

## **LifeVitae vs. PLAT Tests**

<b>Aspect</b>	<b>PLAT Tests</b>	<b>LifeVitae</b>
<b>Intent</b>	Designed to assess students in a rote learning environment to determine how they should be taught.	Aims at providing a holistic view of a student's skills, strengths, and personal growth beyond academics.
<b>Evaluation Basis</b>	Primarily relies on academic scores for assessment.	Evaluates students based on real-life experiences, achievements, and soft skills.
<b>Adaptability</b>	A standardized test with fixed parameters for evaluation.	Dynamic and evolves with the student's journey, adapting to their lived experiences.
<b>Purpose</b>	Focuses on academic performance and how a child should be taught.	Identifies strengths and growth areas to guide students toward personalized learning and career paths.
<b>Common Use Cases</b>	Used by teachers to create structured lesson plans for classroom instruction.	Used by placement cells and career counselors to assess students' strengths and match them with career opportunities.
<b>Approach</b>	One-size-fits-all, like most standardized tests, limiting personalization.	Personalized insights tailored to each student's unique experiences and aspirations.
<b>Framework</b>	Uses a fixed assessment structure, potentially lacking flexibility.	Leverages the UN WHO Life Skills framework for a well-rounded evaluation of life skills.
<b>Skills Assessed</b>	Primarily assesses subject knowledge and academic abilities.	Focuses on six key 21st-century skills— <b>Emotive, Motive, Interactive, Adaptive, Cognitive, and Creative</b> —which are essential for the future of work.
<b>Application Focus</b>	Primarily academic, with limited insights into a student's broader capabilities.	Provides a window into a student's holistic development, including soft skills and potential career pathways.

## **LifeVitae Express v/s Psychometric Tests**

<b>Aspect</b>	<b>Psychometric Tests</b>	<b>LifeVitae Express</b>
<b>Intent</b>	Primarily used for assessing specific traits, aptitudes, or cognitive abilities.	Aims at providing a holistic view of an individual's life skills, experiences, and potential.
<b>Historical Context</b>	Psychometric tests were introduced after World War I by German psychologist Walther Poppelreuter (1917) to assess aptitudes for workforce roles in national rebuilding. William Stern further developed their use for vocational selection in the 1920s.	Originated with the goal of assisting students in discovering their skills and strengths, evolving beyond its initial purpose.
<b>Evaluation Scope</b>	Often focuses on specific traits or cognitive abilities, providing a more limited scope.	Holistic view, considering achievements, passions, and personal growth moments.
<b>Data Source</b>	Relies on hypothetical scenarios, potentially lacking authenticity.	Real-life situations, such as achievements and personal growth moments.
<b>Question Design</b>	Standardized questions may not capture unique nuances of an individual's experiences.	Carefully curated questions by organizational behavior psychologists, talent consultants, and admissions officers.

<b>Framework</b>	May not align with a universally acknowledged framework, potentially limiting transferability.	Leverages a comprehensive 6-point framework based on the UN WHO Life Skills.
<b>Algorithm Usage</b>	Often relies on predetermined scoring systems, lacking adaptability and precision.	Utilizes advanced AI/ML algorithms for nuanced analysis of soft skills from life experiences.
<b>Learning Pathways</b>	Provides generalized insights without specific recommendations for personalized growth.	Matches users with appropriate learning pathways based on personality traits.
<b>Application Focus</b>	May focus on specific traits or cognitive abilities, overlooking broader life experiences.	Provides a window into a person's life skills, offering insights into dominant and developing skills.