



John Example

ACT General Intelligence

Client
ixly ontwikkel/test

Consultant
Helen Barthel

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ACT General Intelligence

You have the ACT General Intelligence test report in front of you. Your cognitive capacities were measured by means of three subtests. First, your total score is shown. The reliability of the subtests and their mutual interdependence are taken into account when calculating your total score. Subsequently, your results for each subtest and their measurement objectives are shown.

Results

Your **IQ score** is shown in the graph below. IQ is seen as an estimate of your intelligence.

Intelligence is defined as the ability to execute working and learning tasks that require cognitive skills in order to arrive at the correct solution or result. It indicates which cognitive level best suits you and at which educational level you will do well.

IQ scores have an average of 100 with a standard deviation of 15. Based on your score, we can conclude with 80% certainty between which two values your true score lies. This indicates the reliability of the measurement.

Total score

99

We can conclude with 80% certainty that your total score lies between **95** and **104**.

Results per subtest

Numerical

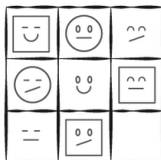
103



In the **numerical** test, you were asked to work out the relationship between a series of numbers. This analytical ability is important for job functions in which calculations have to be made and for functions in which it is required to draw conclusions from numerical material. We can conclude with 80% certainty that your score for this test lies between **90** and **117**.

Abstract

101



In the **abstract** test, you were asked to recognise the pattern in a series of figures and to apply this pattern logically in order to find the correct answer. This analytical ability is important for conceptually complex functions and functions in which problem solving skills are required. We can conclude with 80% certainty that your score for this test lies between **92** and **109**.

Verbal

97



In the **verbal** test, you were asked to choose the two words (out of six) that formed an analogy with the two given words. This verbal-analytical ability is important for jobs that require verbal and/or writing reasoning skills. We can conclude with 80% certainty that your score for this test lies between **90** and **103**.

Reference group ISCED level 2: Lower secondary education

Your total score is above average compared to a level 2 reference group.

| | | Sten | %tile | T-score |
|--------------------|--|------|-------|---------|
| Total score | | 7 | 78 | 57 |
| Numerical | | 7 | 84 | 60 |
| Abstract | | 7 | 77 | 57 |
| Verbal | | 6 | 63 | 53 |

Reference group ISCED level 2/3: Lower secondary education/Upper secondary education

Your total score is about average compared to a level 2/3 reference group.

| | | Sten | %tile | T-score |
|--------------------|--|------|-------|---------|
| Total score | | 6 | 63 | 53 |
| Numerical | | 7 | 72 | 56 |
| Abstract | | 6 | 65 | 54 |
| Verbal | | 6 | 52 | 50 |

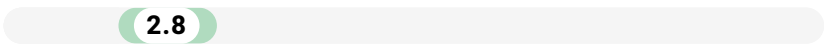



Reference group ISCED level 6/7: Bachelor's/Master's or equivalent level ¹

Your total score is below average compared to a level 6/7 reference group.

| | | Sten | %tile | T-score |
|--------------------|--|------|-------|---------|
| Total score | | 4 | 27 | 44 |
| Numerical | | 5 | 44 | 48 |
| Abstract | | 5 | 40 | 47 |
| Verbal | | 4 | 20 | 41 |

Reference group ISCED level 6/7: Bachelor's/Master's or equivalent level ²

Your total score is below average compared to a level 6/7 reference group.

| | | Sten | %tile | T-score |
|--------------------|--|------|-------|---------|
| Total score |  2.8 | 3 | 9 | 36 |
| Numerical |  4.2 | 4 | 27 | 44 |
| Abstract |  4.0 | 4 | 24 | 43 |
| Verbal |  2.3 | 2 | 6 | 34 |

Interpretation of the results

The score you have obtained is compared to the scores of a number of reference groups. Each reference group consists of individuals with a certain educational level that have completed this test. Hereby you can see how high you score in comparison with individuals with a different level of education. The reference groups in this report are based on the International Standard Classification of Education (ISCED). ISCED is UNESCO's international education classification based on the level and direction of the study programs. Please see <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf> for more information.

In the Netherlands, you can obtain a Bachelor and/or Master degree in both HBO (Higher professional education, *Hoger Beroepsonderwijs*) which is profession-oriented and WO (Scientific Education, *Wetenschappelijk Onderwijs*) which is research-oriented. Currently, the reference groups are HBO/Bachelor and WO/Master. That is why both reference groups are classified as ISCED Levels 6/7.

¹ This reference group is based on the Dutch HBO/Bachelor education level.

² This reference group is based on the Dutch WO/Master education level.

Sten scores, percentile scores and T-scores

IQ score a standardized scale with a mean of 100 and a standard deviation of 15.

Sten score a standardized 10-point scale, with a mean of 5.5 and a standard deviation of 2. A sten score should not be confused with a school report mark. A sten score of 5 does not mean a "bad mark", but it indicates an "average score" that occurs a lot in the reference group.

Percentile score indicates the percentage of people in the reference group that has obtained an equal or a lower score. A percentile of 25 means that 25% of the reference group has obtained an equal or a lower score. In that case (100% – 25%=) 75% has obtained a higher score. A percentile of 50 indicates that exactly half of the reference group obtained an equal or a lower score.

T-score a standardized, statistical scale with a mean of 50 and a standard deviation of 10. A T-score of 50 indicates the median and is the same as a percentile score of 50. A T-score of 40 means that the standardized score lies one standard deviation below average, which amounts to a percentile of about approximately 17.

Percentile scores, T-scores and sten scores are related in the following way:

| Sten | Percentile | T-score | Meaning |
|-------------|-------------------|----------------|--------------------|
| 1 | <2,3% | <30 | Far below average |
| 2 | 2,3% – 6,7% | 30 -35 | Well below average |
| 3 | 6,7% – 15,9% | 35 -40 | Below average |
| 4 | 15,9% – 30,9% | 40 -45 | Just below average |
| 5 | 30,9% – 50,0% | 45 -50 | Average |
| 6 | 50,0% – 69,1% | 50 -55 | Average |
| 7 | 69,1% – 84,1% | 55 -60 | Just above average |
| 8 | 84,1% – 93,3% | 60 -65 | Above average |
| 9 | 93,3% – 97,7% | 65 -70 | Well above average |
| 10 | 97,7% – 100% | >70 | Far above average |

Estimation interval

Every test score entails a certain amount of inaccuracy. Therefore it is possible that a test score turns out to be either too high or too low in comparison to the true level of the candidate. This inaccuracy is represented in the graph by a blue bar situated symmetrically to the left and right of the score. This blue bar indicates the area in which the real level of the candidate lies with a probability of 80%. The following rule applies: the narrower the bar, the more accurate the score can be determined.

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