



NRT1

Monday, 10 February 2020 02:19 PM

NUMERICAL REASONING TEST REPORT

Well done for completing **NRT1**. This report provides you with valuable feedback on your performance.

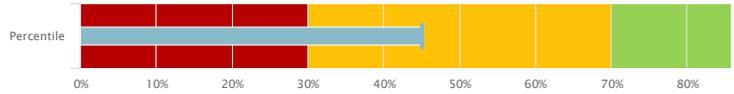
Number correct	Percentile	Grade	Date Taken	Time Remaining
9	45	C - Average	10/02/2020 13:33:37	13 mins 16 secs

HOW WELL DID YOU DO?

Although organisations may use many descriptors for looking at your score (e.g. T score, sten, stanine), the majority tend to look at percentiles. Percentiles tell you how well you have done in comparison to others in similar positions. For example, a graduate will be compared against a graduate group of individuals.

Your score was compared against a group of similar graduates, who took this test. You scored at the 45th percentile which means that you did better than 45% of this comparison group.

Percentile Score Chart



ANSWERS TO QUESTIONS AND STEP-BY-STEP WORKED SOLUTIONS

Below, we have provided an overview of the questions that you answered correctly and those that you got wrong.

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Result	✓	—	✓	✓	—	✓	—	✓	✓	✓	—	—	—	—	—	—	✓	✓	—	—

To reveal the explanation for questions answered incorrectly, please click on the **✗** icon for each corresponding question.

WHAT THIS MEANS

Normally, an organisation is likely to allow applicants to pass through to the next stage of assessment assuming they score approximately around the 30th percentile. The reason for this low cut-off is to ensure there is no unfair advantage or disadvantage to particular groups by setting a high cut-off. However, it must be noted that if you reach the final stage of an assessment process, somebody with a higher score on their psychometric test is likely to have the advantage to get the job assuming all other assessment scores are equal. Thus, do not be complacent at this stage - it is best to aim as high as you can!

Do not mistake percentiles for percentages! For example, if you were compared to a group of individuals in which nobody got a score higher than 10 (out of a possible 20), then if you were to achieve a score of 11, you would be placed at the 99th percentile - i.e. you would have done better than 99 percent of the comparison group. Note: this is not a percentage - in percentage terms this score would be $11/20 = 55\%$. In the same light, if nobody in a comparison group achieved a score lower than 16 (out of a possible 20), then if you were to get a score of 15 (75%), this would be at the 1st percentile, suggesting that you did better than 1% of the population.

Always try to achieve as high a score as possible!

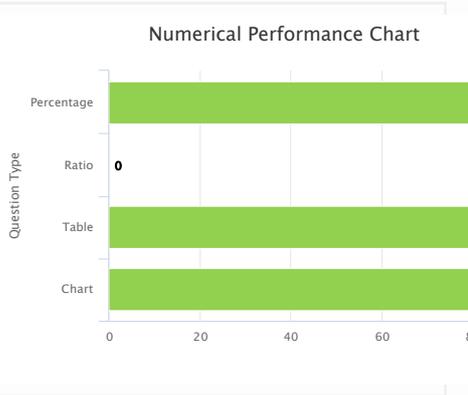
STRENGTHS AND DEVELOPMENT AREAS

The following graphs provide you with a summary of your performance in the different areas of the test.

NUMERICAL PERFORMANCE

Use the information provided below to identify the areas that you may need to focus on to improve your performance. It is useful to note that these scores look at how well you did across various question types, but only looking at the ones you attempted. For example, if there were 10 questions on ratios, and you attempted only 8 of these of which you got 6 correct, then we would give this a performance score of 75% (6/8).

If you have areas that are rated as poor or average above, then you should attempt to improve these using techniques as described in the last section of this report.



A more detailed breakdown of your stronger and/or weaker areas is provided below.

Question Type	Number Correct	Performance	Visual
Total score *	9 out of 9	100%	
Percentage	5 out of 5	100%	Green
Ratio	0 out of 0	0%	Red
Table	3 out of 3	100%	Green
Chart	1 out of 1	100%	Green

*Based on number of questions attempted

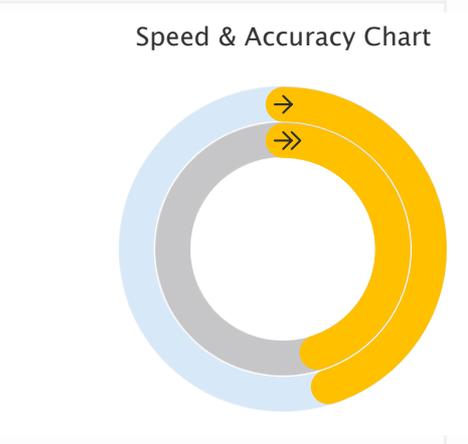
SPEED VERSUS ACCURACY STRATEGIES

Ability tests take place under pressure and people use one of two strategies which you should be mindful of:

- Often, people focus on their **accuracy**; they spend more time per question, but ensure they get those that they attempt correct. However, they are likely to compromise the opportunity to get extra marks as they may run out of time and not get to answer all of the questions.
- Others may focus on **speed** and stick to the proportionate time they have available (time allowed/number of questions) - this can however increase the risk of error as you are rushing, but you are also answering all of the questions which may give you a better chance.

The choice of strategy in this case is yours - however, test publishers advise candidates to work as quickly and accurately as they can, but accurately. Sometimes a balance between the two is ideal.

In this numerical test you attempted 9 out of the 20 possible questions, of which you got 9 correct. This suggests a performance of 45% (9 out of 20). Your performance in terms of Speed vs. Accuracy is depicted below:



Skill	Number Correct	Out Of	Accuracy
Accuracy	9	9 *	45%
Speed	9	20 **	45%

*number of questions attempted by you.
**number of questions in the test which you could have possibly have attempted.

IMPROVING YOUR PERFORMANCE

Numerical Reasoning tests are often mistaken to be a test of arithmetic or mathematical skill. Although a basic level of mathematical knowledge is required to undertake the test, it is the reasoning aspect of these tests that make it challenging. In essence, it is the understanding of the concept, identification of the relevant information/data from the chart or table, and applying the basic mathematics to determine the correct answer. Indeed, this has to be done in a set time which adds to the challenge.

There are 3 key aspects that need to be addressed to help you improve your performance on the test.

PRACTISING MORE TESTS WILL ALSO HELP CONTRIBUTE TO IMPROVING ALL OF THESE AREAS.

1 - MATHEMATICAL KNOWLEDGE

The mathematical knowledge required to complete these tests is no more than that required at GCSE level. The use of mental arithmetic including multiplication, division, subtraction and addition is useful; however, calculators are permissible and should address this issue. The difficulty emerges with basic mathematical concepts such as percentages, ratios and fractions. Without understanding the concept, it is difficult for a candidate to execute the necessary arithmetic to determine the correct answer.

What should I do?

Therefore, if you have not touched upon the concepts of percentages, ratios and fractions (rarely used), then it is highly recommended that you do some online research to read up about these. It would be also useful for you to practise some basic questions - often available online too.

2 - REASONING SKILL

This is the aspect of the test that can prove the most challenging. Often individuals may have the required arithmetic ability and may also understand the mathematical concepts of percentages, ratios and fractions. However, without understanding the information provided and knowing which data to use to calculate the answer, the chances of success are limited.

What should I do?

Try and spend time taking numerical puzzles such as Sudoku. Reading and analysing numerical tables and charts such as those presented in financial magazines or newspapers is also likely to help. Rather than observing the data, try and think beyond what is presented to envisage what this may mean in the real world. Numerous websites contain numerical information presented in graphs and tables which should prove useful to investigate. Examples of this may include the economic climate of 2008-2009 - and how this impacted the housing market and so on.

3 - ENVIRONMENTAL CONDITIONS

As described on our site under the "Psychometrics" section, there are numerous environmental factors at play when an individual takes a test - these factors influence a person's performance. Environmental aspects such as noise, interruptions, temperature, and so on, can cause the individual to compromise on demonstrating their 'true' ability. Other factors that have been known to impact a person's performance, and therefore their score, include the lack of practise, anxiety and stress.

What should I do?

By addressing the following points, you will give yourself a better chance to demonstrate your ability and get a higher score than you would otherwise. Ensure:

- you have a good night's rest prior to the test
- you take the test in a comfortable place (heating, lighting, ergonomical) with plenty of room where there will be no interruptions and the noise level is very low
- you have a calculator that works and is unlikely to break down
- you have enough rough paper to make notes on and spare pens/pencils
- you have adequate levels of energy - i.e. you have had a moderate breakfast (if in the morning)
- you are well and healthy - if you are not feeling well, try and avoid taking the test
- you perform some relaxation techniques with deep yet paced breathing shortly prior to the testing session, if you suffer from anxiety
- you have had a comfort break, as you will not be allowed to leave the test midway and return
- you have reading glasses with you if you need them
- you have a glass of water for hydration during the test
- you read the instructions carefully and time yourself to ensure you spread your questions out as equally as possible - e.g. 1 minute per question

