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Illuminating Talent

Test Results and Interview Guide

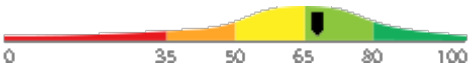
Candidate: **Elizabeth Wantsajob**
Assessment: HTML Programming
Completed: June 27, 2026
Prepared for: Sara Maple
Example Company

What's Included

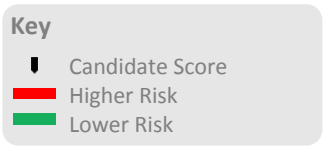
- Overall Score
- Competency Summary Table
- Comparison Matrix
- Detailed Competency Results with Interview Guide

Important Note: The HTML Programming assessment measures key factors related to high performance and tenure in this job. Attribute types measured vary by test, but can include cognitive ability, skills, knowledge, personality characteristics, emotional intelligence, and past behavioral history. This report includes a one page summary, followed by detailed results with an embedded interview guide. Note that these results should always be used as a part of a balanced candidate selection process that includes independent evaluation steps, such as interviews and reference checks.

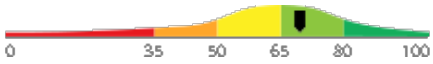
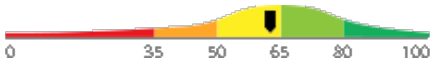
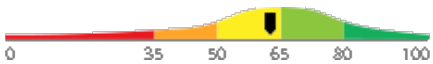
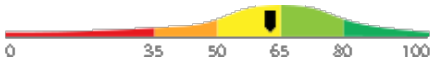
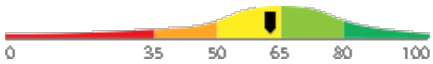
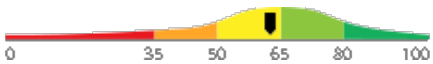
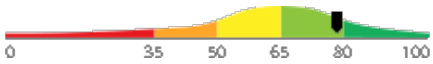
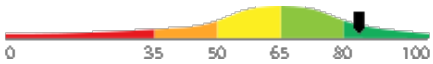
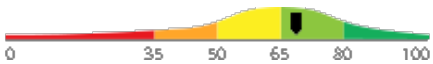
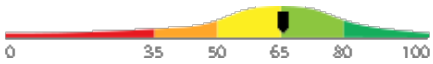
Overall

Candidate	Score	Interpretation
Elizabeth Wantsajob beth.wantsajob@gmail.com HTML Programming June 27, 2026	68	

The candidate exhibits a solid and competent grasp of modern HTML web programming, including document configuration, content layout, hyperlinking, media elements, and form construction using standard specifications. The candidate is likely capable of independently writing and maintaining business webpages, though occasional gaps may exist in advanced areas such as accessibility compliance, external resource referencing, or markup validation techniques.



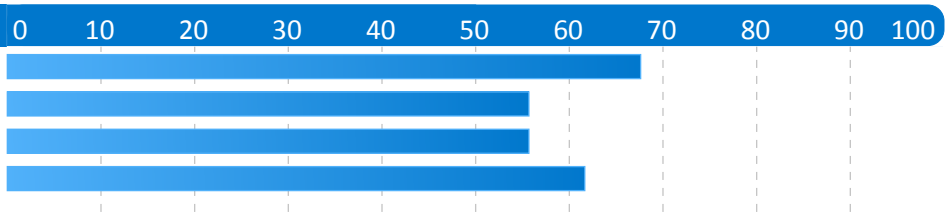
Competency Summary

Competency	Score	Interpretation
Skills/Knowledge (relates to immediate readiness)		
Attributes, Accessibility, and Validation	69	
Attributes, Accessibility, and Validation (Coding Tasks)	62	
Content Layout and Structural Elements (Coding Tasks)	62	
HTML Document Structure and Head Configuration (Coding Tasks)	62	
HTML Forms and Input Elements (Coding Tasks)	62	
Hyperlinks, Images, and Media Elements (Coding Tasks)	62	
Content Layout and Structural Elements	78	
HTML Document Structure and Head Configuration	84	
HTML Forms and Input Elements	68	
Hyperlinks, Images, and Media Elements	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	68th
North America	56th
United States	56th
Example Company	62nd



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

Detail

Candidate:	Elizabeth Wantsajob, beth.wantsajob@gmail.com
Assessment:	HTML Programming
Authorized:	June 27, 2026, by Sara Maple, Example Company, qamailsaram.mike@hravatar.com
Started:	June 27, 2026, 1:32:10PM EDT
Completed:	June 27, 2026, 1:32:10PM EDT
Overall Score:	68

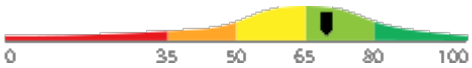
Knowledge and Skills Detail

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

Attributes, Accessibility, and Validation

Score: 69



Description:

Covers the use of HTML attributes to improve accessibility for users with assistive technologies, including alt text, ARIA roles, and proper use of landmark elements. Also includes checking markup for errors and standards compliance using HTML validation tools.

Interpretation:

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

The candidate exhibits a solid understanding of HTML attributes, accessibility standards, and validation techniques, including the appropriate use of alt text, ARIA roles, and landmark elements. They are generally proficient with HTML validation tools and can apply standards compliance checks with a reasonable degree of accuracy.

How would you check whether your HTML markup is valid, and why does writing valid HTML matter for a business website?

1	2	3	4	5
Does not know what HTML validation is or cannot name any validation tool or method.		Mentions the W3C validator but gives a vague explanation of why validation matters in practice.		Names the W3C Markup Validation Service, explains it catches syntax errors, and links valid markup to consistent rendering and maintainability.

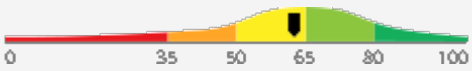
Why is it important to write accessible HTML, and can you give one or two examples of things you can do in your markup to make a webpage more accessible?

1	2	3	4	5
Cannot explain accessibility or provide any concrete examples of accessible markup practices.		Mentions alt text or labels but cannot explain why accessibility matters or name more than one technique.		Explains accessibility benefits for users with disabilities and names multiple techniques such as alt text, label associations, and landmark elements.

Detail

Attributes, Accessibility, and Validation (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.

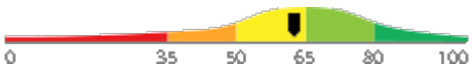
Can you explain what a pointer is in C and describe a situation where you would use one?

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.

Detail

Content Layout and Structural Elements (Coding Tasks)

Score: 62



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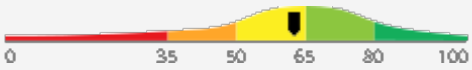
Detail

HTML Document Structure and Head Configuration (Coding Tasks)

Score: 62



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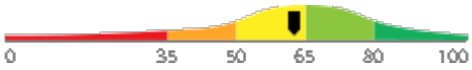
Detail

HTML Forms and Input Elements (Coding Tasks)

Score: 62



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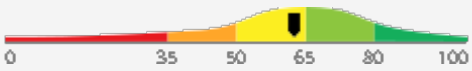
Detail

Hyperlinks, Images, and Media Elements (Coding Tasks)

Score: 62



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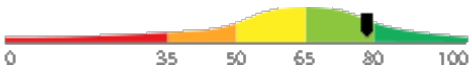
Detail

Content Layout and Structural Elements

Score: 78



Description:

Covers the use of HTML elements to organize and display page content, including headings, paragraphs, lists, and structural grouping elements such as header, nav, main, section, article, aside, and footer. Focuses on using the right element for the right purpose to create clear, well-organized page layouts.

Interpretation:

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

The candidate demonstrates a solid understanding of HTML content layout and structural elements, including the appropriate use of semantic grouping elements to organize page content. They are generally capable of creating clear and well-structured page layouts, with only minor gaps in knowledge or application.

Interview Guide

How would you mark up a webpage that has a site navigation menu, a main content area with multiple articles, and a sidebar with related links?

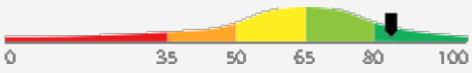
1	2	3	4	5
Uses only divs or cannot identify appropriate structural elements for each section.		Identifies most correct elements but misplaces one or two, such as using section instead of nav.		Correctly uses nav, main, article, and aside and explains the purpose of each choice.

What is the difference between a div element and a semantic element like section or article, and when would you use one over the other?

1	2	3	4	5
Cannot distinguish between div and semantic elements or uses them interchangeably without reason.		Knows semantic elements carry meaning but struggles to explain when to choose one over a div.		Explains that semantic elements improve readability, accessibility, and SEO, and gives clear use-case examples for each.

HTML Document Structure and Head Configuration

Score: 84



Description:

Covers the foundational building blocks of an HTML document, including the doctype declaration, the root html element, and the head section. Includes configuring metadata, character encoding, viewport settings, and linking external stylesheets and scripts.

Interpretation:

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

The candidate demonstrates a comprehensive and advanced mastery of HTML programming, reflecting strong command of document configuration, content structuring, hyperlinks, media assets, forms, accessibility attributes, stylesheet and script referencing, and markup validation. This individual is well-equipped to independently develop, maintain, and validate professional business webpages in full alignment with modern HTML specifications and best practices.

Why is the viewport meta tag important, and what happens to a webpage on a mobile device if it is left out?

1	2	3	4	5
Cannot explain the viewport tag or its effect on mobile rendering.		Knows the viewport tag affects mobile display but cannot explain specific consequences of omitting it.		Explains that without it, mobile browsers render at desktop width, causing unintended zooming and layout issues.

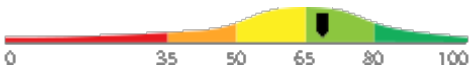
Can you walk me through the basic structure of an HTML document from top to bottom, and explain what goes inside the head element?

1	2	3	4	5
Cannot name basic elements or confuses head and body sections.		Names doctype, html, head, and body but gives vague explanations of head contents.		Clearly explains doctype, meta charset, viewport, title, and linking stylesheets and scripts.

Detail

HTML Forms and Input Elements

Score: 68



Description:

Covers building forms to collect user input, including the form element, a variety of input types such as text, email, password, checkbox, and radio, as well as select menus, textareas, buttons, and labels. Includes associating labels with inputs and setting form submission attributes.

Interpretation:

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

The candidate exhibits a solid and largely consistent understanding of HTML forms and input elements, including a variety of input types, select menus, textareas, buttons, and label association. Minor gaps may exist in their knowledge of advanced form configuration or submission attribute handling, but they are generally competent in this area.

Interview Guide

What are some input type values you would use to improve the user experience on a form that collects a phone number, a date, and a password, and what benefit does each type provide?

1	2	3	4	5
Uses only type text for all fields or cannot name specific input types.		Names the correct input types but cannot fully explain the user experience or validation benefits they provide.		Names tel, date, and password types and explains mobile keyboard optimization, date picker UI, and character masking respectively.

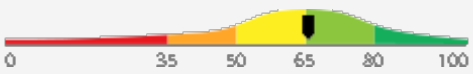
How do you create a simple form with a text field for a name, an email field, and a submit button, and why is it important to use a label element with each input?

1	2	3	4	5
Cannot write basic form markup or does not know the purpose of the label element.		Writes a basic form but omits labels or does not connect them to inputs using the for and id attributes.		Writes correct form markup with properly associated labels using matching for and id attributes and explains accessibility benefits.

Detail

Hyperlinks, Images, and Media Elements

Score: 65



Description:

Covers how to create hyperlinks using the anchor element to connect pages and external resources, and how to embed images using the img element with proper source paths and alternative text. Includes basic use of attributes that control link behavior and image display.

Interpretation:

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

The candidate exhibits a solid working knowledge of HTML hyperlinks, images, and related media elements. They can competently use anchor and img elements with appropriate attributes, including source paths, alternative text, and link behavior controls, with only minor gaps in proficiency.

Interview Guide

What is the difference between an absolute URL and a relative URL in an href or src attribute, and when would you use each one?

1	2	3	4	5
Cannot define or distinguish between absolute and relative URLs.		Can define both types but gives an incomplete or unclear explanation of when to use each.		Clearly explains that absolute URLs reference external resources and relative URLs reference internal files, with practical examples.

How do you create a link that opens in a new browser tab, and how do you add an image to a webpage with a text description for users who cannot see it?

1	2	3	4	5
Cannot recall the target attribute or the alt attribute, or confuses their syntax.		Knows how to write a basic link and image tag but forgets the target blank or alt attribute details.		Correctly writes both elements with target blank for the link and a descriptive alt attribute for the image.

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.

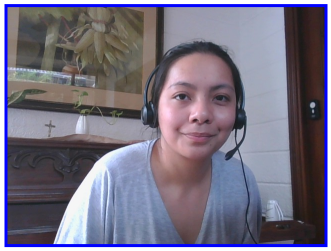
Question or Task	Response

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.

Identity Confirmation Photos

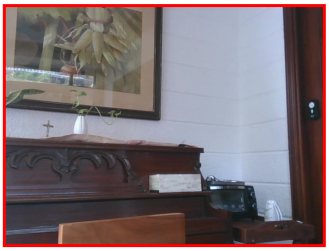
The following photos of the candidate and any identification were uploaded during the assessment session.

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%)

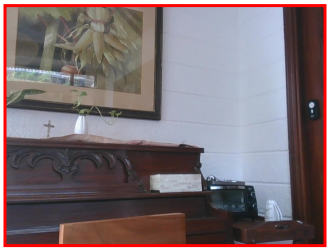


Pre/Post-Test Photo

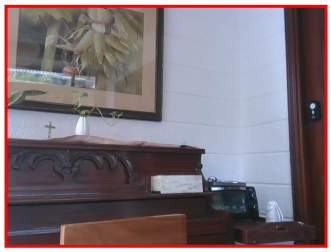
ID Photo



In-Test Error Detected (No Face Detected)

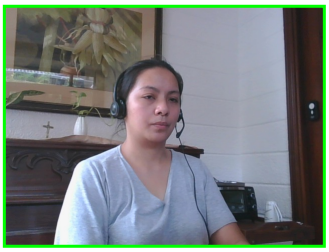


In-Test Error Detected (No Face Detected)

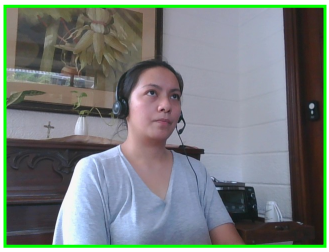


In-Test Error Detected (No Face Detected)

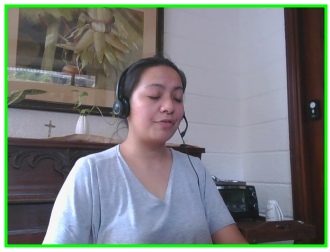
In-Test Photo



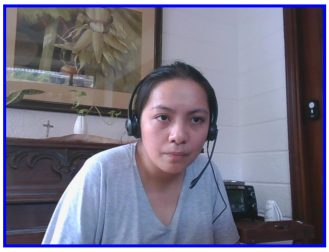
In-Test Photo



In-Test Photo



In-Test Photo



Pre/Post-Test Photo

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

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: 20790-1, Key: 0-0, Rpt: 68, Prd: 9612, Created: 2026-06-27 13:32 EDT
- 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 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 (%)
Attributes, Accessibility, and Validation	69.8830	Numeric Score	69.8830	10.0000
Attributes, Accessibility, and Validation (Coding Tasks)	62.9784	Numeric Score	62.9784	10.0000
Content Layout and Structural Elements	78.7322	Numeric Score	78.7322	10.0000
Content Layout and Structural Elements (Coding Tasks)	62.9784	Numeric Score	62.9784	10.0000
HTML Document Structure and Head Configuration	84.0837	Numeric Score	84.0837	10.0000
HTML Document Structure and Head Configuration (Coding Tasks)	62.9784	Numeric Score	62.9784	10.0000
HTML Forms and Input Elements	68.9467	Numeric Score	68.9467	10.0000
HTML Forms and Input Elements (Coding Tasks)	62.9784	Numeric Score	62.9784	10.0000
Hyperlinks, Images, and Media Elements	65.9539	Numeric Score	65.9539	10.0000
Hyperlinks, Images, and Media Elements (Coding Tasks)	62.9784	Numeric Score	62.9784	10.0000
Weighted Average:				68.2491
Final Overall Score:				68

Notes

(This area is intentionally blank - it's reserved as space for your notes.)