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Illuminating Talent

Test Results and Interview Guide

Candidate: **Elizabeth Wantsajob**
Assessment: SQL - Basic
Completed: July 4, 2026
Prepared for: Sara Maple
Example Company

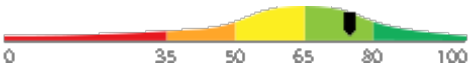
What's Included

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

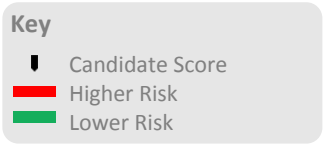
Important Note: The SQL - Basic assessment measures key factors related to high performance and tenure in this job. Attribute types measured vary by test, but can include cognitive ability, skills, knowledge, personality characteristics, emotional intelligence, and past behavioral history. This report 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

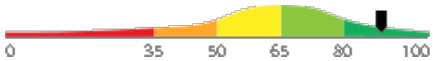
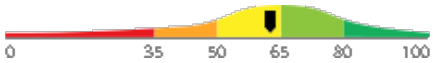
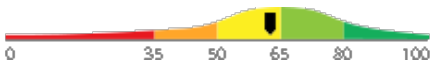
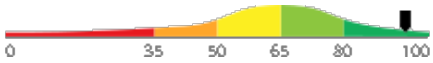
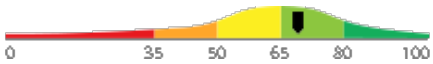
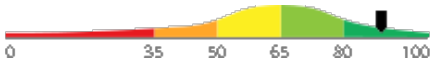
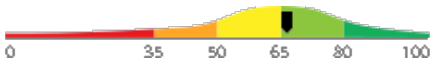
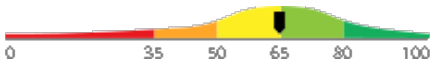
Overall

Candidate	Score	Interpretation
Elizabeth Wantsajob beth.wantsajob@gmail.com SQL - Basic July 4, 2026	75	

The candidate demonstrates a solid working knowledge of SQL, including proficiency with data retrieval, data manipulation, aggregate functions, and database structure management. Most core and intermediate concepts appear to be well understood, with only occasional gaps in more advanced or nuanced areas such as complex subqueries, index usage, or set operations. This individual is likely capable of writing, maintaining, and debugging SQL scripts in a professional business environment with minimal supervision.



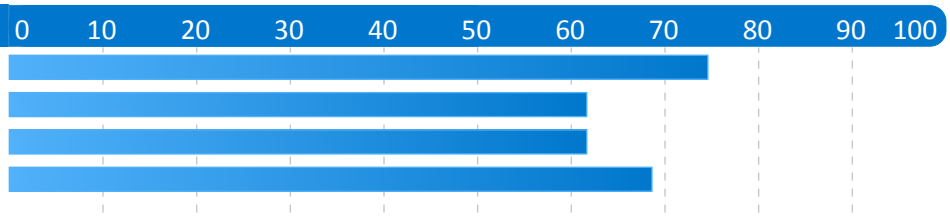
Competency Summary

Competency	Score	Interpretation
Skills/Knowledge (relates to immediate readiness)		
Aggregate Functions and GROUP BY	89	
JOIN Operations (Coding Tasks)	62	
SELECT Statements and Filtering (Coding Tasks)	62	
INSERT, UPDATE, and DELETE Statements	95	
JOIN Operations	69	
SELECT Statements and Filtering	89	
Subqueries and NULL Handling	67	
Table Definition and Constraints	65	

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	75th
North America	62nd
United States	62nd
Example Company	69th



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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
Knowledge, Skills, and Abilities Summary	-	-	Summary Points (AI): • (Generic Text for Sample Report) Strong performer in Drag and Drop Files tasks, indicating comfort with file management and basic computer interactions. • Demonstrates solid numerical accuracy in Recognizing and Confirming Numbers, a valuable asset in detail-oriented roles. • Moderate overall performance in Analytical Thinking and Attention to Detail, with adequate grammar skills but room for improvement. • Struggles with Reading and Analyzing Problems, which may limit effectiveness in roles requiring critical reading and complex problem-solving. • Lowest performance in Navigating Between Screens, suggesting difficulty with multi-screen software workflows that could impact productivity in computer-intensive roles. Narrative (AI): Elizabeth Wantsajob demonstrates a mixed profile of knowledge, skills, and abilities across the assessed competencies. Elizabeth shows a strong aptitude in Drag and Drop Files, performing well on this technical task and suggesting she is comfortable with this type of computer interaction. This is a notable strength that would translate well into roles requiring file management and basic computer navigation tasks. In the area of Analytical Thinking and Attention to Detail, Elizabeth performs at a moderate level. She demonstrates solid ability in Recognizing and Confirming Numbers, which suggests she is careful and accurate when working with numerical data — a valuable skill in detail-oriented work environments. Her Grammar performance is adequate but leaves room for improvement, indicating she may occasionally make written communication errors. Her weakest area within this competency is Reading and Analyzing Problems, where she struggled to consistently interpret and work through written problem scenarios. This may impact her effectiveness in roles that require critical reading, written comprehension, or complex problem-solving. Elizabeth's most significant area for development is Navigating Between Screens, where she scored considerably lower than the other competencies. This suggests she may have difficulty efficiently moving through software interfaces or multi-screen workflows, which could slow productivity in roles that rely heavily on navigating computer applications or data entry systems. Overall, Elizabeth brings some useful technical strengths, particularly in file management and numerical accuracy, but would benefit from targeted development in software navigation and analytical problem-solving to be fully effective in roles that demand these skills. Computed on: April 2, 2026, 11:09:49PM EDT

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Detail

Candidate:	Elizabeth Wantsajob, beth.wantsajob@gmail.com
Assessment:	SQL - Basic
Authorized:	July 4, 2026, by Sara Maple, Example Company, qamailsaram.mike@hravatar.com
Started:	July 4, 2026, 5:02:01PM EDT
Completed:	July 4, 2026, 5:02:01PM EDT
Overall Score:	75

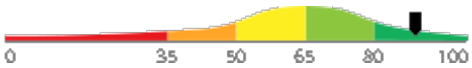
Knowledge and Skills Detail

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.

Detail | Interview Guide

Aggregate Functions and GROUP BY

Score: 89



Description:

The use of aggregate functions such as COUNT, SUM, AVG, MIN, and MAX to summarize data, combined with GROUP BY to group rows by one or more columns and HAVING to filter grouped results. These are core tools for reporting and data analysis tasks.

Interpretation:

Candidate should achieve superior job performance in this area with little or no training.

The candidate exhibits a strong, comprehensive command of SQL aggregate functions, GROUP BY, and HAVING, reflecting the ability to confidently design and execute complex data summarization and reporting queries. They are well-equipped to contribute effectively to data analysis tasks with minimal oversight.

Using a 'Sales' table with columns for SalespersonID and SaleAmount, write a query to find each salesperson's total sales, but only include salespersons whose total sales exceed $10,000.

1	2	3	4	5
Cannot correctly use SUM, GROUP BY, or uses WHERE instead of HAVING to filter grouped results.		Uses SUM and GROUP BY correctly but uses WHERE instead of HAVING or has minor syntax errors.		Writes a fully correct query using SUM, GROUP BY, and HAVING with clean, accurate syntax.

What is an aggregate function in SQL? Can you name one and explain how GROUP BY is used alongside it?

1	2	3	4	5
Cannot name or correctly describe an aggregate function or GROUP BY.		Names an aggregate function correctly but struggles to explain how GROUP BY groups rows.		Clearly explains aggregate functions and GROUP BY with an accurate, practical example.

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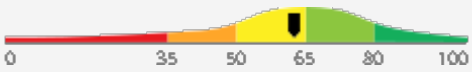
Detail

JOIN Operations (Coding Tasks)

Score: 62



Description:

Covers the use of pointers to reference and manipulate memory addresses, along with dynamic memory allocation and deallocation using malloc, calloc, realloc, and free. Includes pointer arithmetic, dereferencing, and avoiding common issues like memory leaks and dangling pointers.

Interpretation:

The candidate exhibits average writing skills, which can hinder high performance in some jobs.

The candidate possesses a moderate working knowledge of C programming, demonstrating familiarity with core concepts including data types, control flow, functions, and basic file I/O. They may require some guidance when working with more advanced topics such as dynamic memory allocation, modular design, or debugging complex logic.

Overall AI Score:	65.0
Lines of Code:	15.0
Syntax Errors:	5.0
AI Confidence Level:	50
Match with Ideal Response (AI):	30.0
Structure:	50.0
Syntax:	30.0

Please see below to view the essay submitted.

Interview Guide

Walk me through how you would dynamically allocate memory for an array of 10 integers, use it, and then properly release it. What issues might arise if you don't follow best practices?

1	2	3	4	5
Cannot write correct allocation code; unaware of free() or memory leak risks.		Writes mostly correct malloc/free code; identifies memory leaks but misses other risks.		Correct malloc, use, and free; identifies leaks, dangling pointers, and NULL check on allocation.

Can you explain what a pointer is in C and describe a situation where you would use one?

1	2	3	4	5
Vague or incorrect definition; cannot describe a practical use case.		Correct basic definition; gives a simple but valid use case with some gaps.		Clear definition with accurate use case; mentions address storage, dereferencing, or dynamic memory.

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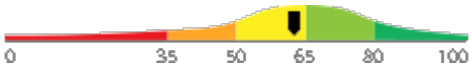
Detail

SELECT Statements and Filtering (Coding Tasks)

Score: 62



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Vague or incorrect definition; cannot describe a practical use case.		Correct basic definition; gives a simple but valid use case with some gaps.		Clear definition with accurate use case; mentions address storage, dereferencing, or dynamic memory.

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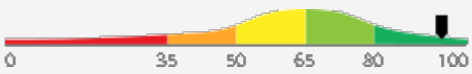
Detail

INSERT, UPDATE, and DELETE Statements

Score: 95



Description:

The ability to add new rows to a table using INSERT, modify existing rows using UPDATE, and remove rows using DELETE. Understanding how to use WHERE clauses with UPDATE and DELETE to target specific rows is critical to avoid unintended data changes.

Interpretation:

Candidate should achieve superior job performance in this area with little or no training.

The candidate exhibits a strong and comprehensive command of INSERT, UPDATE, and DELETE statements in SQL. They are highly proficient in adding, modifying, and removing rows from tables, and consistently demonstrate accurate use of WHERE clauses to precisely target specific rows and prevent unintended data changes.

Interview Guide

You have an 'Employees' table with columns for EmployeeID, Name, and Salary. Write a SQL statement to increase the salary by 10% for all employees whose current salary is below $50,000.

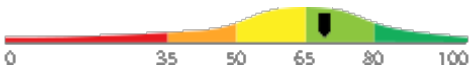
1	2	3	4	5
Cannot write a correct UPDATE statement or omits the WHERE clause entirely.		Writes a mostly correct UPDATE but has minor errors in the calculation or WHERE clause syntax.		Writes a fully correct UPDATE statement with accurate salary calculation and proper WHERE filtering.

Can you describe what the INSERT, UPDATE, and DELETE statements do in SQL and why it is important to use a WHERE clause with UPDATE and DELETE?

1	2	3	4	5
Cannot accurately describe all three statements or does not recognize the risk of omitting WHERE.		Correctly describes all three statements but gives a vague explanation of why WHERE matters.		Accurately describes all three and clearly explains that omitting WHERE affects all rows in the table.

JOIN Operations

Score: 69



Description:

The ability to combine rows from two or more tables using INNER JOIN, LEFT JOIN, RIGHT JOIN, and other join types based on related columns. JOINs are essential for working with relational databases where data is spread across multiple tables.

Interpretation:

Candidate should achieve above average job performance in this area with little or no training.

The candidate demonstrates a solid and proficient understanding of SQL JOIN operations, including the ability to combine rows from multiple tables using various join types such as INNER JOIN, LEFT JOIN, and RIGHT JOIN. They are generally capable of working effectively with relational databases where data is distributed across multiple tables.

You have a 'Customers' table and an 'Orders' table linked by CustomerID. Write a query to return all customers and any orders they have placed, including customers who have not placed any orders.

1	2	3	4	5
Uses INNER JOIN or incorrect syntax, missing unmatched customer rows.		Uses LEFT JOIN correctly but may have minor errors in ON clause or column references.		Writes a correct LEFT JOIN query that includes all customers and handles missing orders cleanly.

Can you explain what a JOIN does in SQL and describe the difference between an INNER JOIN and a LEFT JOIN?

1	2	3	4	5
Cannot explain JOINs or confuses INNER and LEFT JOIN behavior.		Explains the general idea of JOINs but is unclear on when LEFT JOIN returns NULLs.		Clearly explains both JOIN types with accurate descriptions of how unmatched rows are handled.

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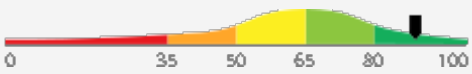
Detail

SELECT Statements and Filtering

Score: 89



Description:

The ability to write SELECT statements to retrieve data from one or more tables, including the use of WHERE clauses to filter rows, ORDER BY to sort results, and basic column selection and aliasing. This is the most fundamental and frequently used skill in SQL.

Interpretation:

Candidate should achieve superior job performance in this area with little or no training.

The candidate exhibits a comprehensive and strong command of basic SQL, reflecting mastery across all evaluated areas including data retrieval, manipulation, schema definition, subqueries, NULL handling, views, set operations, and query optimization through indexing. This level of performance indicates the candidate is highly capable of independently writing, debugging, and maintaining SQL scripts to a professional standard in a business environment.

Interview Guide

Suppose you have a table called 'Orders' with columns for CustomerID, OrderDate, and TotalAmount. Write a SQL query to return all orders placed after January 1, 2023, sorted from the highest to lowest TotalAmount.

1	2	3	4	5
Cannot write a correct query; missing or incorrect WHERE or ORDER BY syntax.		Writes a mostly correct query with minor syntax errors or missing DESC keyword.		Writes a fully correct, clean query with proper filtering, sorting, and optional aliasing.

Can you walk me through what a SELECT statement does and describe how you would use a WHERE clause to filter the results it returns?

1	2	3	4	5
Vague or incorrect description; cannot explain filtering or column selection.		Correctly explains SELECT and WHERE but struggles with examples or edge cases.		Clearly explains SELECT, WHERE, aliasing, and ORDER BY with confident, accurate examples.

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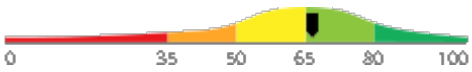
Detail

Subqueries and NULL Handling

Score: 67



Description:

The ability to write subqueries nested inside SELECT, WHERE, or FROM clauses to break complex problems into steps, and to handle NULL values correctly using IS NULL, COALESCE, and CASE expressions. These skills are essential for writing accurate and robust queries.

Interpretation:

Candidate should achieve above average job performance in this area with little or no training.

The candidate demonstrates a solid proficiency in writing subqueries and handling NULL values in SQL. They are capable of breaking down complex problems using nested queries and correctly applying expressions such as IS NULL, COALESCE, and CASE in most scenarios.

Interview Guide

Write a query to retrieve all employees from an 'Employees' table whose salary is above the average salary of all employees. Also, write an expression to return the value 'Unknown' for any employee whose Department column is NULL.

1	2	3	4	5
Cannot write a correct subquery for average salary or does not handle NULL with COALESCE or CASE.		Writes a mostly correct subquery but handles NULL awkwardly or with minor syntax errors.		Writes a correct subquery using AVG and accurately uses COALESCE or CASE to handle NULL values.

What is a subquery in SQL and can you give an example of when you might use one? Also, how would you check whether a column value is NULL in a query?

1	2	3	4	5
Cannot explain subqueries or incorrectly uses = NULL instead of IS NULL.		Explains subqueries at a basic level and knows IS NULL but cannot give a clear practical example.		Clearly explains subqueries with a practical example and correctly explains IS NULL and COALESCE usage.

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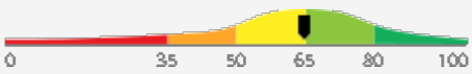
Detail

Table Definition and Constraints

Score: 65



Description:

The ability to create, modify, and remove tables using CREATE TABLE, ALTER TABLE, and DROP TABLE statements, and to define constraints such as PRIMARY KEY, FOREIGN KEY, NOT NULL, UNIQUE, and CHECK to enforce data integrity rules.

Interpretation:

Candidate should achieve above average job performance in this area with little or no training.

The candidate exhibits a solid and reliable understanding of SQL table definition and constraints, including the ability to create, modify, and remove tables and to apply a variety of constraints to enforce data integrity. Minor gaps in knowledge may exist in edge cases or less commonly used constraint types.

Interview Guide

Write a CREATE TABLE statement for a 'Products' table that includes a ProductID as the primary key, a ProductName that cannot be null, a unique SKU, and a Price that must be greater than zero.

1	2	3	4	5
Cannot write a valid CREATE TABLE statement or omits most constraints.		Writes a mostly correct statement but misses one or two constraints or has minor syntax errors.		Writes a fully correct CREATE TABLE statement with PRIMARY KEY, NOT NULL, UNIQUE, and CHECK constraints.

Can you explain what a PRIMARY KEY is and why constraints like NOT NULL and FOREIGN KEY are used when creating a table?

1	2	3	4	5
Cannot accurately explain PRIMARY KEY or the purpose of any constraint.		Correctly explains PRIMARY KEY but gives vague or incomplete descriptions of other constraints.		Clearly explains PRIMARY KEY, NOT NULL, FOREIGN KEY, and their roles in enforcing data integrity.

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IT Coding Tasks

During the assessment, the candidate was asked to write one or more programs or scripts. Their responses are included below for review.

Question or Task	Response

Complete the provided partial C program by filling in the missing sections marked with TODO comments. Your completion must use standard C keywords and libraries.
 	
The program declares a function called duplicate_array that:
1. Takes a const int pointer to a source array and its length as parameters.
2. Uses calloc to allocate a new int array of the same length.
3. Returns NULL if calloc fails.
4. Copies each element from the source array into the new array using pointer arithmetic (not array subscript notation).
5. Returns the pointer to the newly allocated copy.
 	
In main, the program:
1. Declares and initializes a stack array of 4 integers with values 5, 15, 25, 35.
2. Calls duplicate_array to create a heap-allocated copy.
3. Checks for NULL and prints an error and returns 1 if the call failed.
4. Prints each element of the duplicate using a loop.
5. Frees the duplicate array.
 	
Use appropriate indentation, common C coding conventions, and add brief inline comments where needed. Type your completed source code as your response.
	#include <stdio.h>
	#include <stdlib.h>
	
	int *duplicate_array(const int *src, int length) {
	/* TODO: Use calloc to allocate a new array of 'length' integers, return
	NULL if calloc fails, copy elements from src using pointer arithmetic,
	and return the new pointer. */
	calloc(303);
	}
	
	int main(void) {
	/* TODO: Declare and initialize a stack array of 4 integers: 5, 15, 25, 35,
	then call duplicate_array and store the result. Check for NULL and
	print an error message returning 1 if it failed. */
	array[4]={5,15,25,35};
	
	int i;
	
	/* Print each element of the duplicate */
	for (i = 0; i < 4; i++) {
	printf("duplicate[%d] = %d\n", i, *(duplicate + i));
	}
	
	/* Free the duplicate array */
	free(duplicate);
	return 0;
	}
	
	Comments (AI): The code segment has several syntax errors and incomplete implementation. The duplicate_array function does not correctly allocate memory or copy elements. The main function has syntax errors and does not properly call the duplicate_array function. However, the structure and intent of the code are somewhat clear, and the code attempts to follow the requirements.

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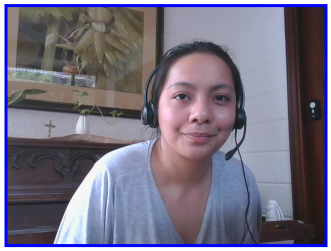
Identity Confirmation Photos

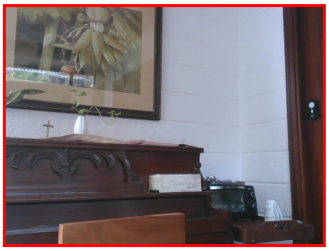
The following photos of the candidate and any identification were uploaded during the assessment session.

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%)

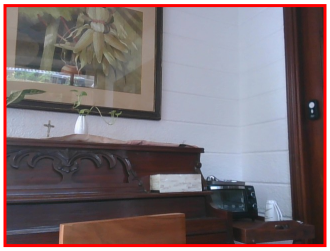


Pre/Post-Test Photo

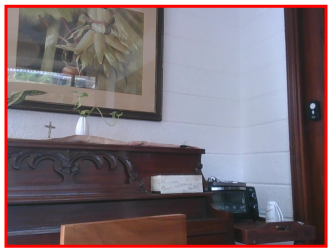
ID Photo



In-Test Error Detected (No Face Detected)

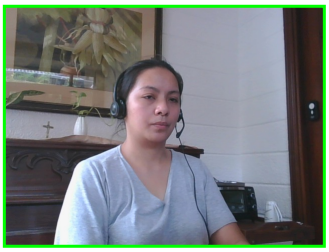


In-Test Error Detected (No Face Detected)

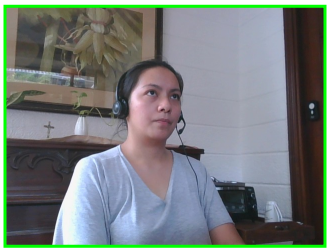


In-Test Error Detected (No Face Detected)

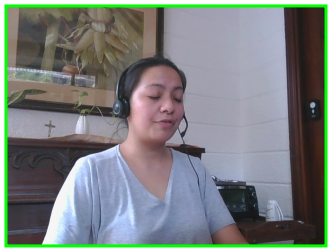
In-Test Photo



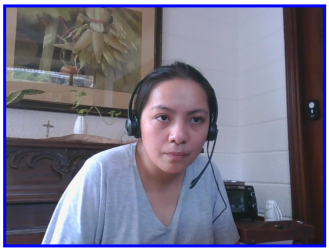
In-Test Photo



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

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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.
- Sim ID: 20715-1, Key: 0-0, Rpt: 68, Prd: 9571, Created: 2026-07-04 17:02 EDT
- UA: Mozilla/5.0 (Windows NT 6.3; Trident/7.0; Touch; rv:11.0) like Gecko

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Score Calculation Detail

The following table provides a summary of how the overall score was calculated from each of the individual competency scores. First, all competency scores are calculated on a scale of 0-100. Note that some competencies use their color category rather than their actual numeric score in the overall calculation. For these, a standard score associated with the assigned color category is used in the overall score calculation rather than the actual numeric score. This is reflected in the ''Score Value Used'' column. Next, a weighted average of scores is computed using individual competency weights, typically set using job analysis data provided by the US Government Occupational Information Network (O*Net).

Competency	Score	How applied to overall	Score Value Used	Weight (%)
Aggregate Functions and GROUP BY	89.1972	Numeric Score	89.1972	12.5000
INSERT, UPDATE, and DELETE Statements	95.1283	Numeric Score	95.1283	12.5000
JOIN Operations	69.5259	Numeric Score	69.5259	12.5000
JOIN Operations (Coding Tasks)	62.9784	Numeric Score	62.9784	12.5000
SELECT Statements and Filtering	89.4350	Numeric Score	89.4350	12.5000
SELECT Statements and Filtering (Coding Tasks)	62.9784	Numeric Score	62.9784	12.5000
Subqueries and NULL Handling	67.0180	Numeric Score	67.0180	12.5000
Table Definition and Constraints	65.0329	Numeric Score	65.0329	12.5000
Weighted Average:				75.1618
Final Overall Score:				75

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Notes

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