












# Test Results and Interview Guide

The Computer Programmer - Web Developer assessment measures key factors related to high performance and tenure in this job. Attribute types measured include cognitive ability, skills, knowledge, personality characteristics, emotional intelligence, and past behavioral history. This report includes a one page summary, followed by detailed results with an embedded interview guide. Note that these results should always be used as a part of a balanced candidate selection process that includes independent evaluation steps, such as interviews and reference checks.

Candidate	Score	Interpretation
	66	
Computer Programmer - Web Developer		<div> <p><b>Key</b></p> <ul style="list-style-type: none"> <li>▼ Candidate Score</li> <li>Higher Risk</li> <li>Lower Risk</li> <li>Custom Baseline (Optional)</li> </ul> </div>

## Competency Summary

Competency	Score	Interpretation
<b>Cognitive Abilities (relates to job performance, problem-solving, ability to learn, etc.)</b>		
Analytical Thinking and Attention to Detail	69	
<b>Skills/Knowledge (relates to immediate readiness)</b>		
Core HTML5 and CSS3	40	
Writing	73	
<b>Personality Characteristics (relates to fit with the job/team environment)</b>		
Adaptability	63	
Drive	59	
Integrity	77	
Teamwork	71	
<b>Behavioral History (relates to performance and turnover)</b>		
History Survey - Performance	69	
History Survey - Tenure	76	
<b>Emotional Intelligence (relates to situational judgment, performance and teamwork)</b>		
Empathy and Emotional Self-Control	72	

Importance to Job ↑

## Assessment Overview

This assessment provides scores for a number of important factors and competencies that are related to success on the job. Scores are presented based on their potential impact on job performance.

Scores are presented individually on a scale of 0-100. In most cases, including the overall score, higher scores represent higher expected job performance. However, for some competencies, either extreme low or extreme high scores indicate a risk of lower performance. Refer to the interpretation section of each competency for additional information.

Individual competency scores are also combined into a single overall score. Please note that individual competencies are weighted differently, depending on their type, and on fine adjustments based on data from the US Government's Occupational Data Network (O\*Net).


Each competency measured includes one or more suggested interview questions, in an easy-to-use format. These questions should be used for additional probing, especially when the score shows an area of relative weakness.

Some of the competencies measured evaluate preferences for doing (or not doing) specific activities. Scores for these competencies can be used to evaluate job-fit.

We wish to emphasize that the data contained in this report should be used as part of a comprehensive process for evaluating job candidates. Additional data should include in-person interviews, job tryouts, resume review, and background checks.


## Cognitive Abilities Detail

This section contains a list of job-related cognitive abilities that have been evaluated in a job-like context using HR Avatar's simulation technology. Studies have demonstrated that cognitive abilities are highly correlated with job performance for many jobs. Abilities also correlate with problem-solving and the ability to learn quickly.

Detail	Interview Guide
<p><b>Analytical Thinking and Attention to Detail</b> Score: 69</p>  <p><i>Description:</i> This scale represents thoroughness, accuracy, and being concerned for all areas involved no matter how insignificant. Individuals who demonstrate high Attention to Detail produce work products that are consistently accurate and require little checking. They rarely forget schedule commitments or overlook even the smallest details.</p> <p><i>Interpretation:</i> Strong scores in this area correlate with above average performance for many jobs.</p> <p>Usually able to achieve a high degree of thoroughness and accuracy in a work task. Concerned for most areas involved. Requires only occasional oversight and checking.</p>	<p>Describe a time when you were given a problem without a lot of guidance or information. How did you handle that situation?</p> <div> <div>★ 1 Unable to problem solve with ease, use a systematic approach, or utilize resources. Was not thoughtful.</div> <div>★ 2 Demonstrates the ability to (1) problem solve with ease and (2) utilize resources. Doesn't do so systematically. Was thoughtful.</div> <div>★ 3 Demonstrates the ability to (1) problem solve with ease, (2) use a systematic approach, and (3) utilize resources. Was thoughtful.</div> </div> <hr/> <p>Can you give me an example of where your attention to detail or your thoughtful analysis of a situation helped make a project successful?</p> <div> <div>★ 1 Poor example. Does not show attention to detail or analytical ability.</div> <div>★ 2 Moderately relevant or impactful example.</div> <div>★ 3 Strongly relevant and clear example.</div> </div>

## Knowledge and Skills Detail

This section contains a list of job-related knowledge areas and skills that have been evaluated. Low scores in these areas often indicate that additional learning may be required before top performance can be achieved.

Detail	Interview Guide
<p><b>Core HTML5 and CSS3</b> Score: 40</p>  <p><i>Description:</i> Evaluates the candidate's knowledge of Core HTML5 and CSS3 with an aim to determine the degree of training that will be required before the candidate can be expected to become productive.</p> <p><i>Interpretation:</i> Candidate may need training in this area in order to achieve satisfactory job performance. Additional probing is recommended.</p> <p>Scores indicate a small amount of knowledge of Core HTML5 and CSS3. Candidate will likely require basic training before becoming productive.</p> <ul style="list-style-type: none"> <li>• Correct Count: 2 of 6 Correct</li> </ul>	<p>Tell me about a project or task where you had to use your knowledge of Core HTML5 and CSS3.</p> <div> <div>★ 1 Example didn't require or demonstrate knowledge.</div> <div>★ 2 Knowledge was only moderately important or moderately demonstrated in example.</div> <div>★ 3 Clearly relevant application and demonstration of knowledge.</div> </div>

Detail



Writing



Score: 73

<

### Personality Characteristics Detail



This section contains a list of personality characteristics that are frequently associated with job performance. Remember, these are not skills and do not indicate the ability to do a job. Rather, they can be used to evaluate the candidate's fit with the general needs of the job and the organizational culture. Sample interview questions are provided to gather more information.

Detail	Interview Guide
<p><b>Adaptability</b> Score: 63</p>  <p><i>Description:</i> This scale reflects how accepting a person is of frequent or substantial changes in his or her job requirements. Changing work requirements usually cause stress and put pressure on an individual to adapt. High scorers usually thrive under changing work conditions, while low scorers may burn out or become paralyzed. In more stable job circumstances, high scorers may become bored, while low scorers would remain satisfied.</p> <p><i>Interpretation:</i> The candidate's score in this area indicates neither a positive nor a negative impact on performance.</p> <p>Prefers a moderate amount of change in order to make progress. Feels too much change can be disruptive and undesirable. With coaching and reassurance is capable of remaining focused and positive throughout most change processes.</p>	<p>Even in a fast-changing environment there can be periods of relative calm and stability. How do you keep from getting bored during these slower times?</p> <div> <div>★ 1 Candidate has no effective technique to keep them from getting bored.</div> <div>★ 2 Candidate can explain one effective technique to keep them from getting bored.</div> <div>★ 3 Candidate explains multiple effective techniques to keep them from getting bored. Shows they enjoy stability too.</div> <div>★ 4</div> <div>★ 5</div> </div> <hr/> <p>Would you rather work in a job where the work is predictable or one where activities are constantly changing? Why?</p> <div> <div>★ 1 Becomes paralyzed by change. Or disregards the change and continues same path.</div> <div>★ 2 Ambivalent to change. Has sound reasoning for falling in the middle.</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5 Comfortable with change, though feels some stress or anxiety. Usually able to stay focused.</div> </div>
<p><b>Drive</b> Score: 59</p>  <p><i>Description:</i> This scale reflects the degree to which an individual will work hard to achieve goals and solve critical problems in the organization. High scores on this scale indicate a person will be diligent in their work and use all necessary sources to solve problems. Low scores on this scale indicate a person may be unenthusiastic about work and may struggle with complex tasks and challenges.</p> <p><i>Interpretation:</i> The candidate's score in this area indicates neither a positive nor a negative impact on performance.</p> <p>Motivated by moderately challenging goals, financial rewards, and meeting expectations, but may not be motivated by stretch goals or other highly challenging goals. Willing to work moderately hard to succeed.</p>	<p>What are some of the things you do to ensure that you don't become overwhelmed when things get more challenging at work?</p> <div> <div>★ 1 They don't have tools to ensure they don't become overwhelmed.</div> <div>★ 2 Acknowledges feeling overwhelmed but works hard to get through the challenge. However, the challenge impacts their job tasks.</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5 Explains they don't get overwhelmed and they work hard to get through the challenge. Challenge doesn't impact their job tasks.</div> </div> <hr/> <p>Describe a time when you had some extra time available at work. How did you use this extra time?</p> <div> <div>★ 1 Did not use their time in a beneficial way, or in a way that added value to the organization.</div> <div>★ 2 Used their time in a work related way, but those efforts didn't demonstrate hard work or added value (easy).</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5 Used time in a beneficial way and added value to the organization. Showed ability to work hard and willingness to put in extra effort.</div> </div>
<b>Integrity</b>	

Detail	Interview Guide
<p>Score: 77</p>  <p><b>Description:</b> This scale reflects the degree to which an individual acts positively towards the organization, avoids unnecessary risk, and, simply put, does the right thing. High scores on this scale indicate a person will act in the organization's best interest, follow the rules, and work hard under limited supervision. Low scores on this scale indicate a person may engage in risk-taking behaviors, work to undermine the organization, and only do the bare minimum.</p> <p><b>Interpretation:</b> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Usually cooperative and easy to work with. Trusts management and peers to act in the best interests of the organization, but will question actions that don't make sense. Voluntarily participates in corporate initiatives under most circumstances. Usually risk averse.</p>	<p>Describe an ideal person who has high integrity. What traits does that person have that set them apart?</p> <div> <div>★ 1</div> <div>★ 2</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5</div> </div> <p>The person: (1) does the right thing even under challenging circumstances</p> <p>The person: (1) does the right thing even under challenging circumstances, (2) is honest OR has strong principles</p> <p>The person: (1) does the right thing even under challenging circumstances, is (2) honest, and (3) has strong principles</p> <hr/> <p>What is more important: doing things right or meeting time commitments? Why?</p> <div> <div>★ 1</div> <div>★ 2</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5</div> </div> <p>Shows willingness to cut corners. Would require heavy quality assurance.</p> <p>Some balance between quality and speed. Would require moderate quality assurance.</p> <p>Clear emphasis on doing things correctly the first time.</p>
<p><b>Teamwork</b></p> <p>Score: 71</p>  <p><b>Description:</b> This scale reflects the degree to which an individual works well with teams and maintains positive interpersonal relationships. High scores on this scale indicate a person will thrive in collaborative team settings and maintain high-quality relationships with coworkers. Low scores on this scale indicate a person will prefer working on individual projects and may struggle to maintain close working relationships with colleagues.</p> <p><b>Interpretation:</b> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Actively cultivates relationships. Comfortable meeting new people and sensitive to how others feel. Works with colleagues and seeks input to develop friendships and meet goals.</p>	<p>Describe a time when you were faced with a conflict while working on a team. How did you handle it?</p> <div> <div>★ 1</div> <div>★ 2</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5</div> </div> <p>They are unable to appropriately handle conflicting circumstances while working on a team.</p> <p>They are able to handle conflicting circumstances by being a team player, showing empathy, OR problem solving as a group.</p> <p>They are able to handle conflicting circumstances by being a team player, showing empathy, AND problem solving as a group.</p> <hr/> <p>Discuss a time when you were part of a team that accomplished something most people didn't think could be done. What was your role and what made the team so special?</p> <div> <div>★ 1</div> <div>★ 2</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5</div> </div> <p>No such experience. Example irrelevant.</p> <p>Moderately relevant example and moderately relevant role.</p> <p>Strong example and strong role.</p>

## Behavioral History Detail


This section evaluates answers the candidate gave concerning his or her work-related history. Studies often show that a candidate's past behavior often indicates his or her future behavior. Potential caution areas (if any) are specified in each detail section.

Detail	Interview Guide
<p><b>History Survey - Performance</b> Score: 69</p>  <p><i>Description:</i> Evaluates elements of the candidate's past work and education history to identify indications of high or low performance potential.</p> <p><i>Interpretation:</i> The candidate's score indicates past behaviors that contribute to above average job performance.</p> <p>Exhibits past behaviors and achievements that are likely to result in above average job performance.</p> <p>The following potential performance risk areas were identified:</p> <ul style="list-style-type: none"> <li>Doesn't seem to pursue technical projects in spare time. Further probing is recommended for each of these items.</li> </ul>	<p>Describe a complicated project or activity you had to manage. What did you do to ensure it was successful? What was the result?</p> <p>★ 1      ★ 2      ★ 3      ★ 4      ★ 5</p> <hr/> <p>Can you give me an example of a technical project that you worked on outside of your full-time job?</p> <p>★ 1      ★ 2      ★ 3      ★ 4      ★ 5</p>
<p><b>History Survey - Tenure</b> Score: 76</p>  <p><i>Description:</i> Evaluates a candidate's past employment history and related factors for indications of potentially low job tenure.</p> <p><i>Interpretation:</i> The candidate's score indicates past behaviors that contribute to above average job performance.</p> <p>Exhibits behaviors likely to result in slightly longer than average job tenure.</p>	<p>Have you ever had to choose between your job and your profession? What did you do and why?</p> <p>★ 1      ★ 2      ★ 3      ★ 4      ★ 5</p>

## Emotional Intelligence Detail

This section contains a list of emotional intelligence characteristics that indicate how tuned in a candidate is to his or her own emotions, and those of others, as well as the candidate's ability to control his or her behavior in light of the emotions he or she is experiencing. These traits can often impact performance in groups or teams. Sample interview questions are provided to gather more information.



Detail	Interview Guide
<p><b>Empathy and Emotional Self-Control</b></p> <p>Score: 72</p>  <p><i>Description:</i></p> <p>Demonstrates exceptional strengths in sensing the emotional needs of others, sympathizing with other people's problems, and seeing things from other people's point of view. Likely to be very effective at demonstrating to customers or coworkers that they understand and care about them, resulting in significantly improved customer loyalty, much stronger work relationships, and noticeably reduced levels of conflict in the workplace.</p> <p><i>Interpretation:</i></p> <p>The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Demonstrates strengths in sensing the emotional needs of others, sympathizing with other people's problems, and seeing things from other people's point of view. Likely to be effective at demonstrating to customers or coworkers that they understand and care about them, resulting in improved customer loyalty, stronger work relationships, and reduced levels of conflict in the workplace.</p>	<p>How important is it to sense what others you are working with are feeling? How do you adapt when you can tell a coworker is upset or excited?</p> <div> <div>★ 1 Not important to them. Unable to adapt.</div> <div>★ 2 Important to them. Adapt by regulating their emotions to be either professional, caring, OR understanding.</div> <div>★ 3 Very important to them. Adapt by regulating their emotions to be professional, caring, AND understanding.</div> <div>★ 4</div> <div>★ 5</div> </div> <hr/> <p>Describe a time when a coworker or customer came to you with a difficult situation, how did you demonstrate that you understood and cared about them?</p> <div> <div>★ 1 They did not show they cared or understood the person, by demonstrating sympathy or seeing the other person's point of view.</div> <div>★ 2 They showed they understood and demonstrated care. They were sympathetic but unable to see the other person's point of view.</div> <div>★ 3 They understood and demonstrated care. They were sympathetic by seeing the other person's point of view.</div> <div>★ 4</div> <div>★ 5</div> </div>

## Writing Sample(s)

During the assessment, the candidate was asked to write one or more passages. The text they wrote is included in the table below for review.


Writing Sample - Question	Response
Email message subject (Question:)	Requirements for new eCommerce system
Email message content (Question:)	<p>Hi,</p> <p>As requested, I have gone through the suggested requirements for our new eCommerce requirements and following are the most emphasized points in it.</p> <ol style="list-style-type: none"> <li>1. Allow one click purchase option for existing members.</li> <li>2. Allow guest users to make purchases too.</li> </ol> <p>Kind Regards, Zain Ahmed</p>
Please write an essay of 100 - 800 words discussing why it is often important for technical staff to work closely with non-technical staff in order to achieve project success.	<p>Teamwork is the most essential part for the success of any project. Although technical staff is typically considered as the backbone for any such project but one must never forget that the role played by non technical members is equally important.</p> <p>Accurate requirements are the most critical part for any project. Even if the project developed is technically correct in every aspect but if its not developed based on the right requirements then all the effort goes in vain and normally these requirements are mostly presented by the non technical staff. Therefore; working closely with them is essential for the project's success.</p> <p>Feedback of the project is another important aspect for its long term stability and again its provided by the non technical end users. So in order to keep the project stable it is important to gather feedback from users on regular bases to improve the overall quality of any project.</p> <p>[Misspelled Words: its (1)]</p>

Identity Confirmation Photos


The following photos of the candidate and any identification were uploaded during the assessment session.

Photo Analysis Results


- Risk:	Low risk of cheating based on image inconsistencies
- Percent match among processed faces	100%
- Total images processed	56
- Total images with valid faces	55 (98%)
- Total pairs of faces compared	18
- Pairs in which faces matched	18 (100%)




Pre/Post-Test Photo




In-Test Photo




In-Test Photo



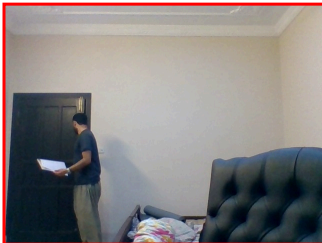
In-Test Photo



In-Test Photo



In-Test Photo



In-Test Error Detected (No Face Detected)

Minimum Qualification Guidelines - from O\*Net

The following are suggestions from O\*Net, the United States government's occupational information network, regarding prerequisites for this job type.

Item	
Educational Achievement	Bachelor's Degree
Job-Related Training	6 Months - 1 Year
Job-Related Experience	1 - 2 Years

## Report Preparation Notes

- Hiring decisions should never be based on a single source of information. The most effective use of this assessment report is as a part of a multi-faceted program of candidate evaluation that includes resume review, interviews, and reference checks.
- Overall vs Percentiles Scores: The overall score reflects the success in the test, based on the mean (average) and standard deviation of the test scores. The percentile score reflects the percentage of test-takers who scored equal or below this overall score. We recommend you use the Overall Score as your primary evaluation criteria. However, percentile scores can often be useful in comparing specific candidates against one another and with a group, such as for test takers in a certain organization or within a certain account.
- Country-level normative data was omitted because there is insufficient data available for this assessment. As additional test takers from the same country complete this assessment, comparative information will become available, and this report can be regenerated to incorporate it.
- Note that comparison information is calculated based on completed instances of this assessment at that time the assessment is scored. As additional instances are completed, the comparative data may change. You can always update a report to the current values by clicking on "Recalculate Percentiles" within the online results viewing pages at [www.hravatar.com](http://www.hravatar.com).
- Most competency scores are norm-based, which means that they can be interpreted in terms of their distance from the average or mean score. For all scales, a score equal to the mean receives a score of 65 and scores above and below this value are set so that a score change of 15 equals one standard deviation.
- For linear competencies, higher is better across the entire scale. For these scales a score between 65 and 80 (light green) represents 0 to 1 standard deviation above the mean and a score above 80 (dark green) represents more than one standard deviation above the mean. Similarly, a score of 50 - 65 (yellow) represents 0 to 1 standard deviation below the mean, while a score of 35 - 50 (orange) equates to 1 to 2 standard deviations below the mean, and a score below 35 represents more than 2 standard deviations below the mean.
- For non-linear competencies, scores in the middle are more desirable. For these scales a score between 50 and 80 (dark green) represents scores that are within 1 standard deviation of the mean, scores between 80 and 95 and scores between 35 and 50 (yellow) represent scores that are 1 to 2 standard deviations above or below the mean, and scores above 95 or below 35 (red) represent scores that are more than 2 standard deviations above or below the mean.
- This assessment makes use of data from the Occupational Information Network (O\*NET), which is funded by the U.S. Federal Government - U.S. Department of Labor/Employment and Training Administration (USDOL/ETA) - as a primary source of occupational information. The O\*NET database contains information on hundreds of standardized and occupation-specific descriptors that are continually updated by ongoing research. These data are used in preparing descriptive information as well as setting relative weights between competencies used in calculating the overall score. For additional information about O\*NET, visit <http://www.onetcenter.org>.
- O\*Net Standard Occupational Code (SOC) Used: 15-1251.00
- O\*Net Version: 25.1
- Sim ID: 8072-4, Key: 1266767-1108752, Rpt: 13, Prd: 4259, Created: 2021-09-26 16:15 UTC
- UA: Mozilla/5.0 (Windows NT 10.0; Win64; x64) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/93.0.4577.82 Safari/537.36

**Notes**

(This area is intentionally blank - it's reserved as space for your notes.)