Sam Sample

EXPERT

STANDARD REPORT

ADAPTIVE GENERAL REASONING TEST

ABILITY
ADAPT-G

ARABIAN ASSESSMENT & DEVELOPMENT CENTRE

REPORT STRUCTURE

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

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

3. Numerical Reasoning
- Scale Description
- Result Description
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- Scale Description
- Result Description
- Results Chart

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- Scale Description
- Result Description
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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 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 USED

A reference group is used to evaluate Nicky'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
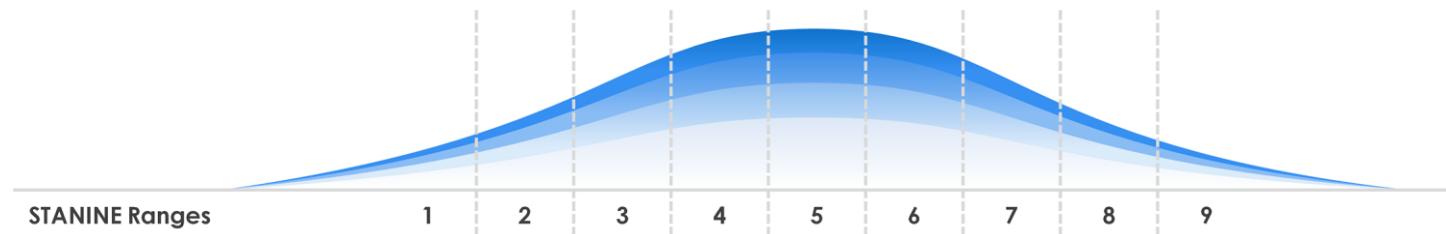
The following reference groups were used to calibrate the results:

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 (SE*m*)	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 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
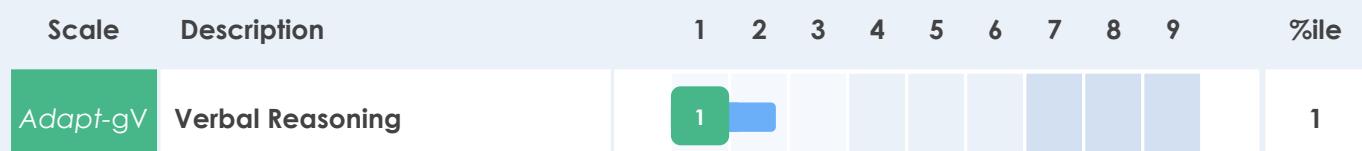
Scale	Description	1	2	3	4	5	6	7	8	9	%ile
Adapt-gV	**Verbal Reasoning**	1									1

Calibrated on:
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 indicates that he has a low level of numerical reasoning ability when compared to the chosen reference group. This suggests that he is likely to experience much 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 not particularly proficient at working with numbers. As such, he is likely to have difficulty accurately carrying out numerical operations and solving numerical problems. He is likely to have significant difficulty appreciating the logic underpinning numerical problems and it is likely to take him much longer to acquire new numerical skills than it would take most staff. He would be expected to experience difficulty with all but the most routine numerical work, and is unlikely to gain much benefit from training in this area unless it is very skills focused.

RESULTS CHART

Scale	Description	1	2	3	4	5	6	7	8	9	%ile
Adapt-gN	**Numerical Reasoning**	1									1
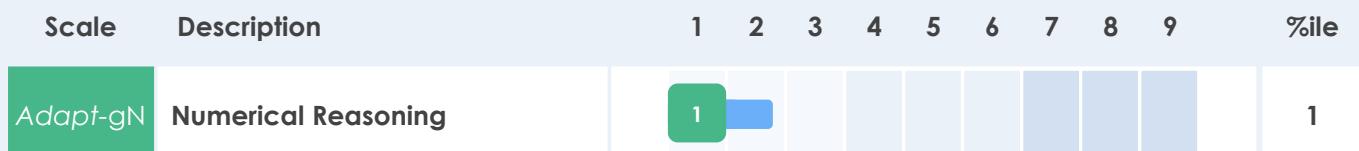
Calibrated on:
Numerical Reasoning = 3582 Respondents

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 indicates that, with respect to the chosen reference group, he has a low level of natural (i.e., untutored) reasoning ability. This suggests that he is likely to experience significantly more difficulty than most staff (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.

As a consequence, he would be expected to have significant difficulty understanding abstract concepts which are outside of his routine experience. Sam Sample is unlikely to benefit from further training and development programmes unless they are skills focussed. Moreover, he would be expected to have difficulty grasping any abstract concepts or complex logic that underpins the skills he has acquired.

RESULTS CHART

Scale	Description	1	2	3	4	5	6	7	8	9	%ile
Adapt-gA	**Abstract Reasoning**	1									1
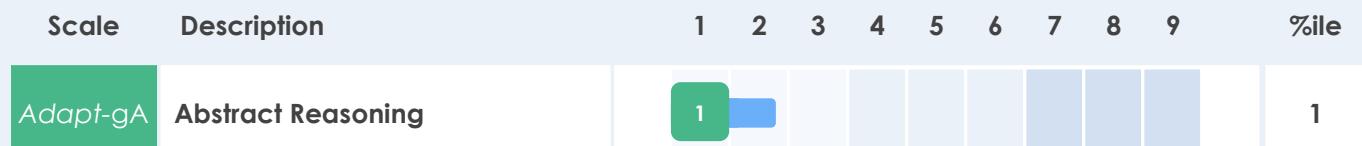
Calibrated on:
Abstract Reasoning = 3458 Respondents

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 indicates that he has a particularly low level of general mental ability. Scoring in this range suggests that his reasoning ability is likely to be weak in comparison with that of most staff. He is likely to struggle significantly more than the average employee in understanding complex concepts, perceiving the relationships between those concepts, and deducing their logical consequences.

Sam Sample is likely to experience difficulty appreciating complex arguments and subtle shades of meaning. Typically, people who score in this range would be expected to experience difficulty in all but the most routine work. As a result, he is likely to struggle to comprehend the logic underpinning complex ideas and arguments. He would not be expected to benefit from training and development programmes unless they are well structured and focused on concrete skills.

RESULTS CHART

Scale	Description	1	2	3	4	5	6	7	8	9	%ile
Adapt-g	**General Mental Ability**	1									1
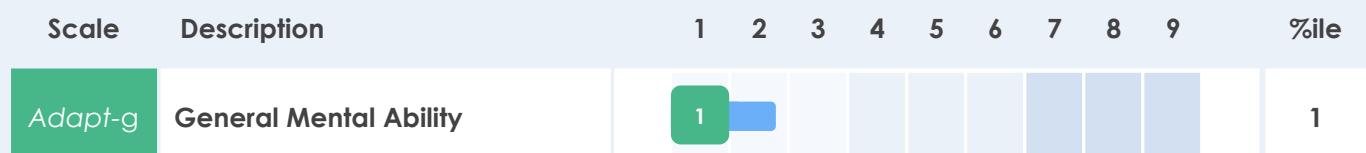
Calibrated on:
General Mental Ability = 3004 Respondents

RESULTS SUMMARY

SUMMARY PROFILE

Scale	Description	1	2	3	4	5	6	7	8	9	%ile
Adapt-gV	**Verbal Reasoning**	1									1
Adapt-gN	**Numerical Reasoning**	1									1
Adapt-gA	**Abstract Reasoning**	1									1
Adapt-g	**General Mental Ability**	1									1

Calibrated on
Verbal Reasoning = 3490 Respondents
Numerical Reasoning = 3582 Respondents
Abstract Reasoning = 3458 Respondents
General Mental Ability - g = 3004 Respondents