

Candidate: **Betty Penske**  
Assessment: Graduate Recruitment  
Completed: September 24, 2023  
Prepared for: Susan Bookman  
HR Avatar Data Collection Account

# Test Results and Interview Guide

The Graduate Recruitment assessment measures key factors related to high performance and tenure in this job. Attribute types measured vary by test, but can include cognitive ability, skills, knowledge, personality characteristics, emotional intelligence, and past behavioral history. This report includes a one page summary, followed by detailed results with an embedded interview guide. Note that these results should always be used as a part of a balanced candidate selection process that includes independent evaluation steps, such as interviews and reference checks.

## Overall

Candidate	Score	Interpretation
<b>Betty Penske</b> bettypenske@yourcompany.org Graduate Recruitment September 24, 2023	<b>86</b>	
<b>Key</b> ▼ Candidate Score <span style="color: red;">■</span> Higher Risk <span style="color: green;">■</span> Lower Risk <span style="color: blue;">■</span> Custom Baseline (Optional)		

## Competency Summary

Competency	Score	Interpretation
<b>Cognitive Abilities (relates to job performance, problem-solving, ability to learn, etc.)</b>		
Memory / Attention to Detail / Logic & Reasoning	66	
<b>Skills/Knowledge (relates to immediate readiness)</b>		
Writing	91	
<b>Personality Characteristics (relates to fit with the job/team environment)</b>		
Adaptability	96	
Dealing with Uncertainty	92	
Drive	96	
Empathy & Emotional Self-Control	63	
Integrity	10	
Learning Agility	78	
Teamwork & Collaboration	75	
<b>Scored Survey Questions (Custom Questions)</b>		
History Survey - Performance	92	

Importance to Job ↑

## Comparison

Percentile scores indicate how the candidate compares to other test-takers within various groups. The candidate scored equal to or better than the fraction of test-takers indicated by the percentile.


Test-Taker Group	Percentile	0	10	20	30	40	50	60	70	80	90	100	
Global	86th												
United States	71st												
HR Avatar Data	79th												

## Detail

Candidate: **Betty Penske**, bettypenske@yourcompany.org  
 Assessment: Graduate Recruitment  
 Authorized: September 24, 2023, by Susan Bookman, HR Avatar Data Collection Account, sue.bookman@richardson.biz  
 Started: September 24, 2023 at 11:09:55 AM EST  
 Completed: September 24, 2023 at 11:09:55 AM EST  
 Overall Score: 86

## Cognitive Abilities Detail

This section contains a list of job-related cognitive abilities that have been evaluated in a job-like context using HR Avatar's simulation technology. Studies have demonstrated that cognitive abilities are highly correlated with job performance for many jobs. Abilities also correlate with problem-solving and the ability to learn quickly.

Detail	Interview Guide
<p><b>Memory / Attention to Detail / Logic &amp; Reasoning</b> Score: 66</p>  <p><i>Description:</i> This scale reflects how successful a person is at making sense of a set of data or facts through logical reasoning. High scorers understand causes and consequences by interpreting a given situation and predicting its outcomes. They are able to remember details and take action accordingly. Low scorers may burn out or become paralyzed. In more stable job circumstances, high scorers may become bored, while low scorers would remain satisfied. This scale also represents thoroughness, accuracy, and being concerned for all areas involved no matter how insignificant. Individuals who demonstrate high Attention to Detail produce work products that are consistently accurate and require little checking. They rarely forget schedule commitments or overlook even the smallest details.</p> <p><i>Interpretation:</i> Strong scores in this area correlate with above average performance for many jobs.</p> <p>Usually able to achieve a high degree of thoroughness and accuracy. Work requires only occasional oversight and checking. Capable of solving difficult problems, planning many-featured tasks and projects, and organizing multiple resources. Usually able to quickly recall and use information when needed or appropriate.</p>	<p>Can you give me an example of where your attention to detail or your thoughtful analysis of a situation helped make a project successful?</p> <p style="text-align: center;"> <span style="display: inline-block; text-align: center;">★ 1</span> <span style="display: inline-block; text-align: center;">★ 2</span> <span style="display: inline-block; text-align: center;">★ 3</span> <span style="display: inline-block; text-align: center;">★ 4</span> <span style="display: inline-block; text-align: center;">★ 5</span> </p> <p>Poor example. Does not show attention to detail or analytical ability.      Moderately relevant or impactful example.      Strongly relevant and clear example.</p> <hr/> <p>How do you handle a situation when you've messed up due to overlooking an important detail?</p> <p style="text-align: center;"> <span style="display: inline-block; text-align: center;">★ 1</span> <span style="display: inline-block; text-align: center;">★ 2</span> <span style="display: inline-block; text-align: center;">★ 3</span> <span style="display: inline-block; text-align: center;">★ 4</span> <span style="display: inline-block; text-align: center;">★ 5</span> </p> <p>Is unable to handle the situation.      Demonstrates the ability to admit to their error and quickly fix the error but didn't put preventative systems in place.      Demonstrates the ability to admit to their error, put preventative systems in place, and quickly fix the error.</p>

## Knowledge and Skills Detail

This section contains a list of job-related knowledge areas and skills that have been evaluated. Low scores in these areas often indicate that additional learning may be required before top performance can be achieved.



Continued on next page.

Detail	Interview Guide																				
<p><b>Writing</b> Score: 91</p> <p><i>Description:</i> The ability to concisely and succinctly convey ideas and information via written text.</p> <p><i>Interpretation:</i> Superior writing skills can positively impact performance in many jobs.</p> <p>Significantly above average. Conveys ideas accurately in a clear, concise and succinct format. See writing sample section of report for raw essay(s) submitted.</p> <ul style="list-style-type: none"> <li>• Raw computed score: 80</li> <li>• Computed score confidence: 75</li> <li>• Approximate Word Count: 247</li> </ul> <p>Please see below to view the essay submitted.</p>	<p>Are you comfortable when you need to express yourself through writing? Do you feel confident you can get the right message across?</p> <table style="width: 100%; text-align: center;"> <tr> <td>★ 1</td> <td>★ 2</td> <td>★ 3</td> <td>★ 4</td> <td>★ 5</td> </tr> <tr> <td>Not confident in own writing ability. Prefers speaking.</td> <td></td> <td>Somewhat confident in own writing ability. Writes frequently.</td> <td></td> <td>Very confident in ability to write. Has received compliments on clarity of written correspondences.</td> </tr> </table> <hr/> <p>Do you think writing is important to the role you are applying for? How would you rate yourself as a writer.</p> <table style="width: 100%; text-align: center;"> <tr> <td>★ 1</td> <td>★ 2</td> <td>★ 3</td> <td>★ 4</td> <td>★ 5</td> </tr> <tr> <td>Rating doesn't correspond well with their score. Does not think writing is important to the role.</td> <td></td> <td>Rating doesn't correspond well with their score. Acknowledges the importance of writing in the role.</td> <td></td> <td>Rating corresponds well with their score. Acknowledges the importance of writing in the role.</td> </tr> </table>	★ 1	★ 2	★ 3	★ 4	★ 5	Not confident in own writing ability. Prefers speaking.		Somewhat confident in own writing ability. Writes frequently.		Very confident in ability to write. Has received compliments on clarity of written correspondences.	★ 1	★ 2	★ 3	★ 4	★ 5	Rating doesn't correspond well with their score. Does not think writing is important to the role.		Rating doesn't correspond well with their score. Acknowledges the importance of writing in the role.		Rating corresponds well with their score. Acknowledges the importance of writing in the role.
★ 1	★ 2	★ 3	★ 4	★ 5																	
Not confident in own writing ability. Prefers speaking.		Somewhat confident in own writing ability. Writes frequently.		Very confident in ability to write. Has received compliments on clarity of written correspondences.																	
★ 1	★ 2	★ 3	★ 4	★ 5																	
Rating doesn't correspond well with their score. Does not think writing is important to the role.		Rating doesn't correspond well with their score. Acknowledges the importance of writing in the role.		Rating corresponds well with their score. Acknowledges the importance of writing in the role.																	



## Personality Characteristics Detail

This section contains a list of personality characteristics that are frequently associated with job performance. Remember, these are not skills and do not indicate the ability to do a job. Rather, they can be used to evaluate the candidate's fit with the general needs of the job and the organizational culture. Sample interview questions are provided to gather more information.

Continued on next page.

Detail	Interview Guide
<p><b>Adaptability</b> Score: 96</p>  <p><i>Description:</i> This scale reflects how accepting a person is of frequent or substantial changes in his or her job requirements and how they adjust to those changes. Changing work requirements usually causes stress and puts pressure on an individual to adapt. High scorers usually thrive under changing work conditions, while low scorers may burn out or become paralyzed. In more stable job circumstances, high scorers may become bored, while low scorers would remain satisfied.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Thrives on change. Sees self as very flexible and easy-going. However, may often be perceived as disinterested, unmotivated, or too easy-going in times of upheaval.</p>	<p>Would you rather work in a job where the work is predictable or one where activities are constantly changing? Why?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">★ 1 Becomes paralyzed by change. Or disregards the change and continues same path.</div> <div style="text-align: center;">★ 2 Resistant and fearful of change, or appears to live for change.</div> <div style="text-align: center;">★ 3</div> <div style="text-align: center;">★ 4</div> <div style="text-align: center;">★ 5 Comfortable with change, though feels some stress or anxiety. Usually able to stay focused.</div> </div> <hr/> <p>How do you feel when things change at work or school? How do you cope?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">★ 1 Candidate gets frustrated and doesn't have an effective way to cope.</div> <div style="text-align: center;">★ 2</div> <div style="text-align: center;">★ 3 Candidate recognizes that they struggle and has one quality way to cope.</div> <div style="text-align: center;">★ 4</div> <div style="text-align: center;">★ 5 Candidate thrives when things change and has multiple ways to cope.</div> </div>
<p><b>Dealing with Uncertainty</b> Score: 92</p>  <p><i>Description:</i> This scale reflects the degree to which an individual is able to cope with ambiguity. High scores on this scale indicate a person focuses on the present and is confident they will succeed without worrying about the future. Low scores on this scale indicate a person will worry about the future and possible negative things and events that are associated with that. They might even be incapable of overcoming a problem. They prefer predictable conditions.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Thrives on the unknown and able to cope with ambiguity. Focuses on the present and is confident in success. Does not worry about the future. May often be perceived as disinterested, unmotivated, or too easy-going in more predictable circumstances.</p>	<p>How do you handle uncertain times?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">★ 1 They have a hard time handling uncertain times, their worry about the future impacts them too much.</div> <div style="text-align: center;">★ 2</div> <div style="text-align: center;">★ 3 They focus on the present and show some confidence, but worry about the future and it impacts their work.</div> <div style="text-align: center;">★ 4</div> <div style="text-align: center;">★ 5 They focus on the present, they are confident in their ability to succeed, and refrain from worrying about the future.</div> </div> <hr/> <p>Worrying about future outcomes can prevent you from completing quality work. How do you ensure your work gets done in these uncertain times?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">★ 1 The candidate is unable to put their worry to the side and is incapable of completing their work.</div> <div style="text-align: center;">★ 2</div> <div style="text-align: center;">★ 3 The candidate is able to work through the worry, their work is either done on time or with quality, not both.</div> <div style="text-align: center;">★ 4</div> <div style="text-align: center;">★ 5 They show the ability to put their worry to the side and focus on the present to complete their work on time with quality.</div> </div>

Detail	Interview Guide
<p><b>Drive</b> Score: 96</p> <p><i>Description:</i> This scale reflects the degree to which an individual will work hard to achieve goals and solve critical problems in the organization. High scores on this scale indicate a person will be diligent in their work and use all necessary sources to solve problems. Low scores on this scale indicate a person may be unenthusiastic about work and may struggle with complex tasks and challenges.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Highly motivated by challenging goals and tasks, financial rewards, and/or recognition, and willing to work very hard to succeed. Very focused on understanding guidelines, following the rules and personal achievement.</p>	<p>"Tell me about a time when you went above and beyond the call of duty to achieve a difficult goal or challenge. What motivated you to put forth the extra effort?"</p> <p style="text-align: center;">★                      ★                      ★                      ★                      ★ 1                            2                            3                            4                            5</p> <p>Poor or weak example. No real extra effort.                      Moderate example. Some extra effort evident.                      Strong example. Clearly applied extra effort. Well organized in approach.</p> <hr/> <p>What would you say were some of the most difficult challenges about your last job or school project? How were you able to cope with those challenges?</p> <p style="text-align: center;">★                      ★                      ★                      ★                      ★ 1                            2                            3                            4                            5</p> <p>Description of challenge and how they cope shows that they struggle with complex tasks.                      Describes a reasonable challenge. Shows ability to cope but doesn't demonstrate diligence.                      Describes a reasonable challenge. Demonstrates effective coping skills that address using multiple resources to solve the challenge.</p>
<p><b>Empathy &amp; Emotional Self-Control</b> Score: 63</p> <p><i>Interpretation:</i> The candidate's score in this area indicates neither a positive nor a negative impact on performance.</p> <p>Demonstrates moderate ability to sense the emotional needs of others, sympathize with other people's problems, and see things from other people's point of view. Likely to generally be effective at demonstrating to professors or classmates that they understand and care about them, maintaining current levels of stakeholder loyalty, work relationships, and conflict at school.</p>	<p>Are you good at relating to the feelings of others? Can you give me an example of how this helped you navigate a difficult situation at work or at school?</p> <p style="text-align: center;">★                      ★                      ★                      ★                      ★ 1                            2                            3                            4                            5</p> <p>Not able to sense how others feel. Unable to provide example.                      Some ability to sense how others feel. Example shows some ability to use senses at work.                      Able to relate to others and sense how they feel. Example shows can easily apply senses at work.</p> <hr/> <p>Tell me about a time you got upset at work or at school. How did you handle/deal with your emotions?</p> <p style="text-align: center;">★                      ★                      ★                      ★                      ★ 1                            2                            3                            4                            5</p> <p>They had an inappropriate response or placed blame.                      They (1) had an appropriate response (2) took responsibility but (3) were unable to make the bad situation better.                      They (1) had an appropriate response (2) took responsibility and (3) worked to make the bad situation better.</p>

Detail	Interview Guide
<p><b>Integrity</b> Score: 10</p>  <p><i>Description:</i> This scale reflects the degree to which an individual is able to be trusted and maintain consistent quality performance. High scores on this scale indicate a person who can be trusted to do what they say, always follows through, and never breaks their promises. Low scores on this scale indicate a person who would likely brush off timelines and responsibilities, and is known for being inconsistent.</p> <p><i>Interpretation:</i> The candidate's score in this area indicates risk of a negative impact on performance for some jobs. Additional probing is strongly recommended.</p> <p>Distrusts the organization and management. Frequently assumes new ideas or changes will have a negative individual impact. Can be defensive regarding his or her own work, or show hostility towards management or company policies. May take unnecessary risks on the job.</p>	<p>What is more important: doing things right, or meeting time commitments?</p> <p style="text-align: center;">★                      ★                      ★                      ★                      ★ 1                            2                            3                            4                            5</p> <p>Shows willingness to cut corners. Would require heavy quality assurance.</p> <p>Some balance between quality and speed. Would require moderate quality assurance.</p> <p>Clear emphasis on doing things correctly the first time.</p> <hr/> <p>What kinds of circumstance(s) would justify breaking an organizational rule?</p> <p style="text-align: center;">★                      ★                      ★                      ★                      ★ 1                            2                            3                            4                            5</p> <p>Answer shows that they are not concerned about ethics or organizational values/rules.</p> <p>Answer explains only situational circumstances but the ethics are questionable and could pose a threat to the organization.</p> <p>Answer explains only situational circumstances that fall under general ethical concerns and are of no threat to the organization.</p> <p>OR: Explains that there are no circumstances.</p>
<p><b>Learning Agility</b> Score: 78</p>  <p><i>Description:</i> This scale reflects the degree to which an individual is aware of how to learn. High scores on this scale indicate a person will thrive in ambiguous situations when it is not always clear what to do. This person enjoys applying newly learned concepts in different ways. They can adapt easily to new situations. Low scores on this scale indicate a person will prefer to work with supervision and clear guidance, may struggle to learn from and adapt to new experiences, relies on past solutions, and resists unfamiliar assignments.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Generally resourceful in taking advantage of learning opportunities. Prefers a dynamic learning environment. Is aware of how to learn without much guidance and remains focused and positive in ambiguous situations. Fairly easy-going and relaxed. May appear uninterested under certain circumstances when too much guidance is provided.</p>	<p>Explain how you would approach a new problem.</p> <p style="text-align: center;">★                      ★                      ★                      ★                      ★ 1                            2                            3                            4                            5</p> <p>Candidate looks for guidance and supervision, relies on past solutions / experiences, and struggles to learn from the problem.</p> <p>Candidate is able to see the big picture but only shows the ability to use past solutions / experiences to solve the problem.</p> <p>Candidate explains they would see the big picture and provide innovative solutions to the problem.</p> <hr/> <p>Imagine you were approached with a problem that was foreign to you, had no clear guidelines, and you were not able to seek guidance or assistance. How would you approach solving this problem on your own?</p> <p style="text-align: center;">★                      ★                      ★                      ★                      ★ 1                            2                            3                            4                            5</p> <p>Candidate is unable to learn and adapt, resists the unfamiliar problem and seeks guidance.</p> <p>Candidate shows the ability to learn independently and adapt, but not develop innovative solutions.</p> <p>Candidate shows the ability to learn independently, develop innovative solutions, and adapt.</p>

Detail	Interview Guide
<p><b>Teamwork &amp; Collaboration</b> Score: 75</p> <p><i>Description:</i> This scale reflects the degree to which an individual works well with teams and maintains positive interpersonal relationships. High scores on this scale indicate a person will thrive in collaborative team settings and maintain high-quality relationships with coworkers. Low scores on this scale indicate a person will prefer working on individual projects and may struggle to maintain close working relationships with colleagues.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Actively cultivates relationships. Comfortable meeting new people and sensitive to how others feel. Works with colleagues and seeks input to develop friendships and meet goals.</p>	<p>Discuss a time when you were part of a team that accomplished something most people didn't think could be done. What was your role and what made the team so special?</p> <p style="text-align: center;"> <span style="margin-right: 20px;">★</span> <span style="margin-right: 20px;">★</span> <span style="margin-right: 20px;">★</span> <span style="margin-right: 20px;">★</span> <span>★</span> </p> <p style="text-align: center;"> <span style="margin-right: 20px;">1</span> <span style="margin-right: 20px;">2</span> <span style="margin-right: 20px;">3</span> <span style="margin-right: 20px;">4</span> <span>5</span> </p> <p>No such experience. Example irrelevant.      Moderately relevant example and role.      Strong example and strong role.</p> <hr/> <p>Do you prefer working in teams or by yourself? Why?</p> <p style="text-align: center;"> <span style="margin-right: 20px;">★</span> <span style="margin-right: 20px;">★</span> <span style="margin-right: 20px;">★</span> <span style="margin-right: 20px;">★</span> <span>★</span> </p> <p style="text-align: center;"> <span style="margin-right: 20px;">1</span> <span style="margin-right: 20px;">2</span> <span style="margin-right: 20px;">3</span> <span style="margin-right: 20px;">4</span> <span>5</span> </p> <p>They choose teams or individual and feel they would be incapable of working in the given environment.      They feel they would work well in either environment but are unable to back that up with rational reasons.      Response reflects rational reasons for why they prefer teams, individual, or both. They feel they would work well in either environment.</p>

## Scored Survey Detail

This section provides additional detail on the candidate's scored survey responses. Potential caution areas (if any) are specified in each detail section.

Detail	Interview Guide
<p><b>History Survey - Performance</b> Score: 92</p> <p><i>Description:</i> Evaluates elements of the candidate's past work and education history to identify indications of high or low performance potential.</p>	<p>How does your work compare with your peers? Do you produce more or less? How do you know?</p> <p style="text-align: center;"> <span style="margin-right: 20px;">★</span> <span style="margin-right: 20px;">★</span> <span style="margin-right: 20px;">★</span> <span style="margin-right: 20px;">★</span> <span>★</span> </p> <p style="text-align: center;"> <span style="margin-right: 20px;">1</span> <span style="margin-right: 20px;">2</span> <span style="margin-right: 20px;">3</span> <span style="margin-right: 20px;">4</span> <span>5</span> </p> <hr/> <p>What kind of feedback have you received about your performance from your managers and your peers?</p> <p style="text-align: center;"> <span style="margin-right: 20px;">★</span> <span style="margin-right: 20px;">★</span> <span style="margin-right: 20px;">★</span> <span style="margin-right: 20px;">★</span> <span>★</span> </p> <p style="text-align: center;"> <span style="margin-right: 20px;">1</span> <span style="margin-right: 20px;">2</span> <span style="margin-right: 20px;">3</span> <span style="margin-right: 20px;">4</span> <span>5</span> </p>

## Writing Sample(s)

During the assessment, the candidate was asked to write one or more passages. The text they wrote is included in the table below for review.

Continued on next page.



Writing Sample - Question	Response
<p>Please write an essay describing the HR Avatar essay feature.</p>	<p>This is a sample essay. In a real test situation, the candidate or test taker would write an essay as a part of their assessment, in response to the question associated with this entry. All reports will share their writing as received. In some cases, our artificial intelligence engine will process their response to create a numerical score. Our system also checks for plagiarism, both among previously submitted essays, and the broader Internet. Additionally, spelling, grammar, and style checks are performed.</p> <p>Essay typically are from 150 to 600 words. They can be written in response to an explicit question, or they can be free-form responses to general questions.</p>

## Identity Confirmation Photos

The following photos of the candidate and any identification were uploaded during the assessment session.

### Photo Analysis Results

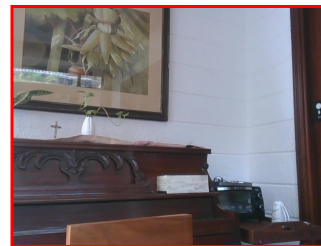
- Risk:	Medium risk of cheating based on image inconsistencies
- Percent match among processed faces	100%
- Total images processed	17
- Total images with valid faces	14 (82%)
- Total pairs of faces compared	13
- Pairs in which faces matched	13 (100%)



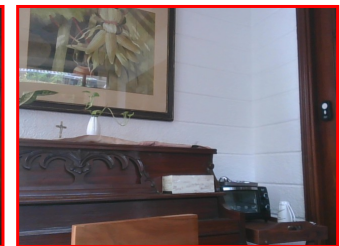
Pre/Post-Test Photo



ID Photo



In-Test Error Detected (No Face Detected)



In-Test Error Detected (No Face Detected)



In-Test Error Detected (No Face Detected)



In-Test Photo



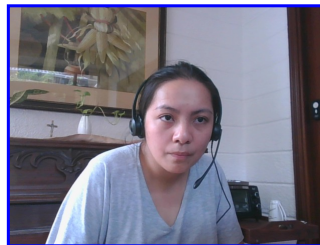
In-Test Photo



In-Test Photo



In-Test Photo



Pre/Post-Test Photo

## Report Preparation Notes

- Hiring decisions should never be based on a single source of information. The most effective use of this assessment report is as a part of a multi-faceted program of candidate evaluation that includes resume review, interviews, and reference checks.
- Overall vs Percentiles Scores: The overall score reflects the success in the test, based on the mean (average) and standard deviation of the test scores. The percentile score reflects the percentage of test-takers who scored equal or below this overall score. We recommend you use the Overall Score as your primary evaluation criteria. However, percentile scores can often be useful in comparing specific candidates against one another and with a group, such as for test takers in a certain organization or within a certain account.
- Note that comparison information is calculated based on completed instances of this assessment at that time the assessment is scored. As additional instances are completed, the comparative data may change. You can always update a report to the current values by clicking on "Recalculate Percentiles" within the online results viewing pages at [www.hravatar.com](http://www.hravatar.com).
- Most competency scores are norm-based, which means that they can be interpreted in terms of their distance from the average or mean score. For all scales, a score equal to the mean receives a score of 65 and scores above and below this value are set so that a score change of 15 equals one standard deviation.
- For linear competencies, higher is better across the entire scale. For these scales a score between 65 and 80 (light green) represents 0 to 1 standard deviation above the mean and a score above 80 (dark green) represents more than one standard deviation above the mean. Similarly, a score of 50 - 65 (yellow) represents 0 to 1 standard deviation below the mean, while a score of 35 - 50 (orange) equates to 1 to 2 standard deviations below the mean, and a score below 35 represents more than 2 standard deviations below the mean.
- Sim ID: 12220-1, Key: 0-0, Rpt: 68, Prd: 4630, Created: 2023-09-24 16:09 UTC
- UA: Mozilla/5.0 (Windows NT 6.3; Trident/7.0; Touch; rv:11.0) like Gecko

## Score Calculation Detail

The following table provides a summary of how the overall score was calculated from the individual competency scores. Competency scores are calculated on a 0-100 scale by first calculating a Z statistic based on test-taker responses and then transforming the Z value to a scale with target mean and standard deviation. Certain competencies have a normal score distribution where it is best to be closest to the mean. For these competencies we modify the Z statistic by multiplying its absolute value by minus 1 for the overall score calculation. Next, to calculate the overall score, a weighted average of all modified competency Z statistics is computed and this weighted average is itself transformed to a Z statistic, which is then transformed to a score with the same target mean and standard deviation. Finally outlier scores are adjusted if they are below 0 or above 100.

Competency	Score	How applied to overall	Score Value Used	Weight (%)
Adaptability	96.5098	Z-Statistic	2.1007	3.5711
Dealing with Uncertainty	92.1608	Z-Statistic	1.8107	3.5711
Drive	96.0474	Z-Statistic	2.0698	3.5711
Empathy & Emotional Self-Control	63.2578	Z-Statistic	-0.1161	3.5715
History Survey - Performance	92.2598	Z-Statistic	1.8173	20.0003
Integrity	10.0000	Z-Statistic	-3.6667	3.5715
Learning Agility	78.1836	Z-Statistic	0.8789	3.5715
Memory / Attention to Detail / Logic & Reasoning	66.1533	Z-Statistic	0.0769	30.0005
Teamwork & Collaboration	75.1910	Z-Statistic	0.6794	3.5711
Writing	91.9318	Z-Statistic	1.7955	25.0004

Weighted Average of Competency Z-Scores:	0.9695
Mean applied to Raw Weighted Avg:	0.1449
Standard Deviation applied to Raw Weighted Avg:	0.5649
Normalized Raw Score:	1.4597
Mean:	65.0000
Standard Deviation Used:	15.0000
Final Overall Score:	86.8951

## Notes

(This area is intentionally blank - it's reserved as space for your notes.)