

ITESTHUB · ABILITY TEST REPORT

Inductive Reasoning Test

A report for

Sam Sample

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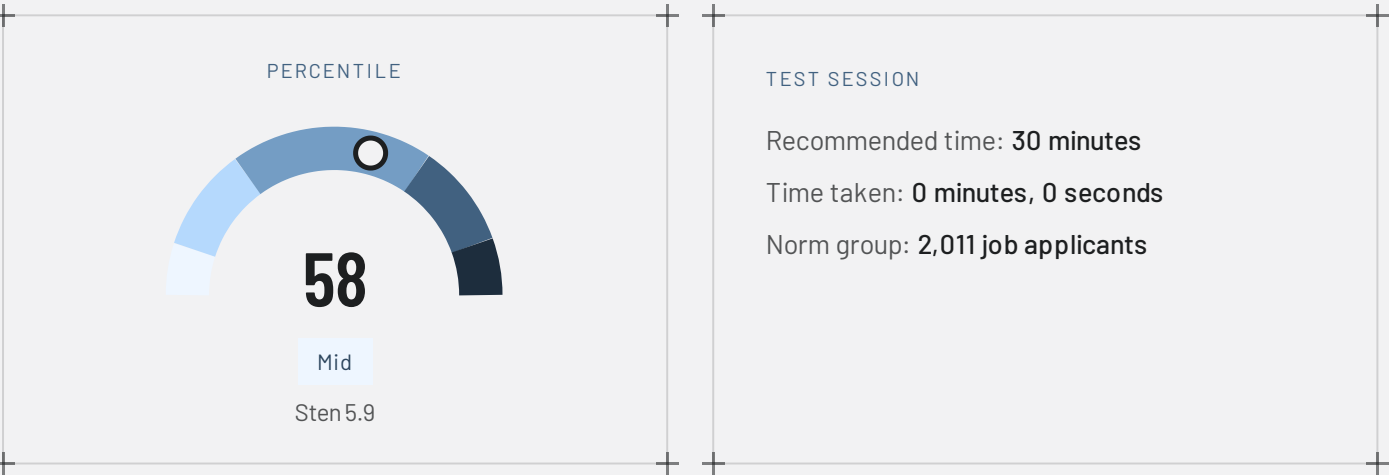
Completed 02/10/2026 · Norm group: 2,011 job applicants · Report valid 18-24 months

This report is confidential and is intended solely for the person responsible for assessing Sam Sample, who completed the Inductive Reasoning Test on 02/10/2026.

Interpreting scores

Scores on Inductive 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 inductive reasoning test assesses a candidate's ability to apply logic in order to identify relationships and draw inferences from complex information – working out the rule behind a pattern of shapes and applying it. These skills will be apparent when:

- **Pattern Recognition:** Identifying patterns and trends from specific observations or data points, and detecting regularities or anomalies, which can lead to broader generalisations or predictions.
- **Hypothesis Formation:** Forming hypotheses based on observed phenomena and developing plausible explanations from specific instances, which can be tested and refined through further investigation.
- **Generalisation:** Making generalisations from specific cases, drawing broader conclusions and applying learnt principles to new and varied contexts.
- **Problem Solving:** Identifying patterns and relationships that may not be immediately obvious, and developing solutions by drawing on past experience and observation to address new challenges.

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 four 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	Low Mid High

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 – Pattern Recognition

What it measures: identifying patterns and trends from specific observations, and detecting regularities or anomalies.

If Low – probe - noticing what changes from one step to the next, and what stays the same - separating the features that carry the pattern from those that do not	If Mid – explore ◀ Sam - whether they look along rows, columns and diagonals, or stop at the first that works - how they handle a pattern in which two things change at once	If High – confirm - spotting trends and anomalies in real data, which is messier than the test - explaining a pattern they have seen so that someone else can check it
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Area 2 – Hypothesis Formation

What it measures: forming a rule that would explain what has been observed, and testing it against the evidence.

If Low – probe - putting a suspected rule into words before choosing an answer - testing a rule against every row, not only the one it came from	If Mid – explore ◀ Sam - whether they drop a rule that fails a check, or try to make it fit - how they decide between two rules that both seem to work	If High – confirm - forming and testing explanations for real problems, where the evidence is incomplete - saying what evidence would change their mind
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Area 3 – Generalisation

What it measures: drawing a general principle from specific cases and applying it to a new one.

If Low – probe - applying a rule they have found to the missing cell, rather than judging by eye - recognising a rule they have met before in a new arrangement	If Mid – explore ◀ Sam - whether they carry a rule into the next question after it has stopped applying - how quickly they see a familiar rule working in an unfamiliar direction	If High – confirm - transferring what they learn in one part of a role to another - drawing a sound general lesson from a small number of cases
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Area 4 – Problem Solving

What it measures: finding relationships that are not immediately obvious and using them to reach an answer.

If Low – probe - breaking a busy grid down into one feature at a time - leaving a question that is taking too long, and coming back to it	If Mid – explore ◀ Sam - what they do when their first approach does not work - how they use the time when several questions are left	If High – confirm - tackling unfamiliar problems where there is no procedure to follow - using what they learned from one problem to shorten the next
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Rank candidates on the overall percentile; decide on the interview evidence.