TestAS
Test für Ausländische Studierende
Test for Academic Studies

Certificate TestAS

Mr.

born on

Candidate No.

has passed the TestAS

with the modules Core Test and Engineering Module

on

in test centre

with the following results:

	Percentile Rank	Standard Score
Core Test	99	121
Engineering Module	99	122

More results, reference values and explanations on page 2.

This certificate was produced electronically and is valid without a signature. Authorised people of Universities can verify the certificate by logging into www.testas.de/check.

The TestAS is developed and executed, on behalf of DAAD, by ITB Consulting and TestDaF Institute. The Gesellschaft für Akademische Studienvorbereitung und Testentwicklung e. V. (GAST) takes responsibility for it. It is financed through funds of the German Federal Ministry of Education and Research.

Results and some reference scores

Language Screening	Vantage B2 or higher						
	Results of the Candidate			Reference Scores			
1	2	3	4	5	6	7	8
Subtest/Test Module	Percentile Rank	Standard Score	Score	Number of Items	Minimum Score	Maximum Score	Average Score
Solving Quantitative Problems (SQP)	100	123	18	18	0	18	8
Inferring Relationships (IR)	94	113	16	18	0	18	11
Completing Patterns (CP)	96	115	13	18	0	18	8
Continuing Numerical Series (CNS)	96	112	17	18	0	18	10
Core Test	99	121	64	72	4	69	36
Formalising Technical Interrelationships (FTI)	98	119	17	18	0	18	10
Visualising Solids (VS)	95	112	17	20	2	20	12
Analysing Technical Interrelationships (ATI)	98	119	17	18	1	18	10
Engineering Module	99	122	51	56	5	56	31

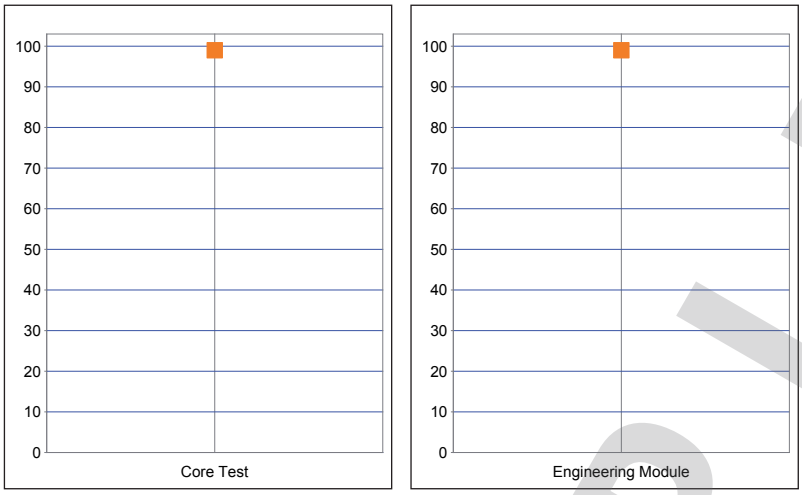
Explanation:

In column 1 of the table, all subtests are listed which the candidate worked on. In columns 2 to 4, you find the results of the candidate. A Percentile Rank (column 2) indicates which percentage of test takers has achieved the same or a lower score than the candidate. For instance, a percentile rank of 60 means that 60% of all test takers in the reference group have achieved the same or a lower result than the candidate; 40% of the test takers have therefore achieved higher scores. If the percentile rank is between 31 and 70, the abilities measured are considered "well developed" (average). As opposed to the standard score, differences in percentage do not allow to draw any conclusion concerning the degree of the difference between the underlying number of points. A Standard Score (column 3) means that the number of points achieved by the test taker is converted into a scale with the median 100 and a standard deviation of 10. Nearly all candidates are placed between 70 and 130 on this scale. About 36% of the test takers reach a standard score between 90 and 100, another 36% achieve a standard score between 100 and 110. About 14% of the test takers achieve a result between 70 and 89, another 14% achieve a result between 111 and 130. The standard score allows to compare results from different subtests with each other, without loosing any information in the process. The Score (column 4) indicates the number of items completed successfully by the candidate. Each solved and assessed task was valued as one point. Wrong answers and tasks which were not completed were not considered.

In columns 5 to 8, you see reference scores referring to the respective test date. In column 5, Number of Items indicates the number of tasks which were to be completed in each subtest. In columns 6 and 7, we have listed the minimum and the maximum score reached by a test taker in a given subtest or module. In column 8, it is indicated which score was reached on average in individual subtests.

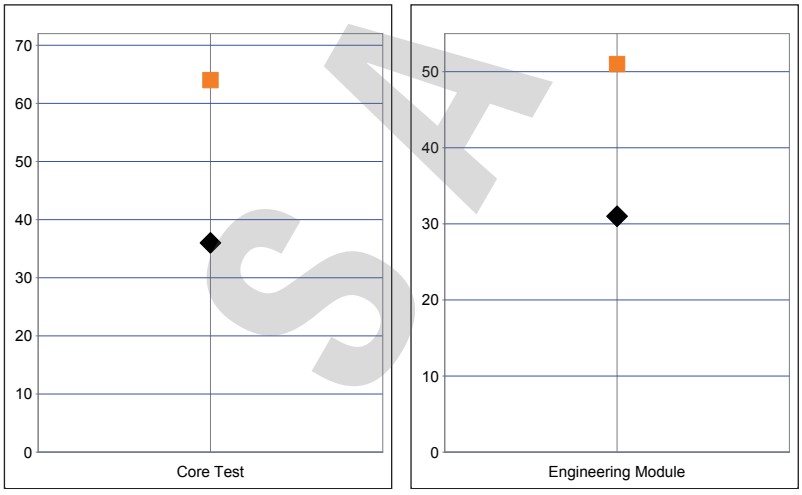
Percentile Ranks and Scores

Candidate's Percentile Rank



A Percentile Rank indicates which percentage of test takers achieved the same or a lower score than the candidate. The candidate's Percentile Rank of 99 in the Core Test means that 99 percent of all test takers in this test achieved the same or a lower result. Or, in reverse, it means that 1 percent of the test takers scored higher.
In the Engineering Module, the candidate achieved a Percentile Rank of 99. Here, 99 percent of all test takers achieved the same or a lower result. In reverse it means that 1 percent of the test takers scored higher.

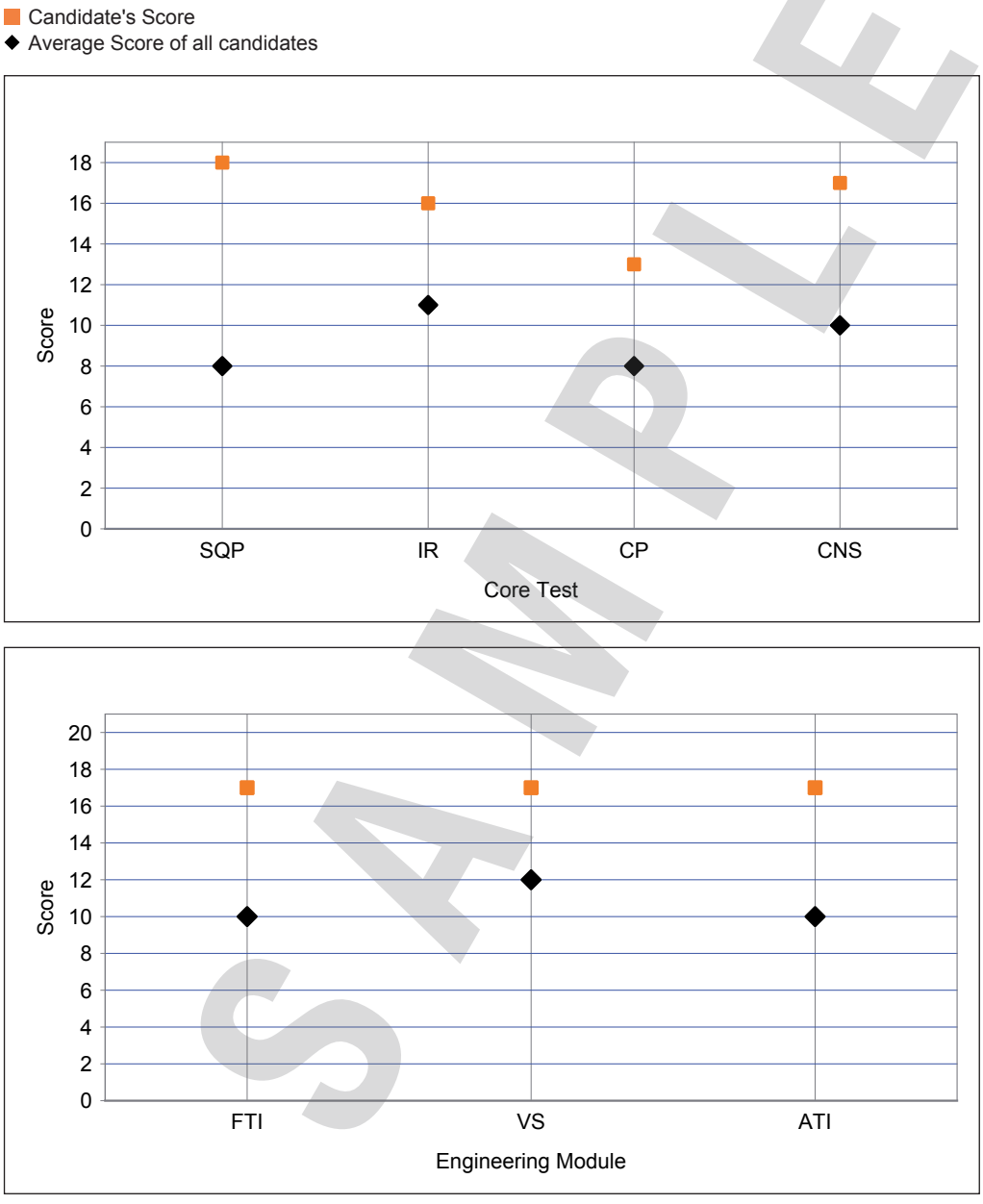
Candidate's Score
Average Score of all candidates



Differences in the Percentile Ranks do not allow to draw any conclusion concerning the degree of the difference between the underlying scores. In order to illustrate this, the chart shows the candidate's score in relation to the average score. The number of items in the Core Test amounts to 72. The Engineering Module consists of 56 items.

Subtest Scores

The following two charts show the candidate's score in relation to the average score of all candidates for each subtest.



Scores lying closely together can indeed be represented by different Percentile Ranks. Or the same score in different subtests can relate to different Percentile Ranks depending on how many candidates have scored higher or lower.

Ranking should rather be based on the Percentile Ranks than on the scores since those are more accurate.

Language Screening

The language screening serves to interpret the results of the candidate in the TestAS in the light of the knowledge of the language the candidate has selected. It does not replace a language certificate such as TestDaF, IELTS or TOEFL. The results of the language screening are given in terms of the levels A1 to C2 of the Common European Framework of Reference for Languages (CEFR). The language screening covers the levels from A2 to B2.

Please find more information about the CEFR on:
http://www.goethe.de/z/50/commeuro

Results in the Language Screening:

Vantage B2 or higher

The level B2 is generally described as follows:

Level	Description
B2	Vantage Can follow or give a talk on a familiar topic or keep up a conversation on a fairly wide range of topics. Can scan texts for relevant information, and understand detailed instructions or advice. Can make notes while someone is talking or write a letter including non-standard requests.

Core Test

Subtest "Solving Quantitative Problems" (SQP)

The subtest "Solving Quantitative Problems" provides practical problems to be solved by using basic arithmetic operations.
This test measures mathematical thought and the ability to solve basic mathematical problems. The level of the arithmetic operations to be performed is elementary.

This ability is:

strongly developed

Subtest "Inferring Relationships" (IR)

In the subtest "Inferring Relationships", each question consists of two pairs of words. Two of the four words are missing, and you are to identify the matching words so that both pairs of words have an analogous relationship. This requires that you find the rule governing the analogy and select the words accordingly.
This test measures logical linguistic thought. Test takers have to identify meaning, and generalise and abstract in order to find the rule. Eventually the rule has to be concretised in order to fill the gaps.

This ability is:

strongly developed

Subtest "Completing Patterns" (CP)

In the subtest "Completing Patterns", lines, circles, quadrilateral and other geometrical shapes are arranged in the fields of a matrix according to a specific rule. You are to find the rule and apply it by identifying the missing shape in the last field.
This test measures logical graphic thought. Language skills or educational background are irrelevant.

This ability is:

strongly developed

Subtest "Continuing Numerical Series" (CNS)

The subtest "Continuing Numerical Series" provides a series of numbers structured according to a specific rule. You are to find the rule and apply it in order to identify the missing number.
This test measures logical numerical thought. Knowledge of the four basic arithmetic operations addition, subtraction, multiplication and division is sufficient to answer the questions.

This ability is:

strongly developed

Engineering Module

Subtest "Formalising Technical Interrelationships" (FTI)

In the subtest "Formalising Technical Interrelationships," you are to transfer technical or scientific facts described verbally into a formulaic presentation and to interrelate the arising parameters to each other.
This test measures your ability to formalise, your deductive and combinatory powers and your ability to use basic mathematical tools of the trade. Deeper knowledge of mathematics and physics is not required to solve the problems; formulae and laws are given but must be used and interrelated correctly.

This ability is:

strongly developed

Subtest "Visualising Solids" (VS)

In the subtest "Visualising Solids," you have to infer perspectives of a solid from one given view of the solid.
The test measures your spatial sense.

This ability is:

strongly developed

Subtest "Analysing Technical Interrelationships" (ATI)

In the subtest "Analysing Technical Interrelationships," you have to analyse and interpret diagrams, charts or tables depicting technical laws or formulae.
The test measures the ability to abstract from scientific and technical facts and to put abstract facts in concrete terms. Knowledge of mathematics, physics or technology is not needed, background information will be provided if necessary.

This ability is:

strongly developed

About TestAS

Test psychologists in cooperation with lecturers from German universities first identified those cognitive abilities which are particularly important for successful university studies. On the basis of the insights gained, a test concept with different types of subtests was worked out. Each subtest measures a different aspect of the cognitive abilities necessary for successful academic studies. Numerous tasks were developed for each subtest and had to undergo various trial phases. You were given the most conclusive of these tasks in your test.

The TestAS measures intellectual abilities relevant for successful university studies, it does not require any specialist knowledge. Nor does it measure any aspects of personality, motivation or interests.

The TestAS consists of different modules. It starts with a language screening, continues with a core test whose subtests are relevant for all courses of study, and is followed by specific modules relevant for particular courses of study.

The TestAS results are considered in various ways by the German universities when they admit students. TestAS informs the test takers about their prospects of successful studies, and is used by universities as an objective and valid instrument for qualitative selection of students.