

NAME: Julie Sample
 CANDIDATE ID: #129408
 EMAIL: sales@employtest.com
 JOB APPLYING FOR: N/A
 INVITED BY: EmployTest Team (sales@employtest.com)
 ORGANIZATION: Demo
 TEST VERSION: ECP V1
 REPORT VERSION: **SELECTION**
 EXTERNAL CLICKS: **1**

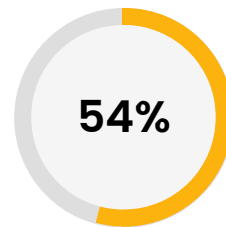
ELITE COGNITIVE PROFILE

STARTED: 03/18/25 09:51 AM
 COMPLETED: 03/18/25 10:03 AM
 TOTAL TESTING TIME: 12 MIN.

TOTAL SCORE SUMMARY

The large circle represents the average of the scale scores included in this profile. This percentile score indicates how the candidate ranks relative to other test takers. Review individual scale details to understand strengths and potential areas for improvement.

Julie Sample scored in the **54th** percentile on the overall score (Moderate), meaning Julie scored higher than 54 percent of the candidates who have completed this assessment.

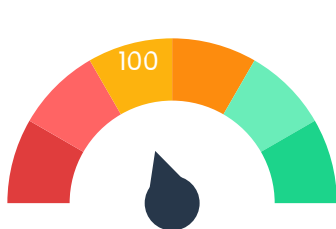


■ Caution (1-29)
 ■ Moderate (30-69)
 ■ High (70-99)

SCORE DETAILS



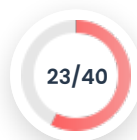
IQ EQUIVALENCE



- Superior Intelligence
- Very Intelligent
- Above Average Intelligence
- Average Intelligence
- Below Average Intelligence
- Low Intelligence

General Abilities

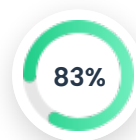
- Able to learn by doing and from written material.
- Trainable as long as the task is not overly complex.
- Decision making situations should be supervised periodically.
- Problem solving ability is moderate.



Total Attempted



Total Correct



% Correct of Attempted



Avg. Time/Qst. (Sec.)

Population Avg.

28/40

19

68%

28

SCALE SCORE INTERPRETATIONS

The information that follows offers detailed interpretations for each scale included in this profile. The Skill Level graphic below shows the percentage of test items the candidate answered correctly compared to those answered incorrectly. This illustration is useful for assessing the degree of skill/knowledge the individual demonstrated.

LOGICAL REASONING (VI)



The degree to which the individual is likely to reason logically and to understand and solve basic to more complex mathematical, logical and abstract problems. While research has shown that logical reasoning is important for most jobs, this ability is especially critical for jobs requiring analytical problem solving.

Julie Sample scored in the 57th percentile on Logical Reasoning (VI) (Moderate), meaning Julie scored higher than 57 percent of other candidates who have completed this assessment.

Skill Level



Average Time to Complete Each Question **32.73 seconds**

Attempted: 11/20 = 55%

Correct 10/11: 91%
Incorrect 1/11: 9%

Correct/Total Possible: 10/20 = 50%

Population Avg. Correct/Total Possible: 10/20 = 50%

Expected Job Behavior

- Often uses logic and reasoning when problem solving.
- Often demonstrates some facility with numbers and mathematical concepts.
- May be more challenged by difficult, more complex problems than those who score in the High range.
- This individual's mathematical and logical reasoning score is consistent with most other candidates.

VERBAL REASONING (VI)



The degree to which the individual understands relationships among written or spoken words, which includes word comprehension and associations. This ability is especially important for jobs requiring quick and fluid thinking and jobs requiring that conclusions be drawn from moderate to complex verbal or written communications.

Julie Sample scored in the 51st percentile on Verbal Reasoning (VI) (Moderate), meaning Julie scored higher than 51 percent of other candidates who have completed this assessment.

Skill Level



Average Time to Complete Each Question **30.0 seconds**

Attempted: 12/20 = 60%

Correct 9/12: 75%
Incorrect 3/12: 25%

Correct/Total Possible: 9/20 = 45%

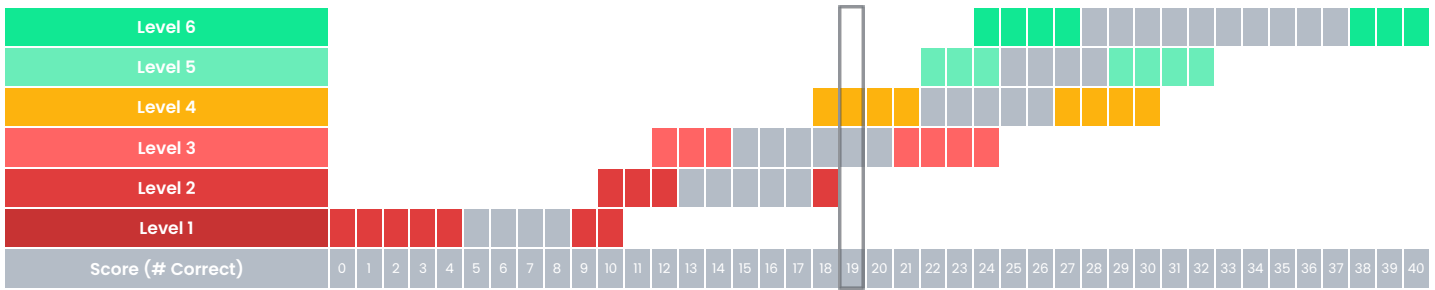
Population Avg. Correct/Total Possible: 9/20 = 45%

Expected Job Behavior

- Understands moderately complex verbal or written instructions.
- Can generally make inferences based on verbal/written information.
- May demonstrate lower comprehension ability with higher level communications and tasks than those who score in the High range.
- This score is consistent with most other candidates.

ELITE COGNITIVE PROFILE AND JOB FIT

Research examining the average intelligence level of individuals within various occupations has found significant differences between job levels. The following table offers general guidelines with respect to samples of occupations that have been associated with various levels of intelligence. The score obtained by the candidate on the Elite Cognitive Profile is highlighted by the vertical bar. The bar indicates where the score falls with respect to the general intelligence ranges of individuals within the various job categories/levels presented. The middle range for each job level indicates the optimal score range for that level.



Level 6	CEO, Physicians and Surgeons, Lawyers, Engineers, Government Officials, College Professors, Research Scientists.
Level 5	Managers, Accountants, Computer Occupations, Pharmacists, Nurse, High School Teachers, Real Estate Occupations, Sales, Creative Jobs.
Level 4	Management Trainee, Purchasing Agent, Accounting Clerk, Customer Service Reps., Sales Reps., Police Officers, Supervisor, Lab Technician, Electricians, Claims Adjusters, Cashier, Teller, Field Technician, Receptionist, Data Processing, General Clerk, News Writer, Head Mechanic.
Level 3	File Clerk, Material Handler, Machine Operators, Shopkeepers, Welders, Butchers, Warehouse Personnel, Carpenters, Cooks, Bus/Truck Drivers, Farmers, Maintenance Worker, Shipping Clerk, Security Guard.
Level 2	Laborers, Factory Packers and Sorters, Upholsterers, Gardeners, Miners, Assembler, Nurse's Aide.
Level 1	Casual Worker.

INTERPRETATION GUIDELINES

Scores that fall within particular job level, indicate that the candidate has the intellectual capacity to perform the requirements of the jobs within that level. The gray area indicates the ideal score range for that particular job level. Scores within this range indicate a good match between the candidate's cognitive skills and those required of the job.

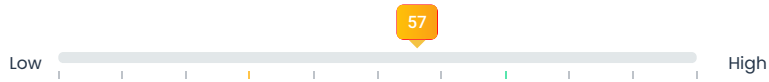
Scores that fall to the right of the gray area, particularly when they fall outside of a particular job level range, indicate a higher probability that the candidate will find the job to be less intellectually challenging. These candidates might be better suited, from an intellectual standpoint, for a higher level position. Their intellectual level may result in boredom if the job they are being considered for is not mentally challenging enough. Specific job tasks and routines should be discussed with the candidate so that they understand the level of their responsibilities. Realistic job growth opportunities should also be discussed.

Scores that fall to the left of the gray areas, particularly when they fall outside of a particular job level range, indicate a higher probability that the candidate will struggle to meet some of the intellectual requirements of the jobs within those levels. These candidates will need to work harder to understand and accomplish the more intellectually challenging aspects of the job. Therefore, specific expectations should be discussed with the candidate with regard to these more challenging requirements.

MANAGEMENT STRATEGIES

This section of the report offers suggestions for developing or managing the candidate based on his/her Profile responses.

LOGICAL REASONING (VI)



- Engage the individual in problem solving tasks but expect them to be challenged at times.
- Determine the level of task complexity they can handle efficiently and assign and monitor work accordingly.
- Given their average level of cognitive skills, they should be able to handle most moderately complex problem solving situations.

VERBAL REASONING (VI)



- Expect the individual to be challenged at times by more complex tasks.
- Monitor their speed and accuracy when performing the more intellectually demanding jobs. And determine if they are able to perform at the required level. Make adjustments to work responsibilities as needed.
- Given their average level of verbal reasoning, they should be able to handle most moderately complex communication-related tasks.

INTERVIEW GUIDE

This report includes follow-up interview questions that focus on those areas where further development might be needed. These questions serve as an excellent guide during the hiring process, coaching or developmental efforts to further uncover potentially negative behavioral tendencies.

LOGICAL REASONING (VI)

QUESTION

Describe for me times when you have had difficulty performing tasks that involved some type of logical thinking or use of math. What is it that gave you such a hard time?

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

Response Expected of an Excellent Performer



QUESTION

Do you prefer job responsibilities that involve logical thinking and the use of math or do you prefer work that is less complex. Give past work examples.

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

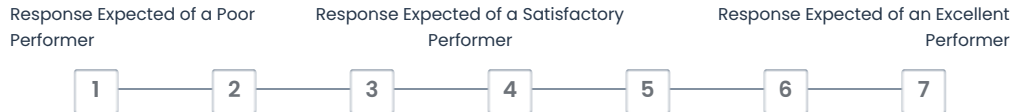
Response Expected of an Excellent Performer



QUESTION

Describe past work experiences where you had trouble drawing conclusions based on information that was presented verbally or in writing. What did you do?

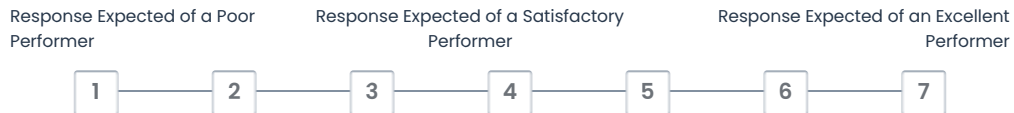
RESPONSE NOTE:



QUESTION

Tell me about work situations or work tasks that have required you to utilize or understand complex verbal or written instructions. Please describe the task or situation in detail and discuss difficulties that you had. What was the outcome?

RESPONSE NOTE:



SUM OF RATINGS :

NUMBER OF QUESTIONS RATED:

AVERAGE RATING :

(Sum of all ratings divided by the number of questions rated.)

IMPORTANT NOTICE

The hiring decision should always be based on whether there is a match between a candidate's job relevant skills, abilities and/or interests and the job itself. PsyMetrics' assessments represent one source of information in helping to make that decision. Using all sources of candidate information (e.g., assessments, a structured job interview, references, work history) available to the human resource professional will result in a more comprehensive view of the applicant and the best employee-job fit.

Test users should also remember that tests must not be utilized in any manner that discriminates against individuals with disabilities, including but not limited to mental disabilities and neurodivergent conditions. More specifically, PsyMetrics' tests should not be used to assess or evaluate individuals with mental disabilities or who identify as neurodivergent.

The employer assumes full responsibility for the proper use of the PsyMetrics' assessments. This includes establishing each test's job relatedness and periodically examining selection rates to ensure the hiring process continues to be fair and free from bias.