest that Sam Sample should be able to perceive the relationships between complex ideas and deduce their logical consequence more easily than others.

Having such a high level of ability, Sam Sample should have little difficulty meeting the demands of jobs which require the ability to understand and use quite complex concepts. As a result, Sam Sample should be more receptive than the average person to training and development programmes that demand a high level of ability. He should be able to understand complicated, intellectually demanding material much more readily than most staff.

RESULTS CHART

Scale	Description	Att.	1	2	3	4	5	6	7	8	9	%ile
Adapt-g	General Mental Ability	44 of 45									9	99

Norm Used:
General Mental Ability = 3004 Respondents



RESULTS SUMMARY

SUMMARY PROFILE

Scale	Description	Att.	1	2	3	4	5	6	7	8	9	%ile
Adapt-gV	Verbal Reasoning	14 of 15									9	98
Adapt-gN	Numerical Reasoning	15 of 15							7			83
Adapt-gA	Abstract Reasoning	15 of 15									9	99
Adapt-g	General Mental Ability	44 of 45									9	99

Norms Used:

Verbal Reasoning = 3490 Respondents

Numerical Reasoning = 3582 Respondents

Abstract Reasoning = 3458 Respondents

General Mental Ability - g = 3004 Respondents