

Candidate: **Betty Penske**  
Assessment: Comprehensive Written English (US English)  
Completed: April 29, 2024  
Prepared for: Susan Bookman  
HR Avatar Data Collection Account

## Test Results and Interview Guide

The Comprehensive Written English (US English) 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><br>bettypenske@yourcompany.org<br>Comprehensive Written English (US English)<br>April 29, 2024<br><br>The candidate's scores indicates above-average ability to communicate through written English in a concise and accurate manner. | <b>72</b> | <br><b>Key</b><br>▼ Candidate Score<br>Higher Risk<br>Lower Risk<br>Custom Baseline (Optional) |

## Competency Summary

| Competency   | Score | Interpretation |
|--|-------|----------------|
| <b>Cognitive Abilities (relates to job performance, problem-solving, ability to learn, etc.)</b> |       |                |
| Reading Comprehension  | 68    |                |
| <b>Skills/Knowledge (relates to immediate readiness)</b>   |       |                |
| English Word Usage   | 87    |                |
| Grammar  | 72    |                |
| Proofreading   | 71    |                |
| Spelling   | 64    |                |
| Writing  | 72    |                |

## 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           | 72nd       |   |    |    |    |    |    |    |    |    |    |     |  |
| United States    | 60th       |   |    |    |    |    |    |    |    |    |    |     |  |
| HR Avatar Data   | 67th       |   |    |    |    |    |    |    |    |    |    |     |  |

## Detail

Candidate: **Betty Penske**, bettypenske@yourcompany.org  
 Assessment: Comprehensive Written English (US English)  
 Authorized: April 29, 2024, by Susan Bookman, HR Avatar Data Collection Account, sue.bookman@richardson.biz  
 Started: April 29, 2024, 8:56:38AM EST  
 Completed: April 29, 2024, 8:56:38AM EST  
 Overall Score: 72

## 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>Reading Comprehension</b><br/>Score: 68</p> <p><i>Description:</i><br/>The ability to process text, understand its meaning, and to integrate with what the reader already knows.</p> <p><i>Interpretation:</i><br/>Strong scores in this area correlate with above average performance for many jobs.</p> <p>The candidate's score in this area indicates that the candidate has better-than-average ability to understand and interpret the meaning of text passages.</p> | <p>Describe a time when your ability to read and comprehend accurately helped you achieve a goal or objective?</p> <p style="text-align: center;">★      ★      ★      ★      ★<br/>1      2      3      4      5</p> <p>Example does not demonstrate ways they used reading comprehension to achieve a goal or objective.</p> <p>Example somewhat demonstrates ways they used reading comprehension to achieve a goal or objective.</p> <p>Example demonstrates ways they used reading comprehension to achieve a goal or objective.</p> <hr/> <p>How would you describe your reading comprehension skills? What could you do to improve them?</p> <p style="text-align: center;">★      ★      ★      ★      ★<br/>1      2      3      4      5</p> <p>Does not think they have reading comprehension skills. Does not have clear improvements they want to make.</p> <p>Describes their reading comprehension skills as (1) being fast OR (2) accurate. Does not provide examples. Has clear improvements they want to make.</p> <p>Candidate recognizes that they need to improve. Describes their reading comprehension skills as (1) being fast AND (2) accurate. Is able to provide examples of how they can improve.</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>English Word Usage</b><br/>Score: 87</p>  <p><i>Description:</i><br/>Evaluate the candidate's ability to express thoughts, questions, and responses by choosing the proper words to use within a sentence. Addresses usage of adjectives, adverbs, nouns, prepositions, and pronouns.</p> <p><i>Interpretation:</i><br/>Candidate should achieve superior job performance in this area with little or no training.</p> <p>Demonstrates a solid understanding of how various words fit together within a sentence. Able to consistently express thoughts, questions, and information clearly.</p>      | <p>Describe how you have developed your English speaking and writing ability, to make sure you can communicate clearly when necessary.</p> <p style="text-align: center;">★      ★      ★      ★      ★<br/>1      2      3      4      5</p> <p>No clear activity to develop English capability.      Some education or training. Occasional practice.      First-language or formal training plus regular practice activities.</p> <hr/> <p>What can you do to improve your English language skills so you can communicate clearly?</p> <p style="text-align: center;">★      ★      ★      ★      ★<br/>1      2      3      4      5</p> <p>No desire or plan for improvement.      Passive or on-the-job approach.      Clear intention and plan.</p> |
| <p><b>Grammar</b><br/>Score: 72</p>  <p><i>Description:</i><br/>Evaluates a candidate's knowledge of grammar rules, including sentence structure, subject-verb agreement, punctuation, conjunctions, contractions, and common writing errors.</p> <p><i>Interpretation:</i><br/>Candidate should achieve above average job performance in this area with little or no training.</p> <p>Above average. Is familiar with grammar rules and can identify errors quickly and accurately compared to peers. Submitted work typically requires only light review prior to sending to end users or customers.</p> | <p>Tell me about a time when you had to write something persuasive. What did you write, and what steps did you take to make sure it was effective?</p> <p style="text-align: center;">★      ★      ★      ★      ★<br/>1      2      3      4      5</p> <p>Unable to provide example of persuasive writing.      Example acknowledges importance of review and following grammar and structure rules.      Example demonstrates success writing persuasive material and incorporates steps to ensure correct grammar and formatting.</p>   |
| <p><b>Proofreading</b><br/>Score: 71</p>  <p><i>Description:</i><br/>Evaluates a candidate's ability to review memos or letters for errors in grammar or spelling.</p> <p><i>Interpretation:</i><br/>Candidate should achieve above average job performance in this area with little or no training.</p> <p>Above average. Identifies errors quickly and accurately compared to peers. Submitted work typically requires only light review prior to sending to end users or customers.</p>  | <p>Tell me about a time when a colleague or friend asked you to review their written work. What did you review, and what feedback did you provide?</p> <p style="text-align: center;">★      ★      ★      ★      ★<br/>1      2      3      4      5</p> <p>Writing and grammar are not relevant to the example.      Example demonstrates an understanding of what to look for in written work.      Example demonstrates fast review and constructive feedback. Colleague asks for future help.</p>   |

| Detail   | Interview Guide   |
|--|---|
| <p><b>Spelling</b><br/>Score: 64</p> <p><i>Description:</i><br/>Evaluates a candidate's ability to spell words. Candidates hear a word and must type in the word using a computer screen and keyboard at both an acceptable rate of speed and degree of accuracy.</p> <p><i>Interpretation:</i><br/>Candidate appears capable of average job performance in this area with little or no training.</p> <p>Average. Knows the spelling of words at average level of accuracy compared to peers. Submitted work may require some review prior to sending to end users or customers.</p>   | <p>Tell me about a time when you had to transcribe information. What did you transcribe, and what was the outcome?</p> <p style="text-align: center;">★ 1      ★ 2      ★ 3      ★ 4      ★ 5</p> <p>Unable to provide example.</p> <p>Example demonstrates experience listening and accurately conveying information.</p> <p>Example demonstrates experience listening and accurately conveying information under pressure.</p>  |
| <p><b>Writing</b><br/>Score: 72</p> <p><i>Description:</i><br/>The ability to be concise, friendly, and accurate when drafting email replies to customer service requests.</p> <p><i>Interpretation:</i><br/>Above-average writing skills can positively impact performance in many jobs.</p> <p>Above average. Conveys ideas in a 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? Tell me about a project or task where your writing skills were required for success. How did it go?</p> <p style="text-align: center;">★ 1      ★ 2      ★ 3      ★ 4      ★ 5</p> <p>Not confident in own writing ability. Prefers speaking.</p> <p>Somewhat confident in own writing ability. Writes frequently.</p> <p>Very confident in ability to write. Has received compliments on clarity of written correspondences.</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.

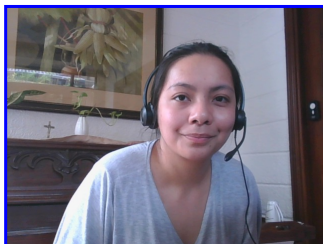
| Writing Sample - Question  | Response   |
|--|--|
| <p>Please write an essay describing the HR Avatar essay feature.</p> | <p>This is a sample essay. In a real test situation, the candidate or test taker would write an essay as a part of their assessment, in response to the question associated with 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>Essays 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

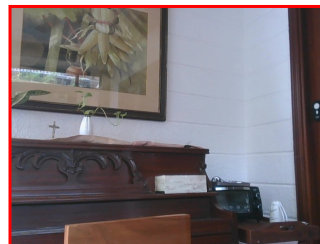
|                                       |  |
|---------------------------------------|--|
| - Risk:                               | Medium risk of cheating based on image inconsistencies |
| - Percent match among processed faces | 100%   |
| - Total images processed              | 17   |
| - Total images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



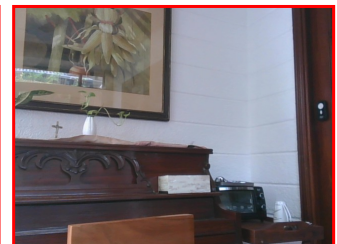
Pre/Post-Test Photo



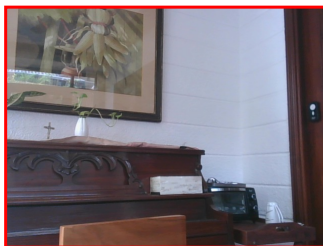
ID Photo



In-Test Error Detected (No Face Detected)



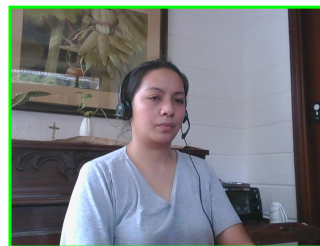
In-Test Error Detected (No Face Detected)



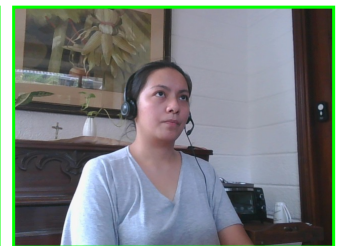
In-Test Error Detected (No Face Detected)



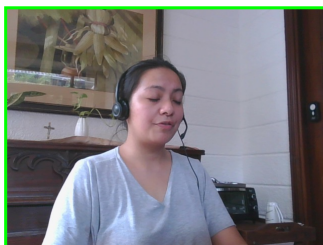
In-Test Photo



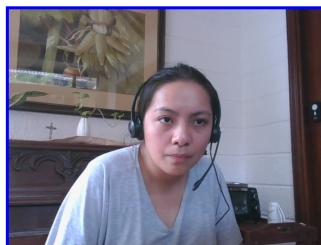
In-Test Photo



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: 14574-1, Key: 0-0, Rpt: 68, Prd: 5362, Created: 2024-04-29 13:56 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 (%) |
|---|---------|------------------------|------------------|------------|
| English Word Usage                              | 87.6040 | Z-Statistic            | 1.5069           | 16.6667    |
| Grammar   | 72.5345 | Z-Statistic            | 0.5023           | 16.6667    |
| Proofreading                                    | 71.7207 | Z-Statistic            | 0.4480           | 16.6667    |
| Reading Comprehension                           | 68.6242 | Z-Statistic            | 0.2416           | 16.6667    |
| Spelling  | 64.7859 | Z-Statistic            | -0.0143          | 16.6667    |
| Writing   | 72.5396 | Z-Statistic            | 0.5026           | 16.6667    |
| Weighted Average of Competency Z-Scores:        |         |                        |                  | 0.5312     |
| Mean applied to Raw Weighted Avg:               |         |                        |                  | 0.0000     |
| Standard Deviation applied to Raw Weighted Avg: |         |                        |                  | 1.0000     |
| Normalized Raw Score:                           |         |                        |                  | 0.5312     |
| Mean:   |         |                        |                  | 65.0000    |
| Standard Deviation Used:                        |         |                        |                  | 15.0000    |
| Final Overall Score:                            |         |                        |                  | 72.9681    |



## Notes

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