

Candidate: **Betty Penske** Assessment: Teacher - Elementary School Completed: May 13, 2024 Prepared for: Susan Bookman HR Avatar Data Collection Account

# **Test Results and Interview Guide**

The Teacher - Elementary School 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.

Proprietary and Confidential

### Overall

Score			Interpr	etatior	ו	
70		20	40	60	80	100
	U	20	40	U	80	100
	К	ey				
liability.		Hig Lo	gher Risk wer Risk		tional)	
	70	70 o	70 0 20 liability.	70 0 20 40 Iiability.	70 0 20 40 60 Iability. Key ▼ Candidate Score Higher Risk Lower Risk	70 0 20 40 60 80 Key Candidate Score Higher Risk

### **Competency Summary**

Competency	Score			Interpr	etatior	۱	
Cognitive Abilities (relates to job performance, problem-solving	, ability to learn, etc.)						
Analytical Thinking and Attention to Detail	86						
		0	20	40	60	80	100
Skills/Knowledge (relates to immediate readiness)						_	
Education Delivery Fundamentals	72						
		0	20	40	60	80	100
Writing	71						
		0	20	40	60	80	100
Personality Characteristics (relates to fit with the job/team envi	ironment)						
Adaptability	66						
		0	20	40	60	80	100
Drive	78						
		0	20	40	60	80	100
Integrity	10						
		0	20	40	60	80	100
Resilience	63						
		0	20	40	60	80	100
Teamwork	65						
		0	20	40	60	80	100
Behavioral History (relates to performance and turnover)							
History Survey - Performance	66						
		0	20	40	60	80	100
History Survey - Tenure	71						
		0	20	40	60	80	100
Emotional Intelligence (relates to situational judgment, perform							
Empathy and Emotional Self-Control	63						
		0	20	40	60	80	100

### 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	70th									i i	i i	
United States	58th								i I	i I	I I	
HR Avatar Data	65th									I.	I.	

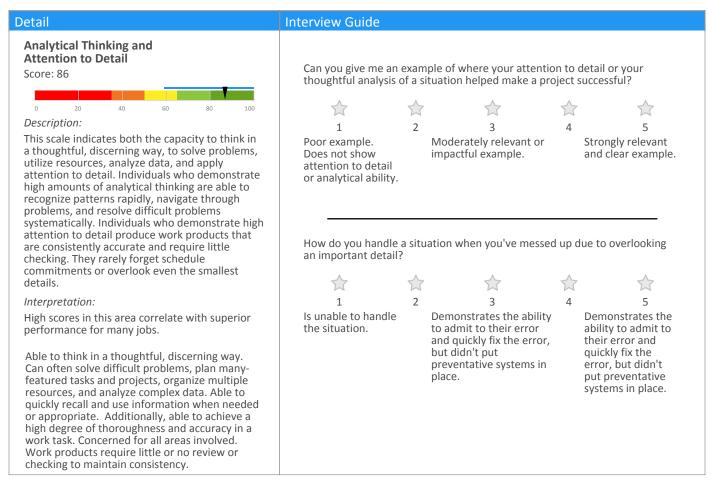


### Detail

Candidate:	Betty Penske, bettypenske@yourcompany.org
Assessment:	Teacher - Elementary School
Authorized:	May 13, 2024, by Susan Bookman, HR Avatar Data Collection Account, sue.bookman@richardson.biz
Started:	May 13, 2024, 5:30:33AM EST
Completed:	May 13, 2024, 5:30:33AM EST
Overall Score:	70

### **Cognitive Abilities Detail**

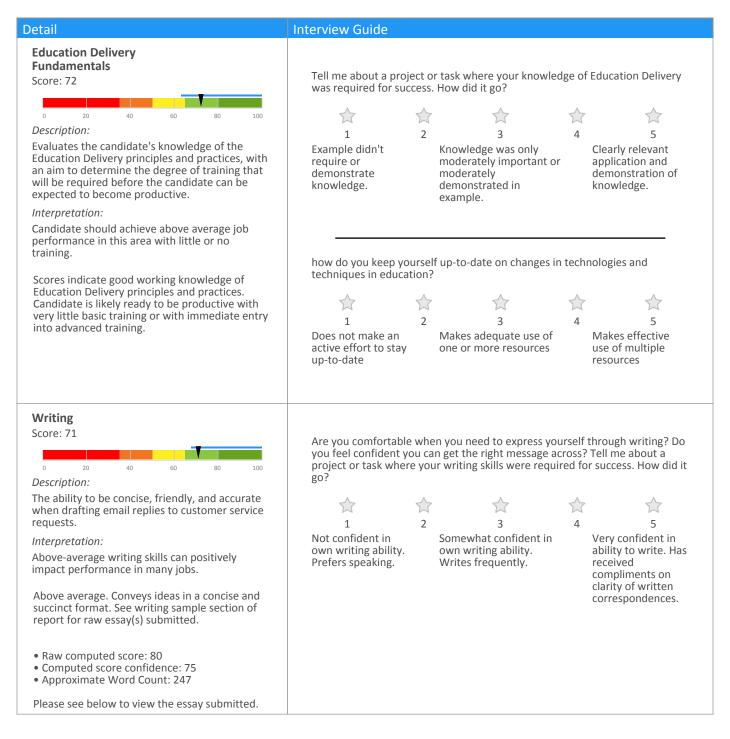
This section contains a list of job-related cognitive abilities that have been evaluated in a job-like context using HR Avatar's simulation technology. Studies have demonstrated that cognitive abilities are highly correlated with job performance for many jobs. Abilities also correlate with problem-solving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

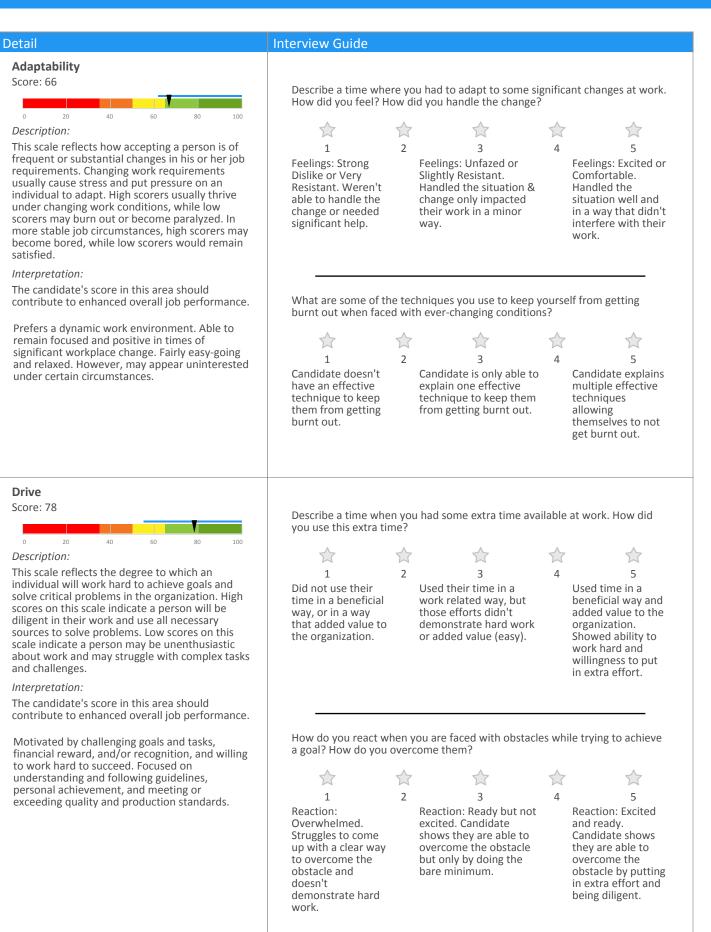
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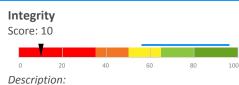
## **Personality Characteristics Detail**

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.

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### Detail



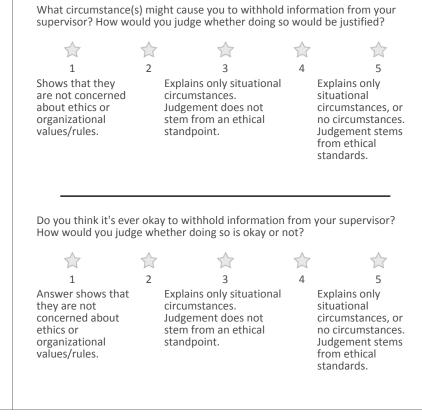
This scale reflects the degree to which an individual acts positively towards the organization, avoids unnecessary risk, and, simply put, does the right thing. High scores on this scale indicate a person will act in the organization's best interest, follow the rules, and work hard under limited supervision.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

#### Interpretation:

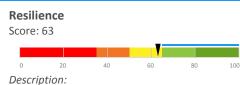
The candidate's score in this area indicates risk of a negative impact on performance for some jobs. Additional probing is strongly recommended.

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



### Detail



#### 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:

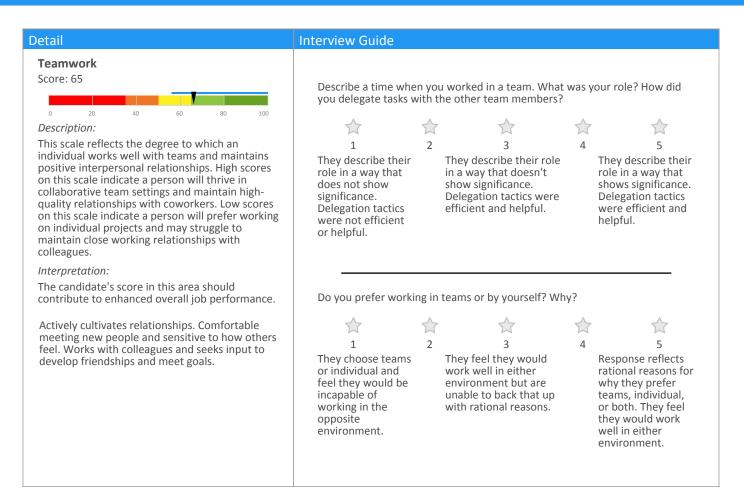
The candidate's score in this area indicates neither a positive nor a negative impact on performance.

Responses indicate that the candidate is moderately effective at working through difficulties at work. They likely can exhibit positive emotions and the ability to take control of events. Candidate may need guidance or supervision pushing forward to achieve their goals when obstacles come their way.

#### **Interview Guide**

did you feel? How did it impact your work moving forward?  $\widehat{\mathbf{v}}$  $\widehat{\mathbf{A}}$  $\widehat{\mathbf{A}}$ Ŵ Ŵ 2 3 1 4 5 Feelings had a Feelings are true to the Feelings are true to negative outlook. situation. Event the situation but Event impacted impacted their work in a with a positive their work in a negative way but were outlook. The event negative way, they able to learn from it and impacted their weren't able to persevere. work in a positive way or didn't learn from it or impact their work persevere. at all. How do you normally react to bad news? T T T 1 2 3 Δ 5 They get upset and They get upset, however They are able to don't know how to they see the positive see the positive work through the outlook and have a plan outlook in the long challenges. to fix the challenges. run and it doesn't impact their work.

Describe a time when something at work/school didn't go as planned. How



### **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 Guid	e			
<b>History Survey -</b> <b>Performance</b> Score: 66	How does your less? How do y	work compare ou know?	with your peers	? Do you produ	ce more or
0 20 40 60 80 100	$\widehat{\mathbf{x}}$			$\Rightarrow$	
Description: Evaluates elements of the candidate's past work and education history to identify indications of high or low performance potential.	1	2	3	4	5
Interpretation: The candidate's score indicates past behaviors	What kind of for managers and	eedback have yo your peers?	ou received abou	ut your perform	ance from your
that contribute to above average job performance.			$\Delta$		
Exhibits past behaviors and achievements that are likely to result in above average job performance.	1	2	3	4	5
The following potential performance risk areas were identified:					
<ul> <li>Below average productivity history</li> <li>Below average performance reviews</li> <li>Further probing is recommended for each of these items.</li> </ul>					



etail	Interview Guide				
History Survey - Tenure Score: 71		st few jobs with you to the new	me, explaining one.	why you left the	e old job and
0 20 40 60 80 100 Description:	1	5	5	1	1
Evaluates a candidate's past employment history and related factors for indications of potentially low job tenure.	1	2	3	4	5
Interpretation:					
The candidate's score indicates past behaviors			ou have had to c Iow long did yoι		
that contribute to above average job performance.	you do during t				
performance.	$\bigtriangleup$	$\widehat{\mathbf{x}}$	$\widehat{\mathbf{x}}$	$\overleftrightarrow$	
Exhibits behaviors likely to result in slightly longer than average job tenure.	1	2	3	4	5
The following potential performance risk areas were identified:					
<ul> <li>Frequent job changes</li> </ul>					

### **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.

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#### Detail **Interview Guide Empathy and Emotional** Self-Control How well can you sense how others around you are feeling? How do you use Score: 63 this information when interacting with them? $\widehat{\mathbf{x}}$ $\widehat{\mathcal{M}}$ $\widehat{\mathbf{A}}$ 0 20 40 Ŵ 60 100 Description: 1 3 2 4 This scale reflects both the ability to sense and Demonstrates that Provides examples on 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 care. appropriate and effective interactions with understand and others. care about them. Interpretation: The candidate's score in this area indicates neither a positive nor a negative impact on performance. What do you typically do when you are working closely with someone who is very upset? Demonstrates moderate strength in sensing the emotional needs of others, sympathizing with T T T T other people's problems, and seeing things from other people's point of view. Likely to generally 1 2 3 Δ be effective at demonstrating to customers or They have an They (1) have an They (1) have an coworkers that they understand and care about inappropriate appropriate response appropriate them, maintaining current levels of customer response and don't and (2) demonstrate response (2) loyalty, work relationships, and conflict in the demonstrate understanding but demonstrate workplace. understanding or unable to show the understanding and

### 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.

care.

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 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.
- 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: 15205-1, Key: 0-0, Rpt: 13, Prd: 6050, Created: 2024-05-13 10:30 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	66.8870	Z-Statistic	0.1258	5.4319
Analytical Thinking and Attention to Detail	86.5066	Z-Statistic	1.4338	27.3121
Drive	78.4257	Z-Statistic	0.8950	5.5184
Education Delivery Fundamentals	72.3758	Z-Statistic	0.4917	13.1733
Empathy and Emotional Self-Control	63.3886	Z-Statistic	-0.1074	6.5867
History Survey - Performance	66.7929	Z-Statistic	0.1195	6.5867
History Survey - Tenure	71.0735	Z-Statistic	0.4049	6.5867
Integrity	10.0000	Z-Statistic	-3.6667	5.5184
Resilience	63.0437	Z-Statistic	-0.1304	5.5184
Teamwork	65.9317	Z-Statistic	0.0621	5.4175
Writing	71.2065	Z-Statistic	0.4138	12.3500
Weighted Average of Co	mpetency Z-Scores:			0.3850
Mean applied to Raw We	eighted Avg:			0.0000
Standard Deviation appli	ed to Raw Weighted Av	/g:		1.0000
	-			

Normalized Raw Score:	0.3850
Mean:	65.0000
Standard Deviation Used:	15.0000
Final Overall Score:	70.7748



### Notes

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