



A NASSCOM Initiative

NASSCOM Assessment of Competence SCORE CARD

CANDIDATE DETAILS

Registration ID	NCRJJA091100008
Name	k k k
Date of Birth	01-Jan-1996
Test Location	DIMAPUR
Test Date	26-Sep-2011

Test Scores

Skill	Score Range	Your Score
Analytical Ability	0-16	15
Quantitative Ability	0-16	15
English Writing	0-20	4
- Grammar	0-5	2
- Content	0-6	2
- Vocabulary	0-5	2
- Spelling & Punctuation	0-4	2
Speaking & Listening	20-80	45
- Sentence Mastery	20-80	75
- Vocabulary	20-80	21
- Fluency	20-80	74
- Pronunciation	20-80	70
Keyboard Skills		
- Typing Speed (Words per Minute)	-	32
- Typing Accuracy (%age)	-	80

Note: - NAC Score report is valid for a year from the date of issue
- NAC Diagnostic Score Report is not meant for employment purposes
- NA is equivalent to 'no attempt'
- In the Speaking & Listening Test, score of '20' is equivalent to '0'

Skill Definition & Candidate Score Analysis

Analytical Ability	<p>The objective is to test candidate's approach towards problem solving. The key performance indicators are understanding and accuracy while analyzing and organizing the given data to solve a given question / problem / puzzle etc.</p> <p>13-16 New Remarks</p>
Quantitative Ability	<p>The objective is to test candidate's ability to apply logic and calculations while tackling day to day arithmetic, involving simple to complicated problems/situations. The key performance indicators are understanding and accuracy while exercising calculations for arriving at answer/solution/conclusion for a given problem/puzzle.</p> <p>13-16 Effective application of mathematical concepts and time management. Good problem solving ability.</p>
English Writing	<p>Overall (8)</p> <p>The objective is to test a candidate's ability to use correct grammar, appropriate vocabulary, spellings and punctuation in written communication.</p> <p>8-14 Has an accepted level of English language competence but can work some more on gaining better capabilities.</p> <p>Grammar (0-2) Needs to improve basic grammar skills. Comfortable with simple sentences.</p> <p>Content (0-2) Needs to improve English language skills to understand and interpret information. Practice effective reading.</p> <p>Vocabulary (0-2) Needs to improve vocabulary. Understands simple words.</p> <p>Spelling & Punctuation (0-2) Needs to improve spelling and punctuation.</p>
Keyboard Skills	<p>The objective is to test a candidate's replication ability while typing/keying-in the given content. The key performance indicators are speed and accuracy while typing. These are assessed through data entry activities involving alphanumeric text and passages</p> <p><u>Typing Speed</u> (31-above) Has good typing speed and makes minimal spelling mistakes.</p> <p><u>Typing Accuracy</u> (51-100) Has good accuracy.</p>
Speaking & Listening	<p>Overall (45)</p> <p>The Overall Score of the test represents the ability to understand spoken English and speak it intelligibly at a native-like conversational pace on everyday topics. Scores are based on a weighted combination of four diagnostic sub scores. Scores are reported in the range from 20 to 80.</p> <p>37-45 Test-taker can handle short utterances using common words and simple structures, but has difficulty following a native-paced conversation. Pronunciation may sometimes not be intelligible; test-taker speaks slowly and pauses, but can convey basic information</p> <p>Sentence Mastry (75)</p> <p>Sentence Mastery reflects the ability to understand, recall and produce English phrases and clauses in complete sentences. Performance depends on accurate syntactic processing and appropriate usage of words, phrases and clauses in meaningful sentence structures.</p> <p>72-80 Test-taker can understand, recall and produce a wide range of English phrases and clauses in sentence context. Test-taker can consistently produce accurate and meaningful complex sentences.</p> <p>Vocabulary (21)</p> <p>Vocabulary reflects the ability to understand common everyday words spoken in sentence context and to produce such words as needed. Performance depends on familiarity with the form and meaning of everyday words and their use in connected speech.</p> <p>20-21 Test-taker provided few if any correct spoken responses to the relevant items; or the test-taker was silent or spoke too softly in response to these items.</p> <p>Fluency (74)</p> <p>Fluency reflects the rhythm, phrasing and timing evident in constructing, reading and repeating sentences.</p> <p>56-74 Test-taker speaks with acceptable rhythm and generally appropriate phrasing; some units may be too fast or too slow. Occasional hesitation, repetition, and/or imperfect word-linking may produce an uneven phrasing.</p> <p>Pronunciation (70)</p> <p>Pronunciation reflects the ability to produce consonants, vowels and stress in a native-like manner in sentence context. Performance depends on knowledge of the phonological structure of everyday words.</p> <p>55-74 Test-taker produces most vowels and consonants in a clear manner, although an occasional word may be unclear. Stress is placed correctly in most words, although some unreduced vowels may render stress placement unclear. Speech is generally intelligible.</p>

** Percentile Scores shall be provided over a period of time once a reasonable volume of test takers is generated*

NASSCOM Assessment of Competence (NAC) is the official skills & competency program for the entry-level employment opportunities in the ITES-BPO sector