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AchieveWorks[®]
Aptitudes

Implementation Guide

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Introduction

This guide is for educators implementing the AchieveWorks® Aptitudes assessment.

This guide outlines steps educators and students can take to optimize results when using the assessment in their districts, schools and individual students.

Overview

AchieveWorks Aptitudes is an online assessment tool for high school students designed to help them achieve the following goals:

- Gain an understanding of what aptitudes are and why they matter.
- Identify their current developmental stage for each aptitude.
- Explore careers and pathways that align with their own aptitude profile.
- Consider specific opportunities to grow and develop all of their aptitudes.

The aptitudes measured by the assessment are cognitive abilities applicable in various activities. For example, fluid reasoning—the ability to think flexibly and recognize/predict patterns in information—applies to fields like scientific research, counseling, marketing, or air traffic control. Thus, fluid reasoning provides a *foundation* or *readiness* for developing specific skills in various areas.

Aptitudes Assessed by AchieveWorks Aptitudes

Aptitude	Description
Computation	The ability to perform a variety of mathematical calculations quickly and accurately.
Fluid Reasoning	The ability to think flexibly, and recognize and predict patterns in information.
Logic	The ability to use deductive reasoning to solve novel problems efficiently.
Math Reasoning	The ability to select and use a variety of techniques to solve mathematical problems efficiently.
Memory	The ability to store and recall information quickly and accurately.
Processing Speed	The ability to quickly identify differences and similarities in text and images.
Spatial	The ability to accurately visualize the rotation, shifting and folding of various objects.
Vocabulary	The ability to understand and correctly use a wide range of words.

Assessment Structure

AchieveWorks Aptitudes consists of independent yet related assessment sections that measure eight core aptitudes. Some aptitudes are assessed through both image-based and text-based formats. Image-based sections use images or shapes; text-based sections use words and numbers. This separation allows for more targeted aptitude measurement and offers greater flexibility for neurodiverse learners, including those with visual or reading challenges.

Structure of Assessment Sections by Aptitude

Each assessment section has a unique question format, item count, and max time limit, as shown below. Some students will need less time to complete the sections.

	Perceptual		Symbol-based	
	Total Items	Time Limit (min)	Total Items	Time Limit (min)
Computation			40	13
Fluid Reasoning	13	8	23	10
Logic			16	15
Math Reasoning			22	15
Memory	14	4	20	7
Processing Speed	16	4	30	5
Spatial	17	7		
Vocabulary			26	7
TOTAL Time (min)		23		72

Implementation Protocols

Sequence and Timing

Students may complete sections in any order, guided by discussions with a counselor, teacher, or other supporting professional, based on student needs, goals, and available time. Students should start where they feel most comfortable to minimize anxiety and improve performance.

Students can complete sections over multiple sessions and days. Some students may need to take a break after just one or two sections, while others may be able to focus much longer. The assessments can take up to a total of 90 minutes, assuming students use the full time limit, which is recommended to maximize scores.

Students requiring accommodations may skip certain sections on professional advice. Professionals have the ability to adjust time limits or remove the timer entirely. For more details on accessibility and accommodations, refer to the full AchieveWorks Aptitudes Handbook.

Test Prep & Instructions

No advance test preparation is recommended, as the assessment measures aptitudes based on students' regular activities. However, students should be mentally and physically ready—not overtired or in an adverse mental state that would affect performance.

Before students begin their first section, they should be briefed on the following:

- **Describe the assessment goals and aptitudes**, as described earlier in this document.
- Each section begins with three untimed screens of important instructions and example questions. **Students should read these carefully**, as they can significantly help with performance. These instruction screens are the last chance for students to exit and come back later if they are not prepared.
- **Once started, a timed assessment section cannot be exited without locking answers** submitted to that point, and **students cannot re-take a section** once submitted.
- **Once the timer starts, work quickly but carefully.** If students get stuck, they can skip questions and return later. The timer will display at the bottom of the screen to help with pacing. On the right, a map of the questions will display to help keep track of the ones that have been answered.

Note: Questions in the two memory sections are displayed one at a time and cannot be skipped; each must be answered when presented, and students cannot go back to previous memory questions.

- **All questions are multiple choice.** Scores are calculated by the number of correct answers minus a small penalty for wrong answers. If a student doesn't know an answer, they should select the 'don't know' option rather than guessing. However, if narrowed down to two options, a 50% chance to guess correctly is statistically beneficial. Questions left unanswered are not penalized.
- **Encourage students to do their best so their scores accurately represent their current abilities** and lead to accurate career recommendations.
- **All work must be done independently, without help from others, the web, apps or AI.** If possible, students should be monitored during the assessment. Phones should remain inaccessible during the assessment. The *only* exception is that students may use a *regular* calculator (not a phone) for the Math Reasoning and Logic sections.
- **Paper and pencil** are allowed for helping students work through problems in any section **EXCEPT** the memory sections.

Interpreting Results

Students will see results for each aptitude immediately after completing the sections related to that aptitude. Professionals with access can also look up student results.

- The results should **NOT** be used for ranking, placement or comparison between students.
- Results should only serve as a personal record for self-understanding to aid career exploration and planning.

Students are encouraged to review their results independently or with a counselor/educator. The results are designed to be student-friendly and while professional interpretation is not required, guidance is helpful.

Students may need reminding that aptitude scores are **not** grades or indicators of 'smartness.' Aptitudes are measures applicable in certain situations and are just a snapshot in time. Everyone can develop any of their aptitudes with focused practice and effort.

Students will be able to see the Aptitudes in which they score best compared to the other aptitudes. Students can also view the report section *Opportunities for Growth* for ideas on how they can further develop each aptitude.

Career Recommendations

AchieveWorks Aptitudes recommends careers based on a matching calculation using all completed aptitudes. As students complete more aptitudes, the recommended career list will become more specific and update accordingly. Because matches are based on the average expected for a career, students should be encouraged to equally consider any careers on their list, not just the top few. Other filters, such as career cluster or expected education, can narrow the list.

More Information

Refer to the AchieveWorks Aptitudes Handbook for more details on the assessment.