

test center

by People Systems

Teacher Assessment Report

Candidate: XXXXXXXXXXXX

Username: XXXXXXXXXXXX

Date: XXXXXXXXXXXX

Sample Report

The following pages represent a report based on the results of a psychological assessment. The profile presented below summarizes key results in each area compared against general population norms (indicated by the descriptors Low, Below Average, Average, Above Average, and High) and with norms for high performers in the type of job for which the candidate is applying (indicated by the shaded areas). The candidate's score is indicated by the diamond symbol : ◆

	Low	Below Average	Average	Above Average	High
Agreeableness					◆
Assertiveness		◆			
Attitudes Toward Children				◆	
Avoidance of Aggression				◆	
Conscientiousness				◆	
Emotional Resilience			◆		
Extroversion			◆		
Initiating Structure in the Classroom				◆	
Integrity				◆	
Interpersonal Sensitivity				◆	
Morale Building in the Classroom				◆	
Nurturance					◆
Openness		◆			
Optimism		◆			
Work Drive				◆	
Overall Cognitive Aptitude					◆

Cognitive Aptitude Assessment

Compared to general adult norms using standardized tests which were validated for a wide range of positions, we estimate Matthew's overall level of general intellectual aptitude to be in the **Top 10 percentile** range. His individual aptitude levels are:

Abstract Reasoning	Top 10%ile
Numeric Reasoning	60-69%ile
Verbal Reasoning	80-89%ile

Matthew has a high level of general cognitive aptitude. He can learn new information quickly, solve complex problems efficiently, and be able to handle a heavy information-processing load on this job.

Explanation of Cognitive Aptitude Scores:

The aptitude scores in this section reflect percentile rankings -- not percent correct on the test. With percentiles, the average is the 50%ile. Half of the people score below this score and half score above it. As another example, if a person scores 80-89%ile on a specific test in this report, it means that they scored as well as or better than 80-89% of the norm group, but not as high as 11-20% of the norm group.

The **Overall Cognitive Aptitude** is an average of the separate aptitude sections given to this candidate.

The lower the Overall Cognitive Aptitude score, we predict that the candidate will have difficulty learning new information and making decisions. For example, if they are well experienced in their occupation, they may be able to continue to perform well practiced tasks adequately, but have difficulty learning new things. As such, they will need additional training time and more support from supervisors. People who produce lower Overall Cognitive Aptitude scores generally prefer tasks that call for specific responses rather than ones requiring insightful solutions. They are also slower in processing information and are often easily overwhelmed by complex problems, especially ones they have not dealt with before.

The higher the Overall Cognitive Aptitude score, the more we predict that the candidate will learn quickly, pick up a lot of new information on their own without needing to be trained, handle a large information load easily, make decisions in an efficient manner, and show a great deal of insight about how to solve new and complex problems.

Personality Assessment

Strengths:

- He puts a lot of effort into getting along with everyone and having pleasant, non-divisive interactions. Matthew tries very hard to come across as courteous and amiable with students, parents and co-workers at all times.
- He is inclined to mentoring children. Matthew is typically a patient person who has a realistic view of kids. He enjoys interacting with them and usually looks for opportunities to help them learn from their behaviors.
- Matthew is not likely to act in an overly aggressive manner toward others. When faced with open hostility, he finds a way to deal with the situation without resorting to use of violence.
- He is trustworthy and reliable in the way he performs his job. Matthew fulfills his work commitments in a reliable manner others can count on.
- He is moderately well-adjusted and stable. Matthew can handle most everyday forms of job hassles and stressors without losing his composure.
- Matthew is generally amiable and pleasant in his interactions with others at work. He can also concentrate his attention on the tasks at hand without being socially distractible or getting overly involved in pursuing friendships at work.
- Matthew tries to structure the learning environment so that students learn how to be better organized. He also tries to check in with each student occasionally to evaluate their progress toward learning goals. His syllabus should help students know how things are supposed to be done to achieve a good grade.
- Matthew scores above-average in terms of being honest and rule-following. He will internalize and promote company norms, values, and policies on his job.
- He is usually able to put himself in the shoes of the people he relates to and to see things from their perspective. Matthew's empathetic style enables him to gain rapport with most customers. He can gain their trust with his attentiveness to their problems and concerns.
- Matthew's teaching style includes a focus on each individual student's personal needs. He aims to help students feel good about themselves and excited about the subject matter. Likewise, he will try to address students' learning deficits through extra help when appropriate.
- He enjoys being a caregiver and service provider to others. Seeing that other people's needs are met provides a great deal of personal satisfaction to him and helps him feel like a worthwhile person. Dealing with especially difficult situations is particularly rewarding to him because it calls on his strength.
- He tends to be on the lookout for people who are trying to lie, deceive, or manipulate. Matthew is usually vigilant in looking for potential problems in the workplace and quick to spot the downside of proposed projects.
- Matthew has a fairly strong work ethic. He is usually willing to put in long or irregular hours at work when needed. Matthew is likely to put forth considerable effort to attain job goals.

Developmental Concerns:

- Because he tries to be a very nice person all the time, Matthew will have a hard time responding to students who are disrespectful to him, or insulting to other students. As such, he may not be able to effectively challenge discourteous behavior in the classroom. It may mean that he is hesitant to be appropriately critical of students' work for fear of hurting their feelings or risking parent backlash.
- Matthew is generally lacking in assertiveness. He may be too reticent and threat-sensitive to be effective in some situations. Matthew may be slow to offer opinions, engage in healthy debate of different ideas, or openly address difficult interpersonal situations.
- He may lose his composure when confronted with heavy work pressure. Matthew may need to find ways to buffer such stress and increase his emotional resilience.
- Matthew could be somewhat more communicative on the job—especially in situations requiring extensive social interaction. He could, at times, be more expressive, outgoing, and cheerful in his dealings with other people.
- Matthew may sometimes not be objective enough when analyzing information or making decisions which affect others. His conclusions and interpretations can be over-influenced by his own emotional identification with the other person. Also, Matthew may occasionally offer advice and help which is not wanted.
- Often set in his ways, Matthew may not be willing enough to try new practices and procedures on his job. He could be more receptive to company-sponsored innovation and continuous improvement efforts.
- He may, at times, be too stuck in a rut or set in his ways. Matthew could be more open to organizational innovation and change as well as opportunities for professional development.
- Matthew may occasionally be too pessimistic and inclined to expect negative outcomes on his job. He could, at times, be more upbeat about future prospects and outcomes of current problems. Some people may feel that Matthew is too quick to conclude that a solution to a problem is unattainable.

INTERVIEW QUESTIONS

After reviewing the assessment results for this candidate, you may want to conduct a structured interview to further explore and clarify some specific concerns. The interview questions listed below reflect areas of concern raised by the assessment results. You should keep asking questions until you have gained confidence in your assessment of the candidate. You can use some or all of these questions when interviewing the candidate. You will probably want to customize these questions to best fit your style and what you already know about the candidate as well as the job for which s/he is being considered. Most of these are behavioral description items which ask the candidate to describe specific behavior on the job. Some additional probes which you might want to use with individual questions are:

- * When did this take place?
- * What factors led up to it?
- * What were the outcomes?
- * What did others in the organization say about this?
- * How often has this type of situation arisen?

ASSERTIVENESS

- Describe a time when you took charge of a difficult situation in your organization and turned it around into a success.
- Describe a time when you spoke up on a matter of importance to you, even though you knew it would not be well-received or when others in the company opposed you.
- Tell me about a time you took the initiative to get a project started or to complete it in a timely manner.
- What would you do if you felt that your boss had been ignoring you or not paying attention to your ideas?
- Describe a time when you successfully confronted a problem situation that others had trouble dealing with in the past.
- Tell me about a time when you effectively negotiated with upper-management to get them to accept your recommendation over the recommendations of others.

EMOTIONAL STABILITY/RESILIENCE

- Tell me about a time when you had to keep on working despite having some problem or concern weighing on your mind. [Probes: How long did it go on? How was it resolved? How often has this kind of thing happened in the last six months?]
- Stress is a natural part of most work environments these days. Describe a situation where some significant form of stress has impacted you on your job and how you dealt with it.
- Describe a situation where you learned to live with something stressful at work.

OPENNESS

- Describe the most recent new job-related method, procedure, or technique you learned and how you felt about learning it. [Probe for when and how often this occurred.]

- Tell me about a time when you recommended or implemented a better way of doing things at work.
- Describe a situation where you felt that continuing demands to do new things on your job lowered your overall productivity or efficiency.
- Describe your plans (if any) for continued education, job-related training, or professional development you have for the coming year.

OPTIMISM

- Sometimes it helps to prepare for the worst and try to anticipate potential problems at work. Describe a time when your concerns about possible future problems were justified.
- What would you say to a coworker whom you felt was being naïve or gullible about some new job they were considering? If asked, what advice would you give?
- How do you personally guard against unrealistically high expectations at work or being blindsided by unanticipated problems?

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