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GENERAL COGNITIVE ABILITY TEST (GCAT)

SELECT

Sam Sample

5 February 2025

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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 Sherrie'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	New Zealand Participants (2021)	6954

Results Summary

General Reasoning

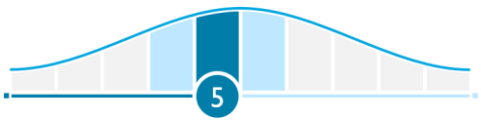
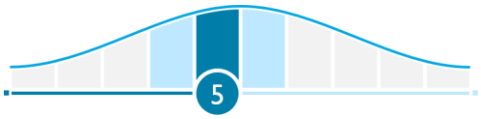
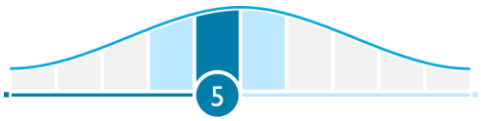
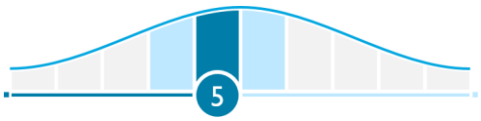
General Reasoning refers to overall General Mental Ability (g) which is an approximate overall indicator of the ability to reason, think logically, and solve problems using words, numbers, and simple images.

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

The following elements are used to describe the results.

Percentile Score (%ile)	Is a value on a scale of 100 that reflects the percentage of people in a sample who score below the participant's score.
Range	This is a qualitative indicator that is based on the Sten score and indicates how well a participant has performed using a 5-point score band.
Sten Score (1-10)	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

Scale	%ile	Range	Below Average / Average / Above Average (1 2 3 4 5 6 7 8 9 10)
General Reasoning (overall *g*)	**37**	Average	
Abstract Reasoning	**34**	Average	
Numerical Reasoning	**36**	Average	
Verbal Reasoning	**48**	Average	

Results in Detail

Abstract Reasoning

Abstract Reasoning looks at the ability to identify logical relationships between abstract forms. It is about understanding information and grasping new concepts. It is not strongly related to previous learning. As such, it can be used to predict intellectual potential and the capacity to be trained.

- Sherrie'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 comprehend new, unclear or complex concepts as quickly as most other people.
- Her ability to grasp new concepts and ideas also means that she should be receptive to training and put this learning to good use.

Numerical Reasoning

Numerical Reasoning looks at the ability to spot relationships between numbers. It is about identifying, interpreting, and analysing numerical information. It can be used to predict job performance, especially for roles that work with numbers.

- Sherrie's numerical reasoning score indicates that she should have an average level of numerical ability when compared to the reference group.
- This result suggests that she should be able to cope with everyday numerical concepts with little difficulty, although it may take her some time to adequately process and solve complex numerical problems.
- She should, however, have sufficient understanding of numerical concepts to gain from further developing her numerical skills.

Verbal Reasoning

Verbal Reasoning examines the ability to identify relationships between concepts described in words. It is about thinking, reasoning, and solving problems based on verbal concepts. It can be used to predict job performance, especially when it depends on previous learning.

- Sherrie's verbal reasoning score places her within the average range when compared to the reference group.
- Her score suggests that she should understand verbal concepts with little difficulty, although she may prefer to have time on her side to effectively deal with more complex verbal problems.

Interview Prompts

The following questions have been designed to support the interview and reference checking process for Sam Sampleby 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 Sherrie's preferences, past behaviour and performance as well as how these may be applied to future role requirements.

Abstract Reasoning

- Describe a time when you were able to solve a problem by looking beyond the obvious facts.
- Tell me about a time when your ability to see connections between concepts helped you solve a problem in a unique way.
- Give me an example of a time when you put something you learned to good use.

Notes:

Numerical Reasoning

- Give me an example of a time when you analysed and interpreted numerical information in order to solve a problem.
- 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?
- Give me an example of explaining particularly complex numerical results to others.

Notes:

Verbal Reasoning

- Tell me about a difficult or complex idea that you explained to others.
- Give me an example of a time when you had difficulty explaining your thoughts to others.
- Describe a difficult decision you made that involved evaluating conflicting information.

Notes:

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CHECKING

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February 2025

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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
- Accuracy in checking
- Speed 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.

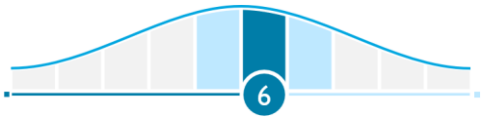
Assessment	Name	Size
Checking	Australasian Participants	2178

Profile Summary

The following elements are used to describe the results.

Percentile Score (%ile)	Is a value on a scale of 100 that reflects the percentage of people in a sample who score below the participant's score.
Range	This is a qualitative indicator that is based on the Sten score and indicates how well a participant has performed using a 5-point score band.
Sten Score (1-10)	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

Scale	%ile	Range	Below Average / Average / Above Average (1 2 3 4 5 6 7 8 9 10)
Checking	**60**	Average	

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.

- Sherrie'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 Sam Sampleby 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 Sherrie's preferences, past behaviour and performance as well as how these may be applied to future role requirements.

Checking

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

Notes: