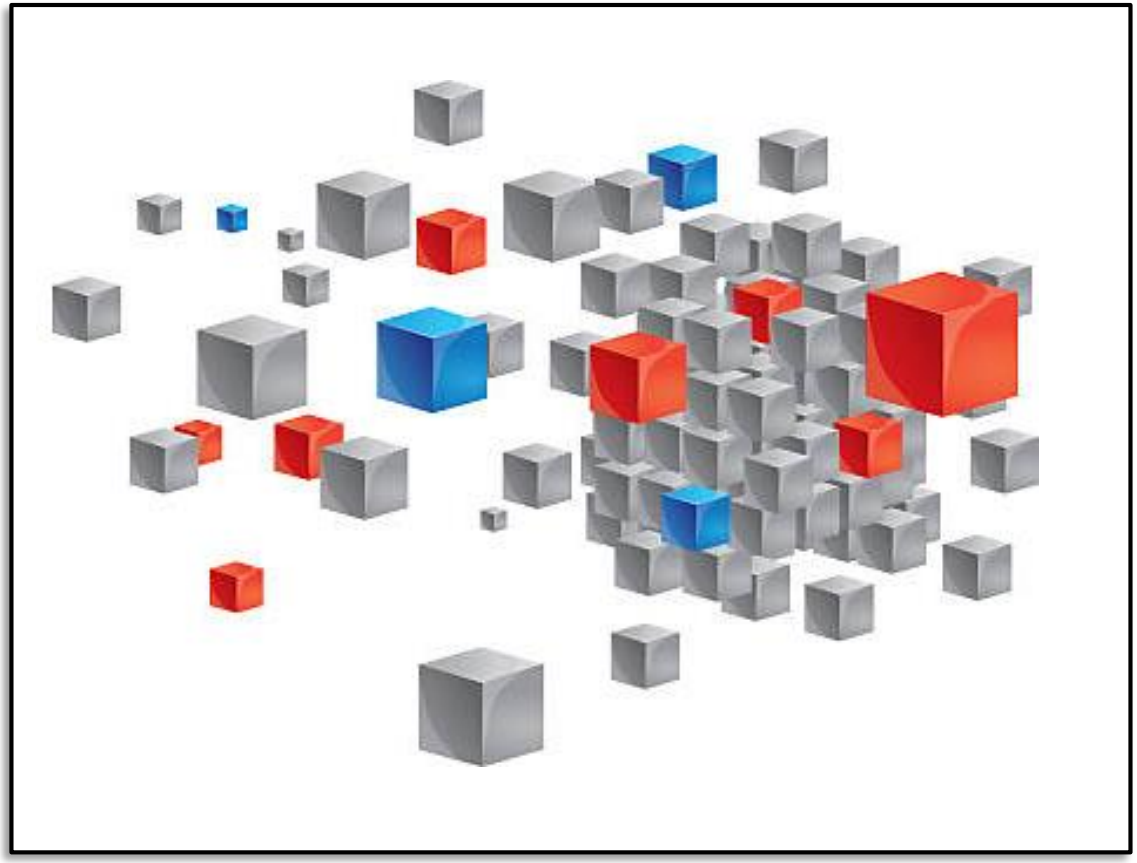
# Adaptive General Reasoning Test

# Adaptive General Reasoning Test (Adapt-G)

*"Do they have the learning agility to adapt to changing situations?"*

Adaptive General Reasoning Test (Adapt-G) provides insights on the general mental ability of an individual. In order to increase test precision & security, Adapt-g utilizes Computer Adaptive Testing (CAT) technology to adapt itself to the respondent's ability level. In another word, **CAT tests** measure a respondent's ability by identifying the level of question difficulty the respondent can successfully complete. Sequence of questions will differ from individual to individual depending on their performance throughout the tests.



By assessing the General Mental Ability (GMA) to absorb new learnings, deduce logical consequences and respond & adapt accordingly, the assessment acts as a predictor of future performance & trainability. The test batteries are:

- **Abstract Reasoning** – Understanding abstract logical problem and use new information outside the range of previous experiences.
- **Numerical Reasoning** – Understanding numerical concepts and perceive logical relationships between numerical information.
- **Verbal Reasoning** – Vocabulary & verbal fluency in reasoning using words.

# Adapt-G Sample Report

## ABSTRACT REASONING

### Scale Description

The abstract reasoning component of the Adapt-g assesses the ability to understand complex concepts and assimilate new information outside of previous experience. The test consists of items which require the recognition of patterns and similarities between shapes and figures. As a measure of reasoning, it is independent of educational 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.

### Result Description

Samantha Sample's score on the Abstract Reasoning Test indicates that, with respect to the chosen reference group, she has an 'average' level of fluid or 'natural' (i.e., untutored) reasoning ability. This suggests that her level of fluid reasoning ability is likely to be as high as that of most graduate calibre staff. She has demonstrated a reasonable ability to perceive abstract logical patterns and relationships between novel material she has never encountered before, to correctly identify these patterns and deduce the consequences of them using pure logic (i.e., without calling upon other knowledge/information such as her vocabulary, knowledge of mathematical operations, etc.).

While Samantha Sample would be expected
difficulty, it is nonetheless likely to take her
graduates to fully appreciate the finer points
relatively complex, fairly abstract material wit
to fully appreciate particularly complex, abst
training programmes that require an ability
experience a little difficulty fully understanding

**RESULTS CHART**

| Scale | Description |
|---|---|
| Adapt-gA | Abstract Reasoning |

**Norm Used:**
**Abstract Reasoning** = 3458 Respondents (20

## NUMERICAL REASONING

### Scale Description

The numerical reasoning component of the Adapt-g assesses a person's ability to use
rational way. The test consists of items which assess the candidate's understanding of
transformations and the relationships between numbers, in addition to their abili
computations.

### Result Description

Samantha Sample's performance on the Numerical Reasoning Test indicates that sh
level of numerical reasoning ability when compared to the chosen reference group
likely to experience somewhat more difficulty than many graduate calibre staff i
patterns and relationships between numbers, in understanding the rules that gover
deducing the consequences of them. In a broader context, this suggests that she is li
difficulty understanding particularly difficult numerical/mathematical concepts and
proficient working with numbers as many graduate calibre staff.

While Samantha Sample has demonstrated an ability to carry out numerical opera
degree of accuracy, she would nonetheless be expected to experience some difficu
logic underpinning the more complex numerical problems. While she should be able
with the routine numerical work that is typically undertaken by graduate level staff, it is likely to take her somewhat longer to acquire numerical skills than it would take the typical person of graduate level ability. Although she should be able to benefit from further training in this area, in order for her to gain most benefit from such training it will need to be relatively well structured and focused on teaching specific skills and ideas rather than on fundamental mathematical/numerical principles; which she may have difficulty fully grasping.

**RESULTS CHART**

| Scale | Description | Att. | 1 2 3 4 5 6 7 8 9 | %ile |
|---|---|---|---|---|
| Adapt-gN | Numerical Reasoning | 11 of 15 | 3 | 22 |

**Norm Used:**
**Numerical Reasoning** = 3582 Respondents (2012)

## VERBAL REASONING

### Scale Description

The verbal reasoning component of the Adapt-g assesses a person's ability to use words in a logical way. Consisting of items which involve an understanding of vocabulary, class membership, and the relationships between words, this test measures the ability to perceive and understand concepts and ideas expressed verbally. While this test is a measure of reasoning ability rather than educational achievement, it is nonetheless generally recognised that verbal reasoning test scores are sensitive to educational factors.

### Result Description

Compared to the reference group, Samantha Sample's performance on the Verbal Reasoning Test indicates that she has a below average level of reasoning ability. Scoring in this range suggests that her verbal reasoning ability is likely to be weaker than that of most staff. As a result, she is likely to have less ability than other staff to understand complex verbal concepts, to perceive the relationships between them, and deduce their logical consequences. While her command of language should not be unduly poor, she may nevertheless experience some difficulty fully comprehending complex logic and subtle shades of meaning.

Samantha Sample's performance on the Verb
most staff in her ability to formulate logical vert
familiar with, she may experience difficulty if sh
this, Samantha Sample should be able to learn
little longer to do so than other staff. Moreov
particularly subtle arguments and explanations
development programmes that are skills focuse
training programmes that require the participan

**RESULTS CHART**

| Scale | Description |
|---|---|
| Adapt-gV | Verbal Reasoning |

**Norm Used:**
**Verbal Reasoning** = 3490 Respondents (2012)

## GENERAL MENTAL ABILITY

### Scale Description

**General Mental Ability –** often termed 'g' – is defined as a person's capacity to: understand logic; comprehend and learn complex new material; think abstractly; solve problems; plan and respond to the environment in an adaptive, rational and flexible manner. It is termed General Mental Ability because it assesses the person's mental capacity across a wide range of different intellectual functions and modalities (i.e. it is not specific to that person's verbal, abstract or numerical reasoning ability, etc.). It is a composite of the speed and accuracy with which the person performs mental tasks, and can therefore be viewed as a measure of a person's 'mental power'.

### Result Description

Compared to the reference group Samantha Sample's performance indicates that she has a below average level of general mental ability. Scoring in this range suggests that her reasoning ability is likely to be weaker than that of most staff. As a result, she is likely to experience more difficulty than the average person in understanding complex concepts, perceiving the relationships between them, and deducing their logical consequences. While her understanding should not be unduly poor, she may nevertheless experience some difficulty fully comprehending complex logic.

While Samantha Sample should be able to benefit from training that is routinely undertaken by staff in general level occupations, she is likely to learn more complex material more slowly than other staff. Moreover, she is likely to have some difficulty grasping the logic of complex ideas and subtle arguments. As a result, she should get the most benefit from training and development programmes that are well structured and focused on concrete skills rather than abstract concepts.

**RESULTS CHART**

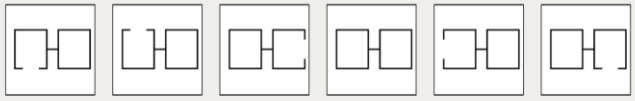
| Scale | Description | Att. | 1 2 3 4 5 6 7 8 9 | %ile |
|---|---|---|---|---|
| Adapt-g | General Mental Ability | 39 of 45 | 4 | 24 |

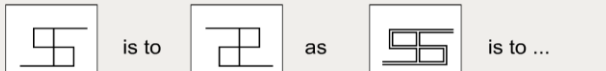
**Norm Used:**
**General Mental Ability** = 3004 Respondents (2012)

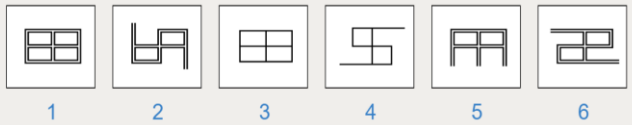
# Adapt-G Sample Questions

## Abstract Reasoning

Which of the following is the odd one out ?



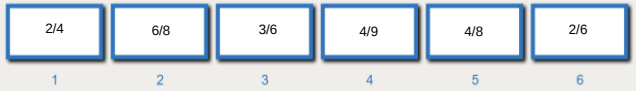



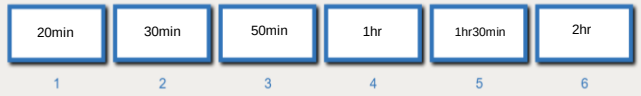

**Total Questions:** 15 **Duration:** 8 minutes

## Numerical Reasoning

Which of the following is the odd one out ?




Travelling constantly at 30mph, how long will it take to travel 45 miles?




**Total Questions:** 15 **Duration:** 8 minutes

## Verbal Reasoning

Which of the words below has a similar relationship to each of the following two words?

Heavy Light


Country, Food, Spain, Rice, Garment, Colour,…
What word comes next?


**Total Questions:** 15 **Duration:** 6 minutes

*bringing life to business*

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