



# FOCUS

## Report

Candidate Name : ck ck

Date : 21-07-2020 10:53:58

Organization | 

This report identifies ck's results across 4 modules/components of the Aptitude Assessment: Logical Reasoning; Analytical Thinking; Numerical Reasoning; and Critical Thinking. 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 ck 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.

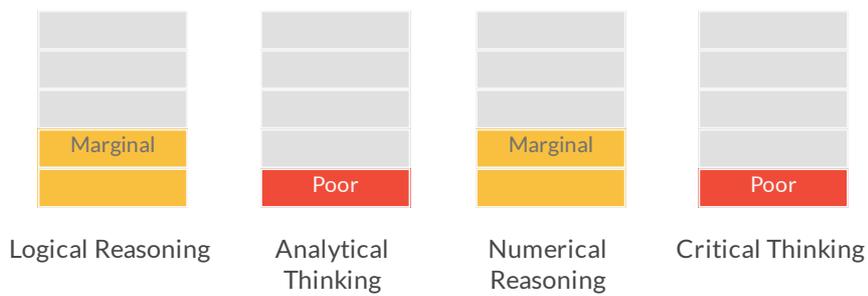
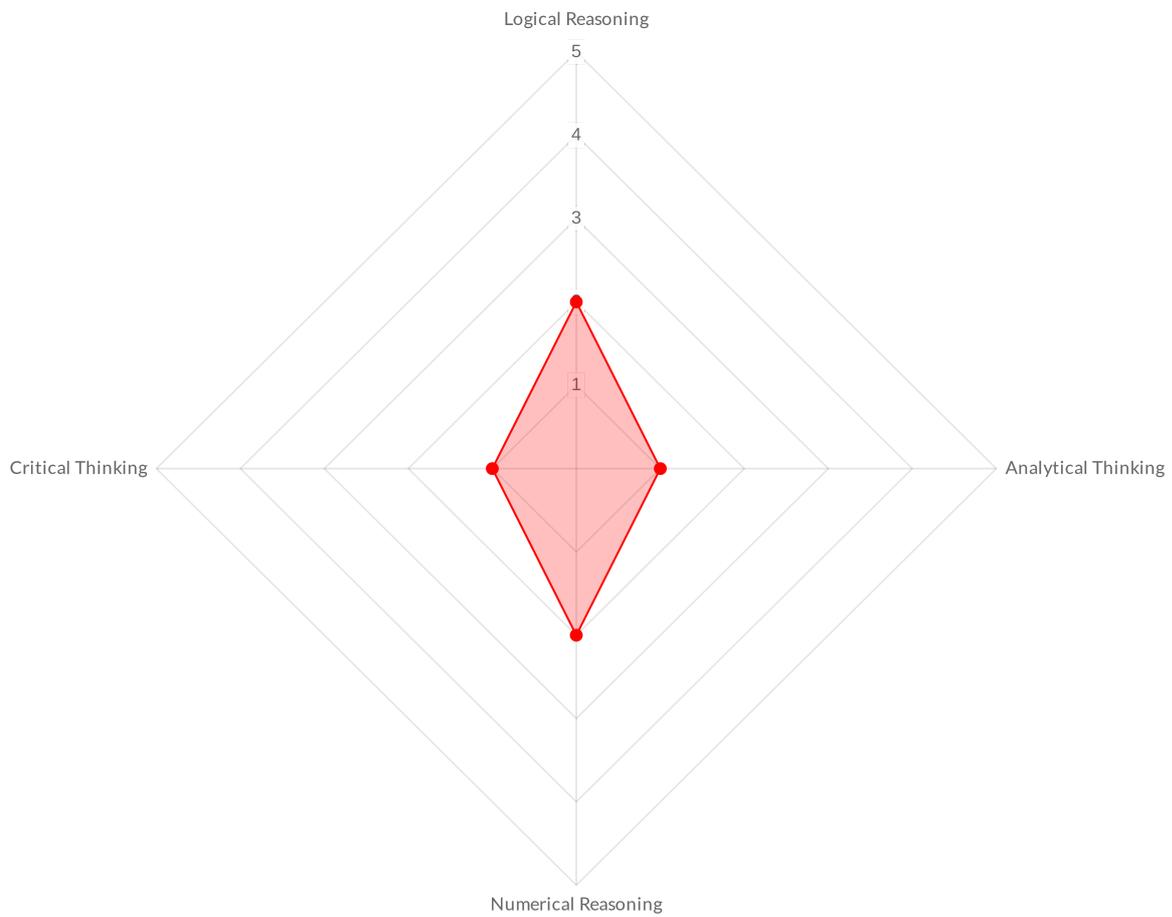
This report has a shelf-life of 24 months and should be treated confidentially. Major personal or work-related events may invalidate ck's report, and accordingly a new assessment should be completed.



## Report Indicators

Score/Color	1	2	3	4	5
Indicator	Poor	Marginal	Moderate	Good	Excellent

## Overview





## Overview

Ability Average Score	English Average Score
1.5	NaN
Total time spent	12:29 min
Total questions	56

### Scores breake down per/module

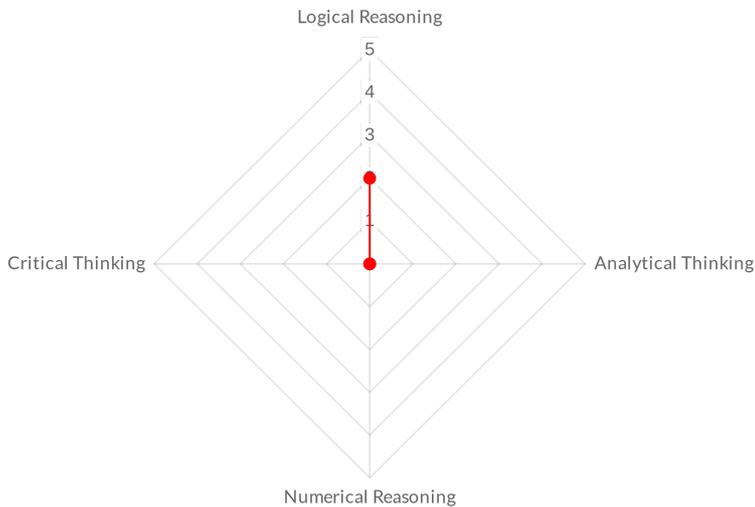
Module	Actual Scores	Out of
Logical Reasoning	3	14
Analytical Thinking	2	14
Numerical Reasoning	3	14
Critical Thinking	1	14





## Definitions & Scores

### Logical Reasoning



	Score	Time
Target	14	20:00 min
Actual	3	00:36 min
Grade	Marginal	

### Logical Reasoning in Details

Question	Correct	Incorrect	Time
1		✘	00:02 min
2		✘	00:02 min
3	✔		00:02 min
4		✘	00:03 min
5		✘	00:02 min
6		✘	00:02 min
7		✘	00:03 min
8		✘	00:02 min
9	✔		00:02 min
10	✔		00:02 min
11		✘	00:03 min
12		✘	00:02 min
13		✘	00:02 min
14		✘	00:02 min

### Logical Reasoning general definition

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.

### Logical Reasoning score definition

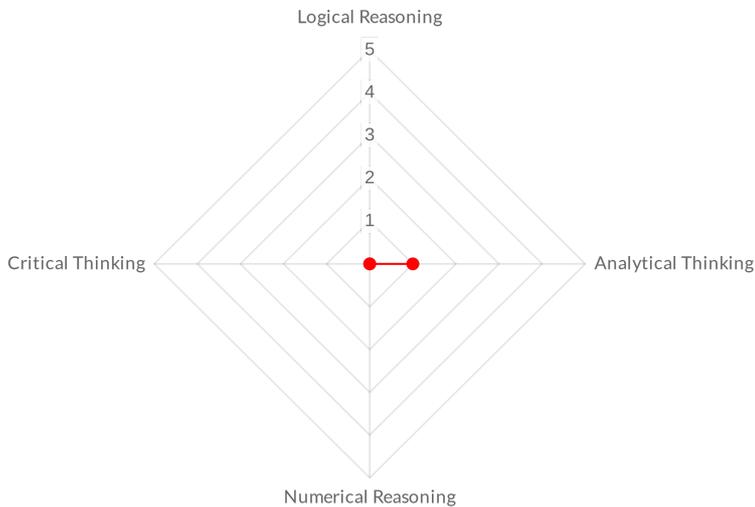
ck ck is below average in logical reasoning. S/he tends to leap between tasks with a cluttered mind rather than following an organized approach. This is likely to negatively affect her/his ability in mapping simple connections and patterns as well as in constructing integrated systems or establishing coordinated structures. ck ck is also likely to depend more on intuition than on logic in making decisions and evaluating alternatives. When given a large amount of data to work with, s/he tends to be inefficient and loses focus.





## Definitions & Scores

### Analytical Thinking



	Score	Time
Target	14	20:00 min
Actual	2	05:08 min
Grade	Poor	

### Analytical Thinking in Details

Question	Correct	Incorrect	Time
1		✘	01:13 min
2		✘	00:28 min
3	✔		00:37 min
4		✘	00:30 min
5		✘	00:13 min
6		✘	00:14 min
7		✘	00:15 min
8		✘	00:18 min
9		✘	00:09 min
10	✔		00:11 min
11		✘	00:16 min
12	✔		00:08 min
13		✘	00:09 min
14		✘	00:21 min

### Analytical Thinking general definition

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

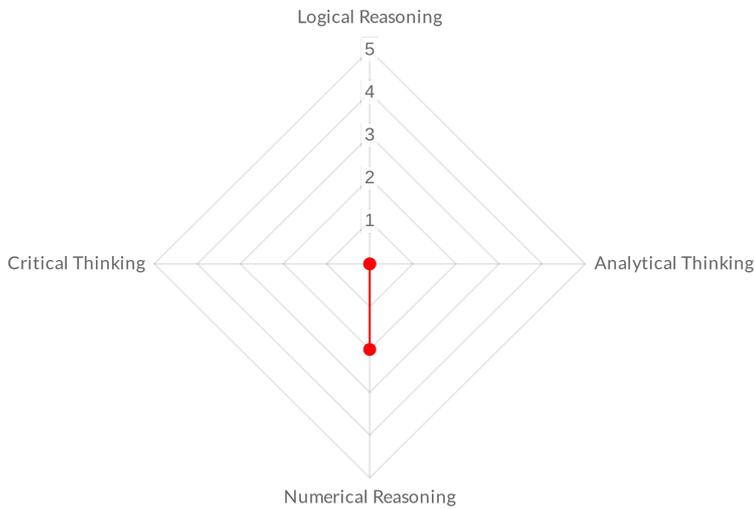
### Analytical Thinking score definition

ck ck has poor analytical skills. It is unlikely that s/he will be able to grasp the various variables or aspects of an issue even if presented with details. This might imply that in some situations, s/he would be unable to see the need for, or urgency of, taking a decision; which might make her/him passive in facing challenges. S/he tends also not to differentiate between the root causes and the symptoms of a problem. ck ck is prone to be past-oriented than present- or future-oriented; and is unlikely to learn from her/his mistakes.



## Definitions & Scores

### Numerical Reasoning



	Score	Time
Target	14	20:00 min
Actual	3	02:11 min
Grade	Marginal	

### Numerical Reasoning in Details

Question	Correct	Incorrect	Time
1		✘	00:09 min
2		✘	00:27 min
3	✔		00:09 min
4		✘	00:06 min
5		✘	00:06 min
6		✘	00:06 min
7		✘	00:15 min
8		✘	00:07 min
9		✘	00:09 min
10		✘	00:11 min
11		✘	00:05 min
12		✘	00:06 min
13	✔		00:04 min
14		✘	00:04 min

### Numerical Reasoning general definition

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

### Numerical Reasoning score definition

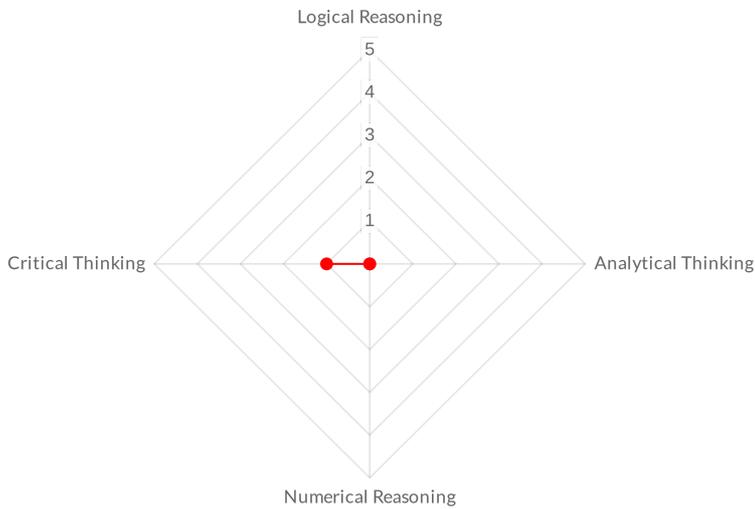
ck ck has below average numerical skills. S/he tends to rely on supporting tools (such as calculators) to deal with simple calculations. It is also unlikely that s/he finds it easy to deal with numerical data that require understanding and interpretation in the form of equations or formulas to reach a certain output.





## Definitions & Scores

### Critical Thinking



	Score	Time
<b>Target</b>	14	20:00 min
<b>Actual</b>	1	04:32 min
<b>Grade</b>	Poor	

### Critical Thinking in Details

Question	Correct	Incorrect	Time
1		✘	00:23 min
2		✘	00:45 min
3		✘	00:18 min
4		✘	00:17 min
5		✘	00:26 min
6		✘	00:19 min
7		✘	00:18 min
8		✘	00:21 min
9		✘	00:12 min
10		✘	00:18 min
11		✘	00:19 min
12		✘	00:07 min
13	✔		00:13 min
14		✘	00:10 min

### Critical Thinking general definition

Critical Thinking reflects the capability of thoroughly contemplating evidence, reflecting on applicable theoretical constructs, and deploying the relevant techniques for understanding the problem or issue and for determining the relevant criteria to form an objective judgement.

### Critical Thinking score definition

ck ck has poor critical thinking skills. Although s/he can process simple information, s/he tends to face great difficulty in comprehending arguments and drawing on meaningful inferences if information is indirectly presented.





## Important Considerations

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, behavioral 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 skillfully 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 considerably 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 the question inventories should never be used in isolation to justify redundancy decisions. Such use could be construed as unfair.

