

# Lumenii

**Participant**

John Example  
(general)

**Client**

(Clientname)

**Created on**

23-01-2024

This report was generated by the Talentindex Online Assessment system. The data in this report are based on the answers given by the participant on one or more questionnaires and/or psychological tests. When interpreting this report, the user should be aware of the limitations of these instruments. Assessio doesn't accept any liability for the consequences of the use of this report. No rights can be derived from the outcome and content of this report in any way. © 2024 Assessio. All rights reserved.

# Introduction

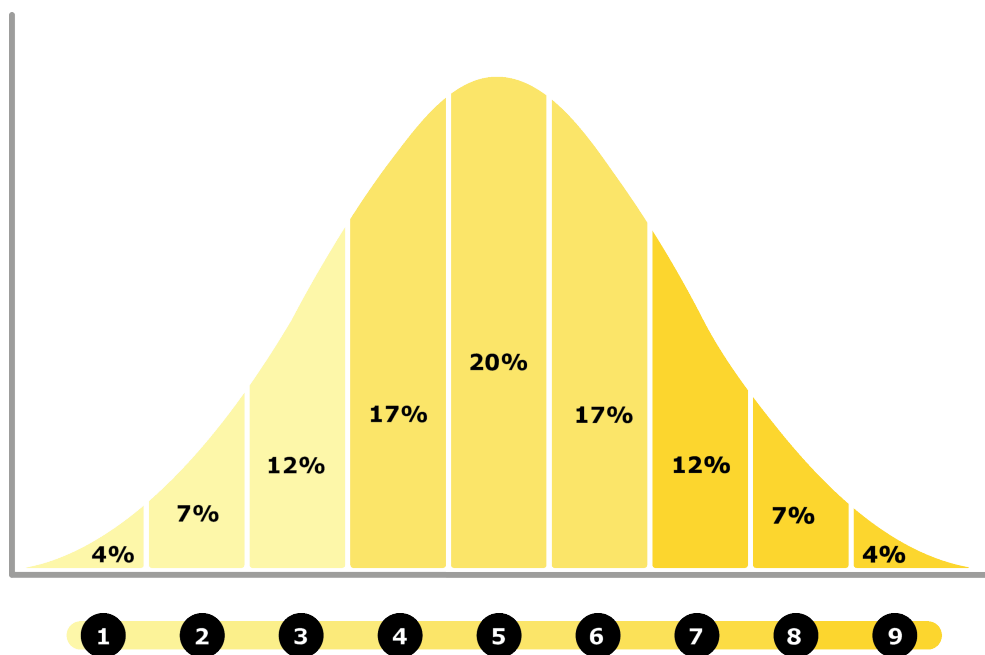
The Complete Cognitive abilities Test ('VIT') is a cognitive abilities test that gives an indication of John Example (general)'s level of working and thinking. The test is developed to provide an indication of three sub-areas of what is commonly referred to as 'general cognitive abilities'. These three areas are: numerical reasoning ability, mathematical aptitude and verbal reasoning ability. The test questions consist of the most common formats employed in psychological analysis: number series, mathematical problems and syllogisms. By bringing these capacities together, this test measures the participant's ability to reason from both numerical and textual information.

## Report structure

The report consists of three parts. The first provides an indication of John Example (general)'s overall level of working and thinking. The second part focuses on the individual aptitude areas. Here, you will find John Example (general)'s detailed score profile, and a brief explanation of what was tested for each of the sub-areas. To make optimal use of this report, the third and final part lists some questions which may help you verify the conclusions in this report.

This report shows how John Example (general) scores in comparison with the selected norm population. Some of John Example (general)'s scores are displayed on a nine-point scale. Each point on the scale corresponds to a part of a normal distribution (a stanine) that shows how often these results occur in the norm population. The more extreme the score, the less often it occurs.

Most people (54%) have an average score (stanines 4, 5 and 6 combined). The stanine scores 4, 5 and 6 can be explained as slightly below average, average and slightly above average. Just under a quarter of people (23%) have a high score (stanines 7, 8 and 9 combined). These stanine scores can be explained as clearly above average, far above average and very high. Also less than a quarter of people have a low score. The stanine scores 1, 2 and 3 can be explained as very low, far below average and clearly below average.



# 1. Level of working and thinking

The results of the VIT give a good indication of John Example (general)'s ability to make an inventory of new complex problems, analyse them, identify connections, form an opinion and formulate solutions. In practice, this means that people who score highly on the test are generally better able to see the big picture and make the right choices in new and complex situations than people who score lower.

A person's intellectual capacities make it either more or less likely that he or she will fill a position effectively and satisfactorily. Additionally, each profile comes with its own specific success and risk factors.

The difficulty of the VIT depends on the educational level on which it is used. In calculating the scores, both the number of questions that John Example (general) has answered, as well as the number of correct answers is taken into account. In doing so, the score is adjusted for the chance of guessing. The table below shows how John Example (general)'s score was calculated.

<b>How was John Example (general)'s score calculated?</b>	
Norm group:	General test - saqa 4 - 6 norm
Number of completed questions:	51 of the 68 questions
Number of correct answers:	44 of the 51 questions
Used time:	30 of the available 30 minutes

**Overall score**

**Far above average**



John Example (general) has a far above average score on the cognitive abilities test. This means that he is very capable of processing new information, solving complex problems and identifying connections.



## 2. Aptitude profile

Part two focuses on the various aptitude areas. Here, you will find John Example (general)'s detailed score profile and a brief explanation of what was measured for each test component.

### 2.1 Score profile

The VIT incorporates several aptitude areas to measure what is commonly referred to as 'general cognitive abilities'. These areas are: numerical reasoning ability, mathematical aptitude and verbal reasoning ability. The graphs below indicate how John Example (general) scores in each of these areas in comparison with his norm group.

#### Numerical reasoning ability Clearly above average



John Example (general) has a clearly above average score on numerical reasoning ability. This means that he is very capable of analysing and reasoning from numerical information.

#### Mathematical aptitude Average



John Example (general) has an average score on mathematical aptitude. This means that he has an adequate feeling for numbers and numerical relationships. As a result, he is adequately capable of working with number-based problems.

#### Verbal reasoning ability Clearly above average

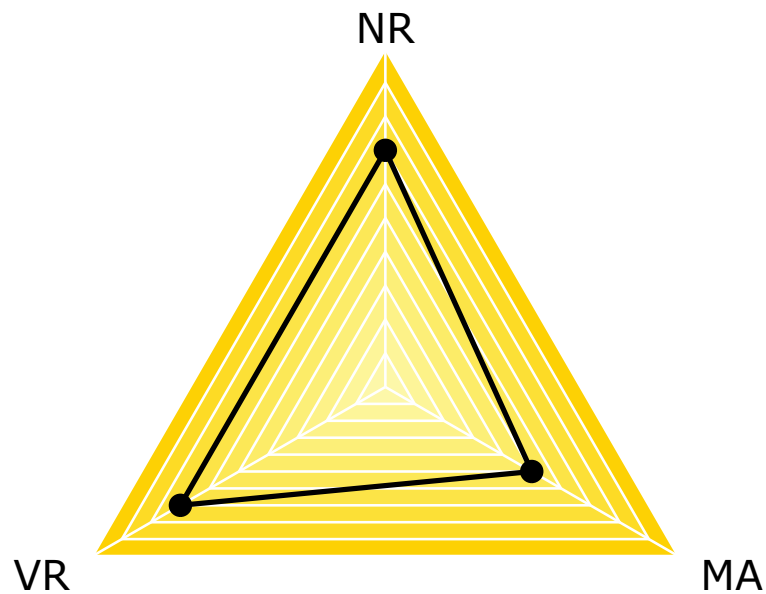


John Example (general) has a clearly above average score on verbal reasoning ability. This means that he is very capable of assessing new information and drawing logical conclusions from this information.



## 2.2 Graphical cognitive abilities profile

Here we indicate John Example (general)'s cognitive abilities profile. This gives you an idea of the mutual relationship between the scores in the individual areas.



### Legend

NR = Numerical reasoning ability

MA = Mathematical aptitude

VR = Verbal reasoning ability



### 3. What has been measured?

The VIT consists of three types of questions, which are briefly described below. An example question is provided for each question type, followed by an explanation of what the question type intends to measure.

#### **Numerical reasoning ability (number series)**

*Which number completes the series: 49 -- 8 -- 41 -- 10 -- 31 -- 15 -- ...*

In the number series, the participant has to choose the first number to complete the series. In order to do so, the intervals between the numbers has to be recognised. With number series, we call upon a person's reasoning and logical thinking, and the ability to make connections between numerical material. In doing so, it is important to distinguish between main and side issues.

#### **Mathematical aptitude (math problems)**

*Solve:  $20.44 = ? \% \text{ of } 511$*

In the mathematical problems, the participant has to choose the right solution to a mathematical problem. In order to do so, we call upon a person's insight into number relationships and their feel for numbers. In doing so, it is important to possess analytical abilities with respect to numerical information.

#### **Verbal reasoning ability (syllogisms)**

*Which statement logically and inescapably follows from the first two statements:  
'Tramps are poor. Pete is a tramp.'*

In the syllogisms, the participant has to draw a logical conclusion based on the provided statements. In order to do so, we call upon a person's ability of logical reasoning and drawing conclusions. In doing so, it is important to distinguish between main and side issues.



## 4. How to measure cognitive abilities in practice?

To select people who have the cognitive abilities to be successful, you can try to discover how they have dealt with problems in the past. As part of this process, you can identify six phases of problem-solving: formulating objectives, finding information, determining strategy, determining strategic steps, creatively generating plan and implementing strategy. With the help of the six interview questions listed below, you can determine how the candidate approaches these six phases in practical problem solving. Not all phases are necessarily equally relevant to the position in question.

Answer these questions and note the 'evidence and indicators' for the person's problem-solving ability.

- Can this person manage a project from beginning to end?
- Can this person find and consult relevant sources to obtain correct, up-to-date, relevant and effective information for solving problems?
- Can this person switch between different strategies when solving problems?
- Can this person plan a sequence of steps and actions in a logical and effective manner?
- Can this person be creative within the appropriate boundaries?
- Can this person perform sufficiently quickly when working with words, numbers, symbols?

