Sam Sample

EXPERT

STANDARD REPORT

INTERNET REASONING TEST

ABILITY

IRT3

ARABIAN ASSESSMENT & DEVELOPMENT CENTRE

ARABIAN ASSESSMENT & DEVELOPMENT CENTRE L.L.C.
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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
- Supplementary Reports
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- Understanding the Charts and Tables

2. Verbal Reasoning
- Scale Description
- Result Description
- Results Chart

3. Numerical Reasoning
- Scale Description
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4. Abstract Reasoning
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5. Results Summary
- Internet Reasoning Test Profile
- General Mental Ability 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 Internet Reasoning Test (IRT3) measures the ability to reason using words, numbers and abstract concepts. It has been specifically designed to discriminate between candidates of average ability, whose aptitude is being assessed for graduate level employment or higher level training. Reasoning tests in the format of the Internet 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 Internet Reasoning Test 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 Internet Reasoning Test assesses 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 Internet Reasoning Test 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. While being relevant to all jobs that require a high level of mental acuity, the abilities the Internet Reasoning Test assesses are slightly less directly relevant to roles that might require the candidate to accurately perceive and understand logical patterns holistically (i.e. to understand patterns that change simultaneously over a number of different dimensions), and to think strategically, with these latter skills being more directly assessed by matrix reasoning tests such as the ART.

The additional diagnostic (raw) scores, which are provided after the profile chart for each of the Verbal, Numerical and Abstract Tests, 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 Internet 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.

STANINE Ranges   1   2   3   4   5   6   7   8   9
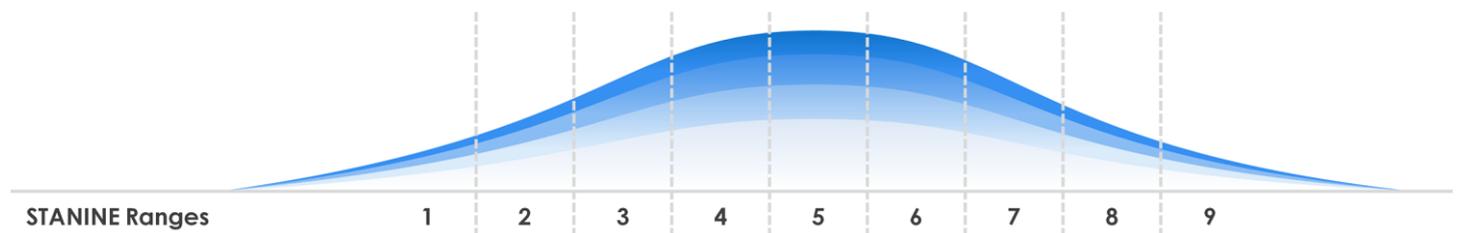
The following norms were used to generate this report:

Test	Norm Used	Sample Size
Verbal Reasoning (VR3)	Middle East Respondents	351
Numerical Reasoning (NR3)	Middle East Respondents	327
Abstract Reasoning (AR3)	Middle East Respondents	342

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.

VERBAL REASONING

SCALE DESCRIPTION

The verbal component of the Internet Reasoning Test 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

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
VR3	Verbal Reasoning	6	17	5	51	52

Norm Used:
Verbal Reasoning (VR3) = 351 Middle East Respondents

Scale	Description	Percentage Items Correct	Percentage Items Attempted	Percentage Accuracy
VR3	Verbal Reasoning	35	100	35

NUMERICAL REASONING

SCALE DESCRIPTION

The numerical component of the Internet Reasoning Test 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, the relationships between numbers and their ability to perform numerical computations.

RESULT DESCRIPTION

Sam Sample's performance on the numerical component of this test indicates that he has a well below average level of numerical reasoning ability when compared to the chosen reference group. This suggests that he is likely to experience significantly more difficulty than most people in general level employment in perceiving the logical patterns and relationships between numbers, in understanding the rules that govern these patterns and in deducing the consequences of them.

Sam Sample's scores suggest that he is not proficient at working with numbers. As such, he is likely to have difficulty accurately carrying out numerical operations and solving numerical problems, unless this work is quite routine in nature and he has become very familiar with it. Moreover, he would be expected to have difficulty understanding the logic underpinning numerical problems. As a result, he is unlikely to gain great benefit from training in this area unless it is skills focused and very well structured. It is likely to take him longer to acquire new numerical skills than it would take most staff, and he is unlikely to fully understand the fundamental mathematical principles underpinning the skills he has acquired.

RESULTS CHART

Scale	Description	Raw	Att.	1 2 3 4 5 6 7 8 9	T Score	%ile
NR3	**Numerical Reasoning**	3	17	2	35	7

Norm Used:
Numerical Reasoning (NR3) = 327 Middle East Respondents

Scale	Description	Percentage Items Correct	Percentage Items Attempted	Percentage Accuracy
NR3	**Numerical Reasoning**	18	100	18

ABSTRACT REASONING

SCALE DESCRIPTION

The abstract component of the Internet Reasoning Test 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 indicates that, with respect to the chosen reference group, he has a below average level of natural (i.e., untutored) reasoning ability. This suggests that he is likely to experience rather more difficulty than most people in general level employment in correctly identifying logical patterns and relationships between novel material. He is similarly likely to experience more difficulty than most staff in being able to use pure logic (i.e., without calling upon other information such as his vocabulary, knowledge of mathematical operations, etc.) to deduce the consequences of such patterns.

While Sam Sample should be able to benefit from most training that is routinely undertaken by staff in general level occupations, he is likely to learn new material more slowly than some staff. Moreover, as he is likely to have some difficulty grasping any abstract concepts or theoretical ideas that may underpin the skills he is being taught, he would be expected to gain most benefit from training programmes where the information is presented in a skills based, non-theoretical way.

RESULTS CHART

Scale	Description	Raw	Att.	1 2 3 4 5 6 7 8 9	T Score	%ile
AR3	**Abstract Reasoning**	**4**	**17**	3	**40**	**17**

Norm Used:
Abstract Reasoning (AR3) = 342 Middle East Respondents

Scale	Description	Percentage Items Correct	Percentage Items Attempted	Percentage Accuracy
AR3	**Abstract Reasoning**	**24**	**100**	**24**

RESULTS SUMMARY

INTERNET REASONING TEST PROFILE

Scale	Description	Raw	Att.	1 2 3 4 5 6 7 8 9	T Score	%ile
VR3	**Verbal Reasoning**	**6**	**17**	5	51	52
NR3	**Numerical Reasoning**	**3**	**17**	2	35	7
AR3	**Abstract Reasoning**	**4**	**17**	3	40	17

Norms Used:
Verbal Reasoning (VR3) = 351 Middle East Respondents
Numerical Reasoning (NR3) = 327 Middle East Respondents
Abstract Reasoning (AR3) = 342 Middle East Respondents

GENERAL MENTAL ABILITY PROFILE

Description	1	2	3	4	5	6	7	8	9
General Mental Ability			3.4						
Crystallised Intelligence				3.8					
Fluid Intelligence		2.7							
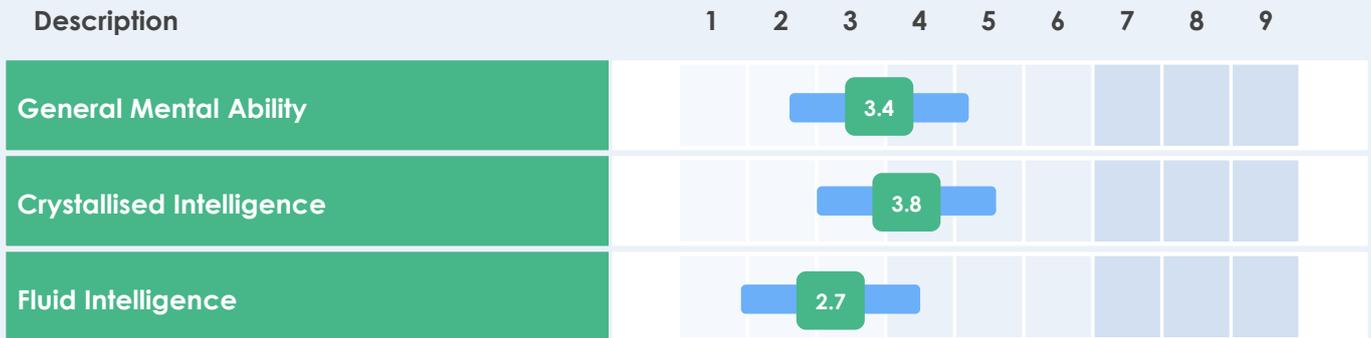
General Mental Ability – often termed 'g' – is defined as a person's capacity to: understand logic; comprehend and learn complex new material; think abstractly; solve problems; plan and respond to the environment in an adaptive, rational and flexible manner. It is termed General Mental Ability because 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'.

Crystallised Intelligence – often termed 'Gc' – is defined as a person's capacity to accumulate knowledge and intellectual skills, and learn from experience. It involves acquiring new ideas, information and mental skills, and using these to understand the environment and respond to it in a logical and rational way. It is a function of the speed and accuracy with which the person can perform such mental tasks and use acquired knowledge and competencies in an adaptive manner.

Fluid Intelligence – often termed 'Gf' – is defined as a person's capacity to create meaning out of confusion. It involves the ability to: solve novel problems in a rational way, perceive patterns and relationships in new material and deduce the logical consequences of such patterns. It is a function of the speed and accuracy with which the person performs such mental tasks, with this ability being used whenever a person is required to respond to a novel intellectual task or problem.