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Illuminating Talent

# Test Results and Interview Guide

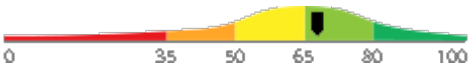
Candidate: **Elizabeth Wantsajob**
Assessment: SQLite Database Administration (Short)
Completed: July 1, 2026
Prepared for: Sara Maple
Example Company

## What's Included

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

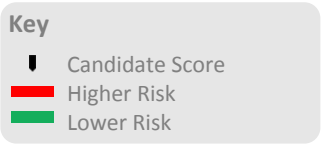
**Important Note:** The SQLite Database Administration (Short) assessment measures one or more important competencies, and collects audio or video responses to specific questions. Attribute types measured vary by test, but can include cognitive ability, skills, knowledge, personality characteristics, emotional intelligence, and past behavioral history. Various types of analysis may be conducted on the recorded responses depending on the test configuration. 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

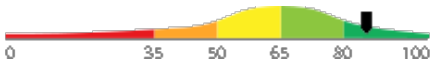
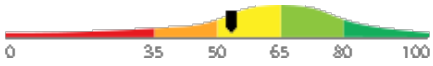
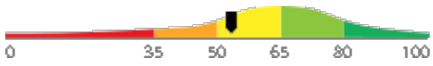
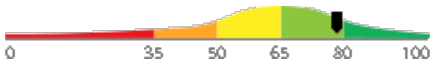
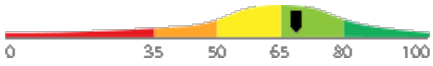
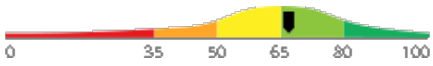
| Candidate | Score | Interpretation |
|---|---|---|
| Elizabeth Wantsajob<br>beth.wantsajob@gmail.com<br>SQLite Database Administration (Short)<br>July 1, 2026 | 68 |  |



The candidate exhibits a solid and broad understanding of SQLite database administration, including proficiency in SQL syntax, schema design, transactions, indexing, and use of the command-line shell. Some advanced areas, such as fine-grained PRAGMA configuration, concurrency management, or complex trigger usage, may benefit from further development.




## Competency Summary

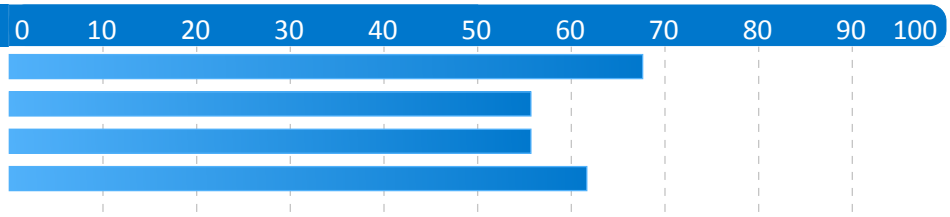
| Competency | Score | Interpretation |
|---|---|---|
| **Skills/Knowledge (relates to immediate readiness)** | | |
| SQL Statements and Data Manipulation | 85 |  |
| SQL Statements and Data Manipulation (Free Text Responses) | 53 |  |
| Table Design, Data Types, and Constraints (Free Text Responses) | 53 |  |
| SQLite Command-Line Shell Usage | 78 |  |
| Table Design, Data Types, and Constraints | 68 |  |
| Transactions and Data Integrity | 67 |  |



## 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):<br>• (Generic Text for Sample Report) Strong performer in Drag and Drop Files tasks, indicating comfort with file management and basic computer interactions.<br>• Demonstrates solid numerical accuracy in Recognizing and Confirming Numbers, a valuable asset in detail-oriented roles.<br>• Moderate overall performance in Analytical Thinking and Attention to Detail, with adequate grammar skills but room for improvement.<br>• Struggles with Reading and Analyzing Problems, which may limit effectiveness in roles requiring critical reading and complex problem-solving.<br>• Lowest performance in Navigating Between Screens, suggesting difficulty with multi-screen software workflows that could impact productivity in computer-intensive roles.<br>Narrative (AI): Elizabeth Wantsajob demonstrates a mixed profile of knowledge, skills, and abilities across the assessed competencies.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br>Computed on: April 2, 2026, 11:09:49PM EDT |

## Detail

| | |
|---|---|
| Candidate: | Elizabeth Wantsajob, beth.wantsajob@gmail.com |
| Assessment: | SQLite Database Administration (Short) |
| Authorized: | July 1, 2026, by Sara Maple, Example Company, qamailsaram.mike@hravatar.com |
| Started: | July 1, 2026, 7:58:43PM EDT |
| Completed: | July 1, 2026, 7:58:43PM EDT |
| Overall Score: | 68 |

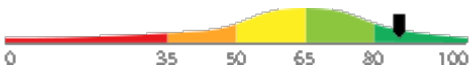
## Knowledge and Skills Detail

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

### SQL Statements and Data Manipulation

Score: 85




*Description:*

Covers writing SQL statements to create tables, insert, query, update, and delete data in SQLite databases. Includes use of WHERE clauses, filtering, sorting, and basic data retrieval. This is the most frequently performed task in day-to-day SQLite database work.

*Interpretation:*

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

The candidate demonstrates a comprehensive and advanced mastery of SQLite database administration, encompassing the full breadth of relevant knowledge including schema design and normalization, complex SQL queries, transaction management, PRAGMA configuration, triggers, backup methods, data import and export, and concurrency behavior. This individual is highly capable of independently managing, optimizing, and maintaining SQLite databases across a wide range of operational and administrative scenarios.

How would you write a SQL query that retrieves the total number of orders for each customer from an 'orders' table, showing only customers with more than five orders?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Cannot apply GROUP BY or HAVING; confuses filtering with WHERE vs. HAVING. | | Produces a mostly correct query using GROUP BY and HAVING with minor mistakes. | | Writes a correct, efficient query and clearly explains GROUP BY, HAVING, and aggregate functions. |

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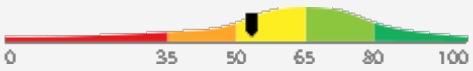
Can you walk me through how you would write a SQL statement to retrieve all records from a table called 'employees' where the department is 'Sales'?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Cannot recall basic SELECT syntax or WHERE clause usage. | | Writes a mostly correct SELECT statement with minor errors or omissions. | | Writes correct, clean SQL and explains each clause clearly and confidently. |

## Detail

### SQL Statements and Data Manipulation (Free Text Responses)

Score: 53




*Description:*

Covers the end-to-end process of planning, building, testing, and deploying AI-enabled applications for both internal staff and external customers. Includes managing iteration cycles, versioning, model monitoring, and coordinating cross-functional teams through each phase of the product lifecycle.

*Interpretation:*

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

The candidate possesses a moderate understanding of AI product management, demonstrating basic familiarity with lifecycle management, strategic assessment, and process orchestration, though proficiency across these areas is inconsistent. With targeted coaching and hands-on experience, this individual has the potential to develop into a capable contributor in managing AI-enabled application initiatives.

| | |
|---|---|
| Overall AI Score: | 60.0 |
| High words per minute detected while composing one or more essays: | 27.3 words per minute. Possible copy/paste or use of AI tools. Average WPM while composing is about 15. |
| AI Confidence Level: | 80 |
| Argument Strength (AI): | 70.0 |
| Clarity and Coherence (AI): | 80.0 |
| Match with Ideal Response (AI): | 60.0 |
| Other Errors per 100 Words: | 0.0 |
| Spelling errors per 100 words: | 0.0 |

Please see below to view the essay submitted.

## Interview Guide

Describe a time you managed or contributed to an AI product through multiple lifecycle stages. What were the most significant challenges you encountered between phases, and how did you address them?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Candidate provides a generic or superficial example that lacks detail about AI-specific lifecycle challenges. Does not clearly articulate their personal role or the decisions they made between phases. | | Candidate shares a relevant example with reasonable detail, identifying at least one meaningful challenge such as stakeholder alignment or testing delays. However, the response may lack specificity about how AI-related factors (e.g., model performance, data readiness) influenced lifecycle decisions. | | Candidate provides a detailed, concrete example that demonstrates ownership across multiple lifecycle phases. Clearly describes AI-specific challenges such as model validation failures, shifting requirements, or deployment infrastructure issues, and articulates the specific actions they took to resolve them and keep the product on track. |

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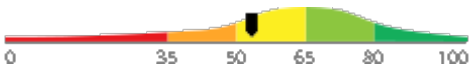
Can you walk me through the basic stages you would follow to take an AI-enabled product from an initial idea to a live deployment?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Candidate provides a vague or incomplete description of the lifecycle, omitting key phases such as testing, validation, or deployment. May conflate AI product development with general software development without acknowledging AI-specific considerations like model training or data pipelines. | | Candidate identifies the major phases (discovery, development, testing, deployment) and acknowledges some AI-specific considerations, but struggles to articulate how the phases connect or how cross-functional teams are coordinated throughout. | | Candidate clearly outlines a structured lifecycle including discovery, requirements, development, model validation, testing, deployment, and monitoring. Demonstrates awareness of AI-specific challenges such as data quality, model drift, and iterative retraining, and explains how they would coordinate stakeholders across phases. |

## Detail

### Table Design, Data Types, and Constraints (Free Text Responses)

Score: 53




*Description:*

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*Interpretation:*

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

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| Spelling errors per 100 words: | 0.0 |

Please see below to view the essay submitted.

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Describe a time you managed or contributed to an AI product through multiple lifecycle stages. What were the most significant challenges you encountered between phases, and how did you address them?

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|---|---|---|---|---|
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---

Can you walk me through the basic stages you would follow to take an AI-enabled product from an initial idea to a live deployment?

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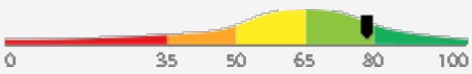
|---|---|---|---|---|
| Candidate provides a vague or incomplete description of the lifecycle, omitting key phases such as testing, validation, or deployment. May conflate AI product development with general software development without acknowledging AI-specific considerations like model training or data pipelines. | | Candidate identifies the major phases (discovery, development, testing, deployment) and acknowledges some AI-specific considerations, but struggles to articulate how the phases connect or how cross-functional teams are coordinated throughout. | | Candidate clearly outlines a structured lifecycle including discovery, requirements, development, model validation, testing, deployment, and monitoring. Demonstrates awareness of AI-specific challenges such as data quality, model drift, and iterative retraining, and explains how they would coordinate stakeholders across phases. |

## Detail

### SQLite Command-Line Shell Usage

Score: 78




*Description:*

Covers using the SQLite command-line shell (sqlite3) to connect to databases, run SQL commands, and use built-in dot commands for tasks such as importing and exporting data, viewing schema, changing output formats, and running scripts. The shell is the primary tool for direct database administration.

*Interpretation:*

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

The candidate demonstrates a solid and proficient knowledge of the SQLite command-line shell, including connecting to databases, executing SQL, and using a broad range of dot commands for data import/export, schema inspection, and output formatting. Minor gaps in knowledge may exist in more specialized or advanced areas of shell-based database administration.

## Interview Guide

How would you use the SQLite command-line shell to import data from a CSV file into an existing table, and what steps would you take to make sure the import works correctly?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Does not know the .import command or how to configure the shell mode for CSV import. | | Knows .import and .mode csv but is unsure about handling headers or potential data mismatches. | | Accurately describes the full import process including .mode csv, .headers, and data validation considerations. |

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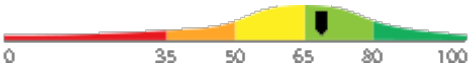
How would you open an existing SQLite database file called 'inventory.db' using the command-line shell, and once inside, how would you see a list of all the tables in that database?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Cannot recall how to open a database file or use .tables or .schema commands. | | Correctly opens the database but is uncertain about which dot commands to use for viewing tables or schema. | | Confidently opens the database and accurately describes .tables, .schema, and related shell commands. |

## Detail

### Table Design, Data Types, and Constraints

Score: 68




*Description:*

Covers creating and modifying tables in SQLite, including selecting appropriate data types (TEXT, INTEGER, REAL, BLOB, NUMERIC) and applying constraints such as PRIMARY KEY, NOT NULL, UNIQUE, DEFAULT, CHECK, and FOREIGN KEY. Good table design is foundational to reliable database operation.

*Interpretation:*

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

The candidate exhibits a solid working knowledge of SQLite table design, including the appropriate use of data types and the application of common constraints such as primary keys, foreign keys, and uniqueness rules. Minor gaps may exist in advanced or edge-case scenarios, but overall competence for most standard database administration responsibilities is evident.

## Interview Guide

How would you enforce a relationship between two tables in SQLite using a foreign key, and what do you need to do to make sure SQLite actually enforces that constraint?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Does not know how to define a FOREIGN KEY or is unaware of the PRAGMA needed to enforce it. | | Correctly defines a FOREIGN KEY but needs prompting to recall the PRAGMA foreign_keys = ON requirement. | | Accurately defines FOREIGN KEY syntax and independently explains PRAGMA foreign_keys = ON and its importance. |

---

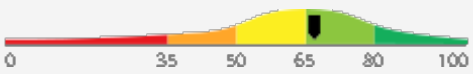
If you were creating a table to store customer information including a unique customer ID, their name, and their email address, how would you write the CREATE TABLE statement and what constraints would you apply?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Cannot write a CREATE TABLE statement or apply basic constraints correctly. | | Writes a functional CREATE TABLE statement but misses one or two relevant constraints. | | Writes a well-structured statement with appropriate data types and all relevant constraints explained. |

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

**Transactions and Data Integrity**

Score: 67




*Description:*

Covers using transactions in SQLite to group multiple SQL operations so they either all succeed or all fail together. Includes BEGIN, COMMIT, and ROLLBACK statements, as well as understanding why transactions matter for keeping data accurate and consistent.

*Interpretation:*

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

The candidate exhibits a solid and competent understanding of SQLite transactions and data integrity, including the correct use of transaction control statements to group operations atomically. They can generally apply these concepts effectively to maintain data accuracy and consistency, with only minor gaps in advanced or edge-case knowledge.

If you were writing a script that transfers funds between two account records in a database, how would you use transactions to make sure the data stays consistent if something goes wrong during the transfer?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Does not apply transactions to the scenario or cannot explain how rollback protects data consistency. | | Correctly wraps the operations in a transaction but does not fully address error handling or rollback logic. | | Fully describes wrapping both operations in a transaction with error handling and rollback to prevent partial updates. |

---

Can you explain what a transaction is in SQLite and give an example of when you would use BEGIN, COMMIT, and ROLLBACK?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Cannot explain what a transaction is or how to use BEGIN, COMMIT, or ROLLBACK. | | Provides a basic explanation of transactions and identifies the three commands but gives a vague or incomplete example. | | Clearly explains transactions, provides a concrete practical example, and explains the benefit of rollback on failure. |

## Free Text Responses

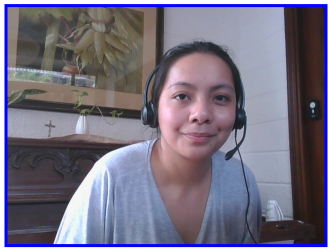
During the assessment, the candidate was asked to answer one or more questions using text, audio, video, or an uploaded text file. Their responses are included below for review.

| Question or Task | Response |
|---|---|
| After an AI product is deployed, what is model monitoring and why is it a necessary part of the product lifecycle? | Model monitoring is a technique for ensuring that the model does not wander or become overtrained after an extended period of repeated queries that have the same or similar prompts. This is very important for preventing hallucinization. It's also a key aspect of any guardrails strategy.<br><br>**Comments (AI):** The answer is clear and coherent but lacks depth in explaining the importance of model monitoring. The phrase 'hallucinization' is not commonly used in this context and may confuse readers. The answer could be improved by providing more specific examples of model performance metrics and how they are tracked. The argument strength is moderate as it does not fully explain why model monitoring is necessary in the product lifecycle.<br><br>**Misspelled Words:** guardrails (1), hallucinization (1) |

## Identity Confirmation Photos

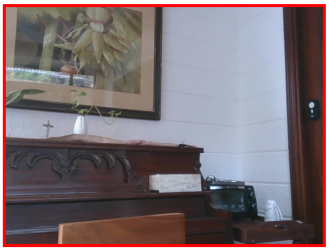
The following photos of the candidate and any identification were uploaded during the assessment session.

| 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%) |

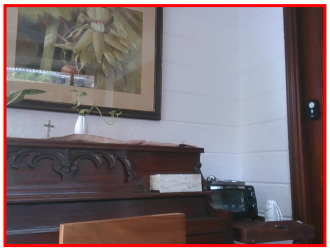


*Pre/Post-Test Photo*

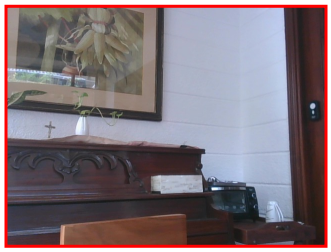
*ID Photo*



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

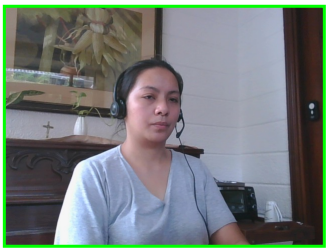


*In-Test Error Detected (No Face Detected)*

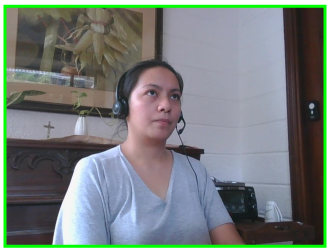


*In-Test Error Detected (No Face Detected)*

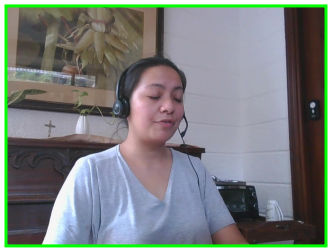
*In-Test Photo*



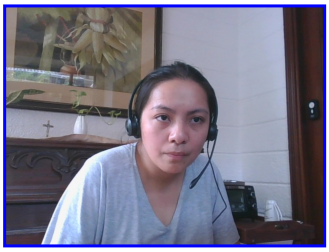
*In-Test Photo*



*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: 20877-1, Key: 0-0, Rpt: 104, Prd: 9697, Created: 2026-07-01 19:58 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 (%) |
|---|---|---|---|---|
| SQL Statements and Data Manipulation | 85.6561 | Numeric Score | 85.6561 | 16.6667 |
| SQL Statements and Data Manipulation (Free Text Responses) | 53.8624 | Numeric Score | 53.8624 | 16.6667 |
| SQLite Command-Line Shell Usage | 78.8017 | Numeric Score | 78.8017 | 16.6667 |
| Table Design, Data Types, and Constraints | 68.9123 | Numeric Score | 68.9123 | 16.6667 |
| Table Design, Data Types, and Constraints (Free Text Responses) | 53.8624 | Numeric Score | 53.8624 | 16.6667 |
| Transactions and Data Integrity | 67.2387 | Numeric Score | 67.2387 | 16.6667 |
| Weighted Average: | | | | 68.0556 |
| Final Overall Score: | | | | 68 |

## Notes

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