Ian Morris

Joint Report

Disclaimer

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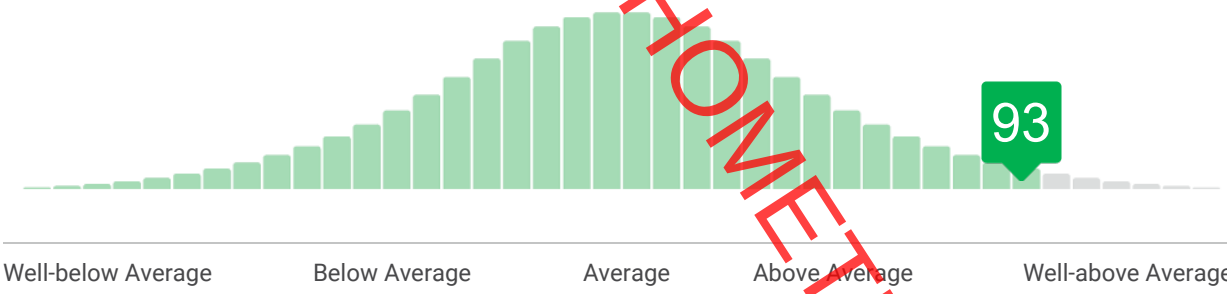
Test Partnership accept no liability for the consequences of the use of this report.

Contents

Aggregate Result

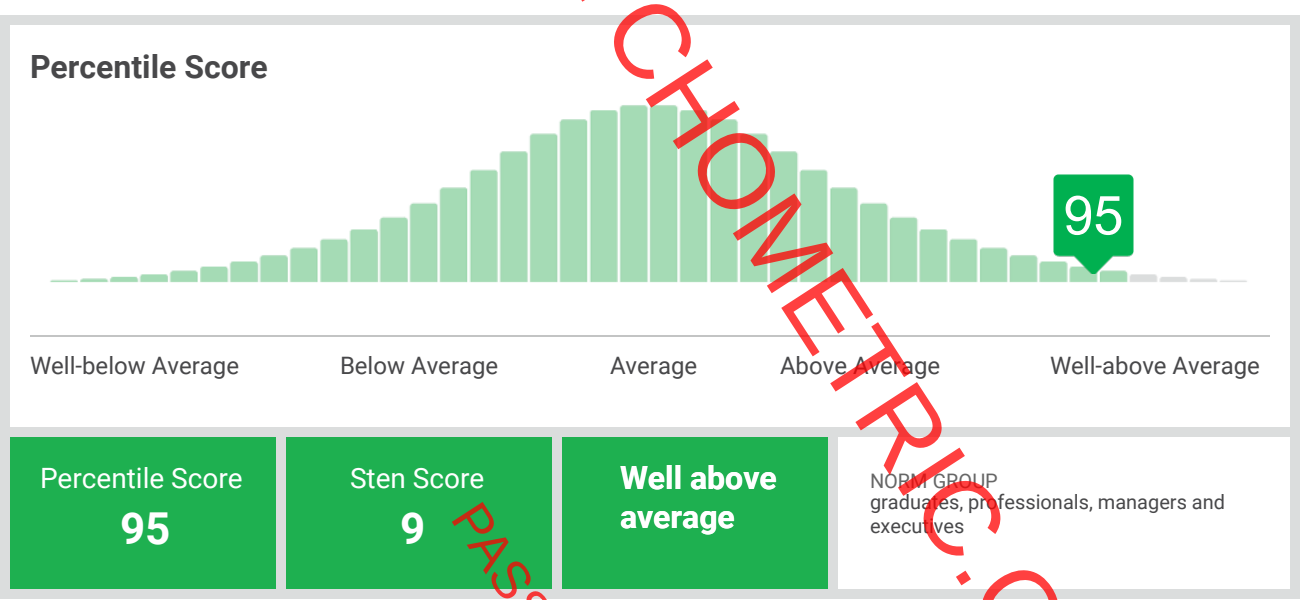
Percentile Score



Percentile Score	Sten Score	NORM GROUP
93	9	OVERALL SCORE FROM MULTIPLE ASSESSMENTS

Insights Numerical

Ian Morris's performance on this test indicates an ability which is higher than 95% of the 2244 graduates, professionals, managers and executives in the comparison group.

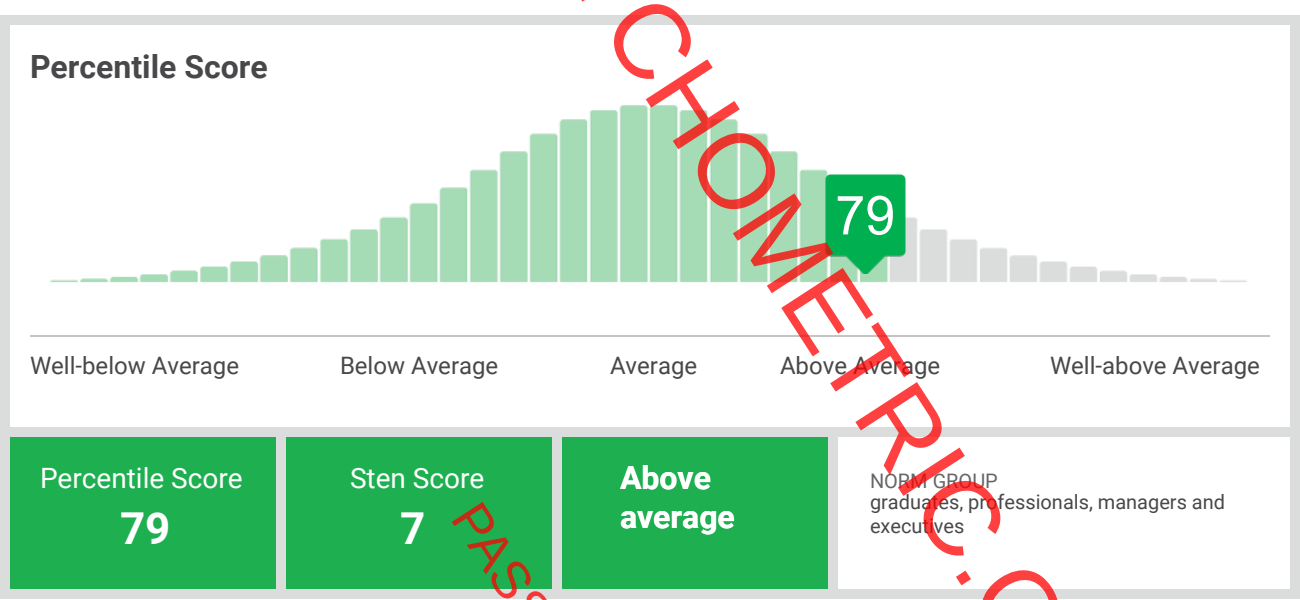


Ian Result Description

Compared to the chosen reference group, Ian's performance on this numerical reasoning test indicates a well above average level of numerical reasoning ability. Individuals that score within this range on numerical reasoning are likely to perform very well in roles that involve a considerable amount of numerical or quantitative information.

Insights Verbal

Ian Morris's performance on this test indicates an ability which is higher than 79% of the 3416 graduates, professionals, managers and executives in the comparison group.

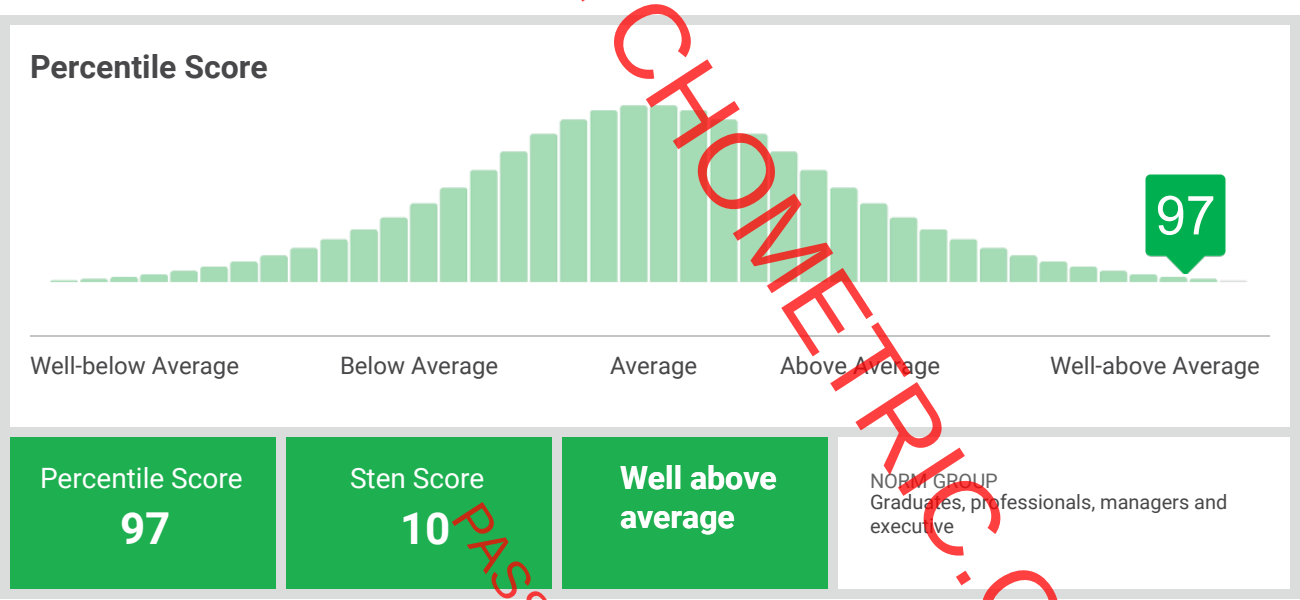


Ian Result Description

Compared to the chosen reference group, Ian's performance on this verbal reasoning test indicates an above average level of verbal reasoning ability. Individuals that score within this range on verbal reasoning are likely to perform well in roles that involve a considerable amount of written or spoken information.

Insights Inductive

Ian Morris's performance on this test indicates an ability which is higher than 97% of the 3491 Graduates, professionals, managers and executive in the comparison group.



Ian Result Description

Compared to the chosen reference group, Ian's performance on this inductive reasoning test indicates a well above average level of inductive reasoning ability. Individuals that score within this range on inductive reasoning are likely to perform very well in roles that involve a considerable amount of abstract thinking.

Glossary

Norm Groups:

Norm groups (also called comparison groups) are benchmarks which allow assessors to compare their candidates' scores to the chosen population average. To create a norm group, hundreds or thousands of scores are collected from a relevant population (i.e. graduates, managers, professionals etc) to identify the average score for that population. This allows the creation of norm-referenced scores, which reflect how well the candidate performed in context.

Z-score:

Z-scores represent the number of standard deviations a candidate's score deviates from the norm group average. For example, a Z-score of 0 means they are exactly average for that population. A Z-score of 1 indicates the candidate scored one standard deviation above the norm group average. A Z-score of -1 indicates the candidate scored one standard deviation below the norm group average.

Sten Score:

Sten (Standard Ten) scores are a simple form of norm-referenced scores, ranging from 1 to 10, with 10 representing a very high score and 1 representing a very low score. Scores between 4-7 are considered in the "average" range, scores between 1-3 are considered "low" and scores between 8-10 are considered "high".

Percentile:

Percentile scores show the candidate's rank relative to the norm group. For example, the 10th percentile represents a score which is higher than 10% of the scores achieved by people in the norm group. The 90th percentile represents a score which is higher than 90% of the scores achieved by the people in the norm group. The 50th percentile represents a score which is higher than exactly half of the scores in the norm group (i.e. they are exactly average for that population).

Computer Adaptive Testing (CAT):

CAT is a method of test administration where the difficulty of the assessment adapts to the performance of the candidate. As candidates answer questions, the assessment's algorithm adapts to each candidate's performance, increasing or decreasing the assessment's difficulty in real time. Harder questions receive more weighting than easier questions, ensuring that results are standardised between candidates. This allows the CAT algorithm to hone in on the candidate's true ability, which significantly improves the reliability of the assessment scores.