Sam Sample

FEEDBACK REPORT

ABILITY

POWERED BY
PSYTECH
GeneSys

REPORT STRUCTURE

The Adaptive General Reasoning (Adapt-g) assessment focuses on a person's general mental ability. It assesses this by testing a person's ability to reason using words, numbers, and abstract concepts. The Adapt-g is a suitable assessment for a broad range of roles and training. Tests such as the Adapt-g have consistently been found to be the best single predictors of both performance and trainability in a wide range of roles.

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

The Adapt-g assesses general mental ability using questions that assess serial deductive reasoning, rather than holistic deductive reasoning. Serial deductive reasoning is the ability to understand the logical relationships governing patterns that change along one dimension, rather than the ability to understand logical patterns that develop simultaneously over a number of independent dimensions.

THE FEEDBACK REPORT

The Feedback Report provides a detailed breakdown of your performance across the sub-scales in the following sections:

1. Verbal Reasoning

2. Numerical Reasoning

3. Abstract Reasoning

4. General Mental Ability

PLEASE NOTE

The following report provides a summary of your performance on the tests which you have recently completed. The tests were used to help in the assessment of your personal qualities and abilities. It is important for you to note that these tests only provide an approximate description of your abilities. In addition, these tests only form part of the selection process and are typically considered alongside such factors as past performance, education, training, experience, motivation etc. All of your results will be treated in the strictest of confidence. The use of these tests is restricted to professionals who have been trained in testing and who will be able to interpret the significance of your profile within a work setting.

RESULTS

VERBAL REASONING

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.

Compared to the reference group you have performed rather less well than most on the verbal component of this test. This clearly demonstrates a significant weakness in your ability to understand concepts and principles expressed verbally. Consequently, one would expect you to take longer than most in understanding such written material and explanations. While you should be able to understand instructions of a basic nature, more complicated explanations and instructions may be beyond your ability.

NUMERICAL REASONING

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.

Your performance on the numerical component of this test falls considerably below the typical range achieved by the reference group. This suggests that you may have great difficulty understanding numerical concepts, may not be at all comfortable working with numbers and may not be able to fully grasp subtle numerical ideas. Consequently, you may have difficulty learning new numerical skills, even if these are taught in a very focused and structured way.

ABSTRACT REASONING

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.

Your score on the abstract component of this test falls considerably below the typical range achieved by the reference group. As a consequence, you are likely to have significant difficulty fully appreciating new, abstract concepts which are outside of your previous experience. You are likely to require a highly structured approach to learning if you are to benefit from training and instruction.

GENERAL MENTAL ABILITY

General Mental Ability – often termed g – is a person's capacity to understand logic; comprehend and learn complex new material; think abstractly; solve problems; and 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. That is, general mental ability is overall intellectual ability, and is broader than more specific abilities such as verbal, numerical, or abstract reasoning. 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'.

Your level of general mental ability falls considerably below the typical range achieved by the reference group. Scoring in this range suggests that your reasoning ability is likely to be less than most others. In particular,

it suggests a fairly low level of ability to understand concepts, to perceive the relationships between these concepts, and to deduce their logical consequences.