

**Sam Sample**  
**27 Mar 2013**

**EXPERT**

# STANDARD REPORT

**CLERICAL TEST BATTERY**





# REPORT STRUCTURE

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

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### 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 Clerical Test Battery (CTB2) provides a short, yet comprehensive assessment of a broad range of core clerical aptitudes and abilities. Consequently, the CTB2 was developed specifically for clerical staff of general level ability, who have received a basic level of education.

The Clerical Test Battery consists of four tests assessing a range of clerical aptitudes and skills. These are Verbal Reasoning (VER), Numerical Ability (NA2), Clerical Checking (CC2) and Spelling (SP2). The Clerical Test Battery can be used to either assess a specific aptitude or as a whole battery to produce a candidate profile.

Items for the CTB2 were constructed so that only a general educational level is needed in order to be able to correctly solve the items. In addition to this, a number of different item types were used to measure the different components of the aptitude.

The additional diagnostic (raw) scores, which are provided after the profile charts, enable assessors to establish the respondent's test taking style. These provide additional information which allows assessors to determine the trade-off the candidate has made between speed (Percentage Items Attempted) and accuracy when responding to the test items. Assessors should be mindful of the need to interpret these raw scores in the context of the candidate's scaled (stanine or percentile) score on each subtest, as **both** accuracy and speed will increase for higher scorers.

### 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 Clerical Test Battery are:

### Results Spreadsheet

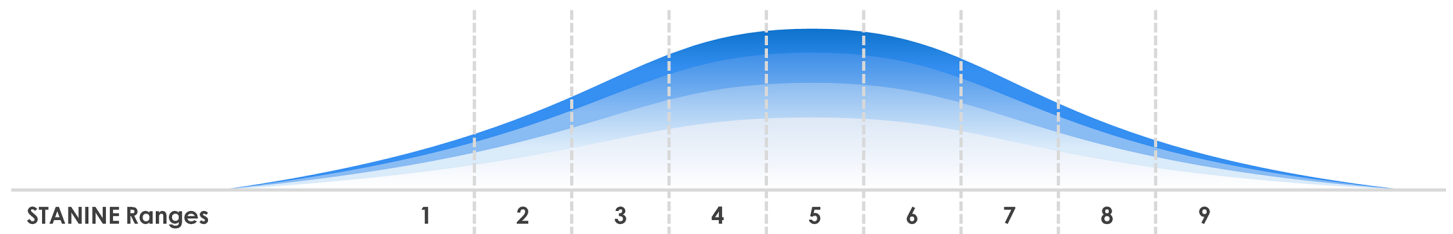
The results spreadsheet provides a summary of the respondents' results across the sub-scales in the form of a spread sheet.

### 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	Sample Size
Verbal Reasoning (VER)	General Population	794
Numerical Ability (NA2)	General Population	100
Clerical Spelling (SP2)	General Population	100
Clerical Checking (CC2T)	General Population	100



## 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
<b>Raw</b>	The Raw score is simply the (un-scaled) sum of correct responses the respondent receives on the test scale.
<b>Attempted (Att.)</b>	Is the number of questions the respondent has attempted to answer regardless of whether the answers were correct or not.
<b>STANINE Score</b>	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.
<b>Standard Error of Measurement (SEm)</b>	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.
<b>T Score</b>	Is another standardised score used to compare respondent results. It is similar to the STANINE score, though has a Mean of 50 and Standard Deviation of 10. This score is presented as a numerical value in the results chart.
<b>Percentile Score (%ile)</b>	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.
<b>Percentage Items Correct</b>	Is the percentage of the number of correct responses over total number of items.
<b>Percentage Items Attempted</b>	Is the percentage of the number of items attempted over total number of items.
<b>Percentage Accuracy</b>	Is the percentage of the number of correct responses over the number of items attempted.



# VERBAL REASONING

## Scale Description

The verbal component of the Clerical Test Battery 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, the 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. Thus significant discrepancies between verbal and abstract reasoning scores are often used to give an indication of the difference between a person's 'intellectual potential' and their actual attainment.

## Result Description

Sam Sample's performance on the verbal component of this test indicates that he has an average level of verbal reasoning ability compared to the chosen reference group. This suggests that he is likely to be as able as most staff in general level employment to understand fairly complex verbal concepts and ideas, to be able to perceive the relationships between these and to deduce their logical consequences. He has demonstrated an average level of ability (with respect to the chosen reference group) to be able to use words in a logical and rational way, suggesting that he has a reasonable command of language. It might however be expected to take him a little longer than it may take the highest calibre staff to fully appreciate particularly difficult concepts and very subtle shades of meaning.

While Sam Sample should be able to formulate arguments in a fairly logical manner, he may have a little difficulty understanding the finer points of complex arguments. He should be as able as most (general level) staff to understand new ideas, and explain them coherently to others, but he may not always fully appreciate the underlying logic; particularly if it very complicated. He should be able to learn routine material without undue difficulty, although it is likely to take him a little longer to understand particularly complex material or very subtle arguments. He should be quite able to benefit from routine training and development programmes that require a reasonable level of verbal ability, and which require participants to learn relatively complex new (verbal) material.

## RESULTS CHART

Scale	Description	Raw	Att.	1	2	3	4	5	6	7	8	9	T Score	%ile
VER	Verbal Reasoning	21	33					5					50	49

### Norm Used:

Verbal Reasoning = 794 General Population

Scale	Description	Percentage Items Correct	Percentage Items Attempted	Percentage Accuracy
VER	Verbal Reasoning	52	82	64



# NUMERICAL ABILITY

## Scale Description

The numerical ability component of the Clerical Test Battery evaluates the individual's ability to use and manipulate numbers in a logical way. The questions in the test have been specifically designed to reflect the kinds of numerical problems an Administrator may experience on a day-to-day basis.

## Result Description

Sam Sample's performance on the arithmetic component of this test indicates that he has a well below average level when compared to the chosen reference group. This suggests that he is likely to make mistakes when engaged in figure work or other general duties involving arithmetic computation.

### RESULTS CHART

Scale	Description	Raw	Att.	1	2	3	4	5	6	7	8	9	T Score	%ile
NA2	Numerical Ability	6	20		2								35	7

#### Norm Used:

Numerical Ability = 100 General Population

Scale	Description	Percentage Items Correct	Percentage Items Attempted	Percentage Accuracy
NA2	Numerical Ability	30	100	30



# CLERICAL SPELLING

## Scale Description

The spelling component of the Clerical Test Battery evaluates the individual's ability to spell commonly misspelt words.

## Result Description

Sam Sample's very high score on the test of spelling ability indicates that he would rarely have any difficulty with spelling words correctly, even with those words which are commonly misspelt. His score places him at the 93 percentile (i.e., 93% of people score lower).

### RESULTS CHART

Scale	Description	Raw	Att.	1	2	3	4	5	6	7	8	9	T Score	%ile
SP2	Clerical Spelling	22	24								8		65	93

**Norm Used:**

Clerical Spelling = 100 General Population

Scale	Description	Percentage Items Correct	Percentage Items Attempted	Percentage Accuracy
SP2	Clerical Spelling	92	100	92





# CLERICAL CHECKING

## Scale Description

The clerical checking component of the Clerical Test Battery evaluates the individual's ability to perceive details in words and numbers quickly, to recognise likenesses and differences rapidly. This test provides an overall measure of checking and also measures the two sub-scales of numerical checking and verbal checking.

## Result Description

Sam Sample's overall score places him at percentile 99 (i.e., 99% of people score lower). Scoring well above average on this test suggests that he will be particularly good at tasks such as proof reading and the like.

Sam Sample's verbal checking score places him at percentile 99 whereas his numerical checking score places him at percentile 99.

### RESULTS CHART

Scale	Description	Raw	Att.	1	2	3	4	5	6	7	8	9	T Score	%ile
CC2T	Overall Clerical Checking	42	48									9	80	99
CC2V	Verbal Clerical Checking	22	N/A									9	80	99
CC2N	Numerical Clerical Checking	20	N/A									9	80	99

#### Norm Used:

Clerical Checking = 100 General Population

Scale	Description	Percentage Items Correct	Percentage Items Attempted	Percentage Accuracy
CC2T	Clerical Checking	81	92	88



# RESULTS SUMMARY

## OVERALL CLERICAL PROFILE

Scale	Description	Raw	Att.	1	2	3	4	5	6	7	8	9	T Score	%ile
VER	Verbal Reasoning	21	33					5					50	49
NA2	Numerical Ability	6	20		2								35	7
SP2	Clerical Spelling	22	24								8		65	93
CC2T	Clerical Checking	42	48									9	80	99

**Norms Used:**

- Verbal Reasoning (VER) = 794 General Population
- Numerical Ability (NA2) = 100 General Population
- Clerical Spelling (SP2) = 100 General Population
- Clerical Checking (CC2T) = 100 General Population