EmployTest

NAME:	Julie Sample
CANDIDATE ID:	#148775
EMAIL:	julie@sample.com
JOB APPLYING FOR:	N/A
INVITED BY:	Amanda Buel (amandab@employtest.com)
ORGANIZATION:	Demo
TEST VERSION:	ECP V1 - AI
REPORT VERSION:	SELECTION
EXTERNAL CLICKS:	5

COGNITIVE AI PROFILE — ELITE

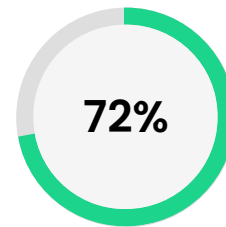**STARTED:** 08/05/25 02:38:26 PM

COMPLETED: 08/05/25 03:19:26 PM

TOTAL TESTING TIME: 41 MIN.
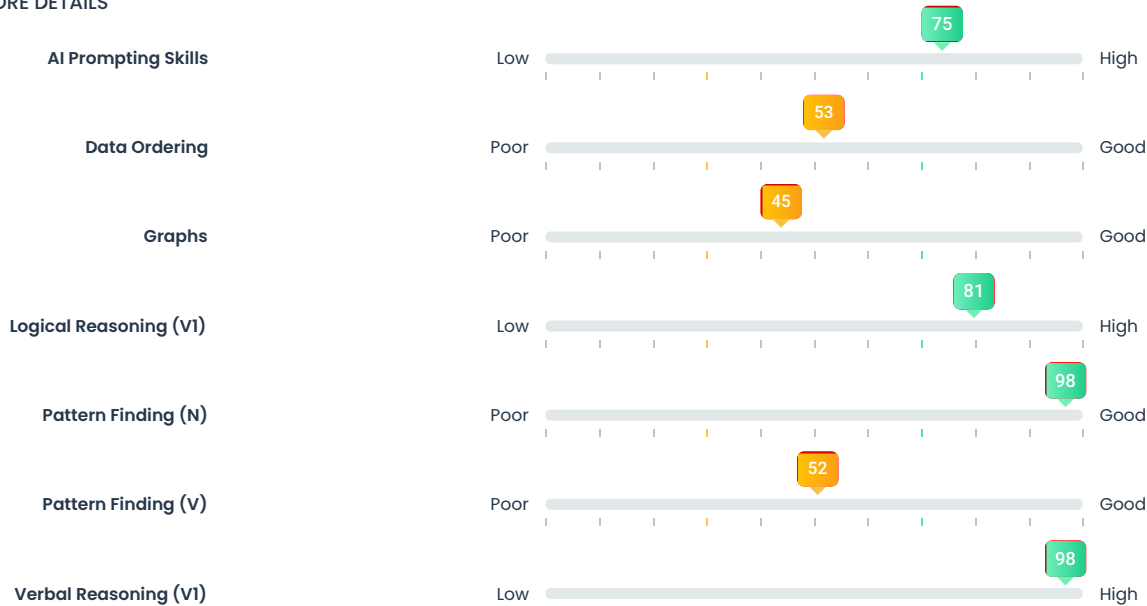
TOTAL SCORE SUMMARY

72%

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 **72nd** percentile on the overall score (High), meaning Julie scored higher than 72 percent of the candidates who have completed this assessment.
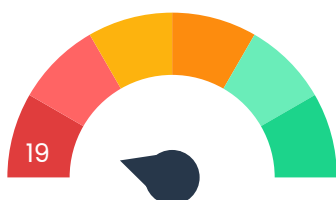
■ Caution (1-29)   ■ Moderate (30-69)   ■ High (70-99)

SCORE DETAILS

Scale	Low/Poor	Score	High/Good
AI Prompting Skills	Low	75	High
Data Ordering	Poor	53	Good
Graphs	Poor	45	Good
Logical Reasoning (V1)	Low	81	High
Pattern Finding (N)	Poor	98	Good
Pattern Finding (V)	Poor	52	Good
Verbal Reasoning (V1)	Low	98	High

IQ EQUIVALENCE

19

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

GENERAL ABILITIES

- No data available

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.

AI PROMPTING SKILLS

75

Low ————————————————————— High

The degree to which the individual has the ability to write clear, structured, and effective prompts that guide AI systems to generate accurate and relevant responses.

Julie Sample scored in the 75th percentile on AI Prompting Skills (High), meaning Julie scored higher than 75 percent of other candidates who have completed this assessment.

Skill Level

Average Time to Complete Each Question **41.11 seconds**

Attempted: 10/10 = 100%

- Correct 7/10: 70%
- Incorrect 3/10: 30%

Correct/Total Possible: 7/10 = 70%

Population Avg. Correct/Total Possible: 5/10 = 50%

Expected Job Behavior

- Writes precise, reliable prompts.
- Consistently gets quality results.
- Adapts prompts for tone, logic, or structure.
- Can work independently or support others.

DATA ORDERING

53

Poor ————————————————————— Good

The degree to which the individual has the ability to arrange things in a certain order according to specific instructions.

Julie Sample scored in the 53rd percentile on Data Ordering (Moderate), meaning Julie scored higher than 53 percent of other candidates who have completed this assessment.

Skill Level

Average Time to Complete Each Question **50.0 seconds**

Attempted: 6/7 = 86%

- Correct 5/6: 83%
- Incorrect 1/6: 17%

Correct/Total Possible: 5/7 = 71%

Population Avg. Correct/Total Possible: 5/7 = 70%

Expected Job Behavior

- Is able to understand and follow basic data ordering/manipulation instructions at an average pace.
- Is able to apply some specified rules when trying to order/manipulate data.
- Has some understanding of how to order data based on a given set of rules.
- Performs data ordering tasks at an average rate of speed and accuracy.

45

Poor ——————————————————————— Good

The degree to which the individual has the ability to interpret business related graphs.

Julie Sample scored in the 45th percentile on Graphs (Moderate), meaning Julie scored lower than 55 percent of other candidates who have completed this assessment.

Skill Level

Attempted: 6/7 = 86%

- Correct 4/6: 67%
- Incorrect 2/6: 33%

Correct/Total Possible: 4/7 = 57%

Population Avg. Correct/Total Possible: 4/7 = 60%

Average Time to Complete Each Question **50.0 seconds**

Expected Job Behavior

- Can interpret basic numerical information presented in the form of graphs and charts.
- Is able to present basic trends and numerical business information visually through the use of graphs and charts.

LOGICAL REASONING (V1)

81

Low ——————————————————————— High

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 81st percentile on Logical Reasoning (V1) (High), meaning Julie scored higher than 81 percent of other candidates who have completed this assessment.

Skill Level

Attempted: 20/20 = 100%

- Correct 13/20: 65%
- Incorrect 7/20: 35%

Correct/Total Possible: 13/20 = 65%

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

Average Time to Complete Each Question **10.56 seconds**

Expected Job Behavior

- Is likely to reason quickly and logically.
- Has the ability to problem solve using numbers and mathematical concepts.
- Is a quick learner.
- Is able to understand training material.

PATTERN FINDING (N)

```
                                                              98
Poor  |_____▼__|  Good
      |    |    |    |    |    |    |    |    |    |    |
```

The degree to which the individual has the ability to identify numerical patterns using mathematical reasoning.

Julie Sample scored in the 98th percentile on Pattern Finding (N) (High), meaning Julie scored higher than 98 percent of other candidates who have completed this assessment.

Skill Level

Average Time to Complete Each Question **30.21 seconds**

Attempted: 10/10 = 100%

🟩 Correct 9/10: 90%
🟥 Incorrect 1/10: 10%

Correct/Total Possible: 9/10 = 90%

Population Avg. Correct/Total Possible: 5/10 = 50%

Expected Job Behavior

- Is able to find numerical patterns among other distracting visual information quickly.
- Is able to utilize mathematical reasoning to identify numerical patterns within a numerical string.
- Is able to perform these tasks better than those who score lower.

PATTERN FINDING (V)

```
                          52
Poor  |_____▼_____|  Good
      |    |    |    |    |    |    |    |    |    |
```

The degree to which the individual has the ability to identify a known pattern within distracting information.

Julie Sample scored in the 52nd percentile on Pattern Finding (V) (Moderate), meaning Julie scored higher than 52 percent of other candidates who have completed this assessment.

Skill Level

Average Time to Complete Each Question **20.84 seconds**

Attempted: 7/7 = 100%

🟩 Correct 4/7: 57%
🟥 Incorrect 3/7: 43%

Correct/Total Possible: 4/7 = 57%

Population Avg. Correct/Total Possible: 4/7 = 60%

Expected Job Behavior

- Is generally able to find visual patterns among other distracting visual information.
- At times has the ability to visually identify like objects among similar yet different objects.
- This individual's Pattern Finding score is consistent with most other candidates.

VERBAL REASONING (V1)

98

Low ——————————————————————————— High

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 98th percentile on Verbal Reasoning (V1) (High), meaning Julie scored higher than 98 percent of other candidates who have completed this assessment.

Skill Level

Average Time to Complete Each Question **8.27 seconds**

Attempted: 20/20 = 100%

■ Correct 17/20: 85%
■ Incorrect 3/20: 15%
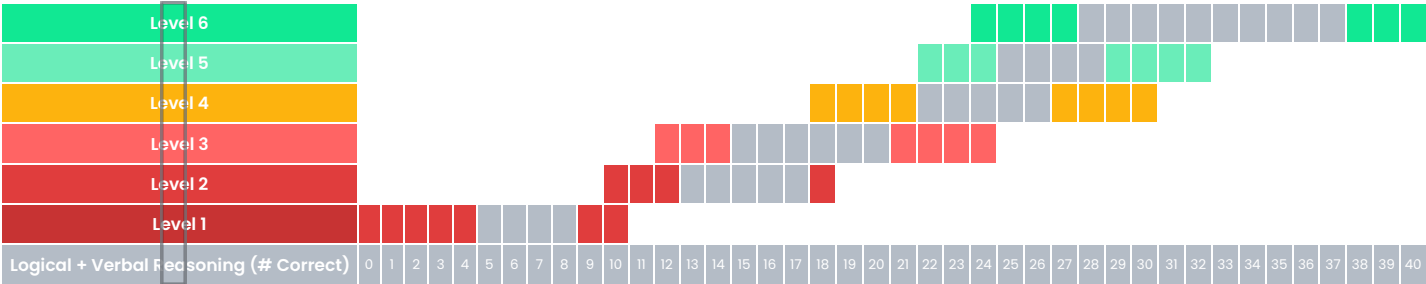
Correct/Total Possible: 17/20 = 85%

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

Expected Job Behavior

- Understands complex verbal or written communications.
- Can make inferences based on complex information presented verbally or in writing.
- Is likely to have a very good vocabulary.

ELITE COGNITIVE PROFILE - AI 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 - AI 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.

Logical + Verbal Reasoning (# Correct): 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

Level 6 — CEO, Physicians and Surgeons, Lawyers, Engineers, Government Officials, College Professors, Research Scientists, Data 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.

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MANAGEMENT STRATEGIES

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

AI PROMPTING SKILLS

75

Low |————————————————————| High

- Assign them to handle complex or high-visibility AI tasks, such as multi-step workflows, nuanced writing, or content structuring.
- Involve them in creating prompt libraries, templates, or documentation others can use.

- Ask them to lead internal training or coaching sessions to upskill peers and foster team-wide prompting fluency.
- Include them in prompt evaluation, testing, or experimentation initiatives to improve how your team leverages AI tools.

DATA ORDERING

53

Poor |————————————————————| Good

- Expect this individual to have an average ability to follow and understand set rules when manipulating data; therefore they should be managed accordingly.
- They should be monitored when working on data ordering or manipulations tasks.

- Ensure the individual understands complex instructions before they need to implement them.

GRAPHS

45

Poor |————————————————————| Good
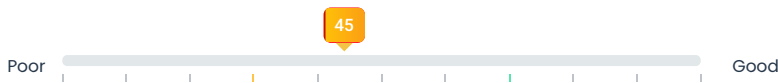
- Expect this individual to have an average ability to understand graphical presentations of data. They should be managed with this level of understanding in mind.

- They should be monitored when working on tasks that involve creating or interpreting graphs and to ensure appropriate decisions are made based on the information presented.

LOGICAL REASONING (V1)

Low ——————————————— **81** ——————————————— High

- This individual's ability to think logically makes them ideal for complex problem solving tasks and idea generation exercises.

- Avoid having them work on routine, repetitive work. They need to be mentally stimulated.

- Their ability to understand complex concepts makes them an ideal source for coaching others or explaining more complex tasks to others.

PATTERN FINDING (N)

Poor ——————————————— **98** ——————————————— Good

- This candidate should be given opportunities to engage in numerical tasks that involve finding patterns among other distracting visual information.

- Expect that they will be quick with numerical tasks.

- They may be able to train others on how to be more detailed when performing numerical tasks.

PATTERN FINDING (V)

Poor ——————————————— **52** ——————————————— Good

- Expect this individual to be able to find visual patterns at an average level of efficiency and accuracy. Therefore monitor their work to ensure it is up to expected standards.

- Discuss expectations with respect to speed and accuracy when performing pattern recognition tasks

- Set challenging, yet realistic goals to maintain or increase performance levels.

VERBAL REASONING (V1)

Low |———————————————————————————— **98** ————| High

- This individual's ability to understand complex communications makes them ideal for intellectually demanding jobs.

- Needs to be intellectually challenged.

- Their ability to understand complex communications makes them an ideal source for coaching or explaining complex instructions to others.
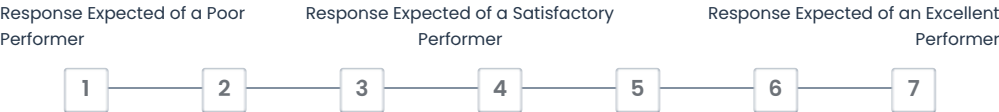
INTERVIEW GUIDE

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.

AI PROMPTING SKILLS

QUESTION

The candidate demonstrated a high level of skill in this area, therefore follow-up questions are not provided for this dimension. You may ask your own question and rate the response on the rating scale provided.
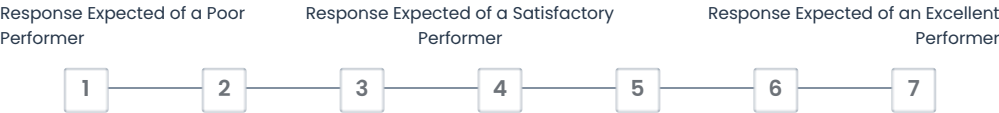
RESPONSE NOTE:

Response Expected of a Poor Performer		Response Expected of a Satisfactory Performer		Response Expected of an Excellent Performer	
1	2	3	4	5	6	7

DATA ORDERING

QUESTION

Describe for me times when you have had difficulty performing tasks that involved some type data ordering or following specific step by step rules. What was 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	
1	2	3	4	5	6	7

QUESTION

Do you prefer job responsibilities that involve working on tasks in a logical order or do you prefer work that is not so structured? Give past work examples.

RESPONSE NOTE:

Response Expected of a Poor Performer	Response Expected of a Satisfactory Performer	Response Expected of an Excellent Performer
1 2	3 4 5	6 7

GRAPHS

QUESTION

Can you explain what a correlation is and how you would show it using a graph?

RESPONSE NOTE:

Response Expected of a Poor Performer	Response Expected of a Satisfactory Performer	Response Expected of an Excellent Performer
1 2	3 4 5	6 7

QUESTION

Describe your ability level when it comes to interpreting mathematical graphs and making mathematical calculations? Would you say this is a strength for you or an area for development?

RESPONSE NOTE:

Response Expected of a Poor Performer		Response Expected of a Satisfactory Performer		Response Expected of an Excellent Performer	
1 — 2		3 — 4		5 — 6 — 7	

LOGICAL REASONING (V1)

QUESTION

The candidate demonstrated a high level of skill in this area, therefore follow-up questions are not provided for this dimension. You may ask your own question and rate the response on the rating scale provided.

RESPONSE NOTE:

Response Expected of a Poor Performer		Response Expected of a Satisfactory Performer		Response Expected of an Excellent Performer	
1 — 2		3 — 4		5 — 6 — 7	

PATTERN FINDING (N)

QUESTION

The candidate demonstrated a high level of skill in this area, therefore follow-up questions are not provided for this dimension. You may ask your own question and rate the response on the rating scale provided.

RESPONSE NOTE:

Response Expected of a Poor Performer		Response Expected of a Satisfactory Performer		Response Expected of an Excellent Performer	
1 — 2	3 — 4	5	6 — 7		

PATTERN FINDING (V)

QUESTION

Can you give an example of a project you worked on that involved a significant amount of visual attention to detail? How difficult was it? What was the outcome?

RESPONSE NOTE:

Response Expected of a Poor Performer		Response Expected of a Satisfactory Performer		Response Expected of an Excellent Performer	
1 — 2	3 — 4	5	6 — 7		

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QUESTION

Explain how you typically approach the process of identifying errors or hidden patterns in complex data sets or in tasks that involve attention to detail.

RESPONSE NOTE:

Response Expected of a Poor Performer	Response Expected of a Satisfactory Performer	Response Expected of an Excellent Performer
1 2	3 4 5	6 7

VERBAL REASONING (V1)

QUESTION

The candidate demonstrated a high level of skill in this area, therefore follow-up questions are not provided for this dimension. You may ask your own question and rate the response on the rating scale provided.

RESPONSE NOTE:

Response Expected of a Poor Performer	Response Expected of a Satisfactory Performer	Response Expected of an Excellent Performer
1 2	3 4 5	6 7

SUM OF RATINGS 111:	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.