

Candidate: Betty Penske

Assessment: Teacher - Substitute

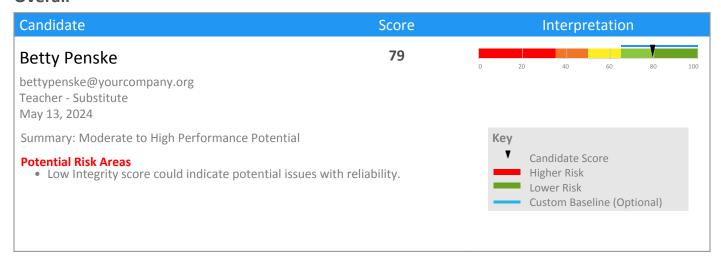
Completed: May 13, 2024 Prepared for: Susan Bookman

HR Avatar Data Collection Account

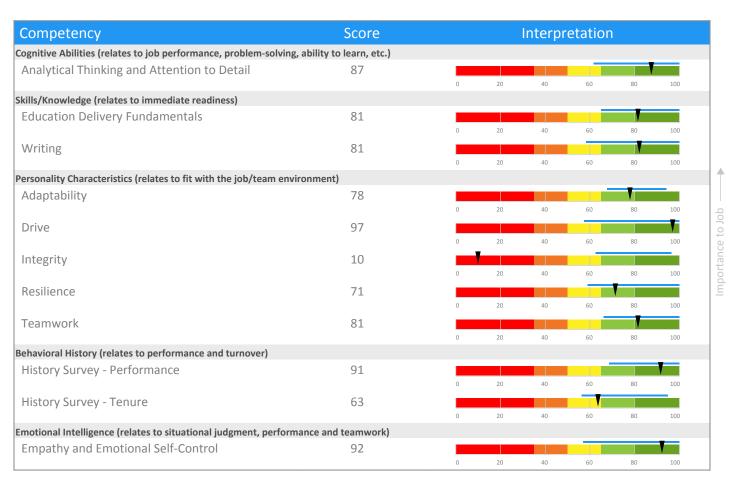
# **Test Results and Interview Guide**

The Teacher - Substitute 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**

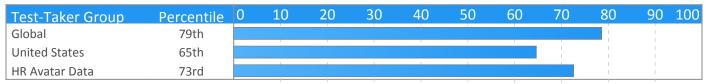


## **Competency Summary**



## 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.





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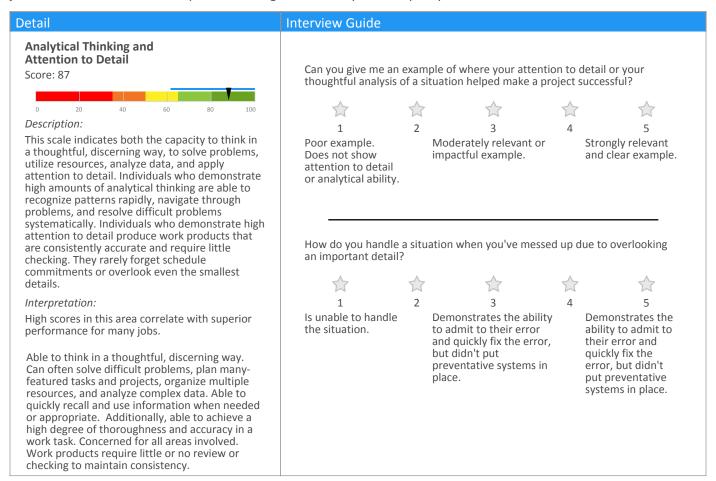
Authorized: May 13, 2024, by Susan Bookman, HR Avatar Data Collection Account, sue.bookman@richardson.biz

Started: May 13, 2024, 9:02:27AM EST Completed: May 13, 2024, 9:02:27AM EST

Overall Score: 79

## **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.



## **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.



#### **Interview Guide** Detail **Education Delivery Fundamentals** Tell me about a project or task where your knowledge of Education Delivery Score: 81 was required for success. How did it go? 20 Description: 5 Evaluates the candidate's knowledge of the Example didn't Knowledge was only Clearly relevant Education Delivery principles and practices, with moderately important or application and require or an aim to determine the degree of training that demonstrate moderately demonstration of will be required before the candidate can be knowledge. demonstrated in knowledge. expected to become productive. example. Interpretation: Candidate should achieve superior job performance in this area with little or no training. how do you keep yourself up-to-date on changes in technologies and techniques in education? Scores indicate a solid working knowledge of Education Delivery principles and practices. Candidate is likely ready to be productive without basic training or with immediate entry 1 into advanced training. Likely to be able to Does not make an Makes adequate use of Makes effective mentor others. active effort to stav one or more resources use of multiple up-to-date resources Writing Score: 81 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? Description: The ability to be concise, friendly, and accurate when drafting email replies to customer service requests. 1 Very confident in Not confident in Somewhat confident in *Interpretation:* own writing ability. own writing ability. ability to write. Has Superior writing skills can positively impact Writes frequently. Prefers speaking. received performance in many jobs. compliments on clarity of written Significantly above average. Conveys ideas correspondences. accurately in a clear, concise and succinct format. See writing sample section of report for raw essay(s) submitted. • Raw computed score: 80 • Computed score confidence: 75 Approximate Word Count: 247 Please see below to view the essay submitted.

## **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.



#### **Adaptability**

Description:

Score: 78



This scale reflects how accepting a person is of frequent or substantial changes in his or her job requirements. Changing work requirements usually cause stress and put 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.

#### *Interpretation:*

The candidate's score in this area should contribute to enhanced overall job performance.

Prefers a dynamic work environment. Able to remain focused and positive in times of significant workplace change. Fairly easy-going and relaxed. However, may appear uninterested under certain circumstances.

#### **Interview Guide**

Describe a time where you had to adapt to some significant changes at work. How did you feel? How did you handle the change?

3



Feelings: Strong Dislike or Very Resistant. Weren't able to handle the change or needed significant help.



Feelings: Unfazed or Slightly Resistant. Handled the situation & change only impacted their work in a minor wav.



5

Feelings: Excited or Comfortable. Handled the situation well and in a way that didn't interfere with their work.

What are some of the techniques you use to keep yourself from getting burnt out when faced with ever-changing conditions?



1

Candidate doesn't have an effective technique to keep them from getting burnt out.



3 Candidate is only able to explain one effective technique to keep them from getting burnt out.



Candidate explains multiple effective techniques allowing themselves to not get burnt out.

5

#### Drive

Score: 97



#### Description:

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.

#### Interpretation:

The candidate's score in this area should contribute to enhanced overall job performance.

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.

Describe a time when you had some extra time available at work. How did you use this extra time?



Did not use their time in a beneficial way, or in a way that added value to the organization.



Used their time in a work related way, but those efforts didn't demonstrate hard work or added value (easy).



Used time in a beneficial way and added value to the organization. Showed ability to work hard and willingness to put in extra effort.

How do you react when you are faced with obstacles while trying to achieve a goal? How do you overcome them?



1

Reaction: Overwhelmed. Struggles to come up with a clear way to overcome the obstacle and doesn't demonstrate hard work.



Reaction: Ready but not excited. Candidate shows they are able to overcome the obstacle but only by doing the bare minimum.



Reaction: Excited and ready. Candidate shows they are able to overcome the obstacle by putting in extra effort and being diligent.

5

## Integrity

Score: 10

Description:



This scale reflects the degree to which an individual acts positively towards the organization, avoids unnecessary risk, and, simply put, does the right thing. High scores on this scale indicate a person will act in the organization's best interest, follow the rules, and work hard under limited supervision. Low scores on this scale indicate a person may engage in risk-taking behaviors, work to undermine the

#### Interpretation:

The candidate's score in this area indicates risk of a negative impact on performance for some jobs. Additional probing is strongly recommended.

organization, and only do the bare minimum.

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.

#### **Interview Guide**

What circumstance(s) might cause you to withhold information from your supervisor? How would you judge whether doing so would be justified?



values/rules.

Shows that they are not concerned about ethics or organizational



Explains only situational circumstances. Judgement does not stem from an ethical standpoint.

3



5

Explains only situational circumstances, or no circumstances. Judgement stems from ethical standards.

Do you think it's ever okay to withhold information from your supervisor? How would you judge whether doing so is okay or not?



1

values/rules.

Answer shows that they are not concerned about ethics or organizational



Explains only situational circumstances. Judgement does not stem from an ethical standpoint.

3



W

Explains only situational circumstances, or no circumstances. Judgement stems from ethical standards.

5



## Resilience

Score: 71



This scale reflects the degree to which an individual can withstand adversity, bounce back from difficult events, and be persistent in doing work tasks despite difficulties that come their way. High scores on this scale indicate a person will likely be able to deal with difficult situations with ease, perceive they have control over events in their life, and continue to push forward to achieve goals. Low scores on this scale indicate a person may claim that mistakes/failures were out of their control. Low scorers tend to not cope well with on-the-job stress and don't put in the extra effort to achieve success when obstacles come their way.

Please note that resilience is not a fixed trait. Unlike many other personality characteristics, resilience can be developed over time. Additionally, multiple factors can influence how resilient a person is within a specific situation. In recognition of these features, additional probing using suggested interview questions is strongly recommended.

#### Interpretation:

The candidate's score in this area should contribute to enhanced overall job performance.

Responses indicate that the candidate can effectively work through difficulties at work by exhibiting positive emotions and the ability to take control of events. Candidate can likely push forward to achieve their goals, even when obstacles come their way.

#### **Interview Guide**

Describe a time when something at work/school didn't go as planned. How did you feel? How did it impact your work moving forward?



Feelings had a negative outlook. Event impacted their work in a negative way, they weren't able to learn from it or persevere.



Feelings are true to the situation. Event impacted their work in a negative way but were able to learn from it and persevere.

3





Feelings are true to the situation but with a positive outlook. The event impacted their work in a positive way or didn't impact their work at all.

5

How do you normally react to bad news?



They get upset and

don't know how to

work through the

challenges.







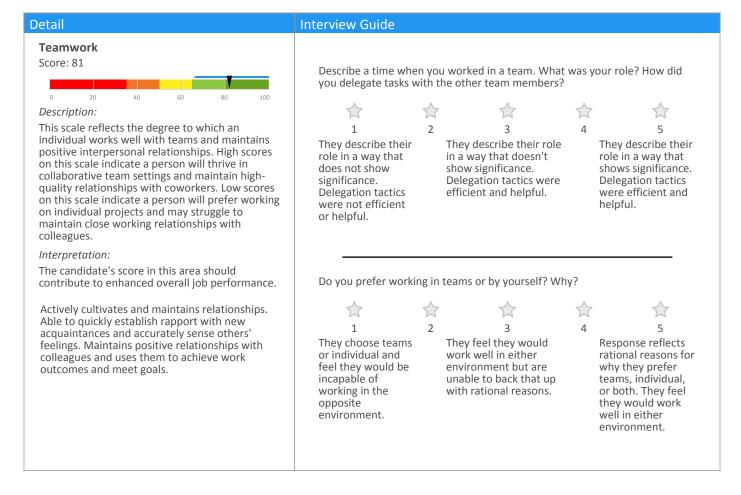




They get upset, however they see the positive outlook and have a plan to fix the challenges.

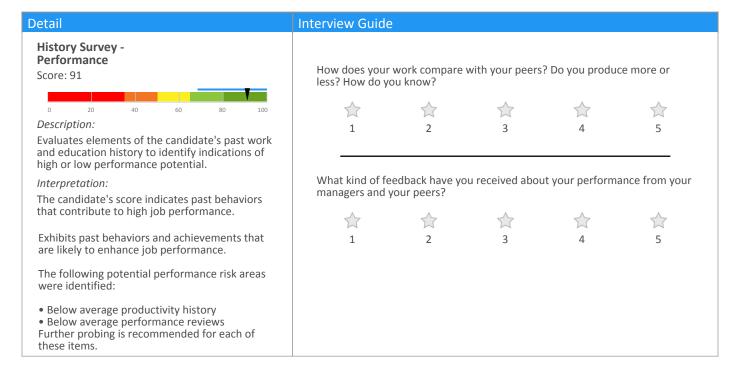
They are able to see the positive outlook in the long run and it doesn't impact their work.



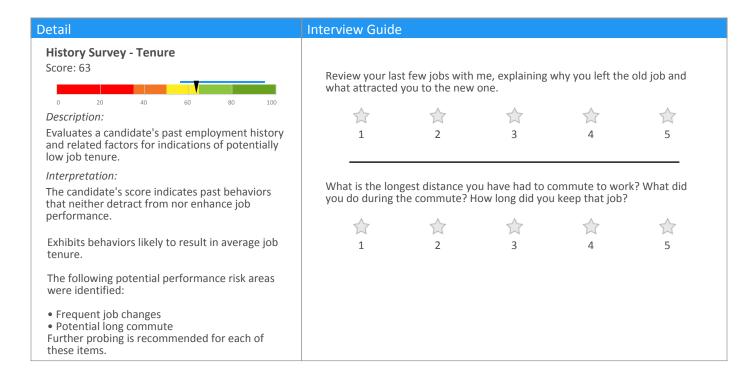


## **Behavioral History Detail**

This section evaluates answers the candidate gave concerning his or her work-related history. Studies often show that a candidate's past behavior often indicates his or her future behavior. Potential caution areas (if any) are specified in each detail section.







## **Emotional Intelligence Detail**

This section contains a list of emotional intelligence characteristics that indicate how tuned in a candidate is to his or her own emotions, and those of others, as well as the candidate's ability to control his or her behavior in light of the emotions he or she is experiencing. These traits can often impact performance in groups or teams. Sample interview questions are provided to gather more information.

Continued on next page.



#### Detail **Interview Guide Empathy and Emotional Self-Control** How well can you sense how others around you are feeling? How do you use Score: 92 this information when interacting with them? 20 Description: 3 5 1 This scale reflects both the ability to sense and Provides examples on Demonstrates that Provides examples understand other people's feelings, feel they are unable to how they are able to on how they are sympathy for others, and see things from other sense how others sense other's feelings. able to sense people's point of view, and the ability to manage around them are They don't use this to others' feelings. the desire to satisfy urges or impulses, showing feeling. show understanding and They use this to restraint and managing behaviors to ensure show they appropriate and effective interactions with understand and others. care about them. Interpretation: The candidate's score in this area should contribute to enhanced overall job performance. What do you typically do when you are working closely with someone who is Demonstrates exceptional strengths in sensing very upset? the emotional needs of others, sympathizing with other people's problems, and seeing things W W from other people's point of view. Likely to be very effective at demonstrating to customers or 1 3 5 coworkers that they understand and care about They have an They (1) have an They (1) have an them, resulting in significantly improved inappropriate appropriate response appropriate customer loyalty, much stronger work response and don't and (2) demonstrate response (2) relationships, and noticeably reduced levels of demonstrate understanding but demonstrate conflict in the workplace. understanding or unable to show the understanding and customer that they care. (3) show the care. customer that they care.

## 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   |
|---|--|
| Please write an essay describing the HR Avatar essay feature. | 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. |
|   | 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.   |



## **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%)  |









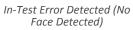
Pre/Post-Test Photo

ID Photo

In-Test Error Detected (No Face Detected)

In-Test Error Detected (No Face Detected)







In-Test 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.
- 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.
- This assessment makes use of data from the Occupational Information Network (O\*NET), which is funded by the U.S. Federal Government U.S. Department of Labor/Employment and Training Administration (USDOL/ETA) as a primary source of occupational information. The O\*NET database contains information on hundreds of standardized and occupation-specific descriptors that are continually updated by ongoing research. These data are used in preparing descriptive information as well as setting relative weights between competencies used in calculating the overall score. For additional information about O\*NET, visit http://www.onetcenter.org.
- O\*Net Standard Occupational Code (SOC) Used: 25-2021.00
- O\*Net Version: 26.3
- Sim ID: 15146-1, Key: 0-0, Rpt: 13, Prd: 5992, Created: 2024-05-13 14:02 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                                   | 78.0956 | Z-Statistic            | 0.8730           | 5.4319     |
| Analytical Thinking and<br>Attention to Detail | 87.7163 | Z-Statistic            | 1.5144           | 27.3121    |
| Drive  | 97.2797 | Z-Statistic            | 2.1520           | 5.5184     |
| Education Delivery<br>Fundamentals             | 81.6544 | Z-Statistic            | 1.1103           | 13.1733    |
| Empathy and Emotional<br>Self-Control          | 92.3523 | Z-Statistic            | 1.8235           | 6.5867     |
| History Survey -<br>Performance                | 91.3397 | Z-Statistic            | 1.7560           | 6.5867     |
| History Survey - Tenure                        | 63.7130 | Z-Statistic            | -0.0858          | 6.5867     |
| Integrity                                      | 10.0000 | Z-Statistic            | -3.6667          | 5.5184     |
| Resilience                                     | 71.3627 | Z-Statistic            | 0.4242           | 5.5184     |
| Teamwork                                       | 81.6754 | Z-Statistic            | 1.1117           | 5.4175     |
| Writing  | 81.8942 | Z-Statistic            | 1.1263           | 12.3500    |
| Weighted Average of Co                         | 0.9766  |                        |                  |            |
| Mean applied to Raw We                         | 0.0000  |                        |                  |            |
| Standard Deviation appli                       | 1.0000  |                        |                  |            |
| Normalized Raw Score:                          | 0.9766  |                        |                  |            |
| Mean:  | 65.0000 |                        |                  |            |
| Standard Deviation Used                        | 15.0000 |                        |                  |            |
| Final Overall Score:                           | 79.6485 |                        |                  |            |



## **Notes**

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