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Illuminating Talent

# Test Results and Interview Guide

Candidate: **Elizabeth Wantsajob**
Assessment: Team Leader - General (Short)
Completed: September 16, 2026
Prepared for: Sara Maple
Example Company

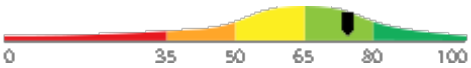
## What's Included

- Overall Score
- Competency Summary Table
- Comparison Matrix
- Detailed Competency Results with Interview Guide

**Important Note:** The Team Leader - General (Short) 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

| Candidate | Score | Interpretation |
|---|---|---|
| Elizabeth Wantsajob | 74 |  |

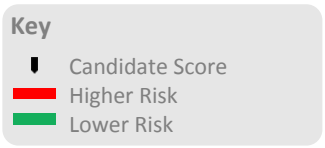


beth.wantsajob@gmail.com
Team Leader - General (Short)
September 16, 2026

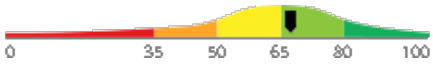
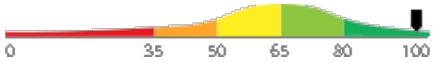
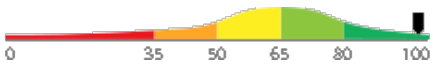
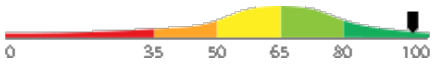
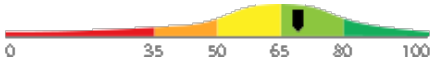
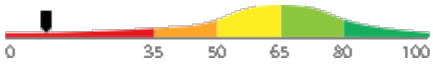
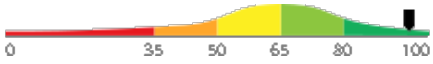
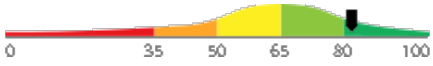
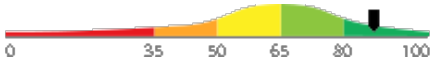
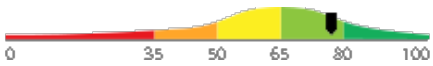
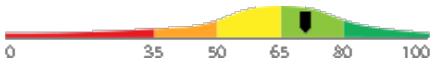
Summary: Moderate to High Performance Potential

**Potential Risk Areas**

- Low Integrity score could indicate potential issues with reliability.




## Competency Summary

| Competency | Score | Interpretation |
|---|---|---|
| **Cognitive Abilities (relates to job performance, problem-solving, ability to learn, etc.)** | | |
| Analytical Thinking and Attention to Detail | 67 |  |
| Multitasking | 97 |  |
| **Personality Characteristics (relates to fit with the job/team environment)** | | |
| Adaptability | 98 |  |
| Drive | 96 |  |
| Empathy and Emotional Self-Control | 69 |  |
| Integrity | 10 |  |
| Maintaining Awareness of Team Member Needs | 95 |  |
| Resilience | 82 |  |
| Teamwork | 87 |  |
| **Behavioral History (relates to performance and turnover)** | | |
| History Survey - Performance | 77 |  |
| History Survey - Tenure | 71 |  |

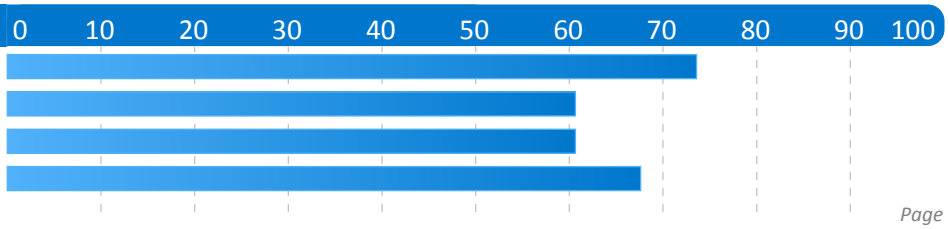


Importance to Job

## 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 |
|---|---|
| Global | 74th |
| North America | 61st |
| United States | 61st |
| Example Company | 68th |

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## Artificial Intelligence (AI) Generated Scores

This table includes one or more scores derived from a large language model AI query. AI-derived scores are non-deterministic. That is, they are not precisely repeatable. Therefore, these scores should always be treated as supplementary information and should never be used exclusively or compared to hard cutoff values.

| Estimated Value | Score | Confidence | Interpretation |
|---|---|---|---|
| Job Match: Team Leader - General (Short) | 82 | 0.8 | Summary Points (AI):<br>• (Generic Text for Sample Report) Exceptional Writing competency is a critical asset for the email communication component of this customer service role.<br>• Customer Service Fundamentals and Customer Service Mindset scores are among her highest, directly aligning with the core knowledge requirements of the job.<br>• High Empathy and Emotional Self-Control and Integrity scores are well-suited for handling complaints, resolving disputes, and maintaining professionalism.<br>• Strong Adaptability score supports the varied nature of customer service work and the required on-the-job learning period.<br>• Resilience and Drive scores indicate a motivated candidate capable of sustaining performance in a demanding customer-facing environment.<br>• Multitasking competency is adequate for managing multiple concurrent customer interactions, though there is room for improvement.<br>• Teamwork score is moderate, which is sufficient but worth monitoring given the need to refer unresolved issues to other departments.<br>• Analytical Thinking and Attention to Detail is the lowest-rated competency, posing a moderate risk for tasks requiring accurate record-keeping, data entry, and verification of resolutions.<br>• History Survey - Performance score is relatively lower, introducing some uncertainty about consistency of past job performance.<br>• Overall competency profile strongly favors customer-facing, communication-heavy responsibilities while showing some gaps in detail-oriented and analytical tasks.<br>Narrative (AI): Elizabeth Wantsajob demonstrates strong alignment with the Team Leader - General (Short) role across several key dimensions. Her standout strengths include an exceptional Writing competency, which is critical for the email communication component of this role, as well as high scores in Customer Service Fundamentals and Customer Service Mindset, directly mapping to the core knowledge and service orientation required by the job description. Her strong Empathy and Emotional Self-Control and Integrity scores are well-suited for handling customer complaints, resolving disputes, and maintaining professionalism in challenging interactions. Adaptability is also a notable strength, which supports the varied nature of customer service work and the on-the-job learning curve expected in this role. Her Resilience and Drive scores indicate a candidate who is motivated and capable of persisting through the demands of a customer-facing position. Multitasking and Teamwork scores are solid, supporting the need to manage multiple customer interactions and collaborate with internal departments. On the weaker side, her Analytical Thinking and Attention to Detail score is the lowest among her competencies, which is a moderate concern given the job's emphasis on accurately keeping records of customer interactions, verifying information, and ensuring appropriate resolutions are applied. Her History Survey - Performance score is also relatively lower, which introduces some uncertainty around her past |

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| Estimated Value | Score | Confidence | Interpretation |
|---|---|---|---|
| | | | job performance consistency. Overall, Elizabeth is a strong candidate for this role, with competency gaps that are limited and potentially addressable through the training period outlined in the job description.<br>Computed on: April 1, 2026, 8:58:32PM EDT |

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## Detail

| | |
|---|---|
| Candidate: | Elizabeth Wantsajob, beth.wantsajob@gmail.com |
| Assessment: | Team Leader - General (Short) |
| Authorized: | September 16, 2026, by Sara Maple, Example Company, qamailsaram.mike@hravatar.com |
| IP Address: | 96.241.65.10 |
| IP Country: | United States |
| IP State: | Virginia |
| IP City: | Gainesville |
| Started: | September 16, 2026, 8:25:54PM EDT |
| Completed: | September 16, 2026, 8:25:54PM EDT |
| Overall Score: | 74 |

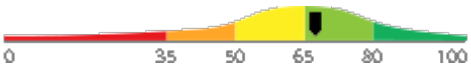
## Cognitive Abilities Detail

This section contains a list of job-related cognitive abilities that have been evaluated in a job-like context using 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

### Analytical Thinking and Attention to Detail

Score: 67




*Description:*

This scale indicates both the capacity to think in a thoughtful, discerning way, to solve problems, utilize resources, analyze data, and apply attention to detail. Individuals who demonstrate high amounts of analytical thinking are able to recognize patterns rapidly, navigate through problems, and resolve difficult problems systematically. 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.

*Interpretation:*

Strong scores in this area correlate with above average performance for many jobs.

Usually able to think in a thoughtful, discerning way. Capable of solving difficult problems, planning many-featured tasks and projects, organizing multiple resources, and analyzing complex data with only occasional assistance. Usually able to quickly recall and use information when needed or appropriate. Additionally, can usually achieve a high degree of thoroughness and accuracy in work tasks.

Can you give me an example of where your attention to detail or your thoughtful analysis of a situation helped make a project successful?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Poor example. Does not show attention to detail or analytical ability. | | Moderately relevant or impactful example. | | Strongly relevant and clear example. |

How do you handle a situation when you've messed up due to overlooking an important detail?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| 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 and quickly fix the error, but didn't put preventative systems in place. |

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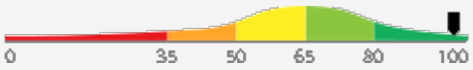
| Detail | Interview Guide |
|---|---|

**Multitasking**
Score: 97




*Description:*

This assessment evaluates an individual's ability to multitask while performing simple tasks and simultaneously listening to stories, with an emphasis on maintaining attention and processing information effectively.

*Interpretation:*

High scores in this area correlate with superior performance for many jobs.

Scores indicate a very strong ability to listen and comprehend a story while completing tasks simultaneously. The candidate is highly likely to excel in roles that require multitasking.

Can you tell me about any experience or education you may have that helped you develop your Multitasking ability?

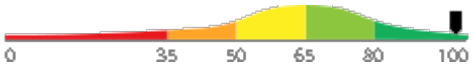
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No relevant experience or education | | Some relevance | | Directly relevant experience or education. |

## 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 |
|---|---|

**Adaptability**
Score: 98




*Description:*

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.

Thrives on change. Sees self as very flexible and easy-going. However, he or she may often be perceived as disinterested, unmotivated, or too easy-going in times of upheaval.

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

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| 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 way. | | 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 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Candidate doesn't have an effective technique to keep them from getting burnt out. | | 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. |

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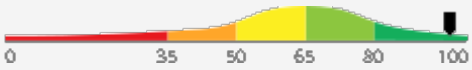
## Detail

### Drive

Score: 96




*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.

## Interview Guide

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

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| 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 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| 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. |

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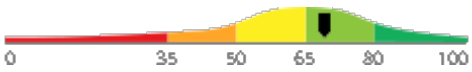
## Detail

### Empathy and Emotional Self-Control

Score: 69




*Description:*

Demonstrates exceptional strengths in sensing the emotional needs of others, sympathizing with other people's problems, and seeing things from other people's point of view. Likely to be very effective at demonstrating to customers or coworkers that they understand and care about them, resulting in significantly improved customer loyalty, much stronger work relationships, and noticeably reduced levels of conflict in the workplace.

*Interpretation:*

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

Demonstrates strengths in sensing the emotional needs of others, sympathizing with other people's problems, and seeing things from other people's point of view. Likely to be effective at demonstrating to customers or coworkers that they understand and care about them, resulting in improved customer loyalty, stronger work relationships, and reduced levels of conflict in the workplace.

## Interview Guide

How well can you sense how others around you are feeling? How do you use this information when interacting with them?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Demonstrates that they are unable to sense how others around them are feeling. | | Provides examples on how they are able to sense other's feelings. They don't use this to show understanding and care. | | Provides examples on how they are able to sense others' feelings. They use this to show they understand and care about them. |

---

What do you typically do when you are working closely with someone who is very upset?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| They have an inappropriate response and don't demonstrate understanding or care. | | They (1) have an appropriate response and (2) demonstrate understanding but unable to show the customer that they care. | | They (1) have an appropriate response (2) demonstrate understanding and (3) show the customer that they care. |

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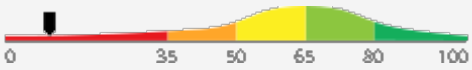
## Detail

### 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 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

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

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Shows that they are not concerned about ethics or organizational values/rules. | | Explains only situational circumstances. Judgement does not stem from an ethical standpoint. | | Explains only situational circumstances, or no circumstances. Judgement stems from ethical standards. |

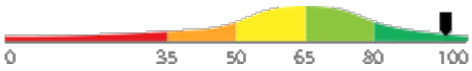
---

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 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Answer shows that they are not concerned about ethics or organizational values/rules. | | Explains only situational circumstances. Judgement does not stem from an ethical standpoint. | | Explains only situational circumstances, or no circumstances. Judgement stems from ethical standards. |

### Maintaining Awareness of Team Member Needs

Score: 95




*Description:*

This scale reflects the degree to which an individual senses the needs of team members and sees things from their point of view. High scores on this scale indicate that the individual will likely be very effective at demonstrating to team members that they understand and care about them. This leads to significantly improved loyalty, much stronger work relationships, and noticeably reduced levels of conflict in the workplace.

*Interpretation:*

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

Demonstrates exceptional ability to sense the needs of team members and see things from their point of view. Likely to be very effective at demonstrating to team members that they understand and care about them, resulting in significantly improved loyalty, much stronger work relationships, and noticeably reduced levels of conflict in the workplace.

How do you sense how multiple team members are feeling? How do you use this information when interacting with the team?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| They are not able to sense multiple members' feelings. | | They are able to sense multiple members' feelings. However, they don't use this to show understanding and care. | | They are able to sense multiple members' feelings. They use this to show understanding and care. |

---

Tell me about a time when you had difficulties understanding the needs of a team you were working with. Why do you think it was difficult?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| They place blame on their team and/or don't show they have learned from the incident. | | They recognize that they weren't able to see their team's point of view at first. They now have ways to learn from it. | | They have learned from the incident and can clearly express possible reasons. |

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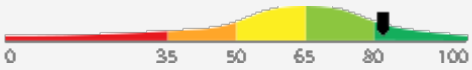
## Detail

### Resilience

Score: 82




*Description:*

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, having control over the events, being proactive, remaining hopeful, and learning from the experience. Candidate can always be expected to 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?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| 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. | | 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. |

---

What are some challenges you face when you receive bad news?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| They don't think they have any challenges. OR They recognize they have challenges but don't know how to work through them. | | Recognize they have challenges and it may impact their work, however they see the positive outlook and have a plan to fix the challenges. | | Recognize they have challenges, however they see the positive outlook in the long run and it doesn't impact their work. |

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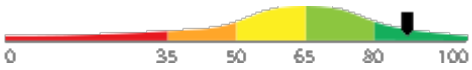
## Detail

### Teamwork

Score: 87




*Description:*

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.

*Interpretation:*

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

Actively cultivates and maintains relationships. Able to quickly establish rapport with new acquaintances and accurately sense others' feelings. Maintains positive relationships with colleagues and uses them to achieve work outcomes and meet goals.

## Interview Guide

Describe a time when you worked in a team. What was your role? How did you delegate tasks with the other team members?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| They describe their role in a way that does not show significance. Delegation tactics were not efficient or helpful. | | They describe their role in a way that doesn't show significance. Delegation tactics were efficient and helpful. | | They describe their role in a way that shows significance. Delegation tactics were efficient and helpful. |

---

Do you prefer working in teams or by yourself? Why?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| They choose teams or individual and feel they would be incapable of working in the opposite 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. |

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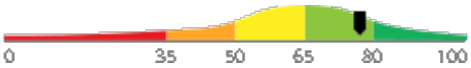
# Behavioral History Detail

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 |
|---|---|

### History Survey - Performance

Score: 77




*Description:*

Evaluates elements of the candidate's past work and education history to identify indications of high or low performance potential.

*Interpretation:*

The candidate's score indicates past behaviors that contribute to above average job performance.

Exhibits past behaviors and achievements that are likely to result in above average job performance.

The following potential performance risk areas were identified:

Below average productivity history

Below average performance reviews

Further probing is recommended for each of these items.

How does your work compare with your peers? Do you produce more or less? How do you know?

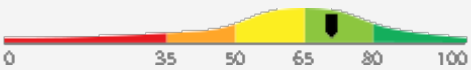
☆ 1 ☆ 2 ☆ 3 ☆ 4 ☆ 5

What kind of feedback have you received about your performance from your managers and your peers?

☆ 1 ☆ 2 ☆ 3 ☆ 4 ☆ 5

### History Survey - Tenure

Score: 71




*Description:*

Evaluates a candidate's past employment history and related factors for indications of potentially low job tenure.

*Interpretation:*

The candidate's score indicates past behaviors that contribute to above average job performance.

Exhibits behaviors likely to result in slightly longer than average job tenure.

The following potential performance risk areas were identified:

Frequent job changes

Potential long commute

Further probing is recommended for each of these items.

Review your last few jobs with me, explaining why you left the old job and what attracted you to the new one.

☆ 1 ☆ 2 ☆ 3 ☆ 4 ☆ 5

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?

☆ 1 ☆ 2 ☆ 3 ☆ 4 ☆ 5

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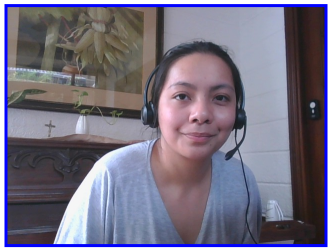
## Identity Confirmation Photos

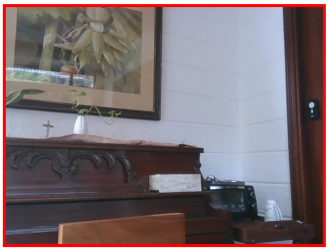
The following photos of the candidate and any identification were uploaded during the assessment session.

| 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%) |

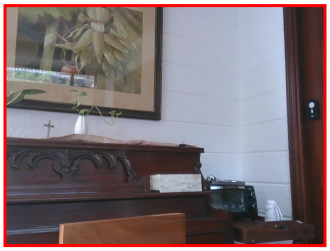


*Pre/Post-Test Photo*

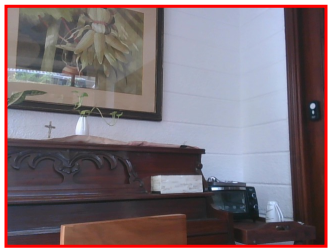
*ID Photo*



*In-Test Error Detected (No Face Detected)*

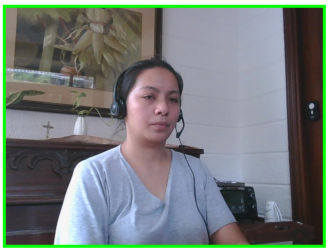


*In-Test Error Detected (No Face Detected)*

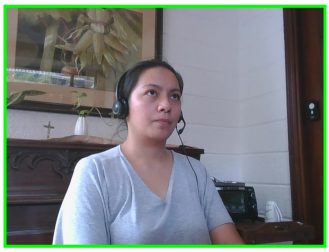


*In-Test Error Detected (No Face Detected)*

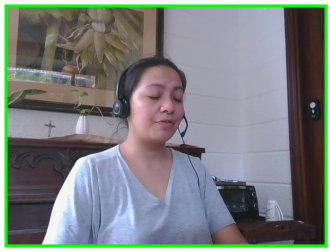
*In-Test Photo*



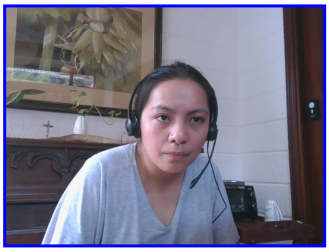
*In-Test Photo*



*In-Test Photo*



*In-Test Photo*



*Pre/Post-Test Photo*

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## Resume or CV

**Summary** Updated on

Motivated career professional with extensive experience in office administration and management. Proven track record of improving efficiency, reducing costs, and enhancing office operations through strategic initiatives and technology implementation.

### Objective

I am seeking a role where I can use my many skills and my exceptional judgment and empathy for customers to make a difference to a growing company.

### Education

- Associate of Applied Science in Office Administration, Portland Community College, 2020

### Experience

- General Office Clerk, Paramount Office Management, 09/2023 – Present
- Administrative Assistant, Global Enterprises Inc., 04/2021 – 08/2023
- Administrative Assistant, Innovative Business Solutions Ltd., 07/2019 – 03/2021

### Other Qualifications

- Microsoft Office Specialist (MOS) Certification
- Certified Administrative Professional (CAP)
- International Association of Administrative Professionals (IAAP) Certification

## Internet Speed

The assessment included a test of the candidate's Internet Speed.

| | |
|---|---|
| Download Speed (Mbps): | 250.32 |
| Upload Speed (Mbps): | 147.49 |

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## 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: 41-1012.00
- O*Net Version: 30.3
- Sim ID: 19471-1, Key: 0-0, Rpt: 13, Prd: 9026, Created: 2026-09-16 20:25 EDT
- UA: Mozilla/5.0 (Windows NT 6.3; Trident/7.0; Touch; rv:11.0) like Gecko

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## Notes

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