



**VRT2**

**Monday, 10 February 2020 02:19 PM**

# VERBAL REASONING TEST REPORT

Well done for completing **VRT2**. This report provides you with valuable feedback on your performance.

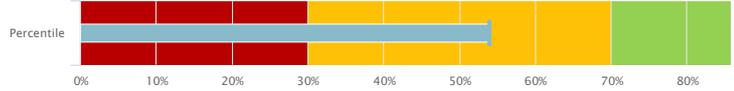
Number correct	Percentile	Grade	Date Taken	Time Remaining
16	54	C - Average	10/02/2020 14:37:16	9 mins 48 secs

## 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 54th percentile which means that you did better than 54% 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	21	22	23	24
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 higher scores on their psychometric tests is more likely 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!

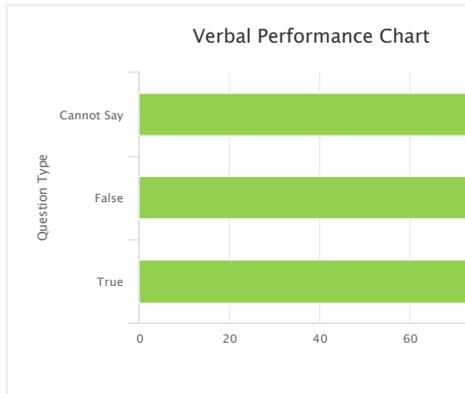
## STRENGTHS AND DEVELOPMENT AREAS

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

### VERBAL 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 the various question options as tests normally have an equal distribution of these. If you find that you are choosing more "Cannot say" options than say "False" options, then you may need to consider, in more detail, the answers to the questions you are getting wrong where you have chosen "Cannot say."

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
Total score *	16 out of 16	100%
Cannot Say	4 out of 4	100%
False	7 out of 7	100%
True	5 out of 5	100%

\*Based on number of questions attempted

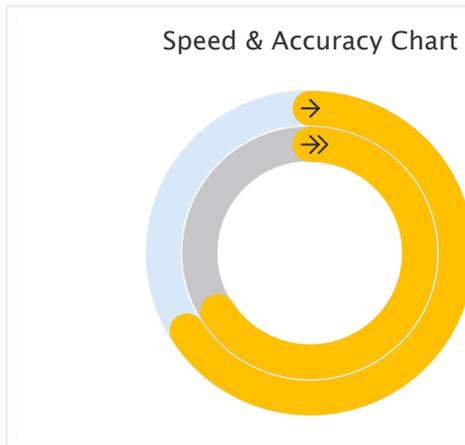
### SPEED VERSUS ACCURACY STRATEGIES

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. A balance between the two is ideal.

In this verbal test you attempted 16 out of the 24 possible questions, of which you got 16 correct. This suggests a performance of 66% (16 out of 24). Your performance in terms of Speed vs. Accuracy is depicted below:



Skill	Number Correct	Out Of	Accuracy
Accuracy	16	16 *	66%
Speed	16	24 **	66%

\*number of questions attempted by you.

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

## IMPROVING YOUR PERFORMANCE

Verbal Reasoning tests presuppose a certain level of literacy in the language that the test is administered in. The tests provided on this site are in English and therefore we will focus on this. A fairly strong level of English literacy is required, in that you are familiar with most words that are used in everyday conversation, are aware of the uses of grammar and are able to understand and dissect complex verbal information.

As with all reasoning tests, it is also the reasoning element of the Verbal test that makes it challenging. In essence, it is the understanding of the concept and identification of the relevant information from the passage of text that helps you determine the correct answer. Without a good vocabulary, and literacy in the test language, one is unlikely to be able to reason with the information provided to determine the correct answer. The verbal reasoning test also has to be completed 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 - ENGLISH LITERACY

The literacy required to complete these tests is of a high standard. If you are not proficient in the language then it is likely that you will find the tests extremely difficult. These tests are designed to be challenging even for those whose first language is English, therefore full proficiency in the use of it is required.

The tests presuppose a familiarity with vocabulary used in oral and written communication in everyday life. Your level of literacy in the test language needs to reflect this.

#### What should I do?

Taking English courses is likely to help as is further reading. The web contains some useful sites that you can use to begin familiarising yourself with the language - further still, a poor vocabulary may hinder your chances of getting a high score. To improve your vocabulary, you may wish to read as much as you can on a daily basis. Making a list of words and trying to use a new one each day in a spoken sentence will help reinforce the use of these and add to your vocabulary.

### 2 - REASONING SKILL

This is the aspect of the test that can prove to be the most challenging. Often individuals may have the required literacy, however, this only leads to limited success if they are then unable to reason with the information to determine the answer.

#### What should I do?

Try and spend time completing crosswords or other word puzzles. Reading broadsheet newspapers and scientific magazines, which are often more challenging, is also likely to help. Rather than observing and interpreting the content, try and think beyond what is presented to envisage what this may mean in the real world. Numerous websites contain excellent journal articles - which can also prove useful to analyse.

### 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 enough rough paper to make notes on and spare pens/pencils
- you have adequate levels of energy - i.e. you have had sufficient food intake, and are not just taking it when you're feeling hungry
- 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

