Watson-Glaser™ III (UK English)

Profile Report

Candidate Name: John Sample

Organisation: Pearson Sample Corporation

Date of Testing: 02-03-2018 (dd-mm-yyyy)

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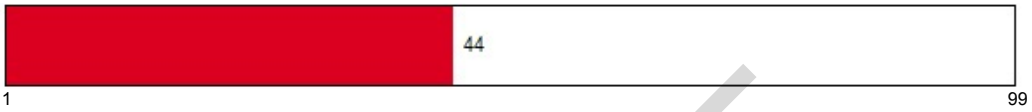
W-G III Results

W-G III measures the skills and abilities involved in critical thinking. Critical thinking can be defined as the ability to identify and analyse problems, as well as seek and evaluate relevant information to reach an appropriate and logical conclusion.

Norm Group: Manager

Candidate Percentile: 44%



W-G III Subscales

Recognise Assumptions. Assumptions are statements that are assumed to be true in the absence of proof. Identifying assumptions helps reveal information gaps and enrich perspectives on an issue. Assumptions can be unstated or directly stated. Being aware of assumptions and directly assessing their appropriateness to a situation improves the quality and comprehensiveness of critical thinking.

Evaluate Arguments. Arguments are assertions that are intended to persuade someone to believe or act a certain way. Evaluating arguments is the process of analysing assertions objectively and accurately. Analysing arguments helps to determine whether to believe something or not, and how to respond accordingly. Evaluating arguments requires the ability to overcome a confirmation bias, which is the tendency to look for and agree with information that confirms prior beliefs. Emotion plays a key role in evaluating arguments as well; a high level of emotion can cloud objectivity and the ability to accurately evaluate arguments.

Draw Conclusions. Drawing conclusions consists of arriving at conclusions that logically follow from the available evidence. It includes evaluating all relevant information before drawing a conclusion, judging the likelihood of different conclusions being correct, selecting the most appropriate conclusion, and avoiding overgeneralisation beyond the evidence.

Subscale	Candidate Percentile
Recognise Assumptions	21
Evaluate Arguments	85
Draw Conclusions	55

1 99

Interpretation of Results

John Sample's score is higher than or equal to 44 percent of the Manager norm group.

What does this mean?

Overall Score Interpretation

Compared to peers in the norm group, John Sample is likely to be moderately skilled and consistent in applying the critical thinking necessary for effective analysis and decision-making.

Subscale Interpretation

Recognise Assumptions

John Sample scored in the low range compared to the individuals in the norm group. This score suggests low skill and inconsistency when this individual needs to

- "read between the lines" — identify what is expected or assumed to be true in situations;
- define and redefine issues, as well as explore alternative points of view.

Evaluate Arguments

John Sample scored in the high range compared to the individuals in the norm group. This score suggests high skill and consistency when this individual needs to

- evaluate arguments based on the relevance and strength of the evidence supporting them;
- analyse information objectively, without allowing preferences or emotions to influence evaluations.

Draw Conclusions

John Sample scored in the average range compared to the individuals in the norm group. This score suggests moderate skill and consistency when this individual needs to

- gather sufficient information, weigh it appropriately, and assimilate it into a sound conclusion;
- interpret evidence appropriately, without generalising it into unwarranted conclusions.

Technical Information

Test Description

Maximum time allowed	Item format
30 minutes	Multiple choice

Test Items

Number correct*	Number attempted	Total number of test questions
30	40	40

Ability test results can be presented in a number of ways, depending on the test administrator's preference and the countries in which they are used. The following are three additional score types.

Alternative Score Formats

T-score	STANINE score	STEN score
48	5	5

Score Definitions

***Number correct** indicates the total number of correct responses on a test. More sophisticated item-banked tests produce a theta score that takes into account the difficulty level of each item. It is, therefore, possible to have two people with the same number of correct responses, but different theta and percentile scores.

T-scores are standardised scores used to compare a test taker's results. A T-score has a mean of 50 and standard deviation of 10.

STANINE (Standard Nine) scores are standardised scores based on a 9-point scale, with a mean of 5 and standard deviation of 2.

STEN (Standard Ten) scores are standardised scores based on a 10-point scale, with a mean of 5.5 and a standard deviation of 2.

Note: The results of tests administered without supervision (unproctored) should be interpreted with caution unless there is certainty that the test was completed without assistance. Unproctored results may be verified through supervised re-testing of the final pool of applicants at the latter stages of an assessment process, or via information from other sources such as a structured interview or assessment centre exercise, measuring the same abilities.

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