

Administator's Report

Memory and Attention Test - Version 1

Susannah Sample

Introduction

This report describes Susannah's results on the Memory and Attention Test. This test looks at the ability to memorise increasingly complicated instructions and apply these quickly and accurately.

When reading this report, the following points should be considered:

- psychometric tests are only one source of information about a person's abilities and style. It is always recommended that the results be integrated with other evidence to provide as broad a picture as possible. How much the test results will influence any final assessment will depend on the appropriateness of the tests and the quality of the other information collected.
- all test scores (as with any measurement) are subject to error. Scores are therefore taken as an indication of the band of ability within which the individual might fall.
- scores may change due to error and small differences between scores may not be significant. The amount of error can be estimated statistically and this is how the range of scores quoted in this report has been determined.
- high scores are easier to interpret than low scores. If people score highly, then they probably do have a high level of the ability in question. People can, however, get low scores for many reasons - misunderstanding, lack of familiarity with test procedures, anxiety, etc. Low scores should therefore be interpreted as 'the individual has not yet shown evidence of this ability'.
- all scores are compared to groups of individuals, e.g. people at various stages of their education, those working in different jobs. Therefore the score is not fixed. A score may be above average compared to one group and below average compared to another.
- the results show how the person performed on the test on this particular occasion. A person's score is likely to fluctuate according to a number of different factors: this means that scores might differ slightly if the test were taken on a second occasion.
- the test results are an opportunity for the individual to demonstrate their abilities in the area of memory and attention. They do not cover all kinds of memory and attention. However, psychometric tests, properly chosen, have been found to contribute usefully to an overall assessment of an individual's abilities. They must be properly integrated with other data and should never be used on their own.

Results

To understand what Susannah's scores on the test actually mean, they have to be put into context. This is done by comparing them to the scores of a larger group of people who have already taken the test. In this case, scores have been compared to the following group: General Population (n=991)

The Memory and Attention Test looks at three main areas: Memory, Attention and Speed of Working. The speed with which Susannah was able to use the mouse to click on the shapes was also measured (Click Speed). Results in each of these areas are given below.

NOTE: For Memory, Speed of Working and Click Speed, lower raw scores indicate better performance. The percentiles and T-scores for these scales have therefore been reversed so that higher scores on all scales indicate better performance.

Memory

The Memory and Attention Test gave Susannah a number of instructions to remember. The number of instructions to remember increased as the test progressed. This part of the test looks at how well Susannah was able to remember the instructions, by showing how many times she needed to be reminded of the instructions.

Raw score (use of instructions screen)	Percentile	T-score
15	44	48

Attention

The instructions for the Memory and Attention Test directed the Susannah to click on various shapes. This part of the Memory and Attention Test looks at how well she was able to follow the instructions, by attending to the screens and clicking on the correct shapes.

Raw score (number of correct screens)	Percentile	T-score	68% T-score confidence band	80% T-score confidence band
36	10	37	34 - 39	33 - 40

Speed of Working

The time it took Susannah to complete each of the test screens was recorded. This gives an indication of how quickly she was able to attend to the shapes on each screen and then apply the instructions to the test screens.

Raw score (total test time in seconds)	Percentile	T-score	68% T-score confidence band	80% T-score confidence band
675	78	57	54 - 59	53 - 60

Click Speed

The time it took Susannah to complete several very easy items at the start of the test

was also recorded. Since the instruction for these items (e.g. "Click all red shapes") was very easy to remember, the time taken to respond to these items gives an approximate indication of how quickly she was able to click on shapes. This in turn should be taken into consideration when evaluating her speed of working, as reported above.

Raw score (speed of responding in seconds)	Percentile	T-score	68% T-score confidence band	80% T-score confidence band
35	19	41	37 - 44	36 - 45

Date tested: 21/2/2007 Norm used: General Population (n=991)
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