

Candidate: **Betty Penske**  
Assessment: Production Worker  
Completed: May 11, 2024  
Prepared for: Susan Bookman  
HR Avatar Data Collection Account

# Test Results and Interview Guide

The Production Worker 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
Betty Penske bettypenske@yourcompany.org Production Worker May 11, 2024 Summary: Moderate to High Performance Potential	78	<div>020406080100</div> <div><b>Key</b> ▼ Candidate Score Higher Risk Lower Risk Custom Baseline (Optional)</div>

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	62	<div>020406080100</div>
<b>Skills/Knowledge (relates to immediate readiness)</b>		
Basic Physics	76	<div>020406080100</div>
Circuits	93	<div>020406080100</div>
Gears and Pulleys	71	<div>020406080100</div>
Spatial Reasoning	83	<div>020406080100</div>
Tools	83	<div>020406080100</div>
<b>Personality Characteristics (relates to fit with the job/team environment)</b>		
Adaptability / Flexibility	68	<div>020406080100</div>
Conscientiousness	91	<div>020406080100</div>
Reliability	96	<div>020406080100</div>
Service Orientation	93	<div>020406080100</div>
<b>Behavioral History (relates to performance and turnover)</b>		
History Survey - Performance	80	<div>020406080100</div>
History Survey - Tenure	72	<div>020406080100</div>

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	78th												
United States	64th												
HR Avatar Data	72nd												

Detail

Candidate: Betty Penske, bettypenske@yourcompany.org  
Assessment: Production Worker  
Authorized: May 11, 2024, by Susan Bookman, HR Avatar Data Collection Account, sue.bookman@richardson.biz  
Started: May 11, 2024, 5:15:35PM EST  
Completed: May 11, 2024, 5:15:35PM EST  
Overall Score: 78

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: 62</p>  <p><i>Description:</i> This scale reflects how successful a person is at making sense of 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 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 that is consistently accurate and require little checking. They rarely forget schedule commitments or overlook even the smallest details.</p> <p><i>Interpretation:</i> Scores in this area correlate with average performance for many jobs.</p> <p>Average scores in memory, attention to detail and logic indicate the candidate is likely to learn at an average speed, recall information, solve problems, and adapt to changing conditions. To ensure satisfactory results, the candidate may need additional supervision in challenging or rapidly changing situations, at least initially.</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> <div><div>★ 1</div><div>★ 2</div><div>★ 3</div><div>★ 4</div><div>★ 5</div></div> <p>Poor example. Does not show attention to detail or analytical ability.</p> <p>Moderately relevant or impactful example.</p> <p>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> <div><div>★ 1</div><div>★ 2</div><div>★ 3</div><div>★ 4</div><div>★ 5</div></div> <p>Is unable to handle the situation.</p> <p>Demonstrates the ability to admit to their error and quickly fix the error but didn't put preventative systems in place.</p> <p>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>Basic Physics</b> Score: 76</p>  <p><i>Description:</i> Covers fundamental concepts of basic physics including velocity, momentum, mass, and leverage.</p> <p><i>Interpretation:</i> Candidate should achieve above average job performance in this area with little or no training.</p> <p>The candidate's score demonstrates a moderate to strong working knowledge of basic physics.</p>	<p>Have you ever taken a class in physics? Can you describe a time when your basic understanding of mass or momentum came in handy at work?</p> <div><div>★ 1 No training. No application of physics.</div><div>★ 2 Basic High School Class. Some application in workplace.</div><div>★ 3</div><div>★ 4</div><div>★ 5 Higher level high school class or college-level class. Clear example of application.</div></div>
<p><b>Circuits</b> Score: 93</p>  <p><i>Description:</i> Basic understanding of electricity and how electrical circuits function.</p> <p><i>Interpretation:</i> Candidate should achieve superior job performance in this area with little or no training.</p> <p>The candidate's score demonstrates a high level of knowledge of circuits.</p>	<p>Have you ever had any training in electrical circuits? Can you describe a project where you had to use them?</p> <div><div>★ 1 No training. No project.</div><div>★ 2</div><div>★ 3 Basic training during High School.</div><div>★ 4</div><div>★ 5 Formal training. Professional application.</div></div>
<p><b>Gears and Pulleys</b> Score: 71</p>  <p><i>Description:</i> Covers a basic understanding of how gears and pulleys function, and how they can provide leverage when lifting or moving heavy items.</p> <p><i>Interpretation:</i> Candidate should achieve above average job performance in this area with little or no training.</p> <p>The candidate's score demonstrates a moderate to moderate level of knowledge of gears and pulleys.</p>	<p>Have you ever studied how gears and pulleys make our work easier?</p> <div><div>★ 1 NA</div><div>★ 2 NA</div><div>★ 3</div><div>★ 4 NA</div><div>★ 5</div></div>
<p><b>Spatial Reasoning</b> Score: 83</p>  <p><i>Description:</i> Covers the ability to envision a change in the spatial orientation of a three dimensional object.</p> <p><i>Interpretation:</i> Candidate should achieve superior job performance in this area with little or no training.</p> <p>The candidate's score demonstrates a high degree of spatial reasoning ability.</p>	<p>Can you describe a time when you had to envision something before it was actually built? How did it turn out?</p> <div><div>★ 1 No example.</div><div>★ 2</div><div>★ 3 Weak example.</div><div>★ 4</div><div>★ 5 Strong example.</div></div>

Detail	Interview Guide
<p><b>Tools</b></p> <p>Score: 83</p>  <p><i>Description:</i> Evaluates recognition of various types of tools and their purposes.</p> <p><i>Interpretation:</i> Candidate should achieve superior job performance in this area with little or no training.</p> <p>The candidate's score indicates a high degree of recognition of what various tools are used for.</p>	<p>Do you work with tools a lot? How did you get your knowledge of different tools?</p> <div><div>★ 1 Does not work with tools.</div><div>★ 2 On the job training or projects at home.</div><div>★ 3 On the job training or projects at home.</div><div>★ 4 Works with tools extensively.</div><div>★ 5 Works with tools extensively.</div></div>

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.

Detail	Interview Guide
<p><b>Adaptability / Flexibility</b></p> <p>Score: 68</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>Prefers a dynamic environment. Able to remain focused and positive in times of significant change. Fairly easy-going and relaxed. However, may be perceived as too easy-going under certain circumstances.</p>	<p>Describe a time where you had to adapt to some significant changes at work. How did you feel? How did you handle the change?</p> <div><div>★ 1 Feelings: Strong Dislike or Very ResistantWeren't able to handle the change or needed significant help.</div><div>★ 2 Feelings: Unfazed or Slightly ResistantHandled the situation &amp; change only impacted their work in a minor way.</div><div>★ 3 Feelings: Unfazed or Slightly ResistantHandled the situation &amp; change only impacted their work in a minor way.</div><div>★ 4 Feelings: Excited or ComfortableHandle d the situation well and in a way that didn't interfere with their work.</div><div>★ 5 Feelings: Excited or ComfortableHandle d the situation well and in a way that didn't interfere with their work.</div></div> <hr/> <p>How do you feel when things change at work? How do you cope?</p> <div><div>★ 1 Candidate gets frustrated and doesn't have an effective way to cope.</div><div>★ 2 Candidate recognizes that they struggle and has one quality way to cope.</div><div>★ 3 Candidate recognizes that they struggle and has one quality way to cope.</div><div>★ 4 Candidate thrives when things change and has multiple ways to cope.</div><div>★ 5 Candidate thrives when things change and has multiple ways to cope.</div></div>

Detail	Interview Guide
<p><b>Conscientiousness</b></p> <p>Score: 91</p>  <p><i>Description:</i></p> <p>This scale reflects the amount of pride a person takes in producing quality work products. Additionally, it demonstrates 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></p> <p>The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Takes significant pride in performing quality work. 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>Describe a time when you had some extra time available at work. How did you use this extra time?</p> <div> <div>★</div> <div>1</div> <p>Did not use their time in a beneficial way, or in a way that added value to the organization.</p> </div> <div> <div>★</div> <div>2</div> <p>Used their time in a work related way, but those efforts didn't demonstrate hard work or added value (easy).</p> </div> <div> <div>★</div> <div>3</div> <p>Used time in a beneficial way and added value to the organization. Showed ability to work hard and willingness to put in extra effort.</p> </div> <hr/> <p>How do you react when you are faced with obstacles while trying to achieve a goal? How do you overcome them?</p> <div> <div>★</div> <div>1</div> <p>Reaction: Overwhelmed Struggles to come up with a clear way to overcome the obstacle and doesn't demonstrate hard work.</p> </div> <div> <div>★</div> <div>2</div> <p>Reaction: ready but not excited Candidate shows they are able to overcome the obstacle but only by doing the bare minimum.</p> </div> <div> <div>★</div> <div>3</div> <p>Reaction: excited and ready Candidate shows they are able to overcome the obstacle by putting in extra effort and being diligent.</p> </div>

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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.


Detail	Interview Guide
<div><p><b>History Survey - Performance</b></p><p>Score: 80</p><div><div></div></div><p><i>Description:</i></p><p>Evaluates elements of the candidate's past work and education history to identify indications of high or low performance potential.</p><p><i>Interpretation:</i></p><p>The candidate's score indicates past behaviors that contribute to high job performance.</p><p>Exhibits past behaviors and achievements that are likely to enhance job performance.</p><p>The following potential performance risk areas were identified:</p><ul style="list-style-type: none"><li>Below average productivity history</li><li>Below average performance reviews</li></ul><p>Further probing is recommended for each of these items.</p></div>	<div><p>How does your work compare with your peers? Do you produce more or less? How do you know?</p><div><div>★</div><div>★</div><div>★</div><div>★</div><div>★</div></div><div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div><hr/><p>What kind of feedback have you received about your performance from your managers and your peers?</p><div><div>★</div><div>★</div><div>★</div><div>★</div><div>★</div></div><div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div></div>
<div><p><b>History Survey - Tenure</b></p><p>Score: 72</p><div><div></div></div><p><i>Description:</i></p><p>Evaluates a candidate's past employment history and related factors for indications of potentially low job tenure.</p><p><i>Interpretation:</i></p><p>The candidate's score indicates past behaviors that contribute to above average job performance.</p><p>Exhibits behaviors likely to result in slightly longer than average job tenure.</p><p>The following potential performance risk areas were identified:</p><ul style="list-style-type: none"><li>Frequent job changes</li><li>Potential long commute</li></ul><p>Further probing is recommended for each of these items.</p></div>	<div><p>Review your last few jobs with me, explaining why you left the old job and what attracted you to the new one.</p><div><div>★</div><div>★</div><div>★</div><div>★</div><div>★</div></div><div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div><hr/><p>What is the longest distance you have had to commute to work? What did you do during the commute? How long did you keep that job?</p><div><div>★</div><div>★</div><div>★</div><div>★</div><div>★</div></div><div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div></div>




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



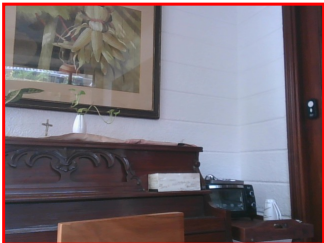
ID Photo




In-Test Error Detected (No Face Detected)



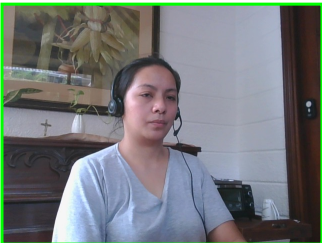
In-Test Error Detected (No Face Detected)




In-Test Error Detected (No Face Detected)



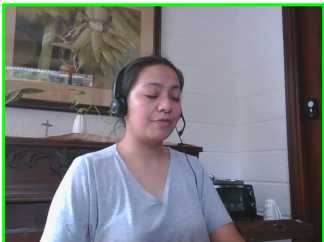
In-Test Photo



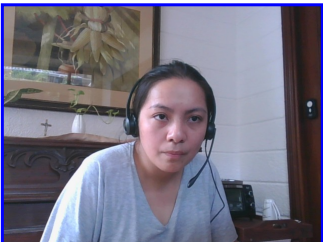
In-Test Photo



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.
- 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: 51-9198.00
- O\*Net Version: 26.3
- Sim ID: 15200-1, Key: 0-0, Rpt: 13, Prd: 6045, Created: 2024-05-11 22:15 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 / Flexibility	68.8859	Z-Statistic	0.2591	6.2203
Basic Physics	76.8756	Z-Statistic	0.7917	6.9197
Circuits	93.4940	Z-Statistic	1.8996	6.9197
Conscientiousness	91.6395	Z-Statistic	1.7760	7.1191
Gears and Pulleys	71.4809	Z-Statistic	0.4321	6.9197
History Survey - Performance	80.6289	Z-Statistic	1.0419	8.6496
History Survey - Tenure	72.5420	Z-Statistic	0.5028	8.6496
Memory / Attention to Detail / Logic & Reasoning	62.8302	Z-Statistic	-0.1447	21.8493
Reliability	96.3475	Z-Statistic	2.0898	7.3792
Service Orientation	93.1111	Z-Statistic	1.8741	5.5344
Spatial Reasoning	83.8285	Z-Statistic	1.2552	6.9197
Tools	83.1202	Z-Statistic	1.2080	6.9197
Weighted Average of Competency Z-Scores:				0.8891
Mean applied to Raw Weighted Avg:				0.0000
Standard Deviation applied to Raw Weighted Avg:				1.0000
Normalized Raw Score:				0.8891
Mean:				65.0000
Standard Deviation Used:				15.0000
Final Overall Score:				78.3359

**Notes**

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