

ITESTHUB · ABILITY TEST REPORT

# Numerical Reasoning Test

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A report for

**Sam Sample**

# Sam Sample

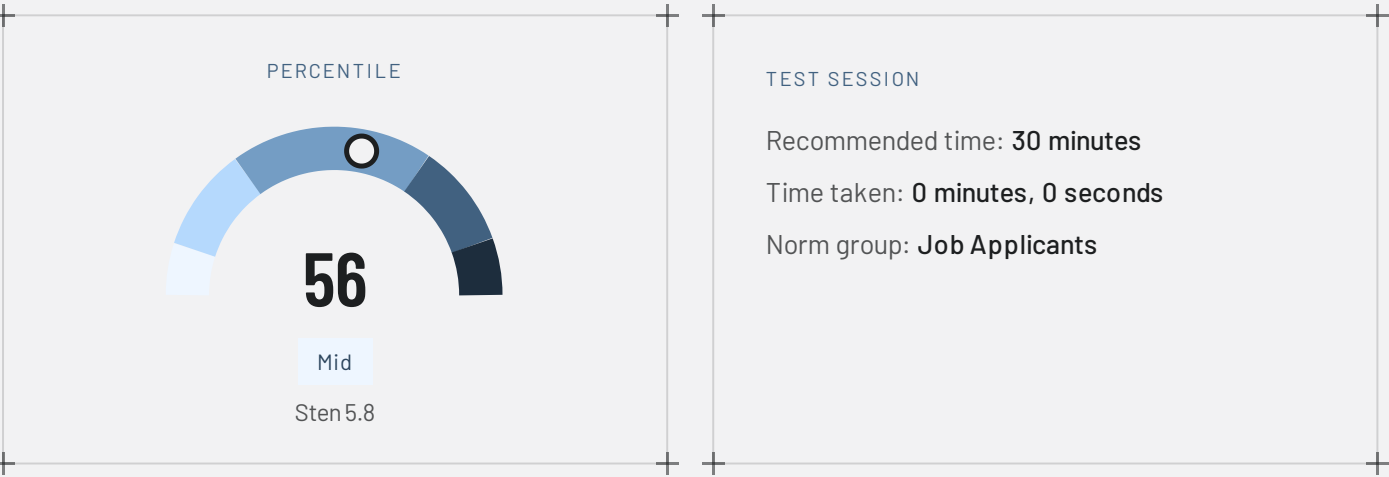
Completed 30/09/2026 · Norm group: Job Applicants · Report valid 18-24 months

This report is confidential and is intended solely for the person responsible for assessing Sam Sample, who completed the Numerical Reasoning Test on 30/09/2026.

## Interpreting scores

Scores on Numerical Reasoning Test are calculated by comparing an individual's score with a large group of people (norm group) who have also completed the same test. These are expressed as 'percentiles' – use the key below to benchmark Sam's result.

| Very Low | Low       | Mid       | High      | Very High  |
|----------|-----------|-----------|-----------|------------|
| 1-10%ile | 11-30%ile | 31-69%ile | 70-89%ile | 90-100%ile |



This numerical reasoning test assesses a candidate's ability to interpret complex numerical data – tables and charts with several series and several time points – and to reason from it to a sound conclusion, accurately and at pace. These skills will be apparent when:

- **Interpreting Complex Data:** Interpreting complex data sets – finding the relevant trend in a large table of figures, in analysis, performance tracking and market research.
- **Reasoning from the Data to a Decision:** Making data-driven decisions – evaluating options, forecasting and justifying a choice with figures, in planning, resourcing and risk work.
- **Communicating What the Figures Show:** Communicating quantitative information – reports, presentations and summaries that a non-specialist can act on.

## Areas to probe at interview

The test gives one overall result, shown below as a broad position rather than a score. **There is no pass mark** – the overall percentile is the measure of ability. The three aspects listed under it are ways to explore that one result at interview; they are not separately measured, so each carries Sam's overall position. Use them to decide which skills to probe in more depth, and decide on the evidence gathered there whether to progress Sam. This page states the skills to explore; it does not prescribe exercises or questions – the interview should not repeat the test.

| Result         | Position                                                   |
|----------------|------------------------------------------------------------|
| Overall result | <div> <div>Low</div> <div>Mid</div> <div>High</div> </div> |

**How to use this.** Each area lists two skills for each position. **Low** – probe these in depth: the test says the skill needs checking. **Mid** – explore them where the role leans on the area: the basics held, so ask how Sam checks their own work. **High** – confirm them: the test was taken unsupervised. The column for Sam's own position in each area is marked. The positions are coarse by design; do not read a profile into small differences between them. Where an area carries too few items on a given form to be placed, the table says so and the area should simply be explored on its merits.

### Area 1 – Interpreting Complex Data

*What it measures:* reading the right figures out of a table or chart that carries several series, several periods or several units at once.

|                                                                                                                                                                                                                       |                                                                                                                                                                                                                             |                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>If Low – probe</b> <ul style="list-style-type: none"> <li>reading the right series, period and unit before calculating anything</li> <li>combining figures from two parts of a table or chart correctly</li> </ul> | <b>If Mid – explore</b> ◀ Sam <ul style="list-style-type: none"> <li>whether they re-check a figure before using it, or trust their first read</li> <li>how they cope when the table carries more than they need</li> </ul> | <b>If High – confirm</b> <ul style="list-style-type: none"> <li>keeping that accuracy on real data sets far larger than the test</li> <li>noticing a figure that cannot be right</li> </ul> |
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### Area 2 – Reasoning from the Data to a Decision

*What it measures:* calculating a difference, a percentage change or a rate, and using it to decide which option the figures support.

|                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                            |                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>If Low – probe</b> <ul style="list-style-type: none"> <li>calculating an actual difference or percentage change rather than estimating one</li> <li>checking every option against the figures rather than stopping at a likely one</li> </ul> | <b>If Mid – explore</b> ◀ Sam <ul style="list-style-type: none"> <li>whether they distinguish what the figures show from what they expect</li> <li>how they set out a calculation that needs more than one step</li> </ul> | <b>If High – confirm</b> <ul style="list-style-type: none"> <li>reasoning from real data with gaps and caveats</li> <li>saying plainly when the figures do not settle a question</li> </ul> |
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### Area 3 – Communicating What the Figures Show

*What it measures:* stating a conclusion from the data clearly, with the figure that supports it and the caveat that limits it.

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>If Low – probe</b> <ul style="list-style-type: none"> <li>stating a conclusion with the figure that supports it</li> <li>keeping the caveat – the period, the unit, the base – attached to the conclusion</li> </ul> | <b>If Mid – explore</b> ◀ Sam <ul style="list-style-type: none"> <li>whether they can explain a calculation simply without losing its accuracy</li> <li>how they present a figure that the audience will not like</li> </ul> | <b>If High – confirm</b> <ul style="list-style-type: none"> <li>presenting real findings to people who will act on them</li> <li>choosing the one chart or figure that makes the point</li> </ul> |
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Rank candidates on the overall percentile; decide on the interview evidence.