

TEST FACT SHEET

Computer literacy (PC) Test

The Computer literacy test is meant to evaluate basic knowledge and ability to use computers and related technology in a workplace environment. This test helps you identify individuals who are ready to perform basic work functions on a computer.



Covered skills

- ✓ Operating a computer (PC/Windows-based)
- ✓ Navigating the internet
- ✓ Managing email
- ✓ Handling files & folders



Test type

Role specific skills



Available languages

English, Spanish, Dutch, French, German, Italian, Japanese, Portuguese, Swedish, Danish, Polish, Norwegian



Administration time

10 minutes



Level

Entry level



Number of questions

16 questions delivered to test-takers
100 questions in the question bank



Use the Computer literacy (PC) test to assess

Any role that involves basic computer use, including entry- to mid-level workers in a variety of roles from customer service representatives to administrative assistants, receptionists, and health information technicians.



Scoring benchmarks

Benchmarks are available for various education levels (ranging from some high school education to Master's degree or higher), business functions (from administrative to software development), and seniority levels (junior to senior).



Psychometric properties

Each of the metrics reported below is based on a sample size (N) of at least 1,000 candidates, unless indicated otherwise.

Reliability Cronbach's alpha coefficient = .69

Face validity Candidates rated this test as accurately measuring their skills (average score of 4.01 out of 5.00).

Criterion-related validity Candidates with higher scores on the Computer literacy (PC) test received higher average ratings from the hiring team during the selection process ($r = .16$).

	SUFFICIENT DATA AVAILABLE TO CONDUCT ANALYSES AND CHECKS	ANALYSES AND CHECKS CONDUCTED	ACCEPTABLE OUTCOME
RELIABILITY AND VALIDITY			
RELIABILITY	●	●	◐
CONTENT VALIDITY	●	●	●
FACE VALIDITY	●	●	●
CONSTRUCT VALIDITY	●	●	●
CRITERION-RELATED VALIDITY	●	●	●
GROUP DIFFERENCES			
AGE DIFFERENCES	○	○	○
GENDER DIFFERENCES	○	○	○
ETHNICITY DIFFERENCES	○	○	○



Glossary

Reliability	The extent to which test scores are stable, consistent, and free from measurement error. Reliability coefficients between .6 and .69 are typically considered reasonable, values between .7 and .79 are considered acceptable, values between .8 and .89 are considered good, and values above .90 are considered great.
Validity	The accuracy of the inferences or interpretations drawn from test scores. There are several types of validity detailed below.
Face validity	The extent to which a test appears to measure what it is intended to measure, and whether, on the surface, the test feels relevant and appropriate for what it is supposed to be assessing. After completing a test, TestGorilla surveys candidates about the perceived validity and relevance of the test.
Content validity	The extent to which a test covers a representative sample of the skills and knowledge content relevant to the topic in question. TestGorilla uses a standardized test development process and formal test structures to ensure the skills and knowledge necessary for a particular topic are well-represented by the test and the test items.
Construct validity	The extent to which the test accurately measures the construct it is intended to measure.
Convergent validity	A type of construct validity. Convergent validity examines whether constructs that are supposed to be theoretically related to each other are, in fact, related. This is the opposite of discriminant validity.
Discriminant validity	A type of construct validity. Discriminant validity examines whether tests that are not supposed to be theoretically related are, in fact, unrelated. This is the opposite of convergent validity.
Criterion validity	The degree to which test scores are related to scores on an outcome measure of interest (e.g. performance ratings, turnover). Depending on the outcomes and circumstances in question, validity coefficients below .11 are typically seen as less likely to be useful, values between .11 - .35 are considered likely to be useful, and values above .35 are considered very beneficial.
Group differences	The extent to which different groups (e.g., different age, gender, ethnic and/or racial groups) differ significantly from each other in terms of the scores obtained on a test.