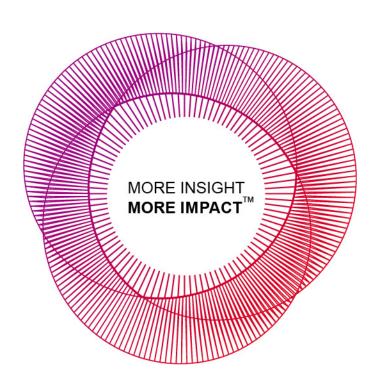# RAVEN'S™ Advanced Progressive Matrices (APM-III)
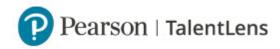
PROFILE REPORT

Name: **Jane Sample**

Organisation: **Pearson Sample Corporation**

Date of Testing: **23 May 2017**

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APM-III Results

Skills and Abilities Assessed

The APM-III is a nonverbal mental ability test that requires the solution of problems. APM-III measures observation skills, clear thinking ability, intellectual capacity, and intellectual efficiency. Specifically, APM-III measures the ability to:

• formulate new concepts when faced with novel information
• extract meaning out of confusion or ambiguity
• think clearly about complex situations and events

The Advanced Progressive Matrices (APM) version of RAVEN'S was developed to help identify those candidates with higher levels of these abilities in college graduate, supervisory, managerial and executive level roles across all industry sectors.

The APM-III score indicates a candidate's potential for success in positions that typically require high levels of clear and accurate thinking, problem identification, holistic situation assessment, and evaluation of tentative solutions for consistency with all available information. The nonverbal aspect of the RAVEN'S minimises the impact of language skills on performance on the assessment.

Norm Reference Group: Managers

Candidate Percentile: 67%

1   99

Interpretation of Results

RAVEN's progressive matrices was designed to measure an individual's ability to analyse and combine new and existing data to logically solve unfamiliar problems, learn new skills and see the bigger picture.

Jane Sample's score was higher than or equal to **67%** of a group of previous test takers who completed the assessment. This comparison group is Managers.

What does this mean?

This individual would likely be able to generally handle the level of perception and high-level clear thinking required to extract meaning out of confusion and ambiguity. Specifically, in comparison with other individuals from the specified norm group, this individual is likely to be able to

- define the general elements of most complex problems and situations clearly and objectively.
- recognise most relationships among complex situations, events, or ideas.
- build arguments that integrate several pieces of relevant information from diverse perspectives.
- recognise several strategic implications of decisions and actions.
- identify several of the underlying causes of complex problems, although may miss some causes that are especially subtle.
- use most of the available relevant information to evaluate and make effective decisions regarding complex problems.
- draw accurate conclusions from information in most situations.
- effectively learn complex concepts but might occasionally miss a full grasp of some complex concepts.
- develop sufficient insight into complex issues and situations.

Additional Technical Information

Test description

Maximum time allowed	Item format
40 minutes	Multiple choice

Test items

Number answered correctly*	Number attempted	Total number of questions in test
11	23	23

Though percentile scores are used universally, 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
54	6	6

Score Definitions

***Number correct (Raw score)** only 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 raw scores, 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 should be interpreted with caution unless there is certainty that the test was completed without assistance. 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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