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Illuminating Talent

Test Results and Interview Guide

Candidate: **Elizabeth Wantsajob**
Assessment: SPSS - Usage, Syntax, and Concepts
Completed: November 7, 2026
Prepared for: Sara Maple
Example Company

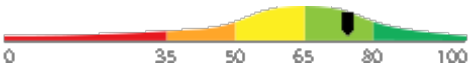
What's Included

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

Important Note: The SPSS - Usage, Syntax, and Concepts 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.

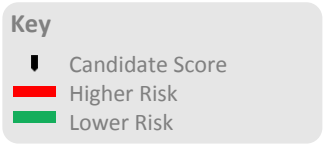
Proprietary and Confidential

Overall

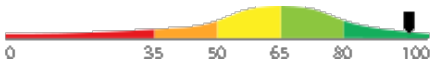
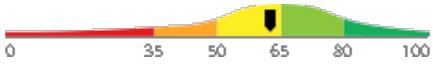
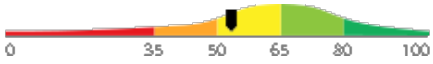
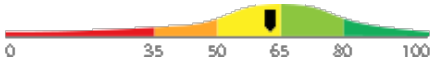
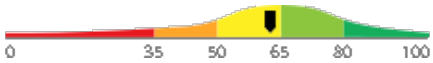
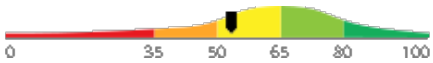
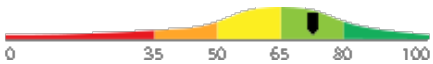
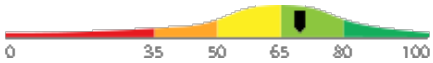
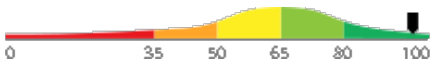
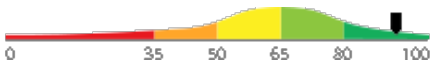
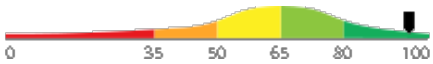
Candidate	Score	Interpretation
Elizabeth Wantsajob	74	

beth.wantsajob@gmail.com
SPSS - Usage, Syntax, and Concepts
November 7, 2026

The candidate exhibits a solid working knowledge of SPSS Syntax and data analysis, demonstrating proficiency in a broad range of tasks including variable management, data transformations, filtering, and producing analytical output. They are likely capable of handling most data analysis responsibilities independently, with some room for growth in advanced or specialized areas.



Competency Summary

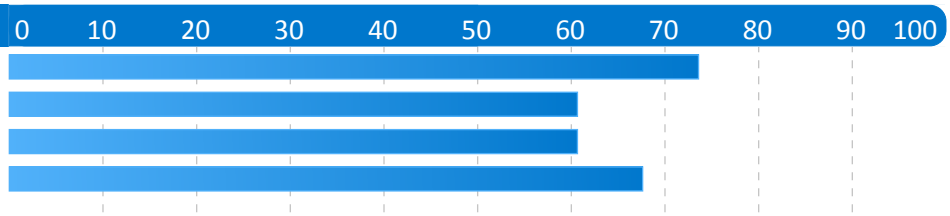
Competency	Score	Interpretation
Skills/Knowledge (relates to immediate readiness)		
Defining and Modifying Variables	95	
Defining and Modifying Variables (Coding Tasks)	62	
Defining and Modifying Variables (Free Text Responses)	53	
Recoding and Computing Variables (Coding Tasks)	62	
Writing and Running SPSS Syntax (Coding Tasks)	62	
Writing and Running SPSS Syntax (Free Text Responses)	53	
Handling Missing Values	73	
Producing Descriptive Statistics and Frequency Tables	70	
Recoding and Computing Variables	96	
Selecting, Filtering, and Sorting Cases	92	
Writing and Running SPSS Syntax	95	

Importance to Job

Comparison

Percentile scores indicate how the candidate compares to other test-takers within various groups. The candidate scored equal to or better than the fraction of test-takers indicated by the percentile.

Test-Taker Group	Percentile
Global	74th
North America	61st
United States	61st
Example Company	68th



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Artificial Intelligence (AI) Generated Scores

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

Estimated Value	Score	Confidence	Interpretation
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:	SPSS - Usage, Syntax, and Concepts
Authorized:	November 7, 2026, by Sara Maple, Example Company, qamailsaram.mike@hravatar.com
IP Address:	96.241.65.10
IP Country:	United States
IP State:	Virginia
IP City:	Gainesville
Started:	November 7, 2026, 9:12:39AM EST
Completed:	November 7, 2026, 9:12:39AM EST
Overall Score:	74

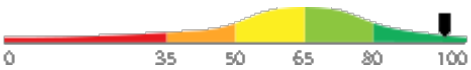
Knowledge and Skills Detail

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

Defining and Modifying Variables

Score: 95



Description:

Variables in SPSS must be properly defined before analysis, including setting their name, type, measurement level (nominal, ordinal, scale), and assigning variable labels and value labels. This also includes modifying existing variable properties using commands such as VARIABLE LABELS, VALUE LABELS, and FORMATS.

Interpretation:

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

The candidate demonstrates advanced proficiency in defining and modifying variables in SPSS, including accurately configuring all variable properties and measurement levels. They are highly competent in applying syntax commands such as VARIABLE LABELS, VALUE LABELS, and FORMATS to prepare and manage variables for analysis.

How would you use SPSS Syntax to change the measurement level of a variable and assign value labels to it? Walk me through the commands you would use.

1	2	3	4	5
Cannot name the relevant commands or describe the correct syntax structure.		Names the correct commands (e.g., VARIABLE LEVEL, VALUE LABELS) and describes the general structure.		Writes or describes accurate syntax with correct formatting, subcommands, and explains the impact on analysis.

What is the difference between a variable label and a value label in SPSS, and why does that distinction matter when analyzing data?

1	2	3	4	5
Cannot distinguish between variable labels and value labels or explain their purpose.		Correctly distinguishes the two label types and gives a basic reason why they are useful.		Clearly explains both label types, provides examples, and explains how they affect output readability and analysis.

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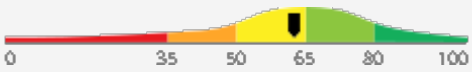
Detail

Defining and Modifying Variables (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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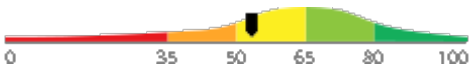
Detail

Defining and Modifying Variables (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.

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.

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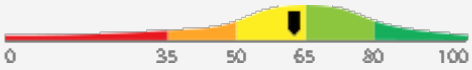
Detail

Recoding and Computing Variables (Coding Tasks)

Score: 62



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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.

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Interview Guide

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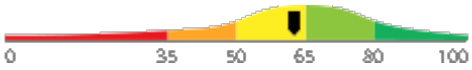
Detail

Writing and Running SPSS Syntax (Coding Tasks)

Score: 62



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Detail

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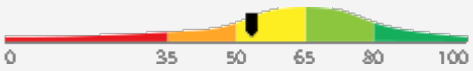

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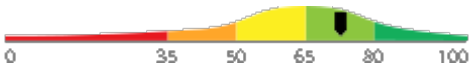
Detail

Handling Missing Values

Score: 73



Description:

Missing data is a common challenge in real-world datasets. SPSS allows users to define user-missing values using the MISSING VALUES command, distinguish between system-missing and user-missing values, and use functions like MISSING() and SYSMIS() within COMPUTE and IF statements to detect and handle missing data appropriately during analysis.

Interpretation:

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

The candidate exhibits a solid understanding of missing value handling in SPSS, including the ability to define user-missing values and use detection functions within compute and conditional statements. Minor gaps in advanced application or edge-case scenarios may exist.

Interview Guide

How would you use SPSS Syntax to identify cases with missing values on a specific variable and exclude them from a computed variable or analysis?

1	2	3	4	5
Cannot describe a valid approach or name relevant functions or commands.		Mentions using MISSING() or SYSMIS() in an IF or SELECT IF statement to handle missing cases.		Describes a complete and accurate approach using MISSING() or SYSMIS() within COMPUTE or IF syntax, with correct logic and awareness of listwise vs. casewise exclusion.

What is the difference between system-missing and user-missing values in SPSS, and why is it important to define missing values before running an analysis?

1	2	3	4	5
Cannot distinguish system-missing from user-missing or explain why defining them matters.		Correctly distinguishes the two types and gives a basic reason why defining missing values affects analysis results.		Clearly explains both types, describes how to define user-missing values with syntax, and explains the impact on statistical output and case counts.

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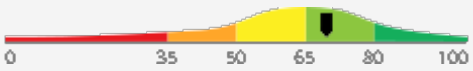
Detail

Producing Descriptive Statistics and Frequency Tables

Score: 70



Description:

Summarizing data using frequencies, descriptive statistics, and crosstabulations is a core part of data analysis in SPSS. This includes using the FREQUENCIES, DESCRIPTIVES, and CROSSTABS commands to produce counts, percentages, means, standard deviations, and contingency tables that describe the distribution of variables.

Interpretation:

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

The candidate demonstrates a solid and competent understanding of producing descriptive statistics and frequency tables in SPSS. They are generally proficient with using relevant commands to generate counts, percentages, means, standard deviations, and contingency tables, with only minor gaps in advanced application.

Interview Guide

How would you use SPSS Syntax to produce a crosstabulation of two categorical variables and include row and column percentages in the output?

1	2	3	4	5
Cannot name the CROSSTABS command or describe how to request percentages.		Names CROSSTABS and the CELLS subcommand, and describes requesting row or column percentages.		Writes or describes accurate CROSSTABS syntax including TABLES, CELLS with ROW and COLUMN options, and explains how to interpret the output.

Can you describe what the FREQUENCIES command does in SPSS and what kind of information it provides about a variable?

1	2	3	4	5
Cannot describe the FREQUENCIES command or the output it produces.		Correctly explains that FREQUENCIES produces counts and percentages for each value of a variable.		Explains FREQUENCIES output in detail, mentions options like statistics and charts, and distinguishes its use from DESCRIPTIVES.

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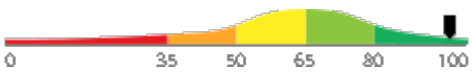
Detail

Recoding and Computing Variables

Score: 96



Description:

Recoding and computing variables are among the most common data preparation tasks in SPSS. RECODE is used to change the values of an existing variable, while COMPUTE is used to create a new variable from mathematical expressions, functions, or conditional logic. This includes using IF statements to apply conditional transformations.

Interpretation:

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

The candidate exhibits a high level of proficiency in recoding and computing variables in SPSS, demonstrating strong command of RECODE, COMPUTE, and conditional transformations using IF statements. They are well-equipped to independently manage complex data preparation tasks with accuracy and efficiency.

Interview Guide

Describe how you would use SPSS Syntax to create a new variable that categorizes respondents into age groups based on a continuous age variable. What commands would you use?

1	2	3	4	5
Cannot describe a valid approach or name the appropriate commands.		Describes using RECODE or DO IF / COMPUTE with IF to create categories, with a mostly correct approach.		Describes a complete, accurate solution using RECODE INTO or COMPUTE with IF conditions, with correct syntax structure and handling of edge cases.

Can you explain the difference between the RECODE and COMPUTE commands in SPSS and give an example of when you would use each one?

1	2	3	4	5
Cannot explain the difference or provide relevant examples for either command.		Correctly distinguishes the two commands and provides a basic example for at least one.		Clearly explains both commands, provides accurate and practical examples for each, and mentions nuances like INTO for RECODE.

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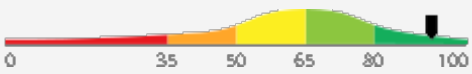
Detail

Selecting, Filtering, and Sorting Cases

Score: 92



Description:

SPSS provides commands to control which cases are included in an analysis and how they are ordered. SELECT IF and FILTER are used to include or exclude cases based on conditions, while SORT CASES orders the dataset by one or more variables. These commands are routinely used during data cleaning and analysis.

Interpretation:

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

The candidate demonstrates advanced proficiency in selecting, filtering, and sorting cases in SPSS, reflecting a comprehensive command of the relevant syntax and concepts. They are well-equipped to apply these techniques effectively and independently across complex data management and analysis tasks.

Interview Guide

Walk me through how you would use SPSS Syntax to sort a dataset by two variables and then select only cases that meet a specific condition before running an analysis.

1	2	3	4	5
Cannot describe the correct commands or sequence of steps.		Names SORT CASES and SELECT IF or FILTER and describes a mostly correct approach.		Describes the correct command sequence with accurate syntax, explains sort order options, and notes the importance of command order.

What is the difference between SELECT IF and FILTER in SPSS, and what happens to the cases that do not meet the condition in each case?

1	2	3	4	5
Cannot distinguish SELECT IF from FILTER or describe what happens to excluded cases.		Correctly notes that SELECT IF permanently removes cases while FILTER temporarily excludes them.		Clearly explains both commands, describes how to turn off a filter, and explains practical implications for data integrity.

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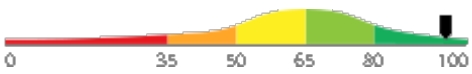
Detail	Interview Guide

Writing and Running SPSS Syntax

Score: 95



Description:

SPSS Syntax is a scripting language used to automate tasks, reproduce analyses, and run commands in sequence. This includes opening the syntax editor, writing valid commands, using correct punctuation and structure, and executing syntax to produce results.

Interpretation:

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

The candidate demonstrates an advanced and comprehensive mastery of SPSS syntax and data analysis concepts, encompassing complex operations such as dataset merging, data restructuring, control structures, string and date transformations, and automated task execution. They are well-equipped to independently manage sophisticated data workflows, reproduce analytical results, and leverage the full capabilities of SPSS in a professional environment.

What are some common errors you have encountered when writing or running SPSS Syntax, and how did you go about fixing them?

1	2	3	4	5
Cannot name specific errors or describe any troubleshooting process.		Names one or two common errors (e.g., missing period, misspelled command) and describes a basic fix.		Describes multiple error types, explains how to read error messages, and outlines a systematic debugging approach.

Can you walk me through what SPSS Syntax is and describe a situation where you would use it instead of the point-and-click menus?

1	2	3	4	5
Cannot explain syntax or distinguish it from menus; no practical examples given.		Gives a basic explanation of syntax and mentions automation or reproducibility as a reason to use it.		Clearly explains syntax structure, benefits for reproducibility, and gives a concrete, relevant use case.

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. **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. **Misspelled Words:** guardrails (1), hallucinization (1)

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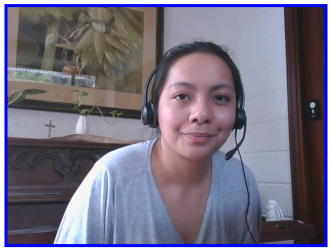
Identity Confirmation Photos

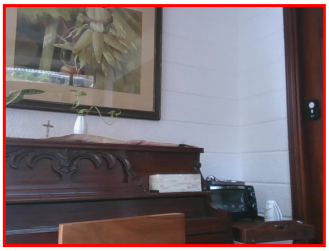
The following photos of the candidate and any identification were uploaded during the assessment session.

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%)

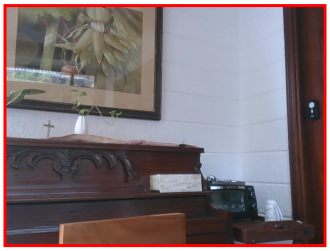


Pre/Post-Test Photo

ID Photo



In-Test Error Detected (No Face Detected)



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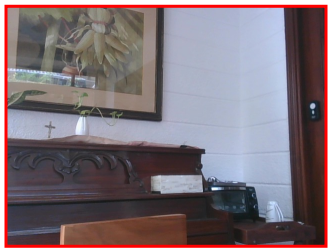

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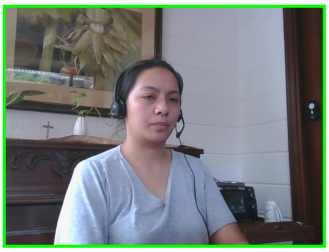
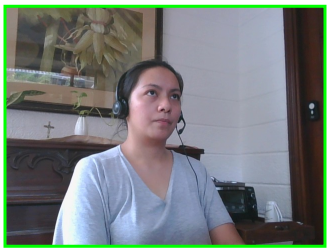
In-Test Photo



In-Test Photo



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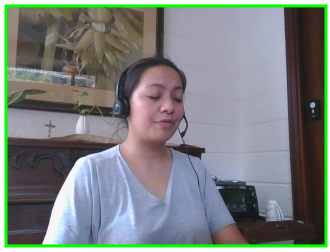
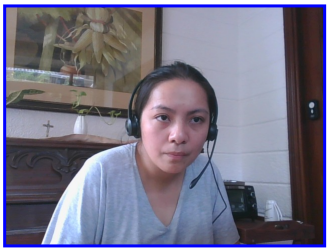


In-Test Photo



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: 21059-1, Key: 0-0, Rpt: 104, Prd: 9909, Created: 2026-11-07 09:12 EST
- 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 (%)
Defining and Modifying Variables	95.8601	Numeric Score	95.8601	9.0909
Defining and Modifying Variables (Coding Tasks)	62.9784	Numeric Score	62.9784	9.0909
Defining and Modifying Variables (Free Text Responses)	53.8624	Numeric Score	53.8624	9.0909
Handling Missing Values	73.0825	Numeric Score	73.0825	9.0909
Producing Descriptive Statistics and Frequency Tables	70.0065	Numeric Score	70.0065	9.0909
Recoding and Computing Variables	96.6584	Numeric Score	96.6584	9.0909
Recoding and Computing Variables (Coding Tasks)	62.9784	Numeric Score	62.9784	9.0909
Selecting, Filtering, and Sorting Cases	92.7257	Numeric Score	92.7257	9.0909
Writing and Running SPSS Syntax	95.9342	Numeric Score	95.9342	9.0909
Writing and Running SPSS Syntax (Coding Tasks)	62.9784	Numeric Score	62.9784	9.0909
Writing and Running SPSS Syntax (Free Text Responses)	53.8624	Numeric Score	53.8624	9.0909
Weighted Average:				74.6298
Final Overall Score:				74

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Notes

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