



# PEOPLE CENTRAL

## GENERAL COGNITIVE ABILITY TEST (GCAT)

SELECT

Sally Sample

January 2020

Distributed by OPRA Psychology Group:  
[www.OPRAGroup.com](http://www.OPRAGroup.com)

Australia | New Zealand | Singapore



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## Introduction



### The Assessment

The General Cognitive Ability Test (GCAT) is a measure of cognitive ability. Cognitive ability is important because it influences how quickly somebody can learn, how readily they can adapt, how easily they can understand, and how adeptly they can solve novel problems. It is well established that cognitive ability predicts educational and occupational success and is an important ingredient of future potential. The GCAT assesses ability in the following areas:

Understanding problems using words  
Logical deduction and induction  
The relationship between numbers

Discerning patterns and sequences  
Abstract reasoning  
Mental rotation



### The Report

This report has been designed to support interview and reference checking processes. The report presents Sally's results and provides probing interview questions to help users elicit information about her preferences, past behaviour and performance.



### Private and Confidential

This is a confidential assessment report. This report was requested for a specific purpose and has influenced the information and conclusions drawn. The information contained in this report should only be interpreted by a trained professional, and in the context of other relevant information (i.e., actual experience, interests, skills, and aptitudes).



### Waiver

When reading this report, please remember that it is based exclusively on the information gathered from the test session only and describes performance exclusively on the GCAT test. The publishers, therefore, accept no responsibility for decisions made using this assessment and cannot be held responsible for the consequences of doing so.



### Rating Scale

Charts in this report are described in terms of a standardised Sten score that is presented on a scale of 1 to 10 and which allows us to compare participant results. As a guide, scores of 1 to 3 are considered well below average, while scores of 5 to 6 are average, and scores of 8 to 10 are considered well above average.



### Comparison Group (Norm)

The following norm group was used to compare results against.

Assessment	Name	Size
GCAT	International Participants	1000



## Results Summary

### General Reasoning

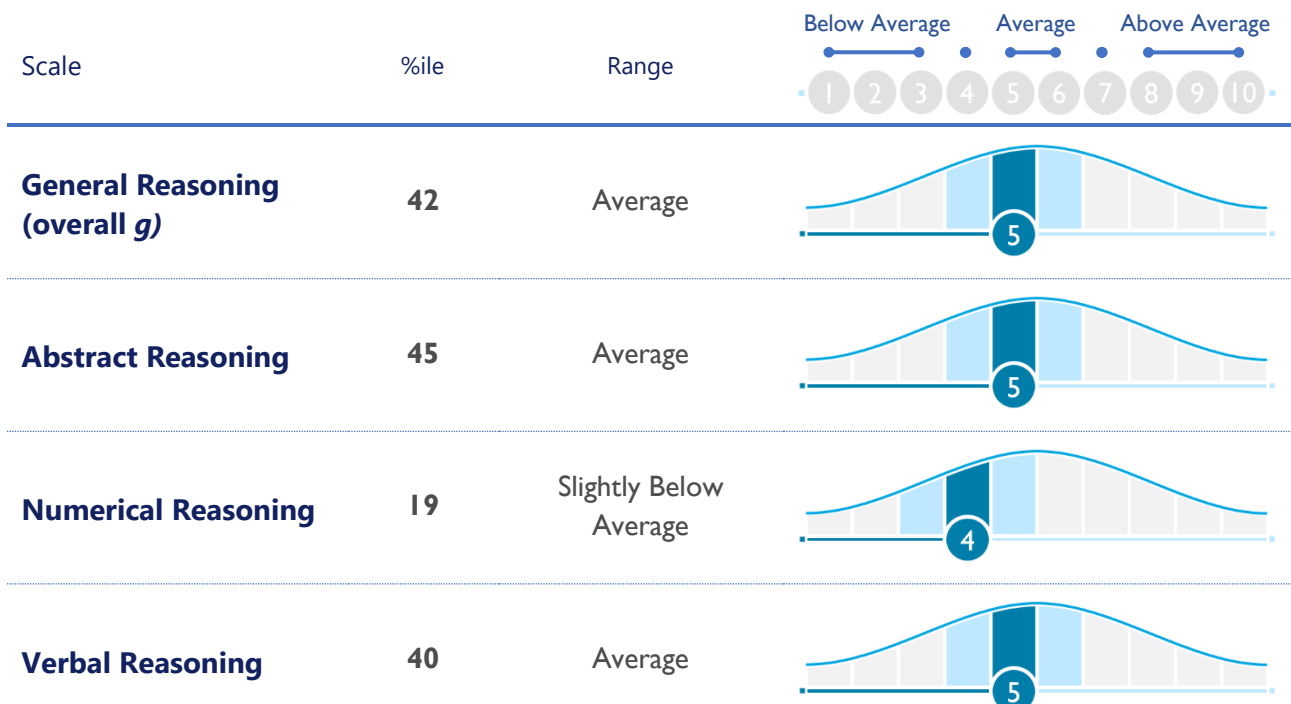
General Reasoning refers to overall General Mental Ability (g) which is an approximate overall indicator of the ability to reason, think logically, and solve problems using words, numbers, and simple images.

Sally's general reasoning score suggests that she possesses an average level of overall reasoning ability and that her capacity to grasp new concepts and tackle complicated tasks should be consistent with that of most people.

The following elements are used to describe the results.

<b>Percentile Score (%ile)</b>	Is a value on a scale of 100 that reflects the percentage of people in a sample who score below the participant's score.
<b>Range</b>	This is a qualitative indicator that is based on the Sten score and indicates how well a participant has performed.
<b>Sten Score (1-10)</b>	A Sten score is a standardised measure used to compare participant results. Presented on a 10-point scale, a score of 1 indicates low performance and a score of 10 indicates high performance.

### Profile Charts





## Results in Detail

### Abstract Reasoning

Abstract Reasoning assesses the ability to understand complex concepts and assimilate new information beyond previous experience. It consists of items which require the recognition of patterns and similarities between shapes and figures. As a measure of reasoning, it is independent of attainment and can be used to provide an indication of intellectual potential. Assessing the ability to quickly understand and assimilate new information it is likely to predict how responsive to training the person will be.

Sally's abstract reasoning score shows that she has performed in the average range when compared to the reference group.

Scoring in this range, she should grasp new and relatively complex concepts outside of her previous experience as quickly as most other people.

Her capacity to assimilate new information also means that she should be receptive to training and put this learning to good use.

### Numerical Reasoning

Numerical Reasoning assesses a person's ability to use numbers in a logical and rational way. It consists of items which assess understanding of such things as number series, numerical transformations, the relationships between numbers and the ability to perform numerical computations.

Sally's numerical reasoning score places her in the slightly below average range when compared to the reference group.

Scoring in this range suggests that she may find it a little harder than the average person to understand numerical concepts and may take some time to fully appreciate more complex types of numerical problems.

She should, however, have sufficient ability to benefit from further training and development.

### Verbal Reasoning

Verbal Reasoning assesses a person's ability to use words in a logical way. Consisting of items which involve an understanding of vocabulary and the relationships between words, this scale measures the ability to perceive and understand concepts and ideas expressed verbally.

Sally's verbal reasoning score places her within the average range when compared to the reference group.

Her score is typical of this group, suggesting that she should understand written material with little difficulty, although she may prefer to have time on her side to fully appreciate the logic underlying more complex arguments.



## Interview Prompts

The following questions have been designed to support the interview and reference checking process for Sally by attempting to elicit information about her abilities, past performance.

Each scale has been mapped to a series of interview questions and colour coded using the following convention:



reflect below average results






reflect average results



reflect above average results

Use the interview questions as a guide to probe Sally's preferences, past behaviour and performance as well as how these may be applied to future role requirements.

<b>Abstract Reasoning</b>	 <p>Describe a time when you were able to solve a problem by looking beyond the obvious facts.</p> <p>Tell me about a time when your ability to see connections between things helped you solve a problem in a unique way.</p> <p>Give me an example of a time when you put something you learned to good use.</p> <hr/> <p>Notes:</p>
<b>Numerical Reasoning</b>	 <p>Describe a recent problem that you were able to identify and how you identified it.</p> <p>Give me an example of a time when you analysed and interpreted numerical information in order to solve a problem.</p> <p>Do you work with numerical information? If so, what kind of information is it and how do you make the best use of it in your work?</p> <hr/> <p>Notes:</p>
<b>Verbal Reasoning</b>	 <p>Tell me about a difficult or complex idea that you explained to others.</p> <p>Give me an example of a time when you had difficulty explaining your thoughts to others.</p> <p>Describe a difficult decision you made that involved evaluating conflicting information.</p> <hr/> <p>Notes:</p>



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## CHECKING SELECT

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## Introduction



### The Assessment

The Checking test is an overall measure of attention to detail and ability to discern similarities and differences when comparing multiple sets of data.

Checking is important for clerical, administrative and data input roles particularly where accuracy is important. The Checking test assesses ability in the following areas:

- Ability to proof read and spot errors in data
- Speed in checking
- Accuracy in checking



### The Report

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### Rating Scale

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### Comparison Group (Norm)

The following norm group was used to compare results against.

Assessment	Name	Size
Checking	Australasian Participants	2178

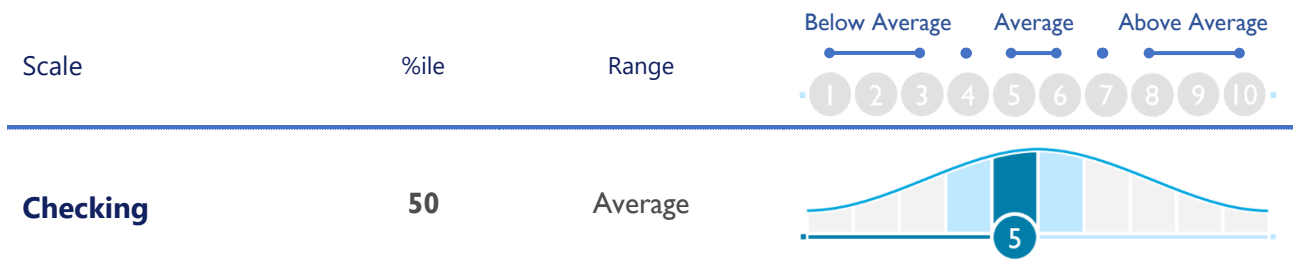


## Profile Summary

The following elements are used to describe the results.

<b>Percentile Score (%ile)</b>	Is a value on a scale of 100 that reflects the percentage of people in a sample who score below the participant's score.
<b>Range</b>	This is a qualitative indicator that is based on the Sten score and indicates how well a participant has performed.
<b>Sten Score (1-10)</b>	A Sten score is a standardised measure used to compare participant results. Presented on a 10-point scale, a score of 1 indicates low performance and a score of 10 indicates high performance.

### Profile Charts







## Results in Detail

### Checking

Checking assesses the ability to discern similarities and differences when comparing multiple sets of data. It consists of items which require the recognition of alpha numeric patterns and differences between them.


Sally 's performance on the checking test places her in the within the average range when compared to the norm group. Her ability to perceive similarities and differences in sets of data is typical of this group.


While she should have little difficulty completing tasks that require attention to detail of a day-to-day nature, she may prefer to have more time when checking the accuracy of more complex information.


## Interview Prompts

The following questions have been designed to support the interview and reference checking process for Sally by attempting to elicit information about her abilities, past performance.


Each scale has been mapped to a series of interview questions and colour coded using the following convention:

 reflect below average results

 reflect average results

 reflect above average results

Use the interview questions as a guide to probe Sally 's preferences, past behaviour and performance as well as how these may be applied to future role requirements.

<b>Checking</b>	 <p>Give me an example of when your attention to detail helped you avoid making a mistake at work.</p> <p>What strategies do you utilise to maintain focus on long and detailed tasks?</p> <p>Tell me about a time when you made a mistake. How did you respond and what did you do afterwards?</p>
	Notes: