

Feedback Report

Verbal Reasoning Skills - Level 2

Susan Sample

Your Results

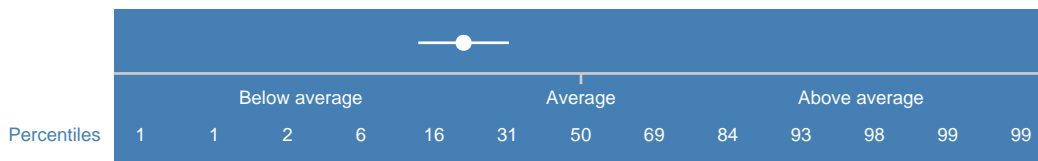
This report describes your results on the Verbal Reasoning Skills Test which looks at your ability to understand and think logically about written information.

On the Verbal Reasoning Skills Test you attempted 43 of the 60 questions in the test, and answered 22 of these correctly.

To put your score into context, it is compared to a large group of people who have already taken the test. In this case, your test score has been compared to the following group: Undergraduates (n=17,223)

Your results are shown graphically below. The small circle indicates the score you obtained on the Verbal Reasoning Skills Test in relation to the comparison group. However, as measurement is never totally accurate the line passing through the small circle shows the range which gives the best estimate of your ability on the test.

When compared to the comparison group, your score was at the 21st percentile. This means you scored better than 21 per cent of the comparison group.



Possible Reasons For Your Performance

This section of the report combines information on how quickly you worked at the test and how accurate your answers were.

In the time allowed for the test you attempted an average number of questions and answered an average number of these correctly. This pattern of performance suggests that you:

- appear to have understood what the test required you to do.
- seem to have achieved a reasonable balance between speed and accuracy, but there is still room for improvement.

You may like to consider the following points, some of which may help you to improve your performance if you were to take a test like this again:

- To improve your performance on tests like this you would need to improve both your accuracy and speed of working.
- Ways to improve your accuracy could include; reading each question more carefully and making sure you understand what you are being asked to do; thinking about how to go about answering the question; making sure that you have read the details in the question accurately.
- Ways to improve your speed could include; making sure you focus on the test and that you are not

distracted; skipping any questions you get stuck on; spending less time double-checking answers you are pretty sure of and more time on questions you find difficult.

- Your approach to the test seemed to be as fast and as accurate as most of the comparison group. To what extent is this characteristic of your working style generally?
- Think of some activities you would enjoy or be willing to do in order to practise the kinds of skills needed for the Verbal Reasoning Skills test.
- If you were to take the test again, how would you approach it differently?

Notes On Interpreting This Report

When reading this report, the following points should be considered:

- psychometric tests are only one source of information about your abilities and style, and the test you have taken looks at a very specific type of ability. However, tests are known to be a useful part of an overall assessment of a person's abilities.
- all test scores (as with any measurement) are subject to error. The scores therefore indicate a band of ability within which you might fall, so your obtained score may under or over estimate your ability.
- high scores are easier to interpret than low scores. If people score highly, they are likely to have the ability being measured. People can, however, get low scores for many reasons – misunderstanding, lack of familiarity with tests, anxiety, etc. Low scores should therefore be seen as showing 'you have not yet shown evidence of this ability on this test'.
- all scores are compared to groups of individuals, e.g. people at various stages of their education, those working in different jobs. Therefore the score is not fixed. A score may be above average compared to one group and below average compared to another.
- the results show how you performed on the test on this particular occasion. Your score can fluctuate according to a number of different factors: this means that your score may change if you took the test again.

Date tested: 12/3/2009

Norm used: Undergraduates (n=17,223)