

ASSESS Focus Report

Last Updated: 2017-08-30 12:07:17

First Name Last Name

A3603677C52D8541

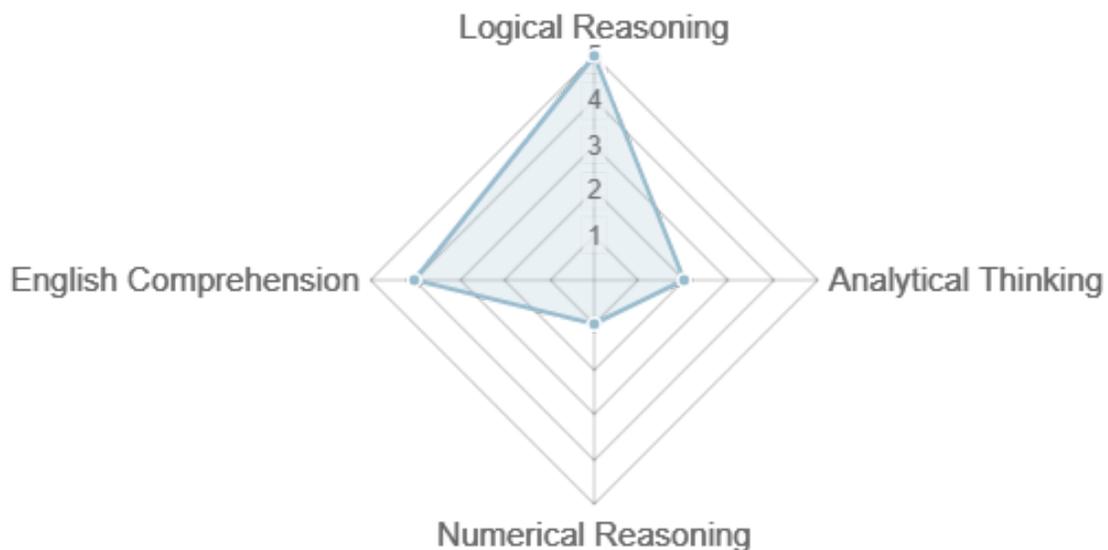
Introduction

This report identifies First Name's results across 4 modules/components of the Aptitude Assessment: Logical Reasoning; Analytical Thinking; Numerical Reasoning; and English Comprehension. It clarifies the candidate's standing on a scale from 1-5 as poor, marginal, average, very good, and excellent, respectively on each of the modules.

The first page of the report shows a profile summary of First Name illustrated by a graph and a table of scores. The graph demonstrates where the candidate's score falls on each of the modules taken and whether s/he has a poor, marginal, average, very good, or excellent score clarified by the 5 levels of the graph. The following pages give, in details, an interpretation of the candidate's scores across the different modules.

This report has a shelf-life of 24 months and should be treated confidentially. Major personal or work-related events may invalidate First Name's report, and accordingly a new assessment should be completed.

Overview



Numerical Reasoning	Analytical Thinking	English Comprehension	Logical Reasoning
1	2	4	5

Numerical Reasoning

Numerical Reasoning reflects the ability to make logical deductions to understand and solve complex numerical problems.

First Name has poor numerical skills. S/he is not likely to be comfortable in dealing with numbers or applying simple equations on supporting tools such as calculators. This might be attributable to her/his inability to understand numerical content or deal with formulas or equations even if clear demonstration was provided.

Analytical Thinking

Analytical thinking reflects the ability of breaking down complex problems into manageable components using a methodical step-by-step approach.

First Name has below average analytical skills. S/he is likely to need assistance from someone who is more experienced to be provided with the detailed aspects of an issue - including the drawbacks of an existing problem - so that s/he can work on it. First Name, however, tends not to be competent in identifying the cause-and-effect relationships.

English Comprehension

English Comprehension reflects the ability to read written text, process it, and understand its meaning. Comprehending English text requires an understanding of the English vocabulary, phrasing, and use of words to be able to accurately interpret the given information in the text.

First Name is very good in English Comprehension. In reading an English text, s/he can understand it and grasp most of the information given. In other words, s/he can determine and understand the most important points, and read the hidden cues and what is between the lines to understand the underlying meanings.

Logical Reasoning

Logical reasoning reflects the ability to work flexibly with unfamiliar information and find solutions by shifting the mental set from a specific or tangible principle to a general abstract principle. It entails the use of the individuals' inductive reasoning skills; where a specific observation is used to make a generalized conclusion about related patterns.

First Name is ultimately sophisticated in logical and abstract reasoning. S/he is highly capable of interpreting complex models and structures, and has an excellent ability to capture the patterns and interrelationships that they entail. Accordingly, s/he is expected to outperform when it comes to building the logical workflow of processes or systems. S/he also tends to be very rational and objective rather than emotional or subjective. Given her/his competence in inductive reasoning, First Name is likely to excel in establishing theories and frameworks.

Interviewer's Notes

This section provides general considerations and reminders to interviewers with respect to use of ASSESS Focus Report.

1. Chance

Assessment is occasionally subject to chance. Assesseees may occasionally misunderstand the question, may interpret the meaning of words incorrectly, or may choose by mistake a response she/he did not intend to choose.

If there are doubts about whether the person has had adequate understanding of the assessment instructions, then a complete reassessment is required, given that the reassessment does not provide the assessee with an

unfair advantage. Alternatively, other evidence gathered from interview, academic achievement, experience, behavioural or situational performance can provide assistance in decision making. In all cases great care must be exercised in interpretation of all evidence.

2. Extreme Highs and Lows

Extreme high or low scores are uncommon and may involve irregularity.

When the profile of assessment scores shows one or more pronounced highs or lows, then some inconsistency may be evident. A skilfully conducted interview is necessary to find out the reason for inconsistency, without upsetting the candidate by inadvertently suggesting that the assessee did not provide frank or genuine responses.

Where an extreme score is scrutinized for validity and reliability, an interview must be considerately handled to avoid giving the impression that a single assessment has been sufficient to disqualify the candidate for a job or impair his development potential.

3. General Recommendations on Fair Practice

It is important to explain procedures and practices before administering ASSESS Focus, and ensure that the candidate understands these procedures and practices.

Assessments results should not be offered as a reason for non-acceptance of a candidate.

ASSESS assessments and thhe question inventories should never be used in isolation to justify redundancy decisions. Such use could be construed as unfair.