Know Your Aptitude (KYA)

GUIDE FOR TEACHERS

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CONTENT

1. UNDERSTANDING APTITUDE

What is Aptitude?

As students enter secondary stage of schooling, they move closer to making many important choices, one of which is deciding the stream of study at senior secondary level such as Humanities, Commerce, Science or Vocational. This decision of students is influenced by a number of factors such as their interests, attitudes, motivation, personality traits, and special abilities known as aptitude. The decision of students is often influenced by their parents, family members, friends and teachers. In helping students understand themselves, their aspirations, strengths and limitations the role played by teachers is of immense significance. As we all know that when students know their strengths, it helps them to become motivated and put more efforts which is likely to result in improved performance.

Aptitude is a special ability or a cluster of abilities. These special abilities are often seen related to a person's readiness to learn or their suitability for particular courses, occupations and other related activities. Since aptitude is a special ability required to study or do a job, it indicates the probability of performing well in a particular course of study or occupation and also indicates the extent to which the person would derive benefit by training in a particular field. Different occupations need different sets of abilities. For example, to be a successful architect one requires a set of abilities such as keen sense of observation, a sense of visual memory, ability to sketch free hand, etc. A student having these set of abilities is at an advantage and is likely to perform well in this occupation.

Thus, knowing one's aptitude may help her/his to make informed career (educational and occupational) choices. It is important to know that students' interests, personal qualities, educational and occupational information/requirements also play a crucial role in career planning.

How Information about Aptitude is Useful for Students?

Information about aptitude is useful for students in seeking academic and or career guidance. It is to be used keeping in view the students' needs and their stage of education. The information about a student's strengths and limitations would also help parents, teachers and the school administrators to extend support to the student while making such decisions.

At Secondary Stage students move towards gaining a better understanding of their strengths and limitations especially in areas related to academics and occupation. The aptitude test results help students to:

- Understand and make subject choices in relation to the identified special abilities.
- Explore career pathways related specifically to their high aptitudes.

At Senior Secondary Stage students are ready to explore the possibilities of higher education or vocational courses so as to enter the world of work in future. At this stage the results of aptitude test help students to:

- Reaffirm their aptitude and explore if they want to continue with their chosen course of study or seek alternatives.
- Relook at their occupational aspirations/goals in line with their specific aptitude and review their efforts to achieve desired academic and occupational goals.

2. UNDERSTANDING THE FEATURES OF KYA - APTITUDE TEST

Know Your Aptitude (KYA) test covers seven areas: Language Aptitude (LA), Abstract Reasoning (AR), Verbal Reasoning (VR), Mechanical Reasoning (MR), Numerical Aptitude (NA), Spatial Aptitude (SA), and Perceptual Aptitude (PA). A brief description of each of these areas is given to help you understand what is measured, how it is measured and the relationship of a particular ability with some subject areas and occupational fields/occupations:

1. **Language Aptitude (LA)** is the ability to draw meaning from written words and use them effectively. Language aptitude measure shows how well an individual understands English words and their synonyms, spells words correctly, identifies and understands the correct meaning of the given proverbs/idioms. LA sub-test is divided into three sections which measure the students' ability to know (i) the meaning of words, (ii) the correct spelling and (iii) the meaning of proverbs/idioms.

   Language aptitude is important for performance in courses and occupations involving reading and writing such as English, social sciences, economics, mathematics, teaching, journalism and media studies, advertising, law, library sciences, stenography, business development, etc.

2. **Abstract Reasoning (AR)** is the ability to understand patterns, diagrams or designs and draw meaning from them. This ability reveals how well a student can reason, extract rules, find underlying logic in the pattern of symbols or shapes, identify correct answer among a set of possible options, complete sequence and find the odd one out. In AR sub-test, each item consists of a set of figures/ patterns which are in a certain sequence. The student is asked to find the next figure/pattern in the series. It is a non-verbal sub-test.

   Abstract reasoning involves abilities such as thinking logically, managing time, and solving problems quickly and effectively. It is important for performance in courses and occupations such as mathematics, economics, physics, chemistry, computer science, biotechnology, computer systems analysis, computer programming, architecture, medicine, mechanics, forensic science, etc.

3. **Verbal Reasoning (VR)** is the ability to solve problems by understanding the meaning and ideas framed in words. Verbal reasoning measures how well an individual can apply reasoning related to words, construct meaning and draw correct meaning from the written information. In VR sub-test, the individual is expected to understand the relationship between paired words and apply it to other relationships.

   Verbal reasoning is important for performance in courses and occupations like languages, history, geography, economics, business studies, science, psychology, education, journalism, business, law, public relations, marketing, advertising, linguistics, medical and paramedical fields, administrative services, human resources management, auctioneering, etc.

4. **Mechanical Reasoning (MR)** is the ability to apply reasoning in the practical environment using basic concepts in mechanics. This ability helps an individual to solve problems related to machines and engage in reasoning about the situation rather than simply applying the formulae. In MR sub-test, items are related to acceleration, pressure, energy transformation, work and power, levers, pulleys, screws, springs, tools, etc.

   Mechanical reasoning ability is important for courses and occupations such as physics, chemistry, engineering, and other technical skill-oriented occupations such as carpentry, masonry, plumbing, etc.

5. **Numerical Aptitude (NA)** is the ability to perform mathematical operations quickly and correctly. Numerical aptitude includes numerical relationships and problem solving related to numbers. NA sub-test involves primary arithmetic operations (like addition, subtraction, multiplication, and division) and other mathematical operations (like ratio, percentage, square and square root).

   Numerical aptitude is important for performance in courses and occupations such as mathematics, economics, accountancy, computer sciences, statistics, all types of engineering, architecture, computer applications, oceanography, geology, meteorology, actuarial sciences, etc.

6. **Spatial Aptitude (SA)** is the ability to imagine an object in space and decide how will it look like when rotated in a given direction. In SA sub-test, the student is asked to identify how the figure will look like when seen through a mirror or rotated or when folded in a particular way.

   Spatial aptitude is important for performance in courses and occupations that require an individual to visualise objects in 3-dimensions, such as visual and performing arts, engineering, physics, chemistry, geometry, geography, drafting, architecture, astronomy, visual arts, animation, designing urban/town planning, photography, multimedia, etc.

7. **Perceptual Aptitude (PA)** is the ability to compare visual information like letters, numbers or combinations of letters/numbers, quickly and accurately. In PA sub-test, student is asked to compare the paired groups of letters or numbers or combination of letters-numbers and identify the similarity or difference.

   Perceptual aptitude is important for performance in courses and occupations such as traffic police, detectives, data entry operations, clerical and secretaryship, personal assistantship, assembly work, machine job operating and coding, banking, proof reading, computer programming, record keeping, etc.

NOTE:

1. The above description of aptitudes includes only some courses and occupations as examples. However, teachers have scope for including more such courses and occupations relevant to each sub-test.
2. Set of aptitudes are required to perform effectively in a course of study or in an occupation. Therefore, the choice of a course of study or an occupation should not be based on performance in one single aptitude only.

3. TEST MATERIALS

Materials Required to Administer KYA - Aptitude Test

(i) Test Booklet

The KYA test booklet consists of seven sub-tests: Language Aptitude (LA), Abstract Reasoning (AR), Verbal Reasoning (VR), Mechanical Reasoning (MR), Numerical Aptitude (NA), Spatial Aptitude (SA) and Perceptual Aptitude (PA).

(ii) Answer Sheets

Answers have to be marked on the separate answer sheets provided with the test booklets. Sample of the answer sheet is given in Appendix- I. Handle the answer sheets with care and do not fold or let them get torn.

(iii) Pencils

Each student must have at least two pencils and an eraser. Keep extra pencils in case required.

(iv) Scoring Key

Scoring key given in Appendix-II, are provided for scoring by hand.

(v) KYA - Aptitude Test Report Sheet

This report sheet is to consolidate the information of a student with respect to her/his score on different sub-tests and prepare the aptitude profile. Sample KYA Report Sheets is given in Appendix-III. Based on this information suggestions are given about courses of study and occupations so that the student can make optimal use of the results obtained on KYA-Aptitude Test.

NOTE:

These test booklets are reusable. In case any marking on them is noticed erase them. If the marks or writing cannot be erased, the test booklets should be discarded. Before distributing the booklets ensure that the students do not mark anything on the booklet.

4. TEST ADMINISTRATION AND SCORING

How to Administer KYA - Aptitude Test?

General Considerations

1. While introducing the test, tell students about its importance so that they are motivated to do their best. Emphasize that to know their strengths; students have to attempt as many questions as possible within the time limit. However, there is **no pass or fail** in this test.

2. Each sub-test is of 10 minutes duration; so the total time for taking all the seven subtests is about 70 minutes. Care needs to be taken to adhere to the time duration mentioned on the booklet. The specific and detailed instructions are given on the booklet of the sub-tests.

3. Total time for administration includes — distribution of answer sheets and test booklets, reading instructions, students attempting practice items and time taken to attempt all seven sub-tests. This entire process would take one and a half hours approximately.

4. Inform students that for each item only one correct response needs to be marked. Item(s) having more than one response will not be scored.

Procedure

1. Prepare well in advance about the procedure of the test, by getting familiar with names of the sub tests, testing material and duration of the sub-tests. Ensure that you have sufficient number of test booklets and answer sheets for all students who will take the aptitude test.

2. Schedule the administration of the test to be administered when students are likely to be fresh and alert. Ensure that the room is well-lighted, ventilated and has minimum distractions and interruptions. Ensure that students are seated comfortably.

3. Make appropriate seating arrangements to ensure that students do not copy.

Instructions for Administering KYA

1. Distribute answer sheets and ask the students to write their name, class, gender and school on their answer sheets in the space mentioned.

2. When all students have completed the above, distribute the test booklet. In loud and clear voice say

   DO NOT *put any mark on the test booklet. All writing is to be done on the answer sheet. For any calculations /rough work, you may use separate sheet.*

3. Read the instructions given on booklet loudly, clearly and slowly. Ask the students to read the same instructions given on their respective booklets silently along with you. For each test say:

   As, I read the instructions loudly, you also read them silently to yourselves.

4. After reading the example, pause for some time to allow the students to think about it. Let them attempt the practice item to make them familiar with the nature of items of the sub-test.

5. After giving the instructions, ask the students:

   Is there any doubt or question before you begin?

6. Clear any question or doubt. Allow them to read the instructions again **DO NOT** give any new example.

7. After ensuring that the students have understood the instructions clearly, ask them to start attempting the sub-test by saying in a loud and firm voice:

   Turn the page and **START.**

8. As soon as the students begin, start recording the time. When the time is up, announce in a firm and loud voice

   STOP. *Put your pencils down and do not attempt any more items.*

9. Ensure that the instruction *"Do not start the next test until you are told to do so"* given in the booklet is followed strictly.

10. To ensure continued interest of the students and to avoid fatigue, monotony and boredom, a short break of 10-15 minutes can be given after the first four sub-tests have been completed.

11. When all the sub-tests are complete, ask all students to hand over the test booklet and the answer sheet.

How to score?

The Scoring Key (given in Appendix II) is to be used to score the students responses. The scoring key has correct answer for every item of all the sub-tests. The number of correct answers in each sub-test seperately is the student's score.

1. Count the number of correct responses marked by the student as shown in the scoring key for a sub test. This gives us the total score on that sub-test.

2. Count the correct responses seperately for all the sub-tests.

The score on all seven sub-tests for a student will be obtained.

NOTE

Before starting to score the answer sheets, ensure that students have marked only one answer for each item on their answer sheets. Exclude any such answer sheet which shows an obvious answer pattern such as all 'a' option is marked or 'a' and 'b' are alternately marked etc. This indicates casual approach of the student.

5. UNDERSTANDING THE MEANING OF KYA – TEST SCORES

1. To know how a student has performed on different sub-tests of aptitude, you need to have an estimate of her/his standing among students of same class.

2. The total score obtained on each sub-test will become meaningful when converted to a standard score, which is called the "Sten score". These are in the range of 1 to 10 and are given as Norms Table in Appendix IV for class IX and Appendix V class X students.

3. To convert the score obtained on a particular sub-test into Sten score, consult the relevant Norms table depending on the Class to which the student belongs.

4. Record in KYA - Aptitude Test Report Sheet (given in Appendix III), the students score on all subtests, its corresponding Sten score and description of Sten score given in Appendix VI.

5. Plot the sten scores obtained on the seven sub-tests on the graph given in the KYA - Aptitude Test Report Sheet.

6. Now identify those aptitudes in which the student has scored high. This can be clearly seen in the KYA - Aptitude Test Report Sheet. Keep in mind these identified sub-tests.

   High aptitude in a sub test may be used to facilitate exploring of courses and occupations related to that particular aptitude. Suggestions/Remarks need to be based on a students' performance in these subtests/aptitudes of the KYA- Aptitude Test.

REMEMBER

Many students may not score high on any of the seven sub-tests. This does not mean that they lack the ability to pursue further education or training in courses to choose a career. Such students need assistance/opportunities to understand themselves through self-exploration and encouraging participation in various school activities of their interest, in addition to subjects of study. Accordingly, s/he needs assistance in knowing future courses and occupations to make the best suitable career choices. To help such students, educational and career planning sessions may be organised and may be also refered for career counselling/ to school counsellor.

6. AN EXAMPLE TO SCORE, RECORD AND EXPLAIN KYA - TEST RESULTS

Let us now see how to understand the performance of Manju, a girl studying in class IXth in one of the schools.

Steps

1. Fill in the details of the student in the KYA- Aptitude Test Report Sheet (Appendix - III).
2. Calculate the score obtained on the first sub-test i.e. LA sub-test by counting all the correct responses using the Scoring Key - Stencil. Let us assume that the total right responses/score of Manju is 15 on LA.
3. Convert score 15 to sten - score by refering to Norms Table for Class IX (Girls) (Appendix IV). As can be seen score of 15 on LA falls in Sten 5. Therefore Manju's Sten score on LA is 5.
4. Check the Description table (Appendix VI) to understand the meaning of this Sten score. The Sten score of 5 on LA sub-test indicates that her performance is in "Average" range.
5. Record on the KYA – Aptitude Test Report Sheet:
   (i) The obtained score i.e. 15.
   (ii) Corresponding Sten score i.e. 5.
   (iii) Description of Sten score specific to LA sub test i.e. "average".
6. Now for the remaining sub-tests, let us assume that Manju has scored 27 in AR, 25 in VR, 6 in MR, 19 in NA, 11 in SA and 43 in PA. Repeat the steps 3 to 5 for the remaining sub-tests.
7. Plot Sten-scores on the graph.
8. Identify those sub-tests/aptitudes in which Manju has scored high.
9. Based on Manju's performance, offer suggestions/remarks.

The KYA – Aptitude Test Report Sheet after filling all details would look like the one given on the next page.

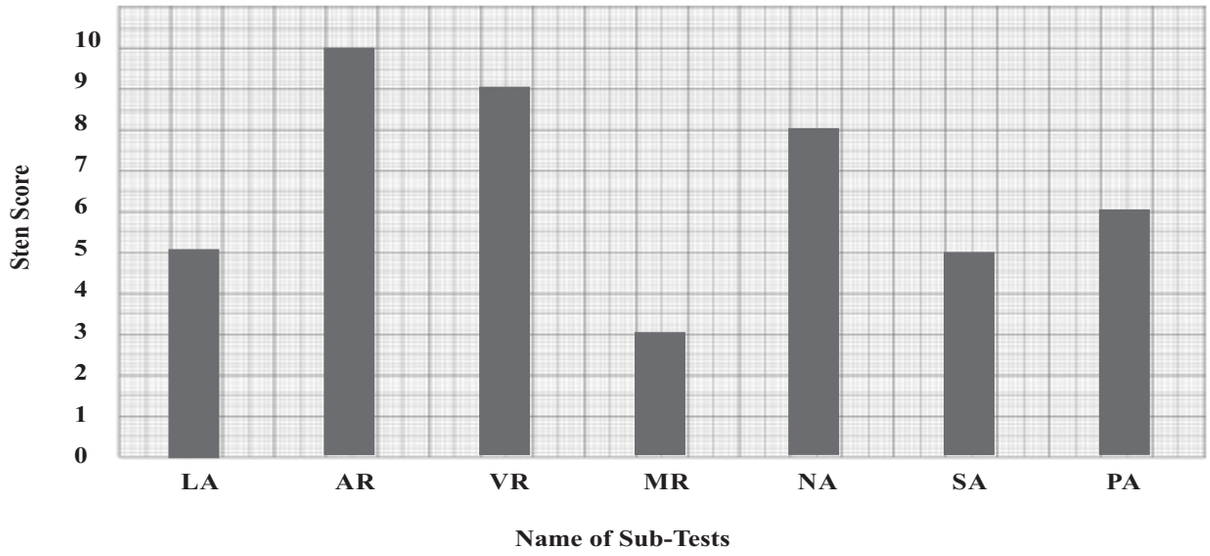
EXAMPLE

KYA – Aptitude Test Report Sheet

Name: Manju
Gender: F

Class: IX
School: G.S.S.School, New Delhi

S. No.	Sub-Test	Score Obtained	Sten Score	Performance		
				High	Average	Low
1.	LA	15	5		✓	
2.	AR	27	10	✓		
3.	VR	25	9	✓		
4.	MR	6	3			✓
5.	NA	19	8	✓		
6.	SA	11	5		✓	
7.	PA	43	6		✓	



APTITUDE PROFILE

Suggestions/Remarks

Since Manju's score/profile indicates high aptitude for Abstract Reasoning, Verbal Reasoning and Numerical Reasoning, she is likely to do well in subjects like Computer Science, Economics, Mathematics, Accountancy, Graphics, Graphics Design, Psychology, Legal Studies, etc.

Depending on her interest and inclination she may explore courses and occupations related to Computer Graphics, Animation, Accountancy, Pharmacy, Marketing, Research/Financial/Economic/Analyst, Law, Social Work, Psychotherapists, Public Relations, etc.

Teacher's Signature

APPENDICES

SAMPLE

Answer Sheet

Name :_____ Class :_____

Gender : _____ School :_____

LA - 01

Practice Item: PART I Ⓐ Ⓑ Ⓒ Ⓓ

PART II: Ⓐ Ⓑ Ⓒ Ⓓ

PART III: Ⓐ Ⓑ Ⓒ Ⓓ

Part I

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ
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8. Ⓐ Ⓑ Ⓒ Ⓓ
9. Ⓐ Ⓑ Ⓒ Ⓓ
10. Ⓐ Ⓑ Ⓒ Ⓓ

Part - II

11. Ⓐ Ⓑ Ⓒ Ⓓ
12. Ⓐ Ⓑ Ⓒ Ⓓ
13. Ⓐ Ⓑ Ⓒ Ⓓ
14. Ⓐ Ⓑ Ⓒ Ⓓ
15. Ⓐ Ⓑ Ⓒ Ⓓ
16. Ⓐ Ⓑ Ⓒ Ⓓ
17. Ⓐ Ⓑ Ⓒ Ⓓ
18. Ⓐ Ⓑ Ⓒ Ⓓ
19. Ⓐ Ⓑ Ⓒ Ⓓ
20. Ⓐ Ⓑ Ⓒ Ⓓ

Part - III

21. Ⓐ Ⓑ Ⓒ Ⓓ
22. Ⓐ Ⓑ Ⓒ Ⓓ
23. Ⓐ Ⓑ Ⓒ Ⓓ
24. Ⓐ Ⓑ Ⓒ Ⓓ
25. Ⓐ Ⓑ Ⓒ Ⓓ
26. Ⓐ Ⓑ Ⓒ Ⓓ
27. Ⓐ Ⓑ Ⓒ Ⓓ
28. Ⓐ Ⓑ Ⓒ Ⓓ
29. Ⓐ Ⓑ Ⓒ Ⓓ
30. Ⓐ Ⓑ Ⓒ Ⓓ

AR - 02

Practice Item: Ⓐ Ⓑ Ⓒ Ⓓ

Part I

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
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29. Ⓐ Ⓑ Ⓒ Ⓓ
30. Ⓐ Ⓑ Ⓒ Ⓓ

VR - 03

Practice Item: PART I Ⓐ Ⓑ Ⓒ Ⓓ

PART II: Ⓐ Ⓑ Ⓒ Ⓓ

Part I

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
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15. Ⓐ Ⓑ Ⓒ Ⓓ

Part - II

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29. Ⓐ Ⓑ Ⓒ Ⓓ
30. Ⓐ Ⓑ Ⓒ Ⓓ

MR - 04

Practice Item: Ⓐ Ⓑ Ⓒ Ⓓ

Part I

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
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28. Ⓐ Ⓑ Ⓒ Ⓓ
29. Ⓐ Ⓑ Ⓒ Ⓓ
30. Ⓐ Ⓑ Ⓒ Ⓓ

SAMPLE
Answer Sheet

NA - 05

Practice Item:

1 Ⓐ Ⓑ Ⓒ Ⓓ

2 Ⓐ Ⓑ Ⓒ Ⓓ

Part I

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
17.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
18.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
19.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
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24.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
25.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
26.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
27.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
28.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
29.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
30.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

SA - 06

Practice Item: PART I

Ⓐ Ⓑ Ⓒ Ⓓ

PART II:

Ⓐ Ⓑ Ⓒ Ⓓ

Part I

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
17.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
18.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
19.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
20.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Part - II

21.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
22.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
23.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
24.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
25.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
26.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
27.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
28.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
29.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
30.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

PA - 07

Practice Item:

Ⓐ Ⓑ Ⓒ Ⓓ

Part I

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
17.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
18.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
19.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
20.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
21.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
22.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
23.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
24.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
25.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
26.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
27.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
28.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
29.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
30.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
31.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
32.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
33.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
34.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
35.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
36.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
37.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
38.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
39.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
40.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
41.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
42.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
43.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
44.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
45.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
46.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
47.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
48.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
49.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
50.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
51.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
52.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
53.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
54.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
55.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
56.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
57.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
58.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
59.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
60.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Scoring Key

Name :_____ Class :_____

Gender : _____ School :_____

LA - 01

Practice Item: PART I (A) ● (C) (D)

PART II: (A) (B) (C) ●

PART III: (A) (B) ● (D)

Part I

1.	●	(B)	(C)	(D)
2.	(A)	(B)	●	(D)
3.	(A)	(B)	(C)	●
4.	●	(B)	(C)	(D)
5.	(A)	●	(C)	(D)
6.	(A)	(B)	(C)	●
7.	(A)	●	(C)	(D)
8.	●	(B)	(C)	(D)
9.	(A)	(B)	(C)	●
10.	(A)	●	(C)	(D)

Part - II

11.	(A)	●	(C)	(D)
12.	(A)	(B)	(C)	●
13.	(A)	●	(C)	(D)
14.	●	(B)	(C)	(D)
15.	(A)	(B)	●	(D)
16.	●	(B)	(C)	(D)
17.	(A)	(B)	(C)	●
18.	(A)	(B)	●	(D)
19.	●	(B)	(C)	(D)
20.	(A)	●	(C)	(D)

Part - III

21.	●	(B)	(C)	(D)
22.	(A)	(B)	●	(D)
23.	(A)	(B)	(C)	●
24.	(A)	(B)	●	(D)
25.	(A)	●	(C)	(D)
26.	(A)	(B)	●	(D)
27.	(A)	(B)	●	(D)
28.	●	(B)	(C)	(D)
29.	(A)	(B)	(C)	●
30.	(A)	●	(C)	(D)

AR - 02

Practice Item: (A) ● (C) (D)

Part I

1.	(A)	(B)	(C)	●
2.	(A)	●	(C)	(D)
3.	(A)	●	(C)	(D)
4.	●	(B)	(C)	(D)
5.	(A)	(B)	●	(D)
6.	(A)	●	(C)	(D)
7.	(A)	(B)	●	(D)
8.	(A)	(B)	(C)	●
9.	●	(B)	(C)	(D)
10.	(A)	(B)	(C)	●
11.	●	(B)	(C)	(D)
12.	(A)	(B)	●	(D)
13.	(A)	●	(C)	(D)
14.	(A)	(B)	●	(D)
15.	●	(B)	(C)	(D)
16.	(A)	(B)	●	(D)
17.	(A)	(B)	(C)	●
18.	●	(B)	(C)	(D)
19.	(A)	(B)	●	(D)
20.	(A)	(B)	(C)	●
21.	(A)	●	(C)	(D)
22.	(A)	(B)	●	(D)
23.	(A)	●	(C)	(D)
24.	●	(B)	(C)	(D)
25.	(A)	(B)	●	(D)
26.	(A)	(B)	(C)	●
27.	(A)	●	(C)	(D)
28.	(A)	(B)	●	(D)
29.	●	(B)	(C)	(D)
30.	(A)	●	(C)	(D)

VR - 03

Practice Item: PART I (A) (B) ● (D)

PART II: (A) ● (C) (D)

Part I

1.	(A)	●	(C)	(D)
2.	(A)	(B)	●	(D)
3.	●	(B)	(C)	(D)
4.	(A)	●	(C)	(D)
5.	(A)	(B)	●	(D)
6.	(A)	●	(C)	(D)
7.	(A)	●	(C)	(D)
8.	(A)	(B)	●	(D)
9.	(A)	(B)	(C)	●
10.	●	(B)	(C)	(D)
11.	●	(B)	(C)	(D)
12.	(A)	(B)	(C)	●
13.	●	(B)	(C)	(D)
14.	(A)	(B)	(C)	●
15.	(A)	(B)	●	(D)

Part - II

16.	(A)	●	(C)	(D)
17.	(A)	(B)	(C)	●
18.	●	(B)	(C)	(D)
19.	(A)	(B)	●	(D)
20.	(A)	●	(C)	(D)
21.	●	(B)	(C)	(D)
22.	(A)	(B)	(C)	●
23.	(A)	(B)	●	(D)
24.	(A)	(B)	(C)	●
25.	(A)	●	(C)	(D)
26.	●	(B)	(C)	(D)
27.	(A)	(B)	(C)	●
28.	(A)	(B)	●	(D)
29.	●	(B)	(C)	(D)
30.	(A)	●	(C)	(D)

MR - 04

Practice Item: (A) (B) ● (D)

Part I

1.	●	(B)	(C)	(D)
2.	(A)	(B)	●	(D)
3.	(A)	(B)	(C)	●
4.	(A)	(B)	●	(D)
5.	(A)	●	(C)	(D)
6.	(A)	(B)	●	(D)
7.	●	(B)	(C)	(D)
8.	●	(B)	(C)	(D)
9.	(A)	(B)	(C)	●
10.	(A)	●	(C)	(D)
11.	(A)	(B)	●	(D)
12.	●	(B)	(C)	(D)
13.	●	(B)	(C)	(D)
14.	(A)	●	(C)	(D)
15.	(A)	(B)	(C)	●
16.	●	(B)	(C)	(D)
17.	(A)	(B)	●	(D)
18.	(A)	(B)	●	(D)
19.	(A)	(B)	(C)	●
20.	(A)	●	(C)	(D)
21.	(A)	●	(C)	(D)
22.	(A)	(B)	(C)	●
23.	●	(B)	(C)	(D)
24.	(A)	●	(C)	(D)
25.	(A)	●	(C)	(D)
26.	(A)	(B)	●	(D)
27.	(A)	(B)	●	(D)
28.	●	(B)	(C)	(D)
29.	(A)	●	(C)	(D)
30.	(A)	●	(C)	(D)

Scoring Key

NA - 05

Practice Item:

1 Ⓐ Ⓑ ● Ⓓ

2 Ⓐ ● Ⓒ Ⓓ

Part I

1.	Ⓐ	Ⓑ	●	Ⓓ
2.	●	Ⓑ	Ⓒ	Ⓓ
3.	●	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	●	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	●
6.	Ⓐ	Ⓑ	●	Ⓓ
7.	Ⓐ	Ⓑ	●	Ⓓ
8.	●	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	●
10.	Ⓐ	●	Ⓒ	Ⓓ
11.	Ⓐ	●	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	●
13.	Ⓐ	Ⓑ	●	Ⓓ
14.	●	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	●	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	●
17.	Ⓐ	Ⓑ	●	Ⓓ
18.	Ⓐ	Ⓑ	●	Ⓓ
19.	Ⓐ	Ⓑ	●	Ⓓ
20.	●	Ⓑ	Ⓒ	Ⓓ
21.	●	Ⓑ	Ⓒ	Ⓓ
22.	Ⓐ	●	Ⓒ	Ⓓ
23.	●	Ⓑ	Ⓒ	Ⓓ
24.	Ⓐ	●	Ⓒ	Ⓓ
25.	Ⓐ	Ⓑ	Ⓒ	●
26.	Ⓐ	Ⓑ	●	Ⓓ
27.	Ⓐ	Ⓑ	Ⓒ	●
28.	Ⓐ	Ⓑ	Ⓒ	●
29.	Ⓐ	●	Ⓒ	Ⓓ
30.	Ⓐ	Ⓑ	●	Ⓓ

SA - 06

Practice Item: PART I

Ⓐ ● Ⓒ Ⓓ

PART II:

Ⓐ Ⓑ ● Ⓓ

Part I

1.	Ⓐ	●	Ⓒ	Ⓓ
2.	●	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	●
4.	Ⓐ	Ⓑ	●	Ⓓ
5.	●	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	●
7.	Ⓐ	Ⓑ	●	Ⓓ
8.	Ⓐ	●	Ⓒ	Ⓓ
9.	●	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	●	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	●
12.	Ⓐ	●	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	●	Ⓓ
14.	●	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	●
16.	Ⓐ	●	Ⓒ	Ⓓ
17.	Ⓐ	●	Ⓒ	Ⓓ
18.	●	Ⓑ	Ⓒ	Ⓓ
19.	Ⓐ	Ⓑ	Ⓒ	●
20.	Ⓐ	Ⓑ	●	Ⓓ

Part - II

21.	Ⓐ	●	Ⓒ	Ⓓ
22.	●	Ⓑ	Ⓒ	Ⓓ
23.	Ⓐ	Ⓑ	Ⓒ	●
24.	Ⓐ	Ⓑ	●	Ⓓ
25.	●	Ⓑ	Ⓒ	Ⓓ
26.	Ⓐ	Ⓑ	●	Ⓓ
27.	●	Ⓑ	Ⓒ	Ⓓ
28.	Ⓐ	●	Ⓒ	Ⓓ
29.	Ⓐ	Ⓑ	●	Ⓓ
30.	Ⓐ	●	Ⓒ	Ⓓ

PA - 07

Practice Item:

Ⓐ Ⓑ Ⓒ ●

Part I

1.	●	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	●	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	●
4.	Ⓐ	●	Ⓒ	Ⓓ
5.	●	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	●
7.	Ⓐ	●	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	●	Ⓓ
9.	●	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	●	Ⓓ
11.	●	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	●	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	●
14.	●	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	●	Ⓓ
16.	Ⓐ	●	Ⓒ	Ⓓ
17.	Ⓐ	Ⓑ	●	Ⓓ
18.	Ⓐ	Ⓑ	Ⓒ	●
19.	Ⓐ	●	Ⓒ	Ⓓ
20.	●	Ⓑ	Ⓒ	Ⓓ
21.	Ⓐ	●	Ⓒ	Ⓓ
22.	Ⓐ	Ⓑ	●	Ⓓ
23.	Ⓐ	●	Ⓒ	Ⓓ
24.	Ⓐ	Ⓑ	Ⓒ	●
25.	●	Ⓑ	Ⓒ	Ⓓ
26.	Ⓐ	Ⓑ	●	Ⓓ
27.	Ⓐ	●	Ⓒ	Ⓓ
28.	Ⓐ	Ⓑ	Ⓒ	●
29.	Ⓐ	Ⓑ	●	Ⓓ
30.	●	Ⓑ	Ⓒ	Ⓓ

31.	Ⓐ	Ⓑ	●	Ⓓ
32.	Ⓐ	●	Ⓒ	Ⓓ
33.	Ⓐ	Ⓑ	Ⓒ	●
34.	●	Ⓑ	Ⓒ	Ⓓ
35.	Ⓐ	Ⓑ	Ⓒ	●
36.	●	Ⓑ	Ⓒ	Ⓓ
37.	Ⓐ	Ⓑ	●	Ⓓ
38.	Ⓐ	●	Ⓒ	Ⓓ
39.	Ⓐ	Ⓑ	●	Ⓓ
40.	Ⓐ	Ⓑ	Ⓒ	●
41.	Ⓐ	Ⓑ	●	Ⓓ
42.	Ⓐ	Ⓑ	Ⓒ	●
43.	Ⓐ	Ⓑ	●	Ⓓ
44.	Ⓐ	Ⓑ	Ⓒ	●
45.	Ⓐ	●	Ⓒ	Ⓓ
46.	Ⓐ	Ⓑ	Ⓒ	●
47.	Ⓐ	●	Ⓒ	Ⓓ
48.	●	Ⓑ	Ⓒ	Ⓓ
49.	Ⓐ	Ⓑ	●	Ⓓ
50.	●	Ⓑ	Ⓒ	Ⓓ
51.	Ⓐ	Ⓑ	Ⓒ	●
52.	Ⓐ	●	Ⓒ	Ⓓ
53.	Ⓐ	Ⓑ	Ⓒ	●
54.	Ⓐ	●	Ⓒ	Ⓓ
55.	Ⓐ	Ⓑ	●	Ⓓ
56.	●	Ⓑ	Ⓒ	Ⓓ
57.	Ⓐ	●	Ⓒ	Ⓓ
58.	Ⓐ	Ⓑ	Ⓒ	●
59.	●	Ⓑ	Ⓒ	Ⓓ
60.	Ⓐ	Ⓑ	●	Ⓓ

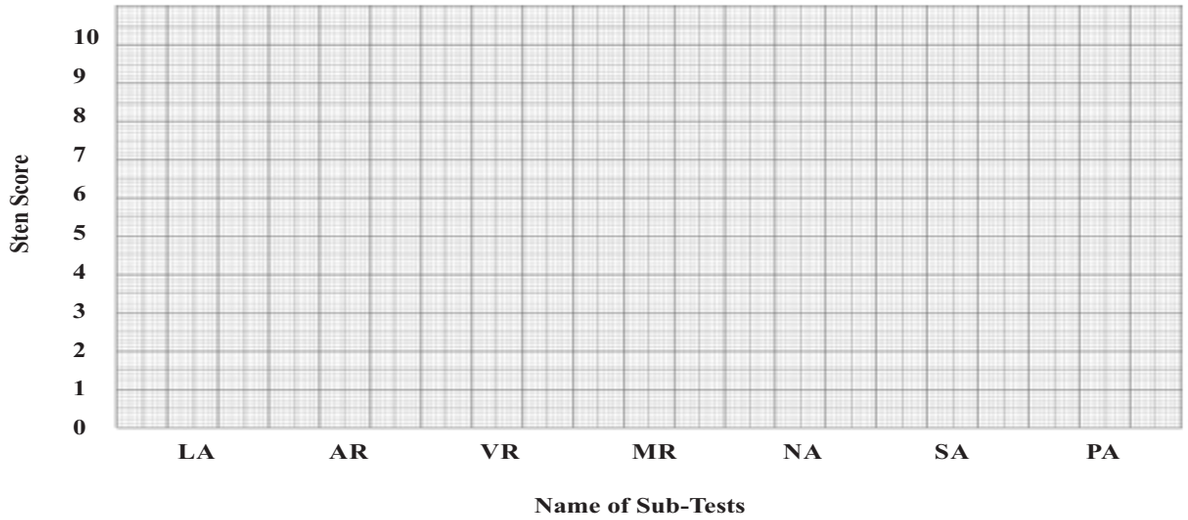
SAMPLE

KYA – Aptitude Test Report Sheet

Name: **Class:**

Gender: **School:**

S. No.	Sub-Test	Score Obtained	Sten Score	Performance		
				High	Average	Low
1.	LA					
2.	AR					
3.	VR					
4.	MR					
5.	NA					
6.	SA					
7.	PA					



APTITUDE PROFILE

Suggestions/Remarks

Teacher's Signature

Appendix – IV

Norms Tables For Class IX Students

Table - 1 Norms (COMBINED- BOYS AND GIRLS)

Sten Scores / Sub-test	1	2	3	4	5	6	7	8	9	10	Mean	SD
LA	0-4	5-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30	15.68	5.83
AR	0-1	2-4	5-7	8-10	11-13	14-16	17-19	20-22	23-25	26-30	13.25	6.05
VR	0-3	4-5	6-8	9-11	12-14	15-17	18-20	21-23	24-26	27-30	14.89	5.94
MR	0-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-20	21-30	11.80	4.11
NA	0	1-3	4-6	7-9	10-12	13-15	16-18	19-22	23-25	26-30	12.85	6.12
SA	0-1	2-4	5-6	7-9	10-11	12-14	15-16	17-19	20-21	22-30	11.78	4.97
PA	0-9	10-16	17-23	24-30	31-37	38-43	44-50	51-56	57-58	59-60	37.07	13.66

Table - 2 Norms (GIRLS)

Sten Scores / Sub-test	1	2	3	4	5	6	7	8	9	10	Mean	SD
LA	0-4	5-7	8-10	11-13	14-16	17-19	20-22	23-24	25-27	28-30	16.24	5.80
AR	0-1	2-4	5-7	8-9	10-12	13-15	16-18	19-21	22-24	25-30	12.79	5.72
VR	0-4	5-7	8-9	10-12	13-15	16-18	19-20	21-23	24-26	27-30	15.45	5.53
MR	0-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-30	11.34	3.87
NA	0	1-3	4-6	7-9	10-12	13-15	16-17	18-20	21-23	24-30	12.16	5.77
SA	0-2	3-4	5-7	8-9	10-11	12-13	14-16	17-18	19-20	21-30	11.70	4.56
PA	0-12	13-18	19-25	26-31	32-38	39-45	46-51	52-56	57-58	59-60	38.48	13.08

Table - 3 Norms (BOYS)

Sten Scores / Sub-test	1	2	3	4	5	6	7	8	9	10	Mean	SD
LA	0-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-26	27-30	15.33	5.81
AR	0-1	2-4	5-7	8-10	11-13	14-16	17-19	20-22	23-26	27-30	13.55	6.24
VR	0-2	3-5	6-8	9-11	12-14	15-17	18-20	21-23	24-26	27-30	14.53	6.16
MR	0-3	4-5	6-7	8-9	10-12	13-14	15-16	17-18	19-20	21-30	12.09	4.24
NA	0	1-3	4-6	7-10	11-13	14-16	17-19	20-22	23-25	26-30	13.29	6.30
SA	0-1	2-4	5-6	7-9	10-11	12-14	15-17	18-19	20-22	23-30	11.84	5.22
PA	0-8	9-15	16-22	23-29	30-36	37-43	44-50	51-56	57-58	59-60	36.16	13.95

Norms Tables For Class X Students

NORM TABLES FOR CLASS X

Table - 4 Norms (COMBINED - BOYS AND GIRLS)

Sten Scores / Sub-test	1	2	3	4	5	6	7	8	9	10	Mean	SD
LA	0-6	7-9	10-12	13-14	15-17	18-20	21-23	24-26	27-28	29-30	17.84	5.75
AR	0-2	3-5	6-8	9-11	11-15	16-18	19-21	22-24	25-27	28-30	15.16	6.34
VR	0-4	5-7	8-10	11-13	14-16	17-19	20-22	23-25	26-28	29-30	16.76	6.05
MR	0-3	4-6	7-8	9-10	11-12	13-15	15-17	18-19	20-22	23-30	12.91	4.56
NA	0-2	3-5	6-9	10-12	13-15	16-19	20-22	23-25	26-28	29-30	15.79	6.66
SA	0-2	3-4	5-7	8-10	11-12	13-15	16-18	19-21	21-23	24-30	12.84	5.33
PA	0-11	12-19	20-25	26-31	32-37	38-43	44-50	51-56	57-58	59-60	38.62	12.76

Table - 5 Norms (GIRLS)

Sten Scores / Sub-test	1	2	3	4	5	6	7	8	9	10	Mean	SD
LA	0-5	6-8	9-10	11-13	14-16	17-19	20-21	22-24	25-27	28-30	19.05	5.48
AR	0-2	3-5	6-8	9-11	12-14	15-17	18-20	21-23	24-26	27-30	14.83	5.99
VR	0-6	7-8	9-11	12-14	15-17	18-20	21-23	24-26	27-28	29-30	17.46	5.73
MR	0-3	4-5	6-7	8-10	11-12	13-14	15-16	17-18	19-20	21-30	12.31	4.33
NA	0-2	3-5	6-8	9-12	13-15	16-18	19-21	22-24	25-27	28-30	15.06	6.12
SA	0-3	4-5	6-8	9-10	11-12	13-15	16-17	18-20	21-22	23-30	12.95	4.85
PA	0-10	11-17	18-23	24-30	31-38	39-43	44-50	51-56	57-58	59-60	40.05	11.88

Table - 6 Norms (BOYS)

Sten Scores / Sub-test	1	2	3	4	5	6	7	8	9	10	Mean	SD
LA	0-5	6-8	9-11	12-14	15-17	18-19	20-22	23-25	26-28	29-30	17.09	5.78
AR	0-2	3-5	6-8	9-12	13-15	16-18	19-21	22-25	26-28	29-30	15.37	6.54
VR	0-3	4-7	8-10	11-13	14-16	17-19	20-22	23-25	26-28	29-30	16.32	6.21
MR	0-3	4-6	7-8	9-10	11-13	14-15	16-17	18-20	21-22	22-30	13.27	4.65
NA	0-2	3-5	6-9	10-12	13-15	16-18	19-22	23-25	26-28	29-30	16.25	6.95
SA	0-1	2-4	5-7	8-9	10-12	13-15	16-18	19-21	22-24	25-30	12.77	5.61
PA	0-11	12-17	18-24	25-31	32-37	38-44	45-50	51-56	57-58	59-60	37.73	13.21

Description of Sten Scores

Sten Score	Description	Subtests						
		LA	AR	VR	MR	NA	SA	PA
1-3	Low	*Below average* aptitude in understanding English words, synonyms, spelling words correctly and identifying and understanding the meaning of a proverb/idiom	*Below average* aptitude in logical reasoning through understanding relationship among patterns, symbols or shapes.	*Below average* aptitude in applying reasoning to word relations and deriving meaning from written information	*Below average* aptitude in applying reasoning and solving problems in practical situations where mechanical concepts are being used	*Below average* aptitude in correctly and quickly solving problems of mathematical operations related to primary arithmetic operations, and numerical relationships	*Below average* aptitude in perceiving and judging relationships among visual patterns by imagining them mentally.	*Below average* aptitude in perceiving visual information (letters, numbers, etc.) quickly and accurately
4-7	Average	*Average* aptitude in comprehending English vocabulary and verbal skills for practical application in everyday life.	*Average* aptitude in applying logical reasoning from some specific information to general concept.	*Average* aptitude in meaningfully comprehending word relations and written information to generalize to other situations.	*Average* aptitude in being aware of information about basic mechanical concepts and hence applying them in daily life	*Average* aptitude in showing quick understanding and applying solutions top numerical computational tasks.	*Average* aptitude to perceive and judge orientation of figures under different circumstances and to visualise objects in 3-Dimensions	*Average* aptitude in comparing visual information and accurately perceiving it.
8-10	High	*High* aptitude in comprehension as well as use of English language. This indicates that the student has good vocabulary and understands synonyms and meanings of proverbs.	*High* aptitude in understanding abstract figures. This includes applying logical reasoning for comprehending relationships and solving problems quickly and effectively when dealing with abstract patterns in everyday life.	*High* aptitude in this area reflects well-above average skill for meaningfully comprehending word relations and written information so as to skillfully apply these in other similar situations.	*High* aptitude in successfully applying reasoning and solving problems in practical situations where mechanical concepts are being used	*High* aptitude in rapidly and accurately manipulating numbers for solving arithmetic tasks and numbers in everyday life	*High* aptitude in understanding and grasping relationships among objects in 3-Dimensions	*High* aptitude quickly and accurately perceiving visual information.