



Teacher Assessment Report

Candidate:
John SamplePerson

Date:
05/05/2026

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www.resourceassociates.com

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Company: Resource Associates Samples
 Date: May 05, 2026

Username: RESOWPSUT0001
 Candidate: John SamplePerson

The following information is a feedback report based on the results of validated psychological assessment dimensions. Depending on the sections included in the test battery, there may be multiple pages of explanatory information. Please review thoroughly for the best overall interpretation of your candidate's scores.

PERSONALITY TRAITS

The profile below summarizes key results in each area compared against general population norms (indicated by the descriptors Low, Below Average, Average, Above Average, and High) and with norms for high performers in the type of job for which the candidate is applying (designated by the shaded areas). The candidate's score is indicated by the diamond symbol: ◆

	Low	Below Average	Average	Above Average	High
AGREEABLENESS			◆		
ASSERTIVENESS				◆	
ATTITUDES TOWARD CHILDREN				◆	
AVOIDANCE OF AGGRESSION					◆
CONSCIENTIOUSNESS			◆		
EMOTIONAL RESILIENCE				◆	
EXTROVERSION		◆			
INITIATING STRUCTURE IN THE CLASSROOM				◆	
INTEGRITY		◆			
INTERPERSONAL SENSITIVITY			◆		
MORALE BUILDING IN THE CLASSROOM					◆
NURTURANCE					◆
OPENNESS					◆
OPTIMISM				◆	
WORK DRIVE				◆	

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GENERAL COGNITIVE APTITUDE ASSESSMENT

OVERALL GENERAL COGNITIVE SCORE



Compared to general adult norms using standardized tests validated for a wide range of jobs, we estimate overall level of mental ability to be in the **60-69%ile** range. His individual aptitude levels are:

Abstract Reasoning	50-59%ile
Numeric Reasoning	70-79%ile
Verbal Reasoning	50-59%ile

John demonstrates a slightly above-average level of cognitive ability. He will be a fairly good problem solver and should be able to assimilate most new information readily. He is likely to be a reasonably capable cognitive performer in this job.

Score Breakdown by Question Type (44 total questions)

ABSTRACT REASONING —Demonstrates ability to make sense of conceptual information, reason abstractly and determine patterns and relationships among symbolic stimuli: Candidate scored 6 correct out of 14 possible questions or 43% correct.
NUMERIC REASONING —Demonstrates ability to logically analyze numerical information, reason with numbers and make inferences about quantitative relationships: Candidate scored 11 correct out of 13 possible questions or 85% correct.
VERBAL REASONING —Demonstrates ability to to comprehend English vocabulary, reason with verbally-based information, and draw conclusions based on complex verbal stimuli: Candidate scored 7 correct out of 17 possible questions or 41% correct.

General Cognitive Aptitude Score Interpretation

These aptitude scores reflect percentile rankings -- not percent correct on the test. For example, if a person scores 80-89%ile on a specific test in this report, it means that they scored at least as well or better than 80-89%ile of the norm group, but not as high as about 10-20%ile of the norm group.

The **Overall General Cognitive Aptitude Score** is an average of the standardized scores for the three separate aptitude tests given to this candidate.

The lower the score, the more difficulty a candidate is likely to have learning new information and making decisions. If experienced in their profession, they may perform well practiced tasks effectively but struggle with new things. They may need extra training or more support from managers. Low scorers can become overwhelmed by complexity and generally prefer duties requiring specific answers rather than insightful solutions.

The higher the score, the more we predict that the candidate will learn quickly, pick up a lot of new information on their own without needing to be trained, handle a large information load easily, make decisions in an efficient manner, and show a great deal of insight about how to solve new and complex problems.

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PERSONALITY TRAIT INTERPRETATION

Strengths:

- In most situations, John is easy to get along with, kind, and agreeable. John avoids arguments and unpleasantness unless the topic or the person is one that really makes him upset. You are unlikely to get complaints about this teacher being harsh with or disrespectful students.
- He comes across as a leader who can exert control over students and maintain a clear focus on the educational process. Discipline is maintained and disruptive students are dealt with effectively almost of the time.
- John has a fairly positive attitude toward children. He usually enjoys being around them, is able to interact appropriately with them, and tends to view himself as a mentor to young people.
- Believing that aggression is an inappropriate way to handle problems, John is very unlikely to act in a verbally or physically hostile manner toward other people. When faced with a provocative situation, he finds a way to deal with things without resorting to inappropriate actions.
- John is usually conscientious and reliable. He generally follows through on his commitments and does what he says he will do. On the other hand, John also uses some personal discretion and judgment in deciding how to perform job tasks and duties.
- He is stable and well-adjusted. John can work well under conditions of job stress and not succumb to work-related anxiety or tension.
- John is usually introverted and able to work quietly on the tasks at hand. He has fairly well developed concentration and does not need extensive interaction with coworkers.
- Many students will describe this teacher as being well organized and as giving good instructions. He probably gives a syllabus with guidance for assignments to help students in pursuit of their academic goals. John monitors each student's work and provides performance feedback to help them improve and do their best.
- He takes into account both objective facts and the personal concerns of other people when appraising problems and making judgments. John tries to consider both analytical data and the feelings of others when choosing a course of action.
- John wants to make sure that every student maximizes his performance and attains mastery of the subject. He will gain an understanding of each student's strengths and learning deficits so that he can work toward maximizing their potential for success. Students will feel that John has a vested interest in them as a whole person and in their learning outcomes. Time for extra tutoring is made available to students to help shore up with deficits and their confidence.
- He enjoys being a caregiver and service provider to others. Seeing that other people's needs are met provides a great deal of personal satisfaction to him and helps him feel like a worthwhile person. Dealing with especially difficult situations is particularly rewarding to him because it calls on his strength.

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- He is very open to new learning on the job. John should be quite comfortable with planned change programs and innovation initiatives in the workplace. He will make a continuing effort to acquire new job-related skills and abilities.
- Fairly optimistic about most things, John tries to look for positive qualities in people and future opportunities. He is not one to form negative preconceptions quickly. John focuses on positive qualities in the people he works with, the projects he works on, and the organization he works for.
- John has an above average work drive. He invests considerable time and energy into meeting the demands of his job and career.

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Developmental Concerns:

- He may sometimes fail to do things when and how he said they would be done. John could be more conscientious and reliable in the way he meets job expectations and responsibilities.
- John may come across as too reserved, withdrawn, or impersonal. He could improve his communication skills.
- John scored below norm on integrity, which casts some doubt on his ability to be fully honest and ethical on the job. If hired, he may sometimes act in ways that others in the company perceive as improper or out of compliance with company rules and policies.

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INTERVIEW QUESTIONS

Resource Associates highly recommends conducting a final interview prior to making an offer to hire, using this candidate's assessment results as a guide. To help with this process, we offer a set of interview questions which can help explore potential "red flags" or areas of concern. Most of these interview questions are situation-based items which ask the candidate to describe their behaviors, attitudes, and opinions while on the job. If you choose to conduct this type of interview to further investigate and clarify concerns, you should keep asking questions until you have gained confidence in your assessment of the candidate. You can use some or all of these questions during your interview. You will probably want to customize questions to best fit your style and what you already know about the candidate, as well as the job for which s/he is being considered. Some additional probes which you might want to use with individual questions are:

- * When did this take place?
- * What factors led up to it?
- * What were the outcomes?
- * What did others in the organization say about this?
- * How often has this type of situation arisen?
- * How would you handle it differently in the future?

EXTROVERSION

- Describe a situation when your ability to communicate made a difference in the outcome of a project, assignment, or task at work.
- Tell me how much time you would ideally like to spend each day in meetings and discussion groups on the type of job for which you are applying.
- All of us have different styles of interacting and communicating with other people. Describe a situation where your style did not mesh well with that of another employee. [Probe: How did your styles differ? What problems did this lead to? What adjustments did you make?]
- Give me an example of a presentation that you have made where the audience was not particularly interested in the topic. What did you do? What were the results?

INTEGRITY

- What would you do if you discovered that a coworker had been taking home office supplies without permission and without telling anyone?
- Under what conditions would it be acceptable to ignore or bend a company rule or policy?
- Describe what you would do if your boss asked you to keep quiet about some data he or she was falsifying for the annual company report.
- Under what circumstances would it be OK to claim a sick day (even though you were not sick) to deal with a personal problem at home?