Watson-Glaser™ II Critical Thinking Appraisal Profile Report

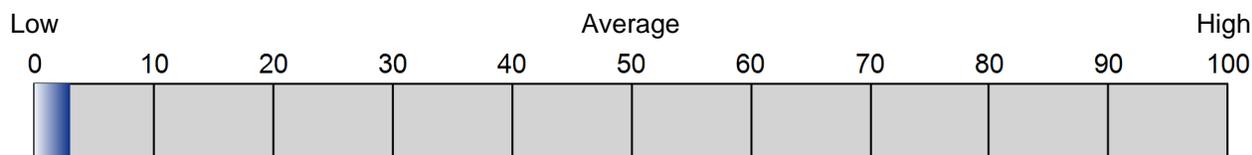**Name:** Waldo Frankenstein   **Date of Testing:** 09/29/2016

Organization: Hogan Assessment Systems   **Job Title:** Mermaid

Overall Critical Thinking Performance

Norm Group   Director (2012)

Low					Average					High
0	10	20	30	40	50	60	70	80	90	100

Percentile : 3

Raw Score : 17

Overall Score Interpretation

Waldo Frankenstein obtained a total raw score of 17 out of 40 possible points on the Watson-Glaser™ II, Form D. Waldo Frankenstein's score was better than or equal to 3% of the individuals in the norm group indicated above. In comparison with peers from this group, Waldo Frankenstein is likely to be below average in applying the critical thinking necessary for effective analysis and decision making.

Subscale Performance

	# Items	# Correct	Low	Average	High
Recognize Assumptions	12	3			
Evaluate Arguments	12	9			
Draw Conclusions	16	5			

Subscale Score Interpretation

Recognize Assumptions:

Waldo Frankenstein scored in the low range compared to the individuals in the norm group. This score suggests low skill and inconsistency when this individual needs to:

- "read between the lines" – identify what is expected or assumed to be true in situations.
- define and redefine issues, as well as explore alternative points of view.

Evaluate Arguments:

Waldo Frankenstein scored in the average range compared to the individuals in the norm group. This score suggests moderate skill and consistency when this individual needs to:

- evaluate arguments based on the relevance and strength of the evidence supporting them.
- analyze information objectively, without allowing preferences or emotions to influence evaluations.

Draw Conclusions:

Waldo Frankenstein scored in the low range compared to the individuals in the norm group. This score suggests low skill and inconsistency when this individual needs to:

- gather sufficient information, weigh it appropriately, and assimilate it into a sound conclusion.
- interpret evidence appropriately, without generalizing it into unwarranted conclusions.

PEARSON

TalentLens

Skills and Abilities Assessed by the Watson-Glaser™ II Critical Thinking Appraisal

The Watson-Glaser™ II Critical Thinking Appraisal is designed to measure select skills and abilities involved in critical thinking. These include:

- **Recognize Assumptions** — Assumptions are statements that are assumed to be true in the absence of proof. Identifying them helps reveal information gaps and enrich perspectives on an issue. Assumptions can be unstated or directly stated. Being aware of these assumptions and directly assessing their appropriateness to a situation improves the quality and comprehensiveness of critical thinking.

- **Evaluate Arguments** — Arguments are assertions that are intended to persuade someone to believe or act a certain way. Evaluating arguments is the process of analyzing such assertions objectively and accurately. Analyzing arguments helps determine whether to believe something or not and how to respond accordingly. Evaluating arguments requires the ability to overcome a confirmation bias—the tendency to look for and agree with information that confirms prior beliefs. Emotion plays a key role in evaluating arguments as well—a high level of emotion can cloud objectivity and the ability to accurately evaluate arguments.

- **Draw Conclusions** — Drawing conclusions consists of arriving at conclusions that logically follow from the available evidence. It includes evaluating all relevant information before drawing a conclusion, judging the likelihood of different conclusions being correct, selecting the most appropriate conclusion, and avoiding overgeneralization beyond the evidence.

Note. The Watson-Glaser™ II Critical Thinking Appraisal should never be used as the sole basis for making an employment decision. For more information on best practices for using test scores in selection decisions, please consult the *Watson-Glaser™ II Critical Thinking Appraisal Manual*, the *Uniform Guidelines for Employee Selection Procedures,* the *Standards for Educational and Psychological Testing*, and the *Principles for the Validation and Use of Personnel Selection Procedures.*