Thomas
Solving your people puzzles

Thomas Sample

|	Perceptual Speed	Reasoning	Number Speed & Accuracy	Working Memory	Spatial Visualisation	Overall
Percentile Ranking	52	33	79	91	85	77
Done	50	14	31	41	38	
Right	39	14	30	41	32	
Wrong	11	0	1	0	6	
Adjusted Score	36	14	30	41	30	

THOMAS T.S.T. PROGRAMME 4:

The overall percentile and GTQ is a combined value of Perceptual Speed, Number Speed & Accuracy, Reasoning, Working Memory and Spatial Visualisation. The overall percentile is an estimate of the level of fluid intelligence in the candidate. Its accent is on response to training, mental processing speed, concentration and fast track potential.

Overall

77%

4-15	16-34	35-65	66-85	86-96
Low	Below Average	Average	Above Average	High
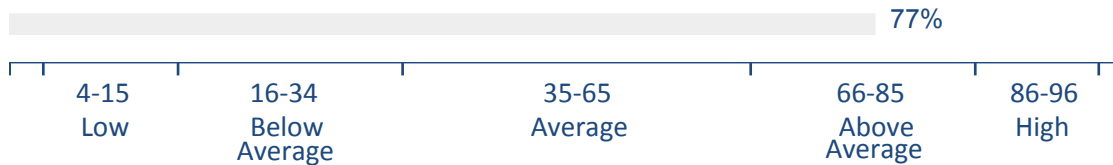
The results for Thomas Sample are above average, in the top 34% of the Norm range. This suggests that when there is a need to pick up new skills and abilities he is likely to be able to do so quickly. He is likely to respond to changing environments more quickly than most and will find it easy to process new information rapidly. The ability to absorb new information is likely to be good.

PERCEPTUAL SPEED

52%

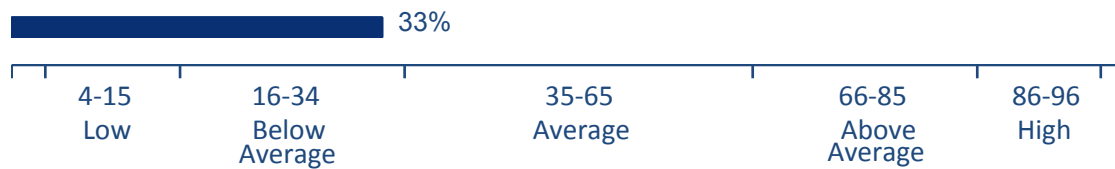| 4-15	16-34	35-65	66-85	86-96
Low	Below Average	Average	Above Average	High
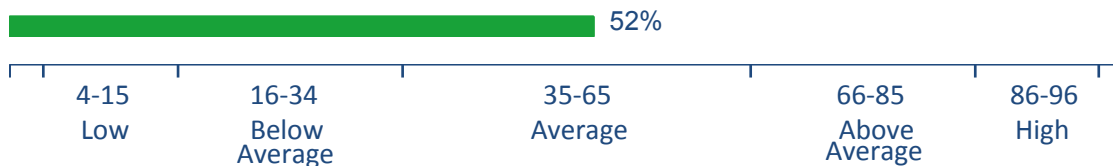
Questions completed: 50 Correct answers: 39

The Perceptual Speed Test assesses the capacity to recognise details in the environment, incorporating the perception of inaccuracies in written material, numbers and diagrams, the ability to ignore irrelevant information, to identify similarities and differences in visual configurations. This test assesses how quickly and accurately an individual can check and report for error/accuracy. It is a test of semantic encoding and perception. A high score would suggest the ability to: mentally match the features of letters and the meaning of symbols. It would also indicate the ability to detect misfits.

The following describes how Thomas Sample performed in Perceptual Speed:

· Middle of the Norm range
· Likely to identify inaccuracies in written material, numbers and diagrams
· Standard ability to check for errors
· Identifying similarities and differences in visual configurations likely to be average
· Can typically ignore irrelevant information

REASONING

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                    33%
████████████████
├─────┬─────┬────────────┬─────────┬─────┤
4-15   16-34    35-65       66-85    86-96
Low    Below    Average     Above    High
       Average              Average
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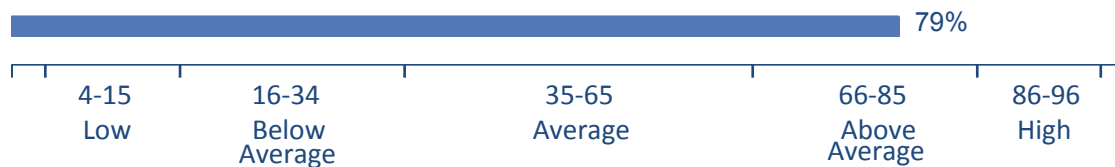
Questions completed: 14 Correct answers: 14

The Reasoning Test assesses the ability to make inferences, to reason from information provided and to draw correct conclusions. This test assesses the ability of an individual to hold information in his short-term memory and solve problems after receiving either verbal or written instructions. A high score would suggest fluent verbal reasoning skills.

The following describes how Thomas Sample performed in Reasoning:

- Below average on the Norm range
- Drawing correct conclusions could be below standard
- May find it difficult to hold information in short-term memory, whilst solving problems from either written or verbal instructions
- Verbal reasoning likely to be poor
- Likely to be slow at reasoning from information provided

NUMBER SPEED AND ACCURACY

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                                           79%
█████████████████████████████████████████
├─────┬─────┬────────────┬─────────┬─────┤
4-15   16-34    35-65       66-85    86-96
Low    Below    Average     Above    High
       Average              Average
```
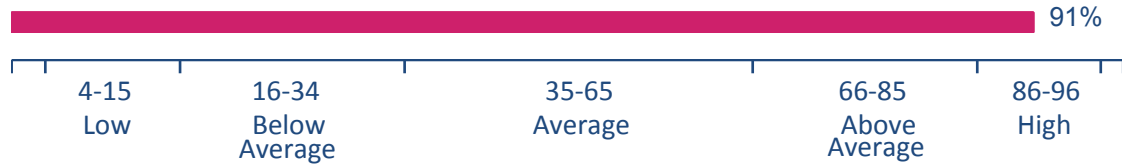
Questions completed: 31 Correct answers: 30

This is a test of numerical manipulation and a measure of basic numerical reasoning ability. It measures the degree to which an individual can work comfortably with quantitative concepts. It assesses the ability to work in environments where basic numeracy is required and wherever attention and concentration are required regarding numerical applications.

The following describes how Thomas Sample performed in Number Speed and Accuracy:

- Top 34% of the Norm range
- Confident in dealing with quantitative concepts
- Manipulation of numbers likely to be fast
- Likely to good at handling numbers
- Attention and concentration when dealing with numbers could be better than is standard

WORKING MEMORY

Questions completed: 41 Correct answers: 41

The Working Memory Test assesses the ability to hold information that has been previously processed, while simultaneously processing and assimilating incoming information. It is a test that makes demands on reconstructive memory process using the letters of the alphabet. It is central to many everyday tasks such as reading, making sense of spoken discourse, problem solving and mental arithmetic, as demonstrated by reliable correlations between tests of working memory and a range of real world skills.

The following describes how Thomas Sample performed in Working Memory:

- · Top 14% of the Norm range
- · Concentration likely to be very good
- · Likely to be markedly above standard at retrieving stored information
- · Retaining learnt information, whilst processing new information at the same time could to a great extent be faster than the norm
- · May find sequences particularly easy

SPATIAL VISUALISATION
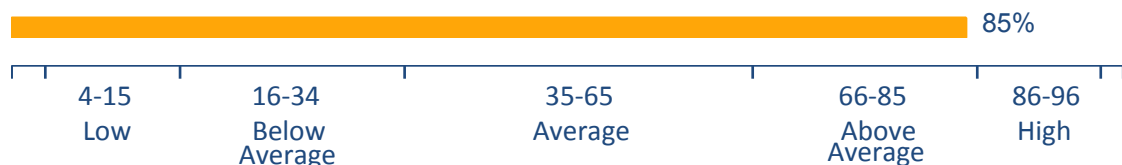
Questions completed: 38 Correct answers: 32

The Spatial Visualisation Test assesses the ability to create and manipulate mental images of objects. This test correlates well with tests of mechanical reasoning and assesses an individual's ability to use mental visualisation skills to compare shapes. It relates to the ability to work in environments where visualisation skills are prerequisites for understanding and executing tasks. It assesses the suitability of an individual for tasks such as design work, where the individual must visualise how shapes and patterns fit together to form a whole.

The following describes how Thomas Sample performed in Spatial Visualisation:

- · Top 34% of the Norm range
- · Likely to be suited to design work and mechanical reasoning
- · May find interpreting diagrams and shapes easy
- · Mental visualisation likely to be good

This test in common with all tests provides a sample of the person's performance at the time it was taken. The comments are a guide to help you decide whether the candidate would be able to undertake the job or be successful in any overall or specific training. Results should be considered along with other factors which might be important to performance, namely: experience, education, examination results, previous training undertaken and strategies which are employed to cope with any particular or specific problem areas. In all circumstances, the results should be interpreted and conveyed to the person under test by a Thomas trained analyst.

TST Profile Chart: Thomas Sample
GTQ: 77

TQ	Perceptual Speed	Reasoning	Number Speed & Accuracy	Working Memory	Spatial Visualisation	Percentile Ranking	GTQ
136						99	
133						98	
130						97	Top 3 %
128						96	
126						95	
-							
-							
-							
120				█		90	
116				█		85	Top 14 %
-				█	█		
113				█	█	80	
110			█	█	█	75	◆
108			█	█	█	70	Top 34 %
105			█	█	█	65	
103			█	█	█	60	
101			█	█	█	55	
99	█		█	█	█	50	
97	█		█	█	█	45	
96	█		█	█	█	40	
93	█		█	█	█	35	
91	█	█	█	█	█	30	Below Avg.
89	█	█	█	█	█	25	
87	█	█	█	█	█	20	
-	█	█	█	█	█		
84	█	█	█	█	█	15	Low
81	█	█	█	█	█	10	
-	█	█	█	█	█		
-	█	█	█	█	█		
-	█	█	█	█	█		
77	█	█	█	█	█	5	
75	█	█	█	█	█	4	
73	█	█	█	█	█	3	Very Low
72	█	█	█	█	█	2	
68	█	█	█	█	█	1	

INTERVIEWER NOTES

The following notes are given as a specific reminder to interviewers of some of the principle factors relating to T.S.T. testing as detailed at Thomas T.S.T. training seminars. These points are vital.

1. Chance Levels

Chance levels are indicated by a warning on the screen. It is essential to ask questions to find out reasons for any poor test performance, especially if the other test scores are high. If there are doubts about whether the person has had an adequate understanding of test instructions, then a complete re-test is a possibility provided that such a decision does not give an unfair advantage to someone who is initially a low scorer for other reasons. Alternatively it may be best to assess the candidate on evidence other than that provided by the test programme. In all such cases great care is needed in interpreting the overall percentile.

2. Pronounced Highs and Lows

When the profile of test scores shows one or more pronounced highs or lows, then some inconsistency in performance is evident. A skilfully conducted interview should try to find out the reason for discrepancies, without upsetting the candidate by inadvertently suggesting that a "low" score is a failure. In many cases it is not. Where a low score is probed to find out if it can be explained satisfactorily, the interview must be tactfully handled to avoid giving the impression that a single test has been sufficient to disqualify the person for a job or impair his development potential. In most instances such should not be the case. When evaluating pronounced highs and lows, the individual tests should be looked at carefully and employers should decide whether slow, careful unsupervised work is preferable to faster more error-laden task completion.

3. General Recommendations on Fair Practice

a) Explain procedures and practices before administering the T.S.T. and ensure that the candidate understands. b) Never offer test results as the reason for non-acceptance. c) In the event of any person declaring a cultural/linguistic and/or specific disability disadvantage, use the T.S.T. as a screen without prejudice to the rest of the process. d) Tests and inventories should never be used in isolation to justify redundancy decisions. Such use could be construed as unfair.

For further information on fair practices refer to the Thomas leaflet Fair Recruitment and Appraisal Methods at Work, included in all Thomas seminar materials.