ARABIAN ASSESSMENT & DEVELOPMENT CENTRE

Sam Sample

EXPERT

STANDARD REPORT

CLERICAL TEST BATTERY

ABILITY
CTB2

POWERED BY
PSYTECH GeneSys

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REPORT STRUCTURE

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

1. Guide to Using This Report
- Introduction
- The Standard Report
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- Reference Group (Norms) Used
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- Scale Description
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- Scale Description
- Result Description
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- Scale Description
- Result Description
- Results Chart

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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.

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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.

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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

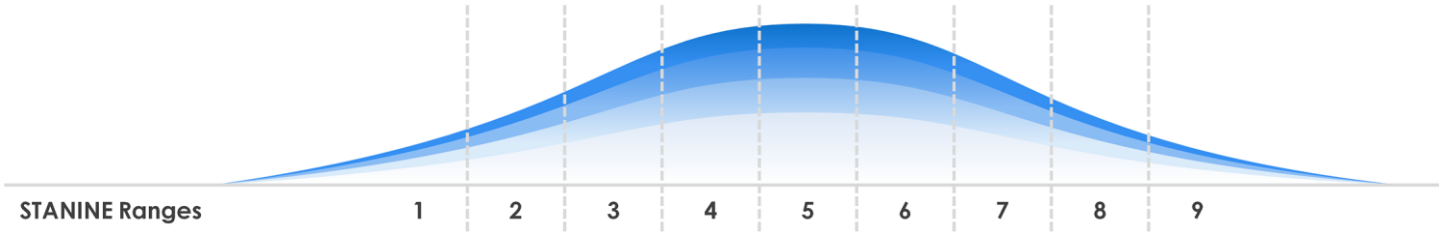
The results spreadsheet provides a summary of the respondents' results across the sub-scales in the form of a spread sheet.

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)	UAE Nationals	334
Numerical Ability (NA2)	Clerical Applicants	409
Clerical Spelling (SP2)	Clerical Applicants	409
Clerical Checking (CC2T)	Clerical Applicants	409

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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
Raw	The Raw score is simply the (un-scaled) sum of correct responses the respondent receives on the test scale.
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.
T Score	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.
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.
Percentage Items Correct	Is the percentage of the number of correct responses over total number of items.
Percentage Items Attempted	Is the percentage of the number of items attempted over total number of items.
Percentage Accuracy	Is the percentage of the number of correct responses over the number of items attempted.

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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

Compared to the chosen reference group, Sam Sample's performance on the verbal component of this test indicates that he has a low level of verbal reasoning ability. This suggests that his verbal reasoning ability is likely to be weak in comparison with that of most staff in general level employment. His performance on the verbal component of this test indicates a low level of ability (in comparison with the chosen reference group) to understand verbal concepts, to perceive the relationships between these and deduce their logical consequences.

Sam Sample is unlikely to have a particularly good command of language and is likely to experience difficulty appreciating subtle shades of meaning. As a result, he is likely to be significantly less able than most staff (in general level employment) to formulate logical, well-reasoned arguments. He would be expected to experience difficulty comprehending the logic underpinning complex arguments and, as a result, he is likely to struggle somewhat if required to explain ideas he is unfamiliar with to others. While he should be able to learn routine verbal material without great difficulty, it is likely to take him significantly longer to do so than it would take most staff. As a result, he would not be expected to gain great benefit from training and development programmes unless they are skills focussed and well structured.

RESULTS CHART

Scale	Description	Raw	Att.	1 2 3 4 5 6 7 8 9	T Score	%ile
VER	Verbal Reasoning	3	35	2	29	2

Norm Used:
Verbal Reasoning = 334 UAE Nationals

Scale	Description	Percentage Items Correct	Percentage Items Attempted	Percentage Accuracy
VER	Verbal Reasoning	8	88	9

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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 low level of arithmetic ability when compared to the chosen reference group. This suggests that he is considerably more likely than most 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	3	20	1	20	0

Norm Used:
Numerical Ability = 409 Clerical Applicants

Scale	Description	Percentage Items Correct	Percentage Items Attempted	Percentage Accuracy
NA2	Numerical Ability	15	100	15

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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 particularly low score on the test of spelling ability indicates that he would generally have difficulty with spelling words correctly; this would be particularly pronounced with those words which are commonly misspelt. His score places him at the 3 percentile (i.e., 3% 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	5	24	2	31	3

Norm Used:
Clerical Spelling = 409 Clerical Applicants

Scale	Description	Percentage Items Correct	Percentage Items Attempted	Percentage Accuracy
SP2	Clerical Spelling	21	100	21

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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 4 (i.e., 4% of people score lower). Scoring well below average on this test casts a number of doubts about his ability to perform well at tasks such as proof reading and the like. It is likely that he will overlook typographical errors.

Sam Sample's verbal checking score places him at percentile 8 whereas his numerical checking score places him at percentile 1.

RESULTS CHART

Scale	Description	Raw	Att.	1 2 3 4 5 6 7 8 9	T Score	%ile
CC2T	Overall Clerical Checking	12	52	2	32	4
CC2V	Verbal Clerical Checking	7	N/A	3	36	8
CC2N	Numerical Clerical Checking	5	N/A	1	27	1

Norm Used:
Clerical Checking = 409 Clerical Applicants

Scale	Description	Percentage Items Correct	Percentage Items Attempted	Percentage Accuracy
CC2T	Clerical Checking	23	100	23

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RESULTS SUMMARY

OVERALL CLERICAL PROFILE

Scale	Description	Raw	Att.	1 2 3 4 5 6 7 8 9	T Score	%ile
VER	Verbal Reasoning	3	35	2	29	2
NA2	Numerical Ability	3	20	1	20	0
SP2	Clerical Spelling	5	24	2	31	3
CC2T	Clerical Checking	12	52	2	32	4

Norms Used:
Verbal Reasoning (VER) = 334 UAE Nationals
Numerical Ability (NA2) = 409 Clerical Applicants
Clerical Spelling (SP2) = 409 Clerical Applicants
Clerical Checking (CC2T) = 409 Clerical Applicants

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