

Nonverbal Intelligence Test

Raven's Standard Progressive Matrices

Instructions for use

Individual testing

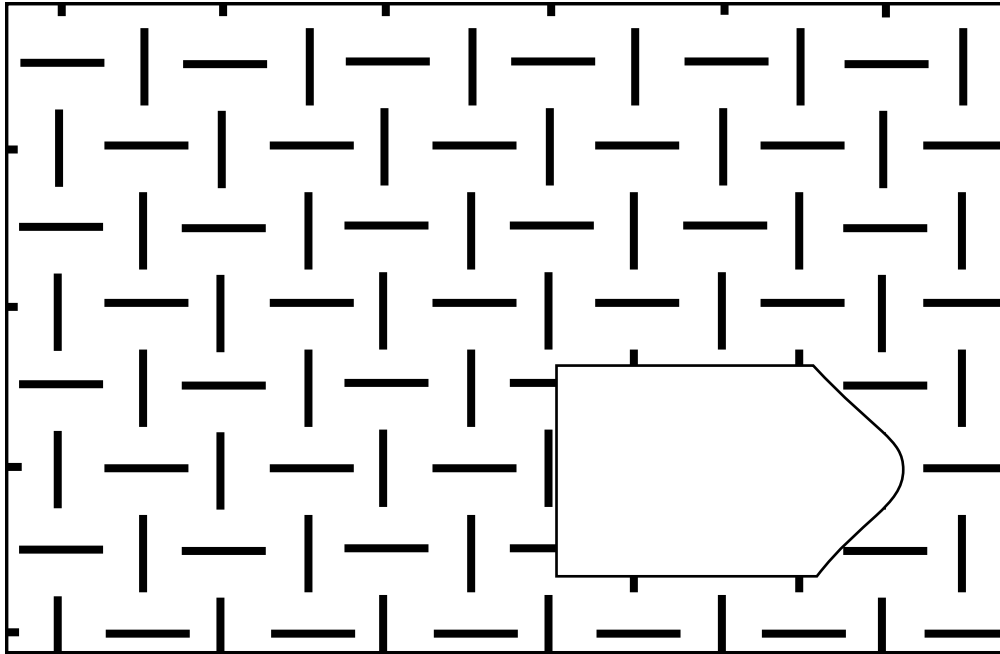
1. Prepare the record form by filling in the particulars of the person to be tested, ensuring all details are accurate.
2. Provide the test and show the first illustration (A.1). Point to the upper figure and explain, "Look at this. It is a pattern with a bit taken out. Each of these bits below," while pointing to each option in turn, "is the right shape to fit the space, but they do not all complete the pattern."
3. Explain why options 1, 2, and 3 are incorrect and why option 6 is nearly correct. Then ask the person: "Point to the piece which is quite right."
4. If the person does not select the correct piece, continue explaining until they clearly understand the nature of the problem.
5. Clarify that on every page, there is a pattern with a part left out. Tell the person: "All you have to do is point each time to the bit, which is the right one to complete the pattern."
6. Turn to illustration A.2 and explain that the problems start simple but become progressively harder. Say: "They are simple at the beginning and get harder as you go on. If you pay attention to the way the easy ones go, you will find the later ones less difficult. Just point to the piece which completes the pattern."
7. Instruct the person to proceed at their own pace, emphasizing that there is no time limit and no need to rush. Say: "You can take as much time as you like. Be careful. Remember, each time only one bit is quite right."
8. As the person works through the test, record the number of the pieces they point to for each problem in the appropriate space on the record form.
9. Ensure the person turns the pages one at a time and addresses each problem in its standard order. If necessary, guide their attention to each problem in sequence.
10. Avoid providing further assistance in solving the problems. The sequence of the illustrations is designed to provide sufficient training for the task.

Group testing

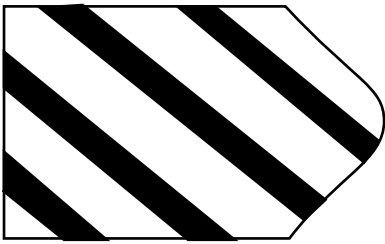
1. Distribute pencils and record forms to the people being tested. Instruct them to fill in their personal particulars on the record form.
2. Once everyone has completed their particulars, distribute the test books but instruct them not to open the books until everyone is ready.
3. When ready, demonstrate using a book or an enlarged version visible to the group. Say: "Open your books to the first page. At the top, it says Set A, and you have a column A on your scoring form. This is A.1. The upper part is a pattern with a bit missing. Each of these bits below," pointing to each option, "is the right shape to fit the space, but they do not all complete the pattern."
4. Illustrate why certain options are incorrect. Point to the first incorrect option and explain: "Number 1 is quite the wrong pattern." Continue with the next incorrect options: "Numbers 2 and 3 fit the space but are not the correct pattern." Then demonstrate with an almost correct option: "Number 5 is the right pattern but does not go all the way."
5. Ask the group to identify the correct option. Say: "Put your finger on the one that is quite right." Check if everyone identifies the correct option. If necessary, provide further explanation. Confirm the answer: "Yes, number 4 is the correct one. Write 4 here, against number 1 in Column A on your scoring form. Do not turn the page yet."
6. Wait until everyone has finished and confirm their understanding. Proceed with further instructions: "On every page in your book, there is a pattern with a bit missing. Each time, decide which of the options below is the correct one to complete the pattern above. Write the number of the correct option on your scoring form against the number of the pattern. The problems start simple and get harder as you go on. Pay attention to the way the easy ones go; it will help with the harder ones. Work at your own pace, do not skip any, and do not turn back. See how many you can get right. You can take as much time as you need. Turn over and begin the next one when ready."
7. Allow sufficient time for the group to answer A.2. Then provide the correct answer for verification: "The right one, of course, is number 5. Ensure you have written the number 5 against number 2 in Column A on your form."
8. Instruct the group to proceed independently: "Continue in the same way until you reach the end of the book. Remember to write each answer in the corresponding place on your scoring form."
9. Monitor the group as they work, ensuring they follow the instructions and complete the tasks in sequence. Avoid further assistance unless absolutely necessary.

Set A

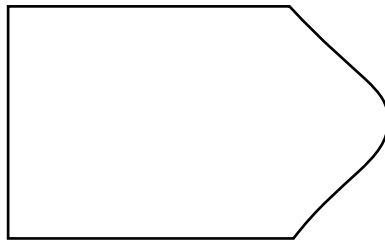
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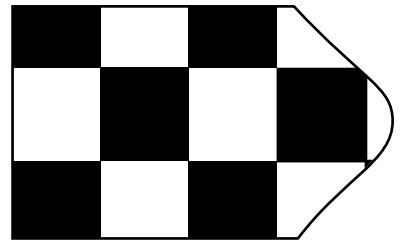
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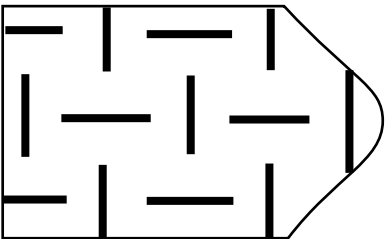
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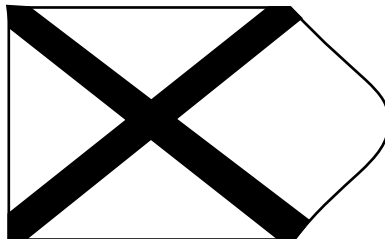
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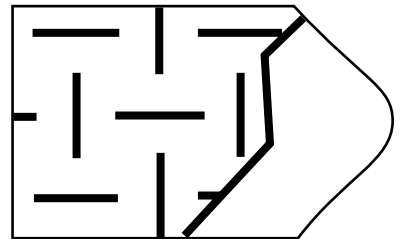
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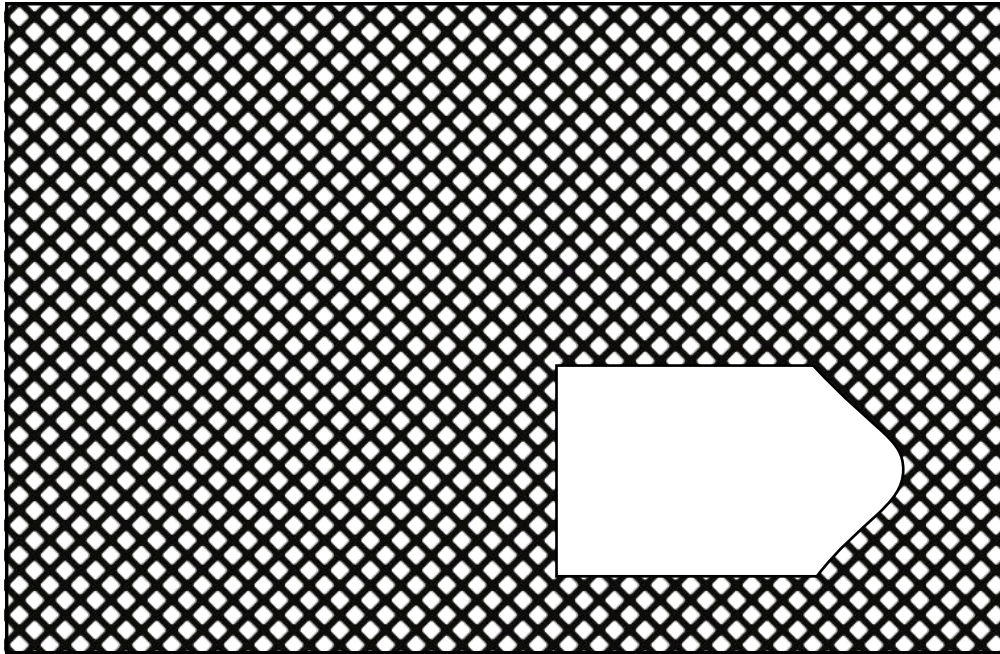
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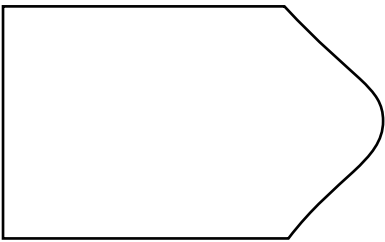
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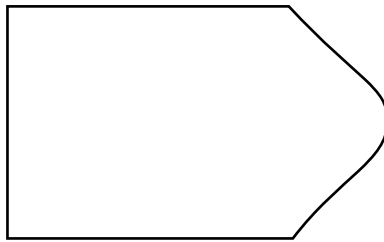
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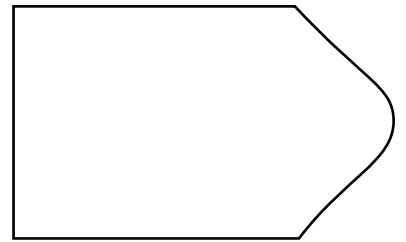
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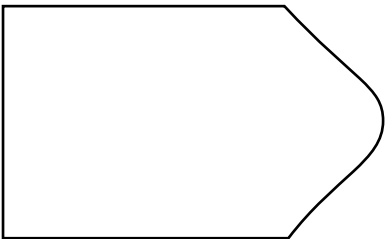
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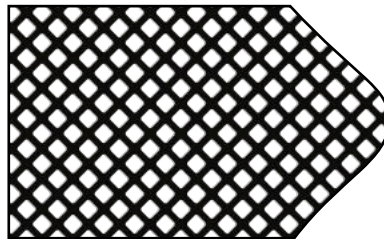
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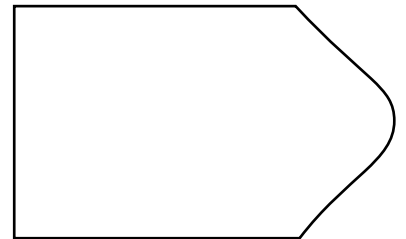
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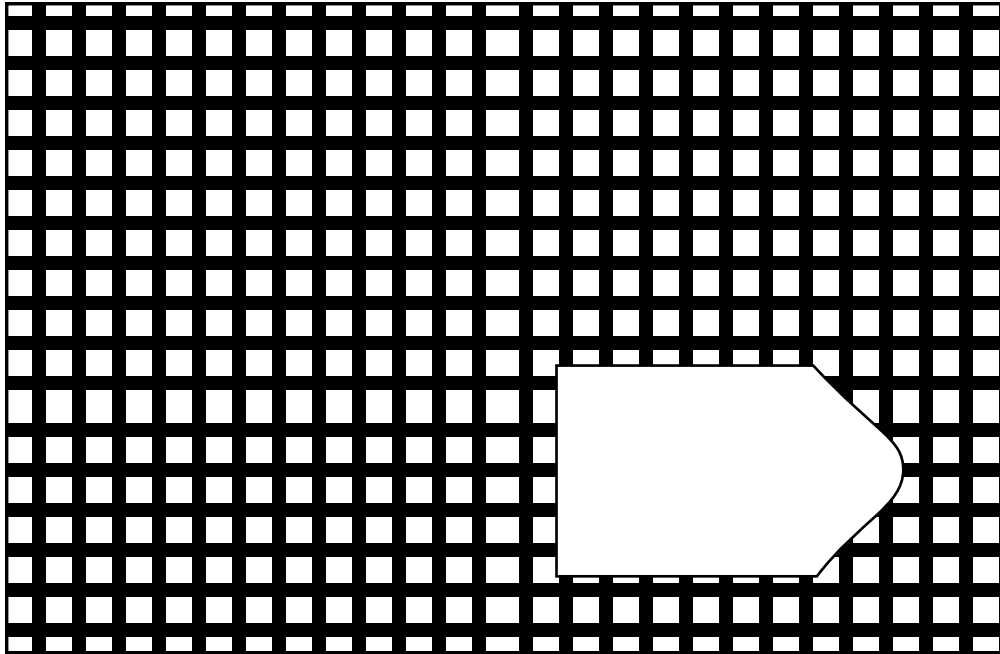
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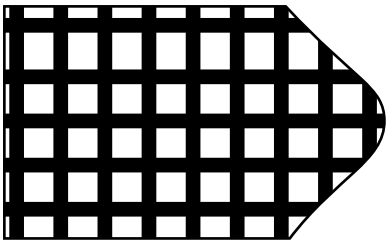
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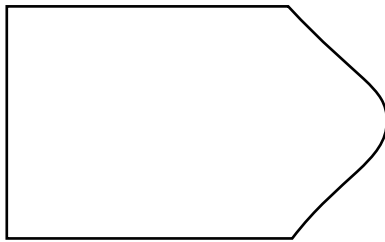
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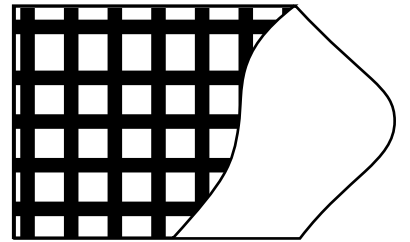
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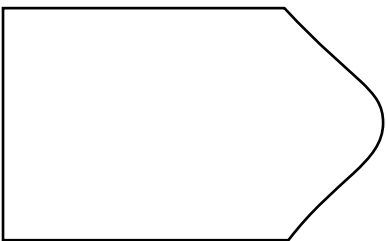
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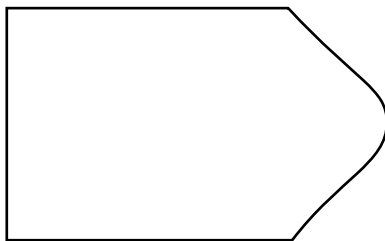
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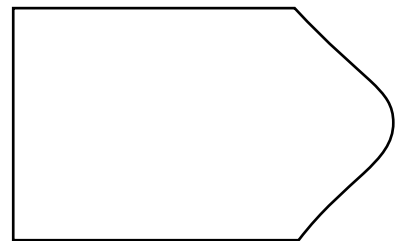
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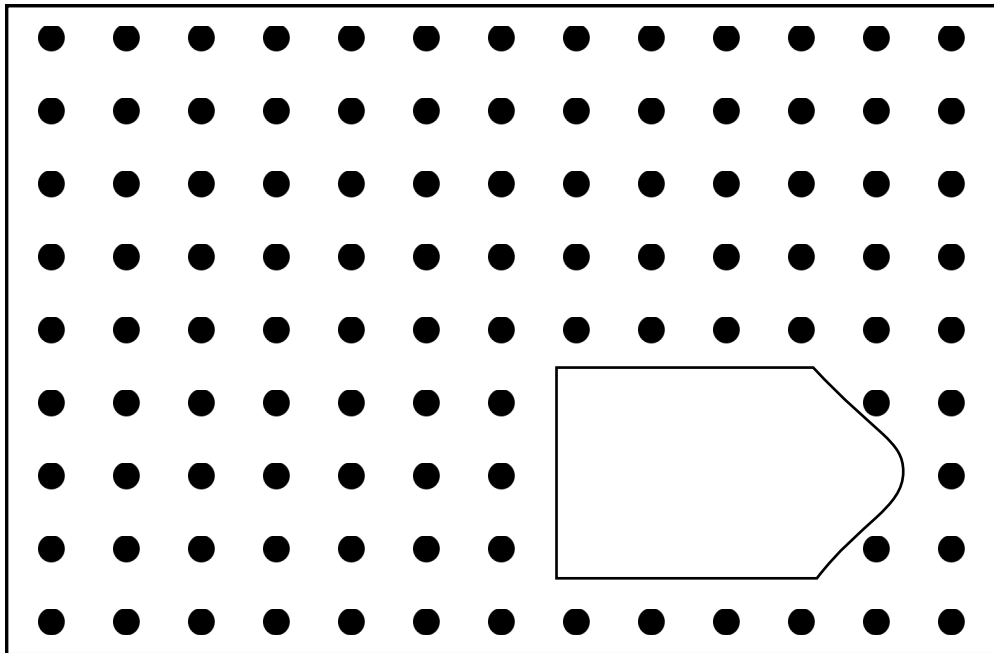
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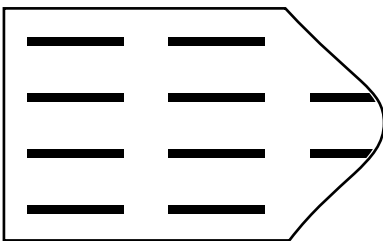
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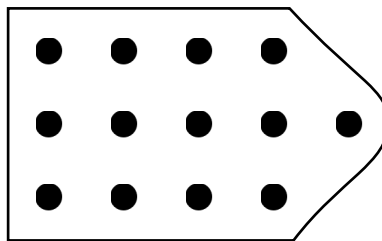
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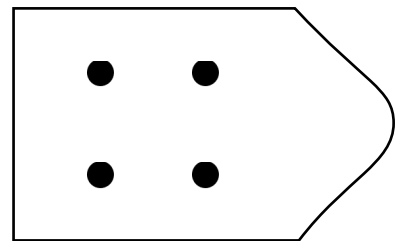
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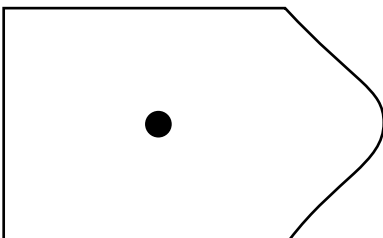
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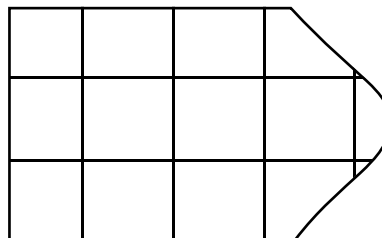
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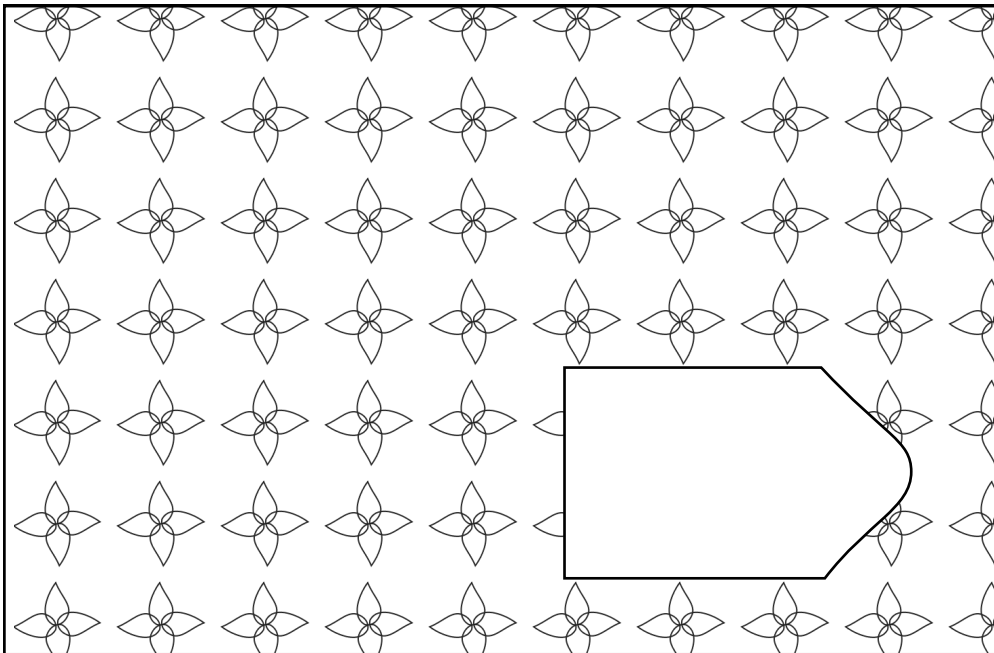
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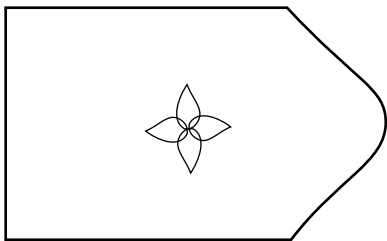
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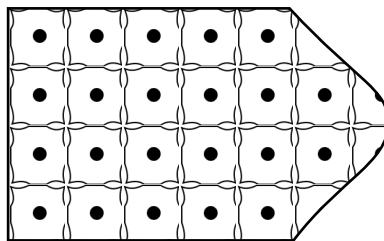
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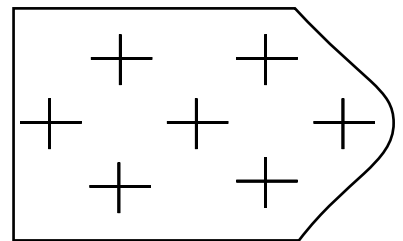
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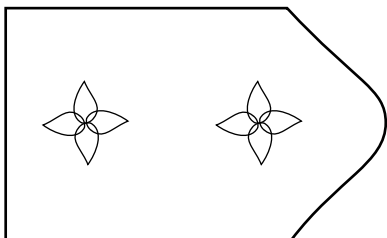
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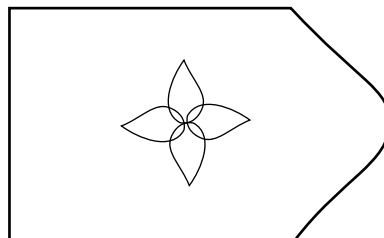
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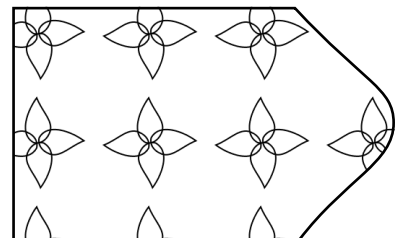
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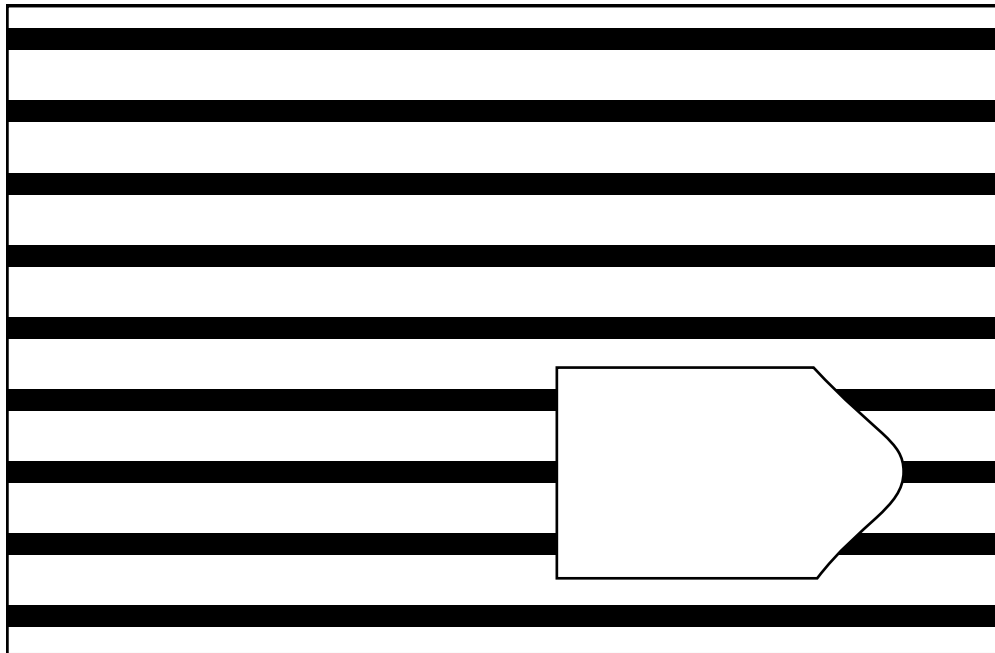
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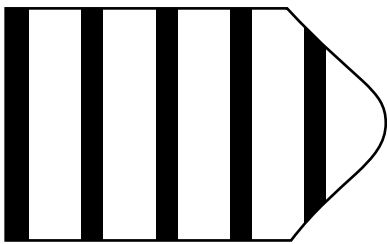
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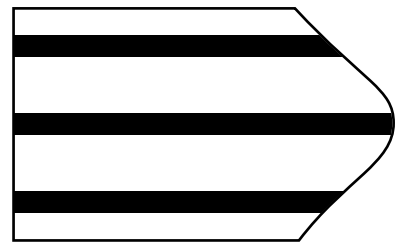
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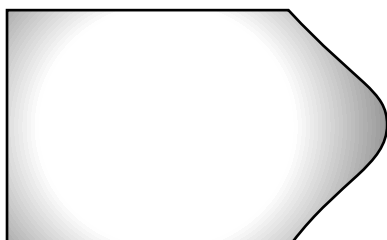
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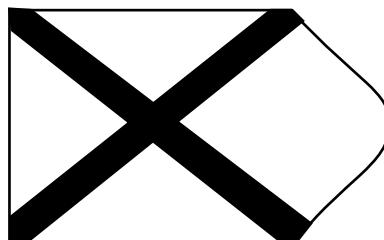
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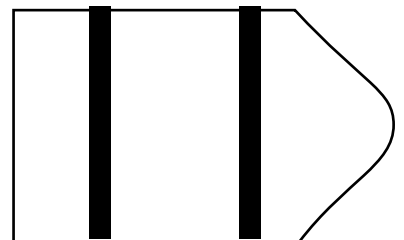
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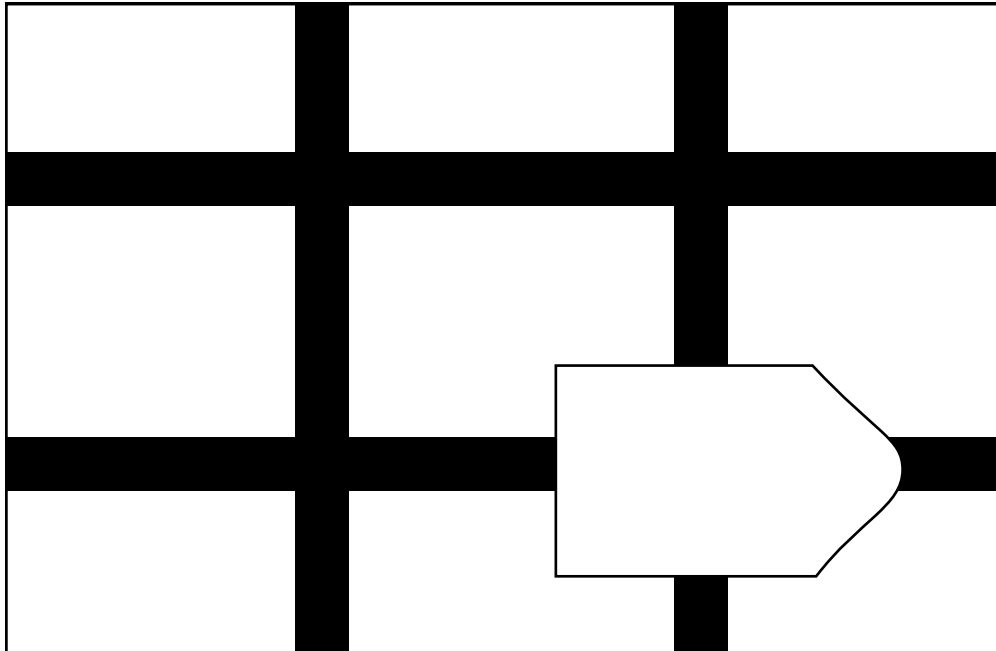
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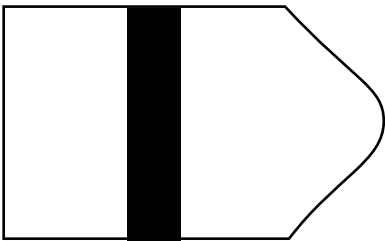
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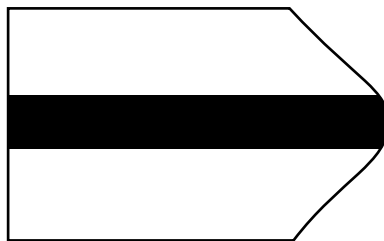
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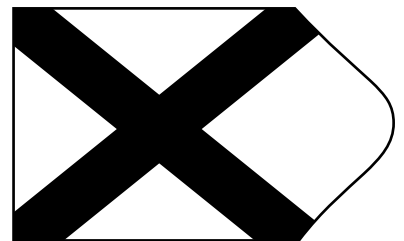
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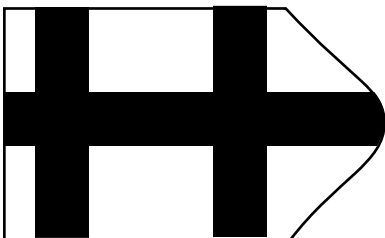
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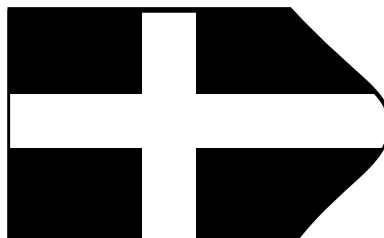
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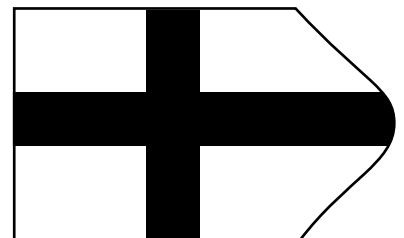
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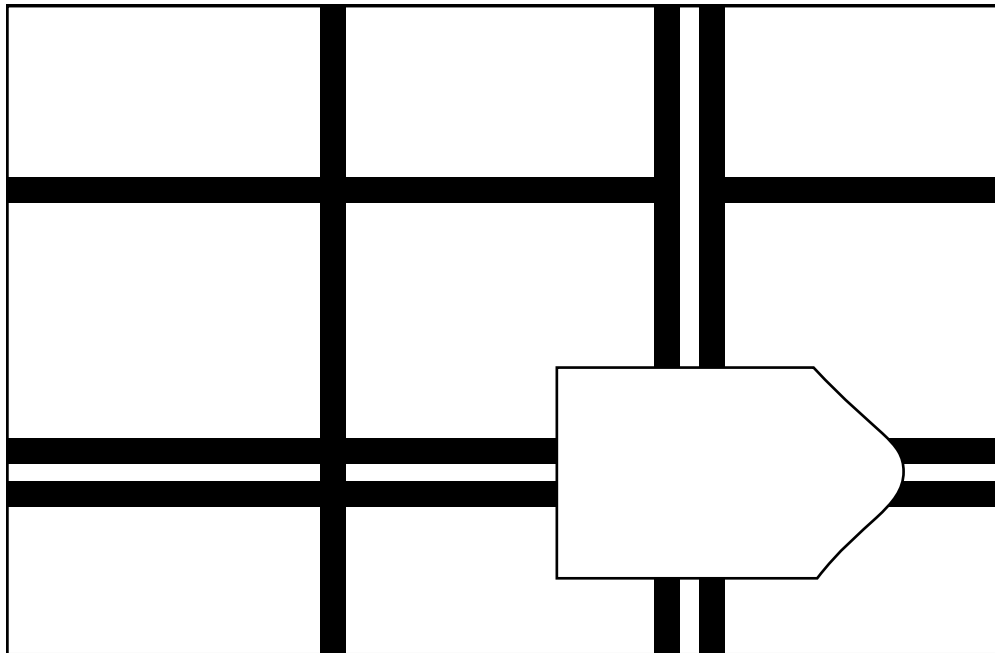
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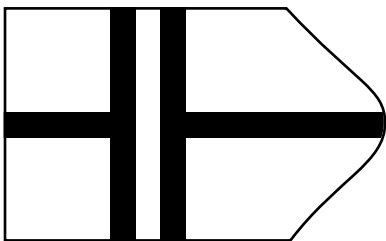
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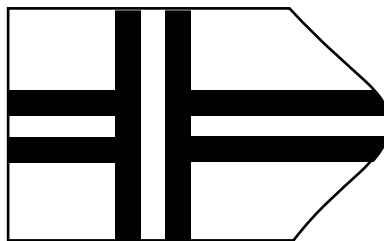
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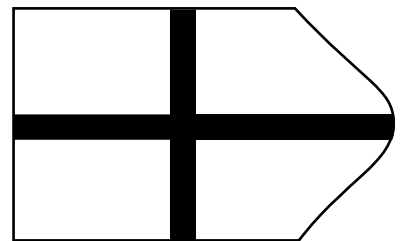
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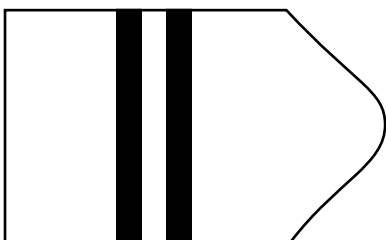
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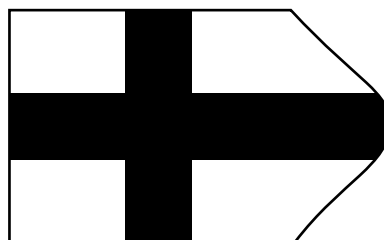
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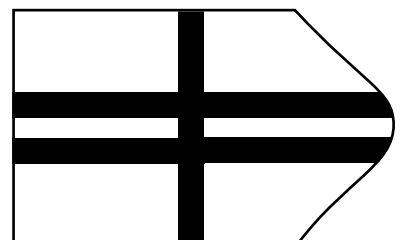
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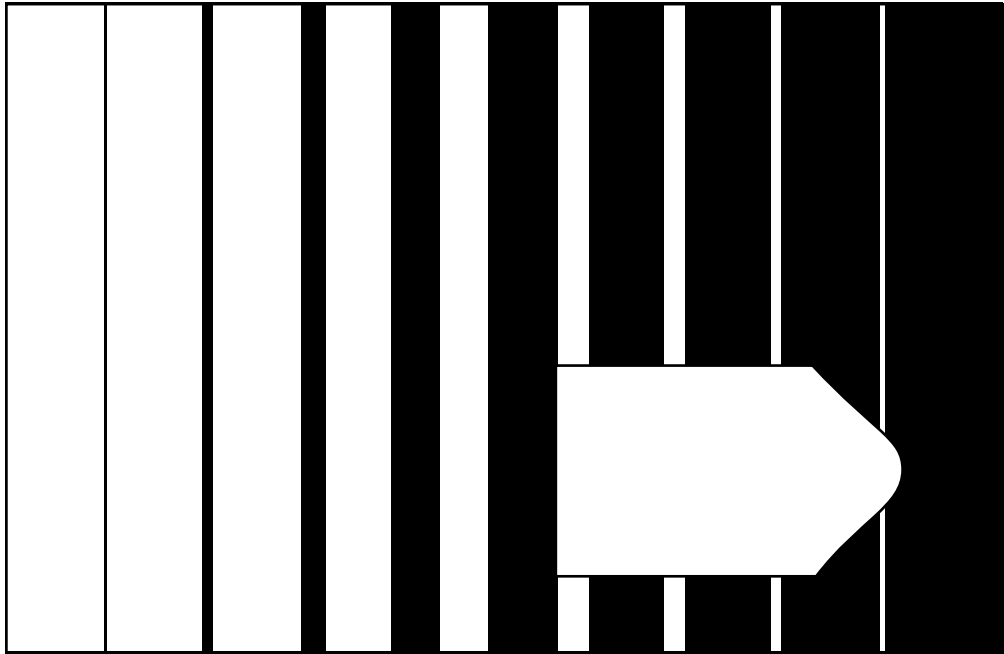
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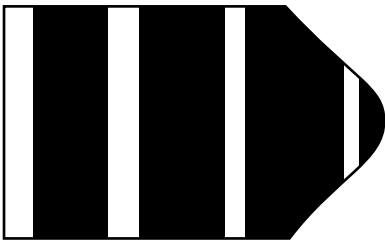
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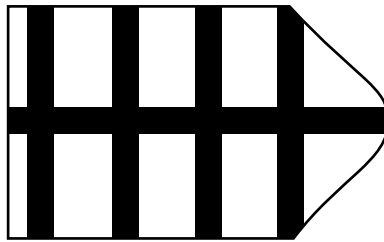
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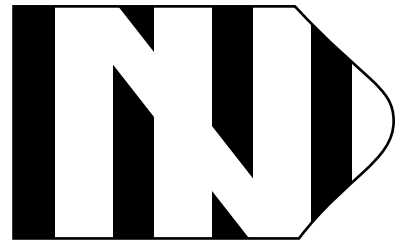
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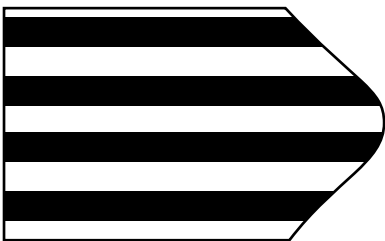
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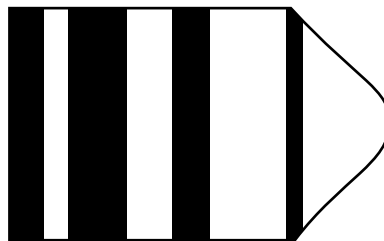
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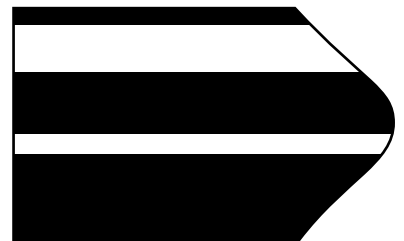
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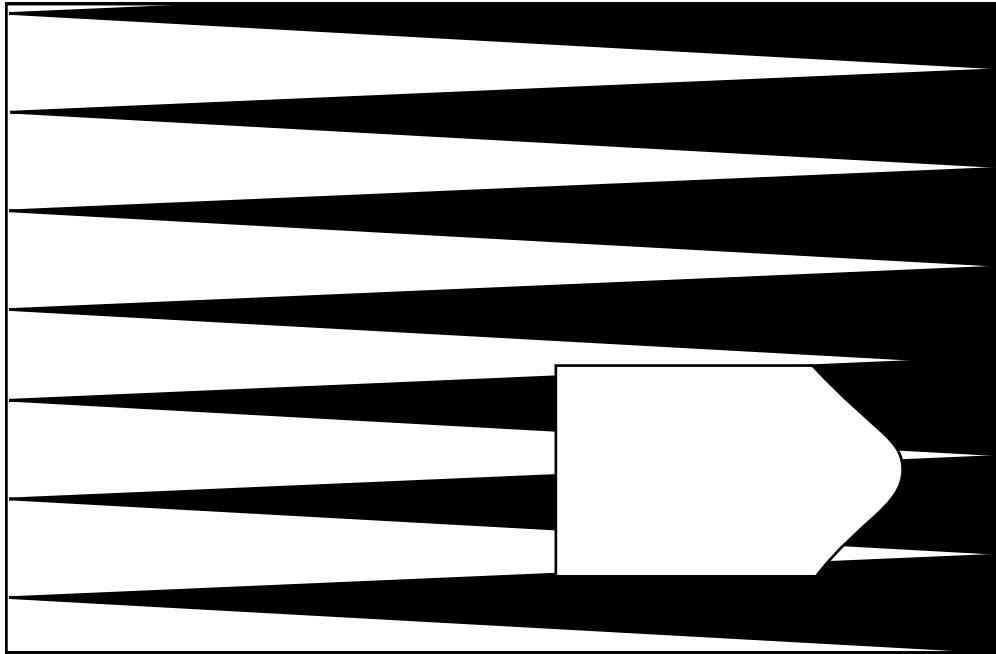
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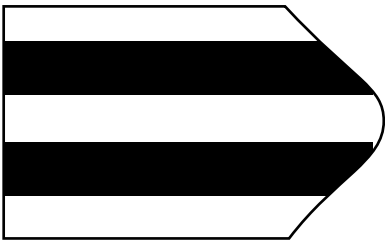
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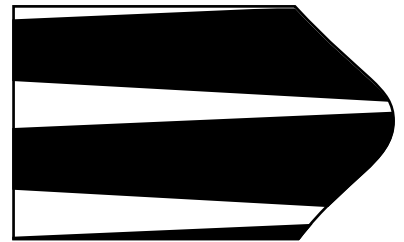
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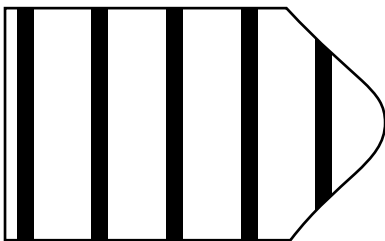
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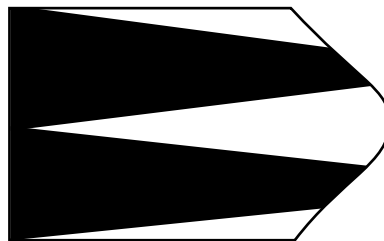
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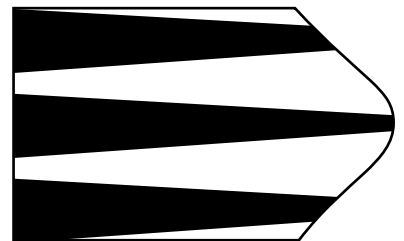
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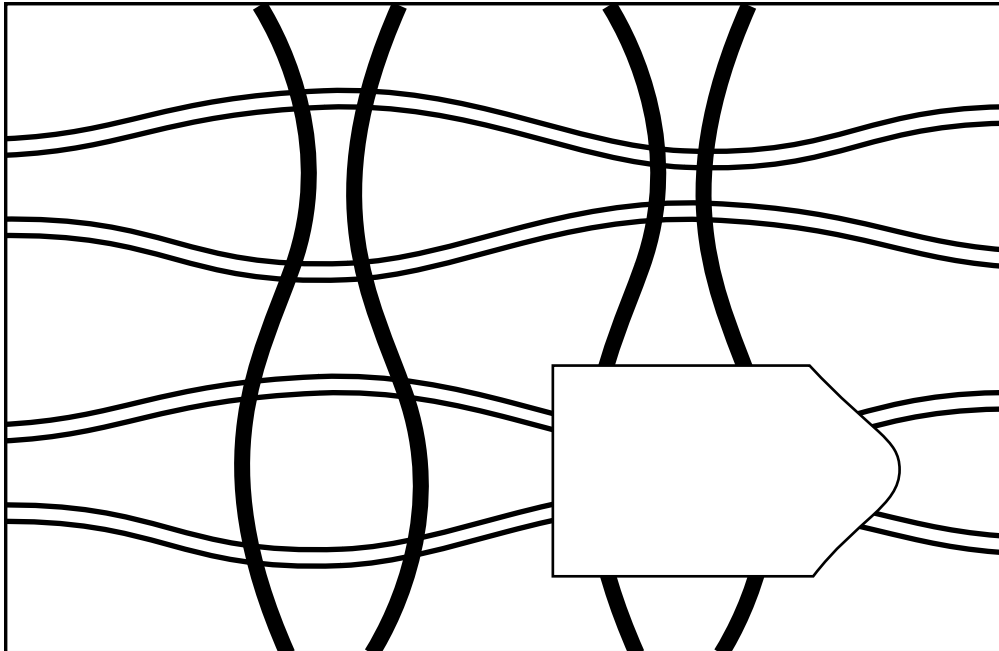
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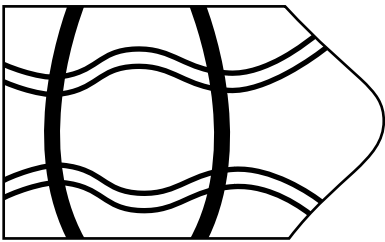
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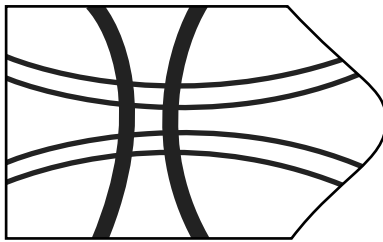
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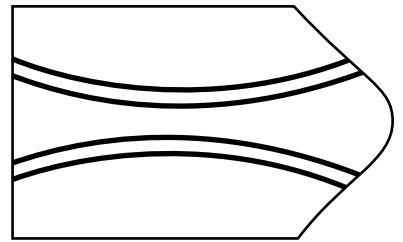
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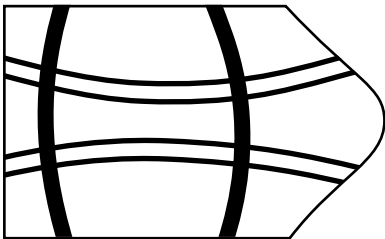
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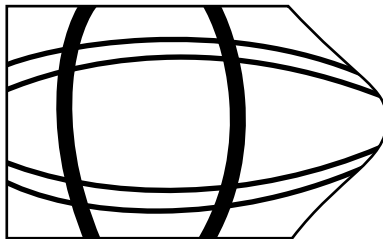
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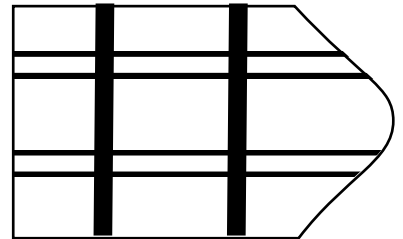
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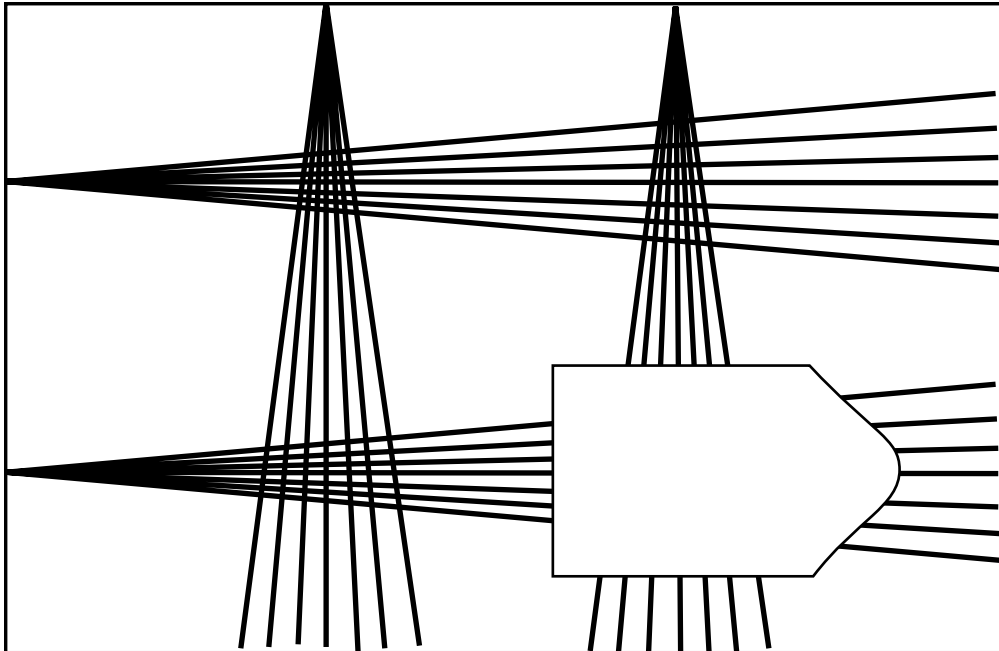
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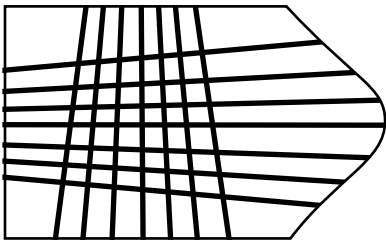
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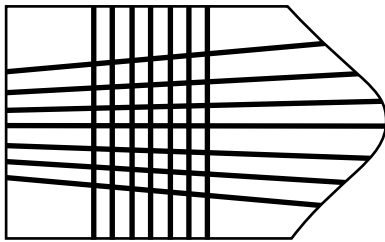
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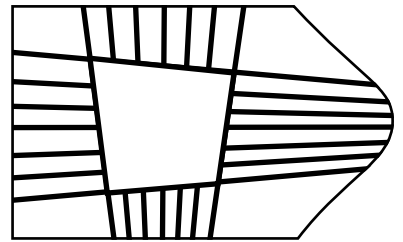
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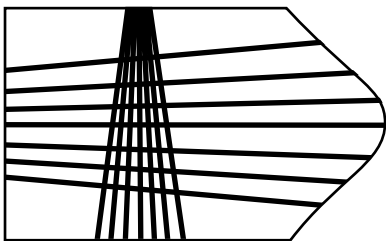
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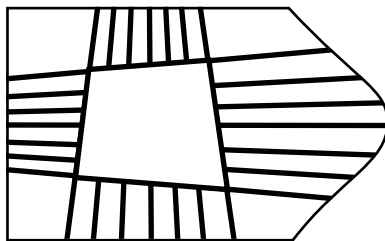
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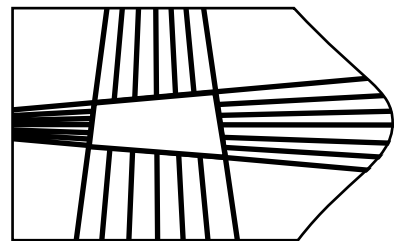
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5

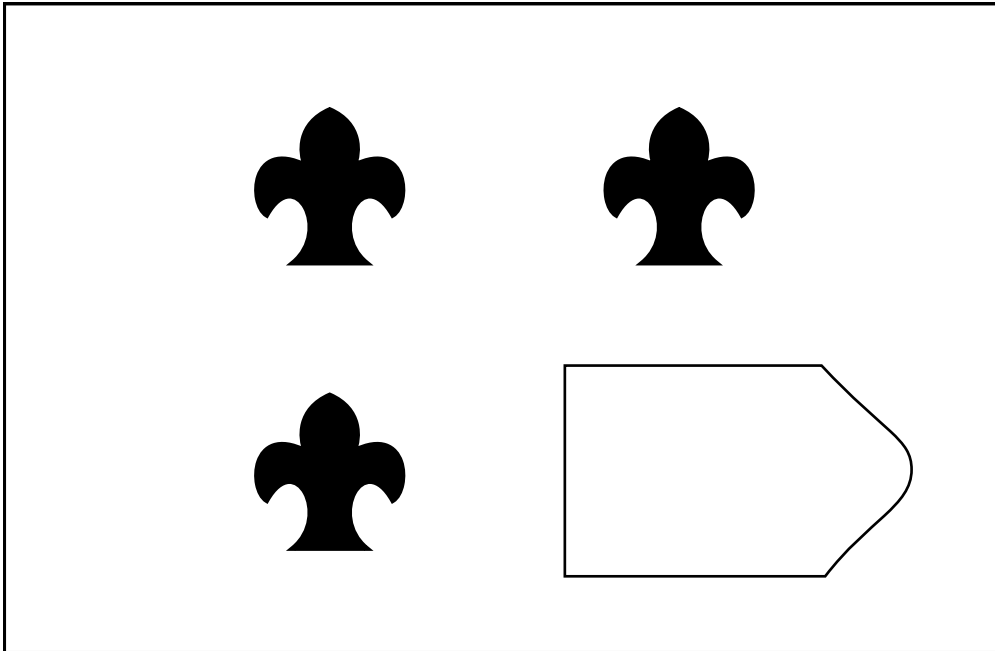


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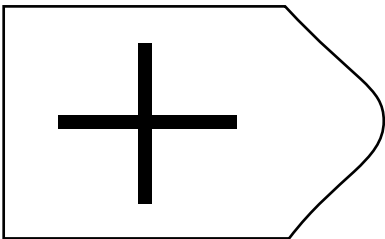


Set B

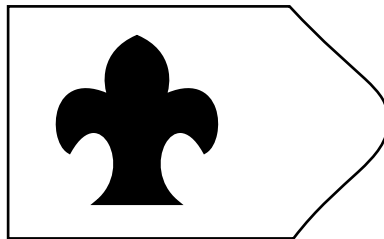
B1



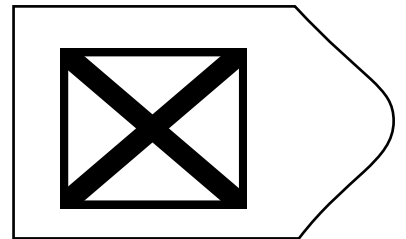
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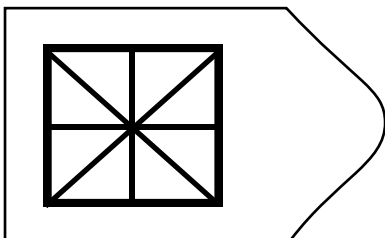
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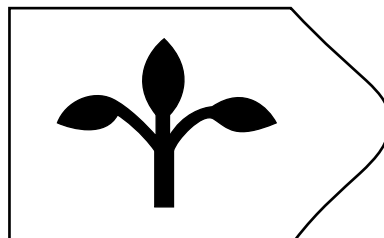
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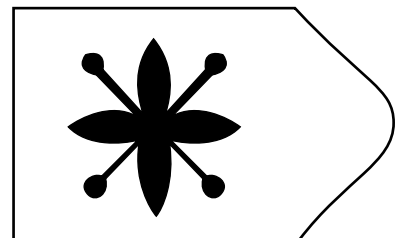
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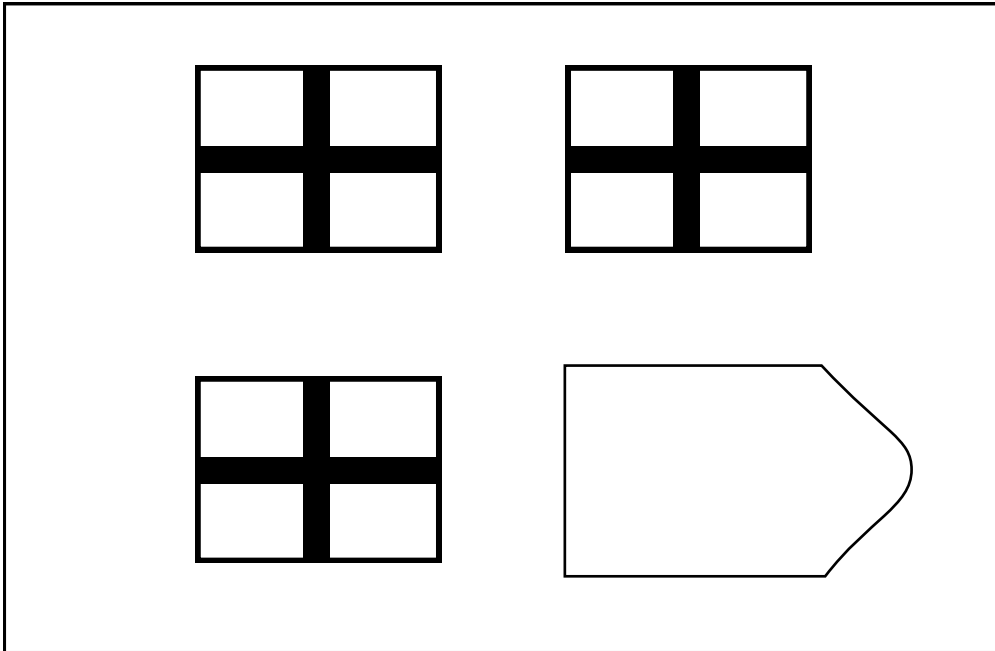
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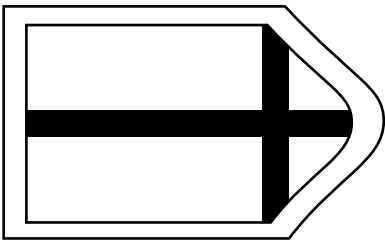
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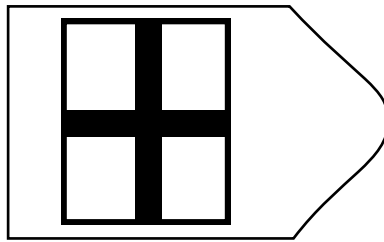
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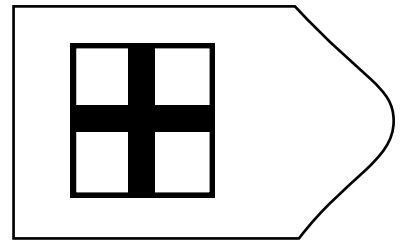
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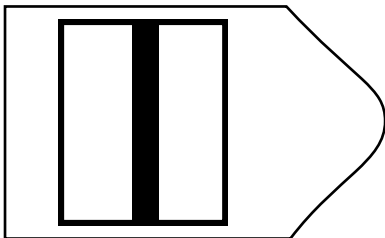
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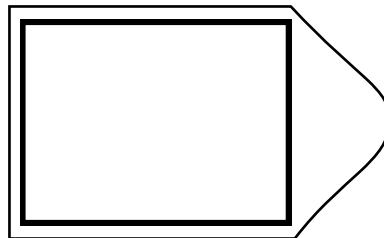
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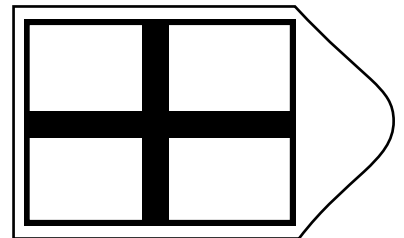
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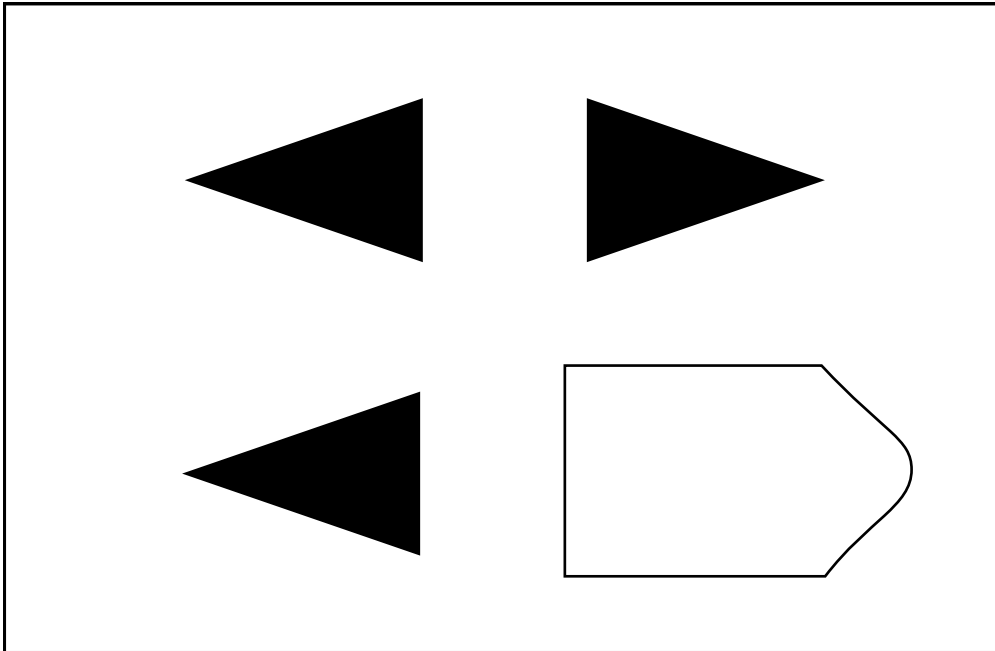
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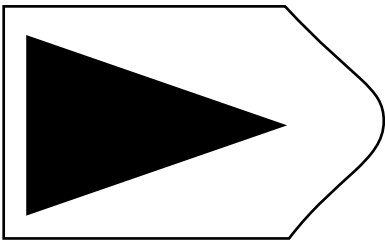
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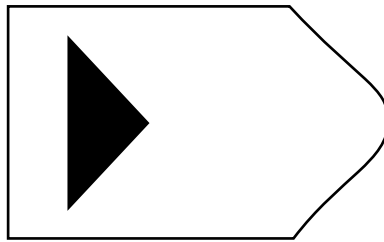
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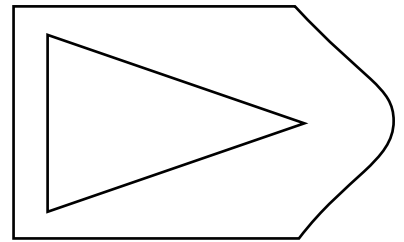
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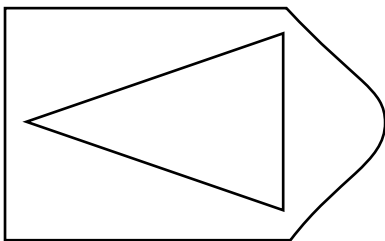
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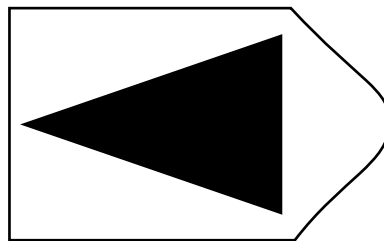
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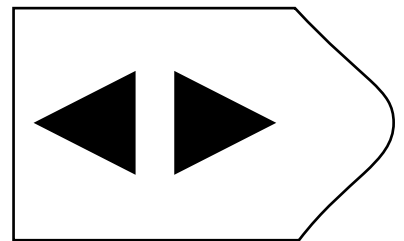
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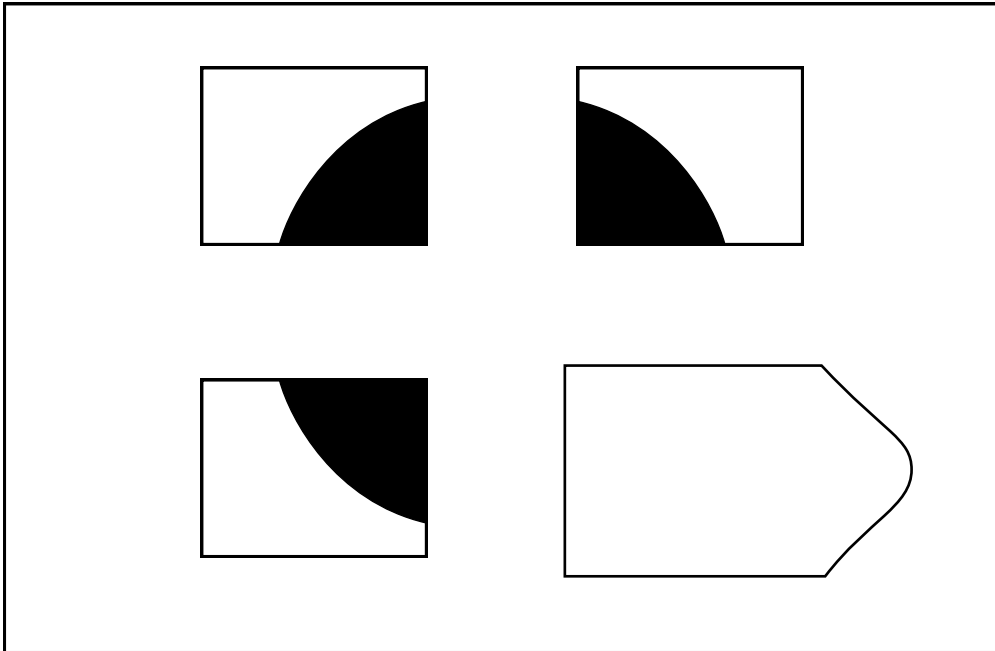
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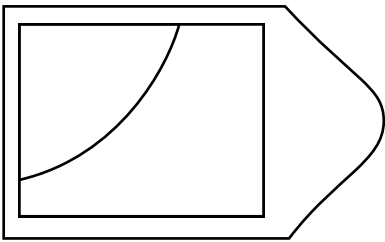
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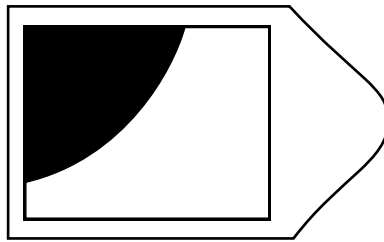
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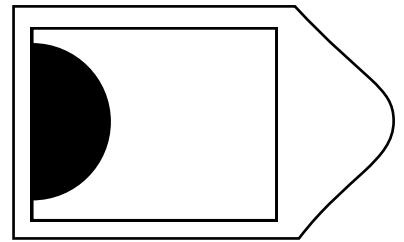
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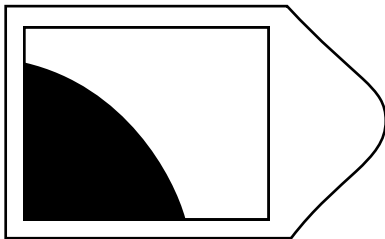
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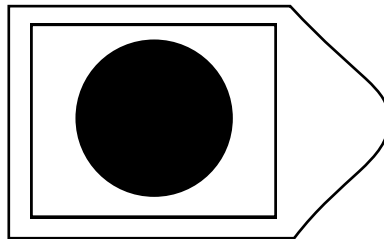
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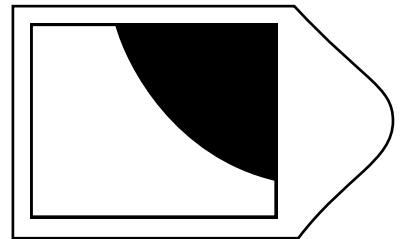
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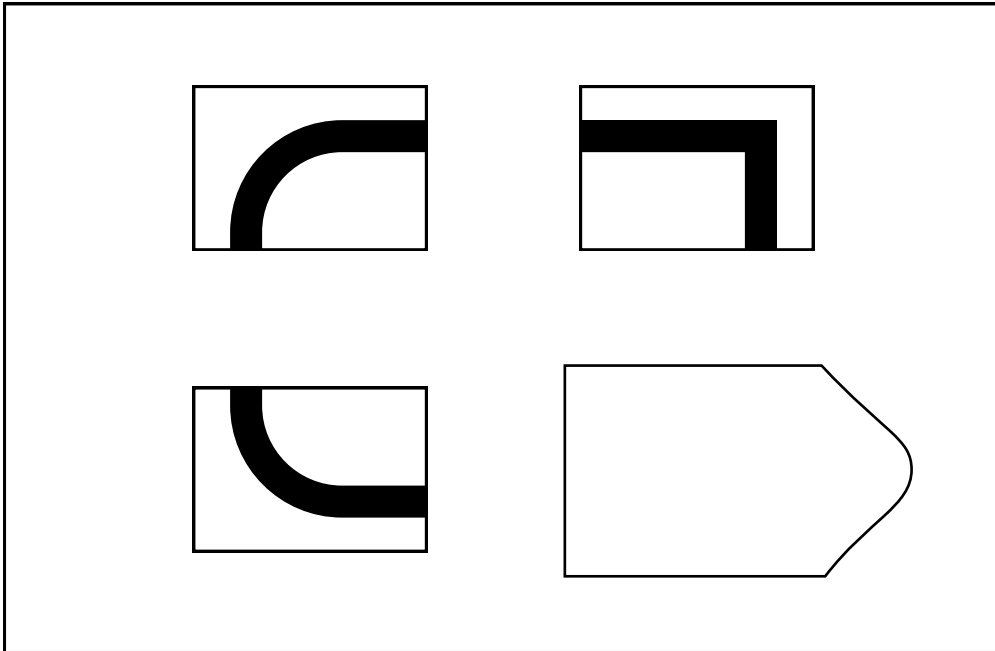
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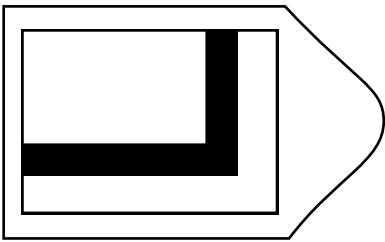
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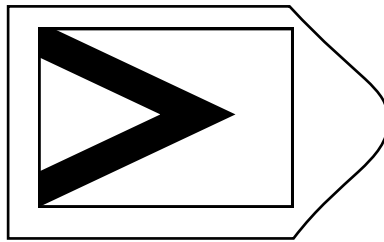
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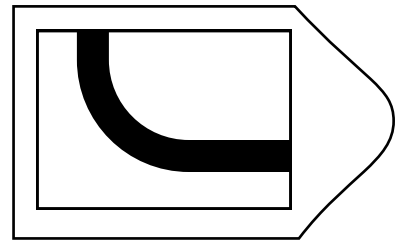
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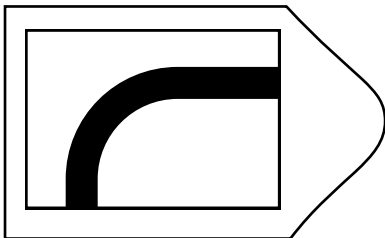
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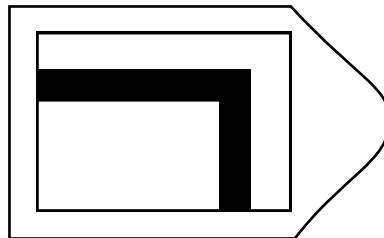
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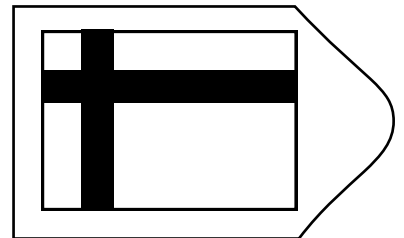
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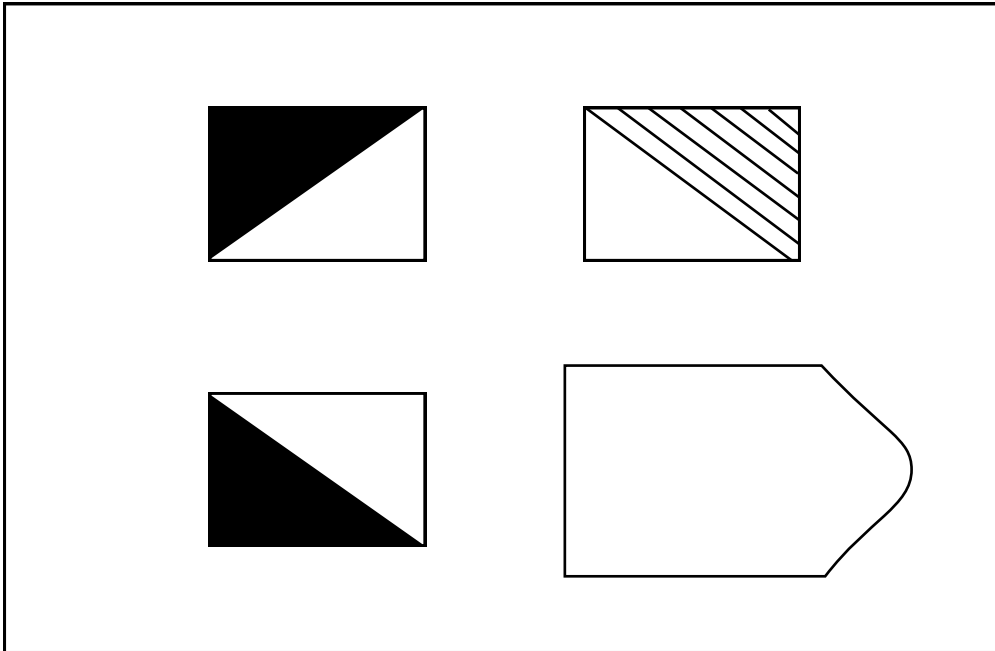
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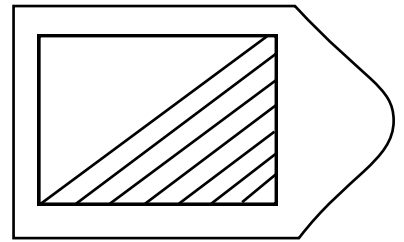
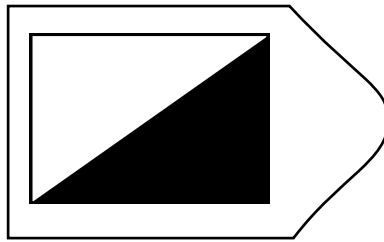
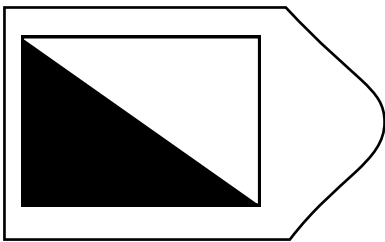
B6



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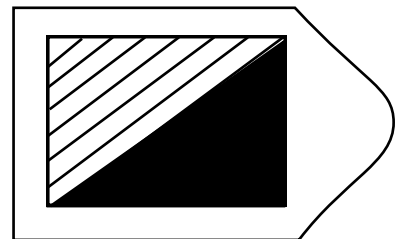
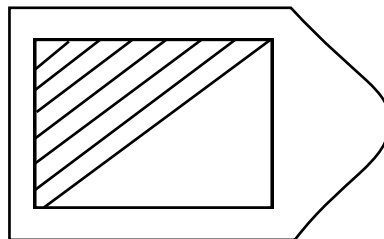
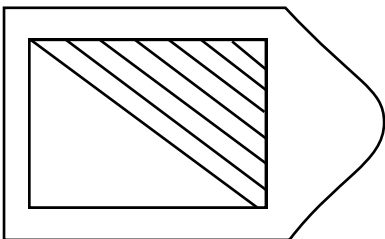
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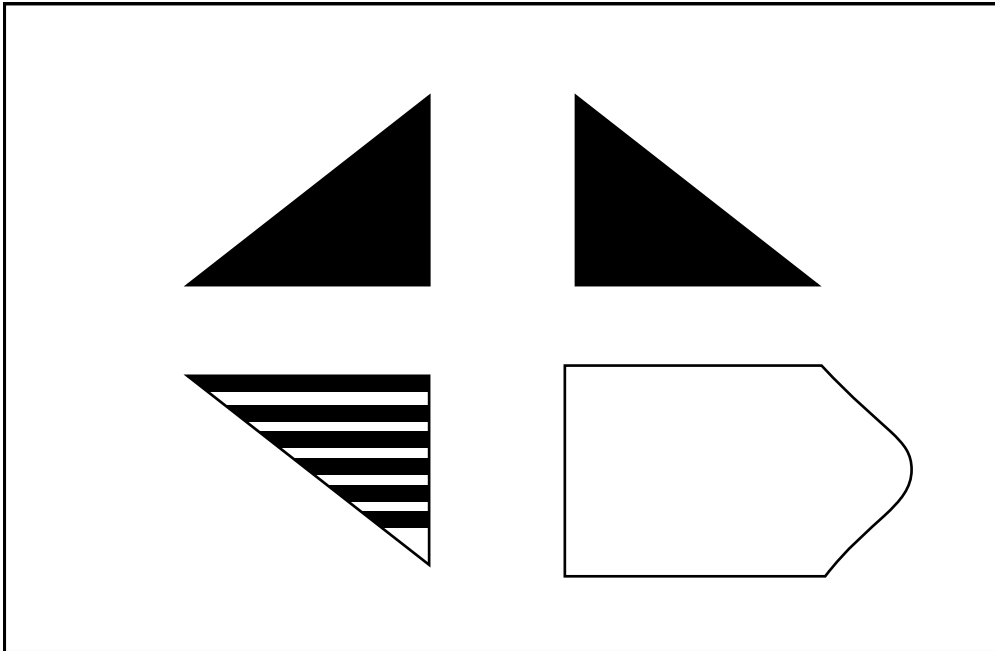
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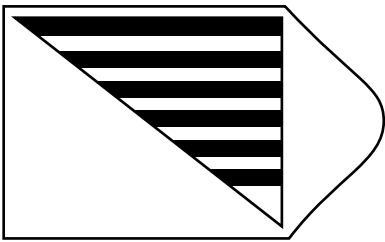
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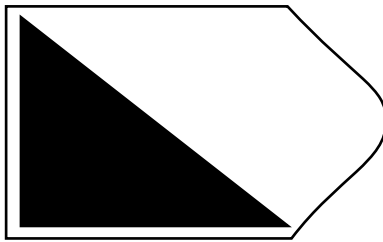
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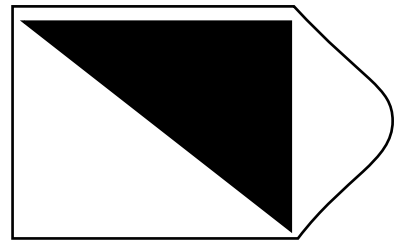
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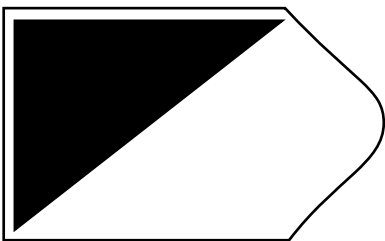
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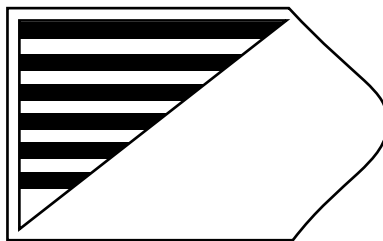
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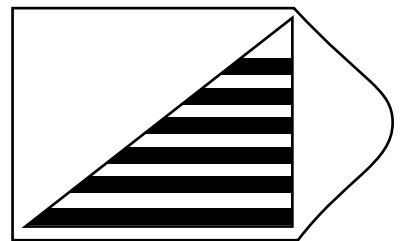
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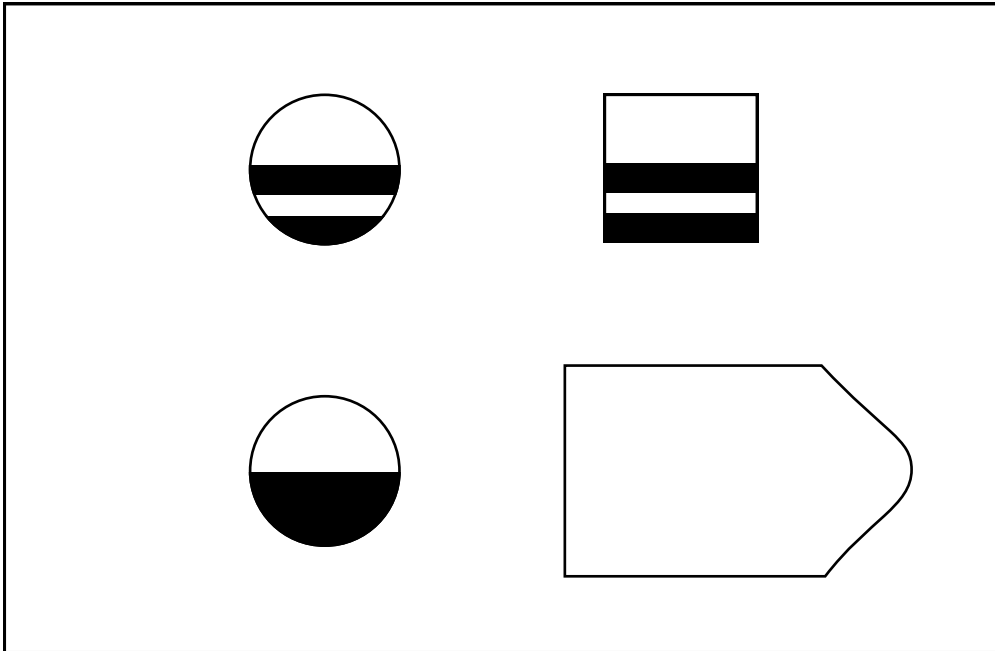
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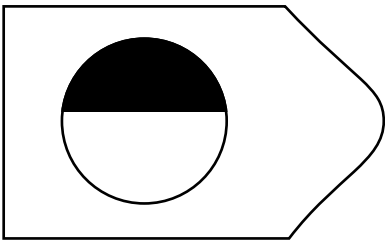
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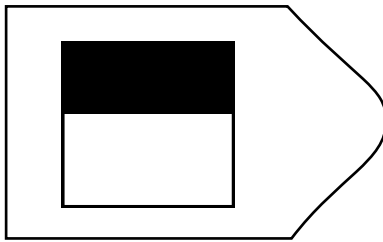
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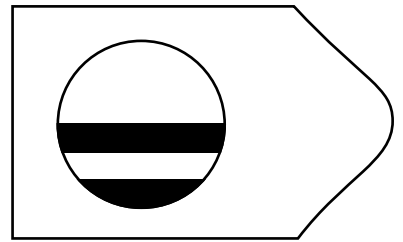
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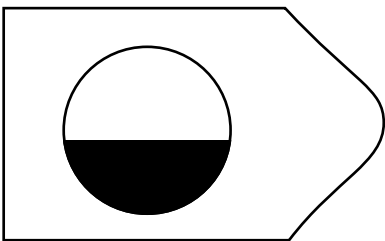
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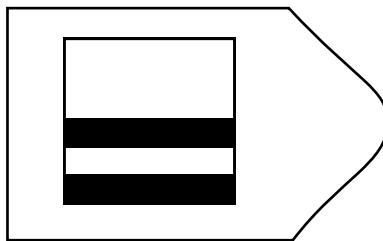
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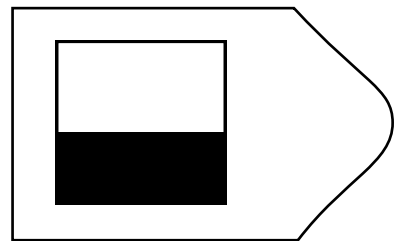
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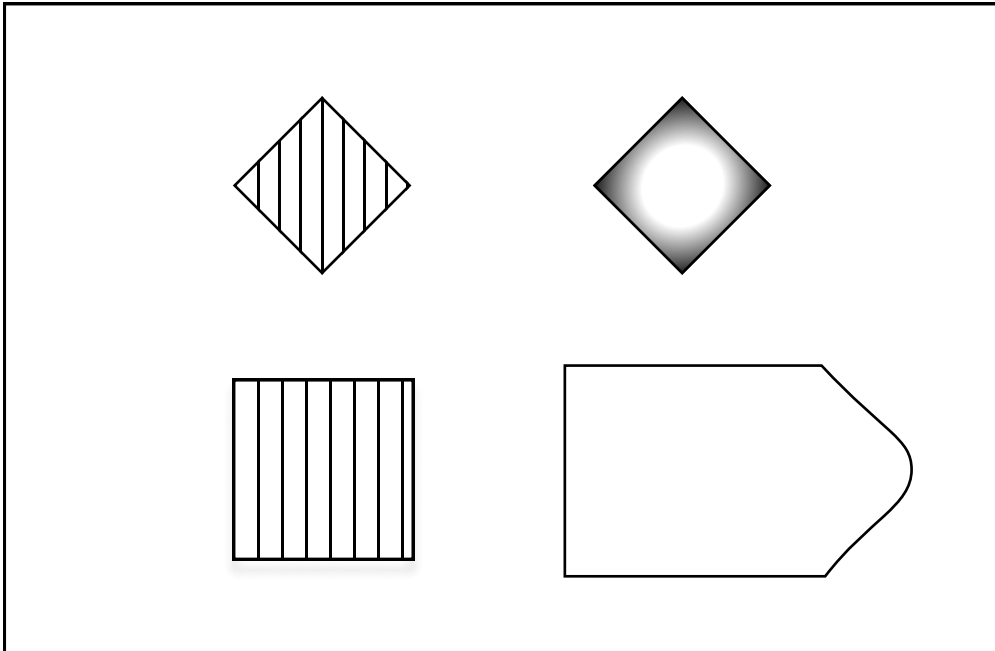
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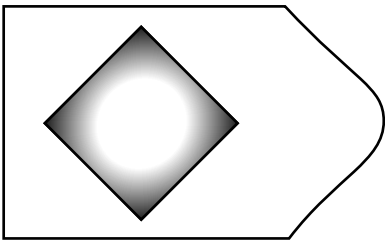
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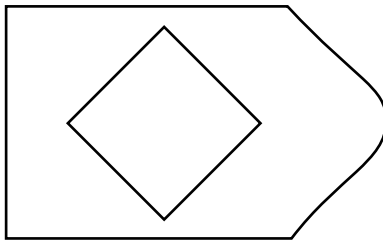
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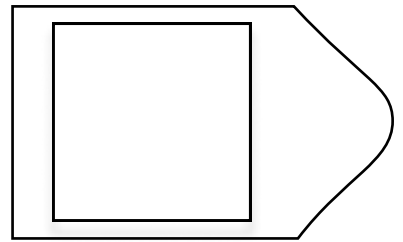
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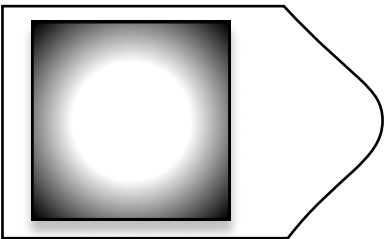
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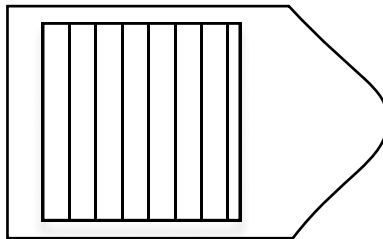
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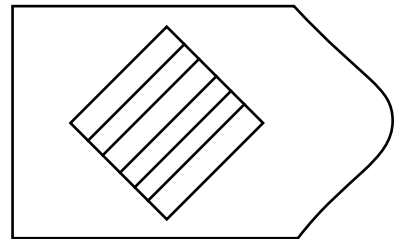
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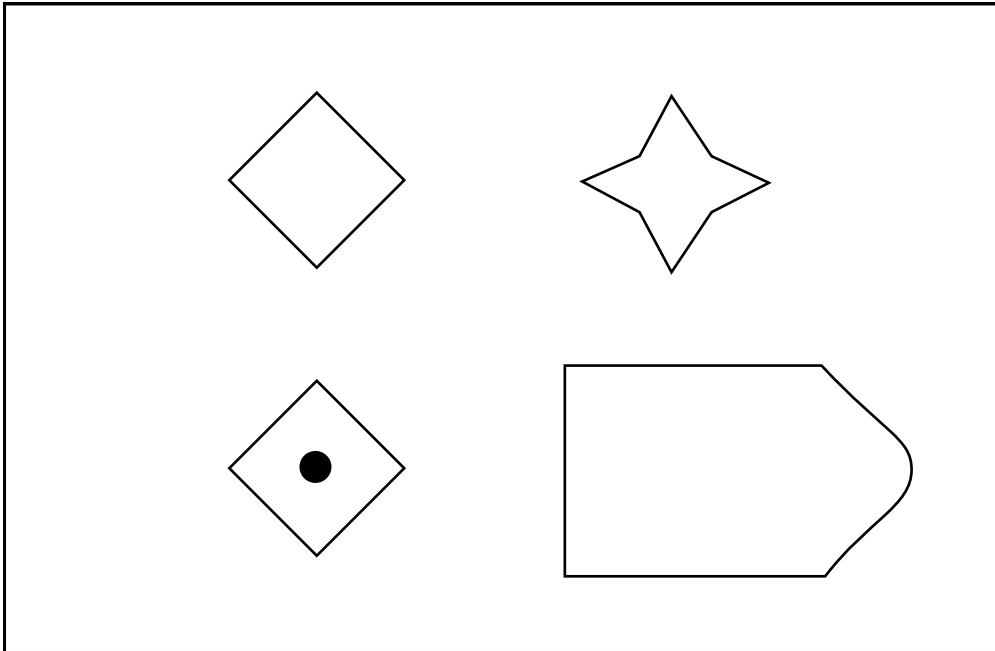
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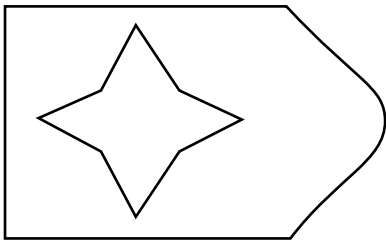
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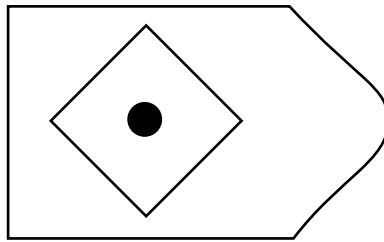
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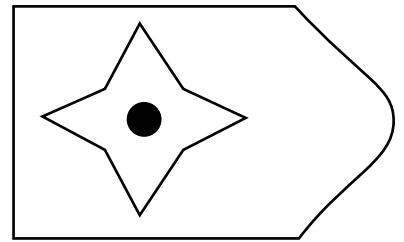
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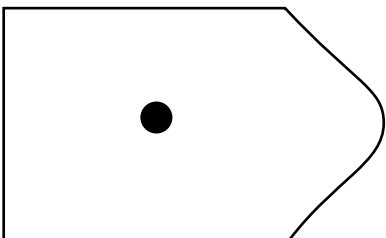
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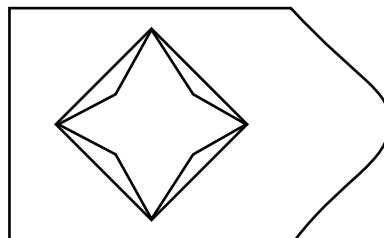
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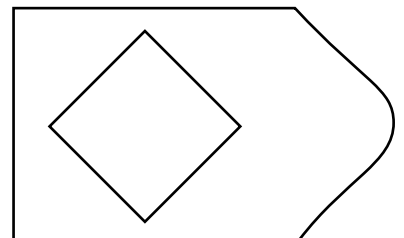
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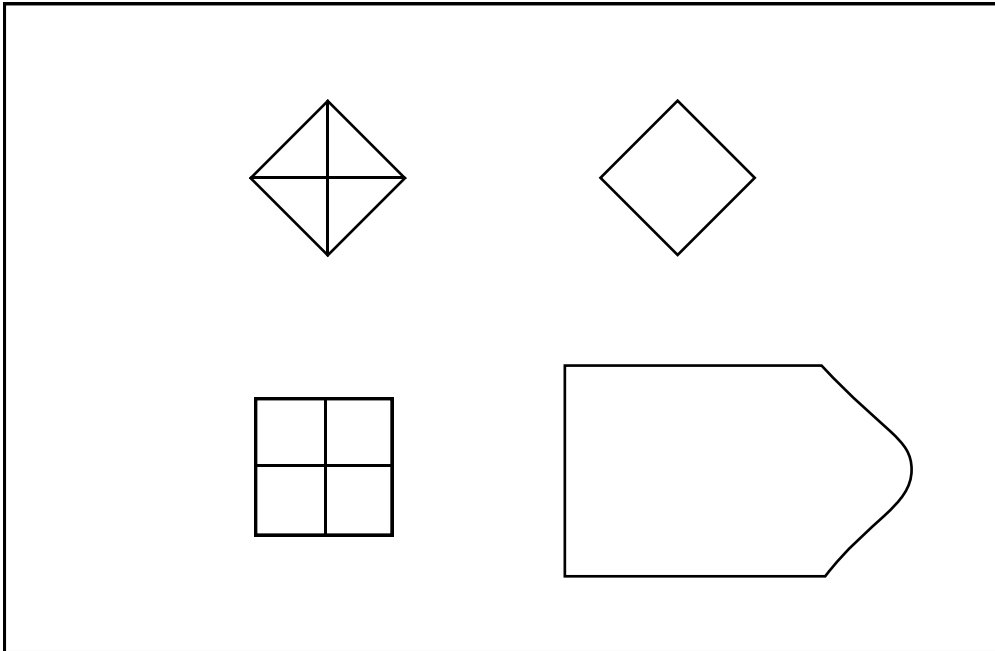
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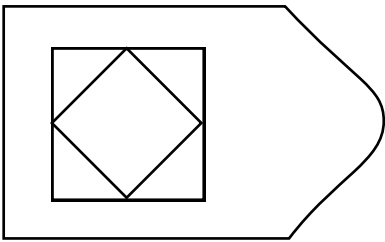
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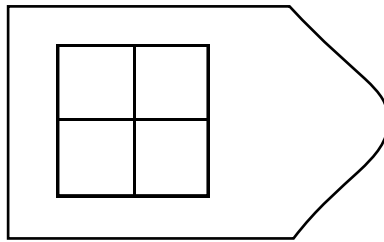
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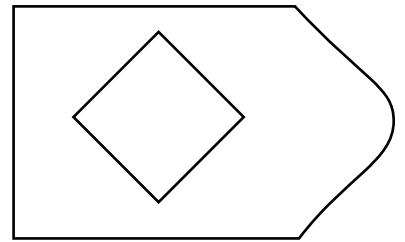
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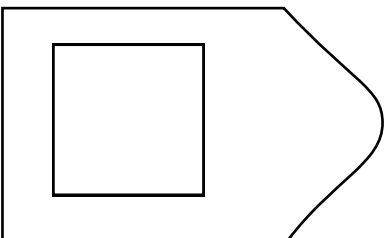
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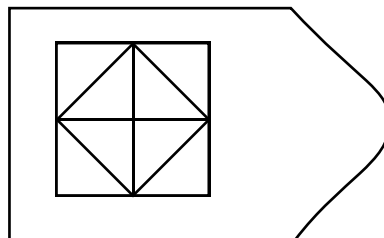
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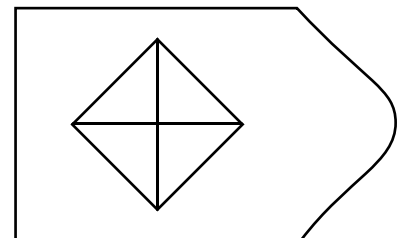
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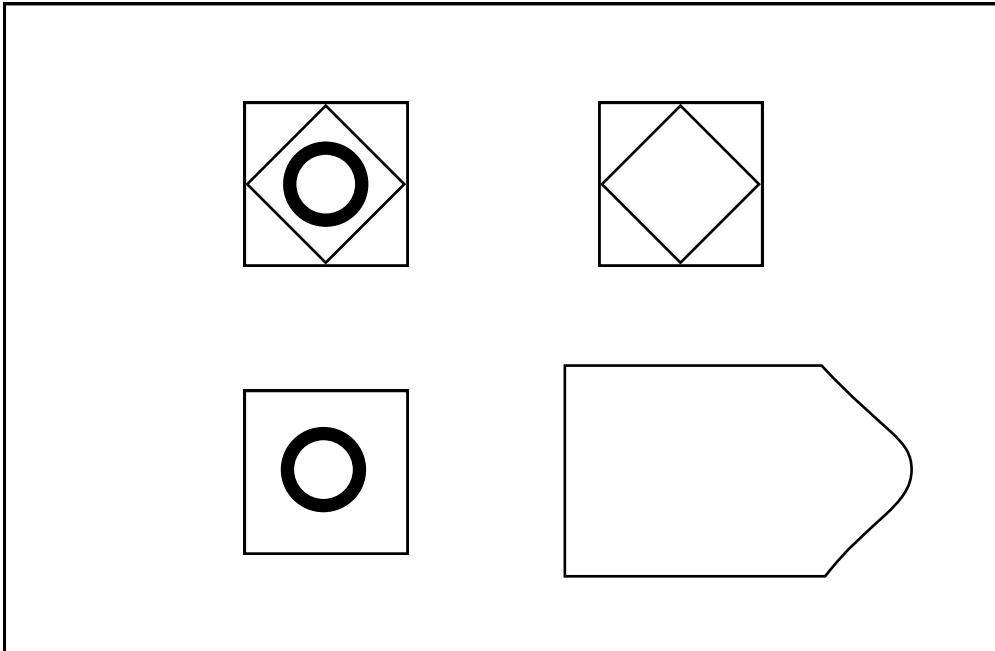
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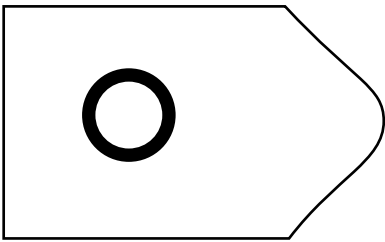
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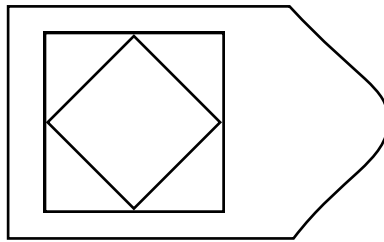
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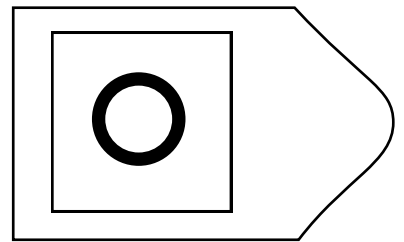
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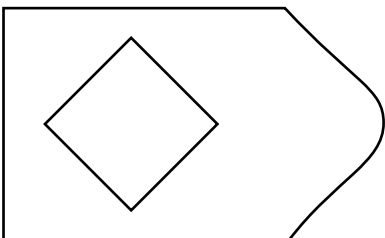
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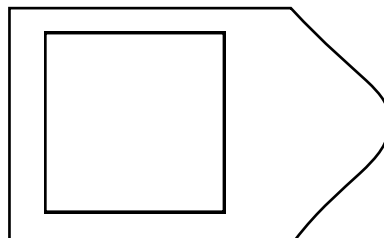
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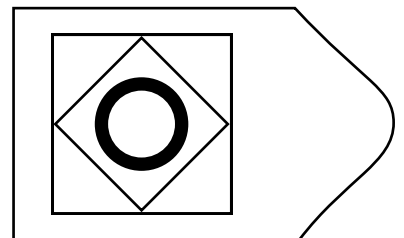
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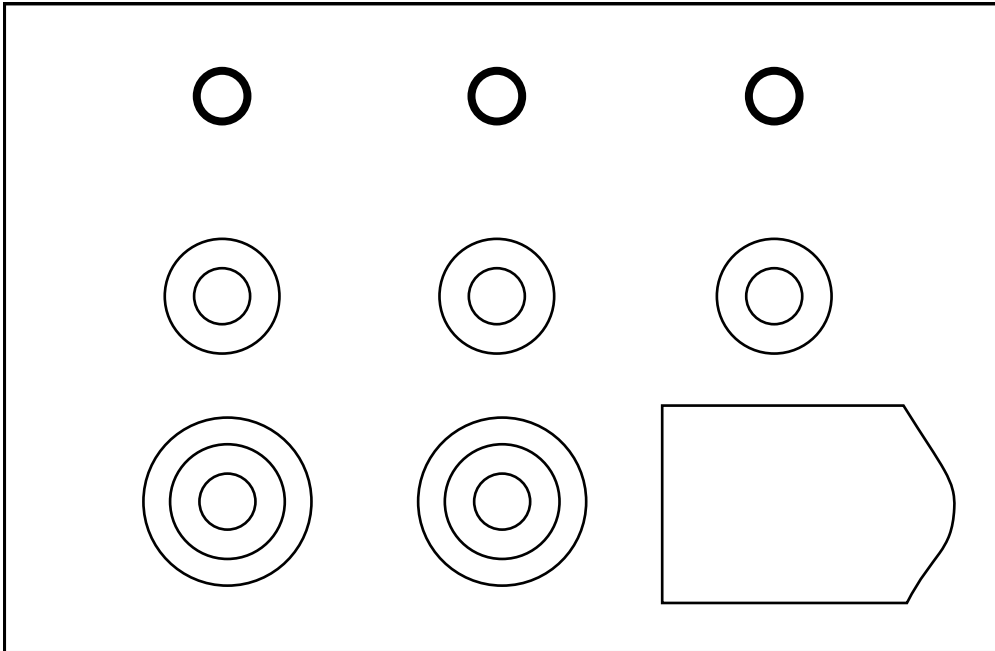


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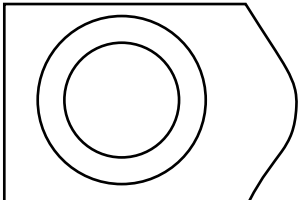


Set C

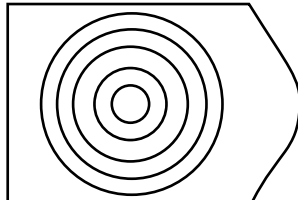
C1



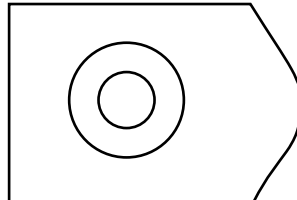
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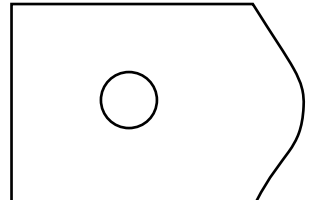
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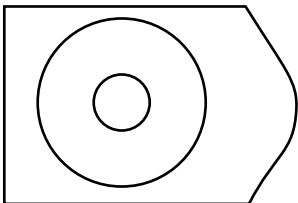
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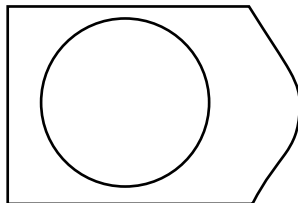
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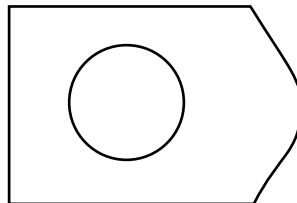
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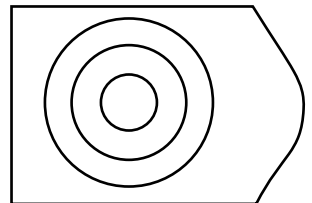
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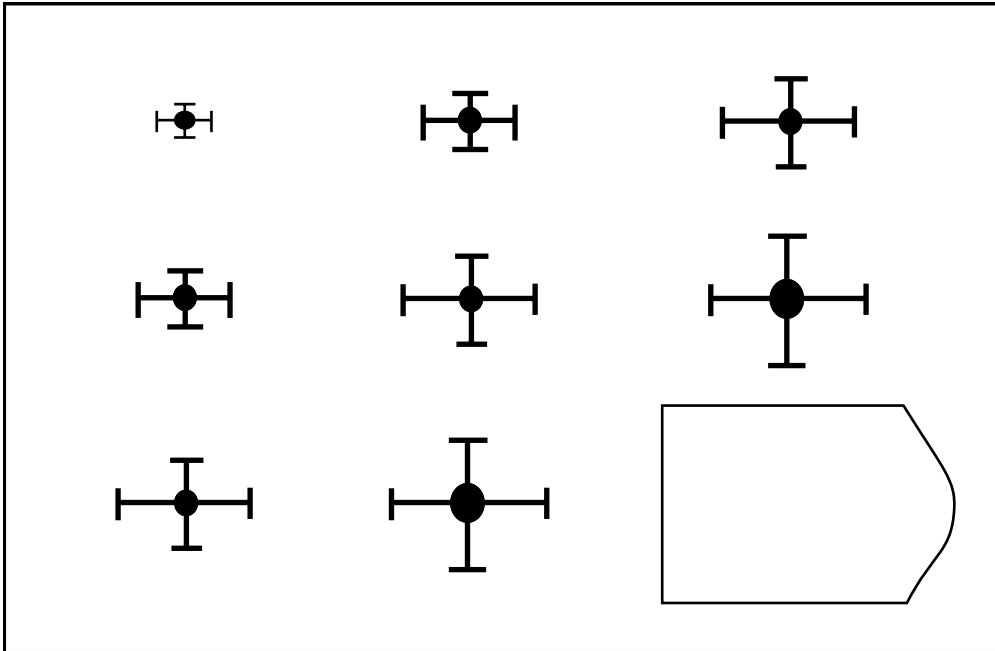
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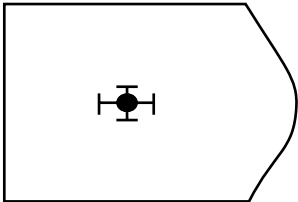
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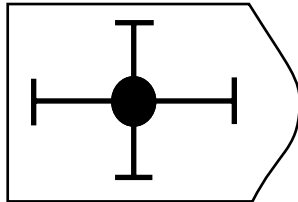
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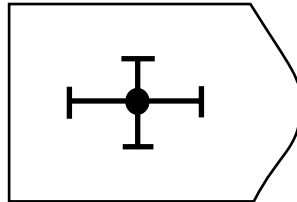
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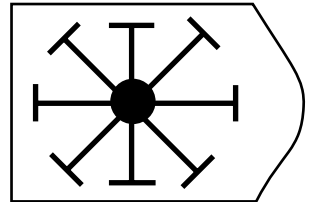
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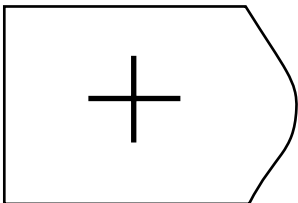
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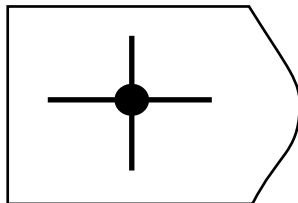
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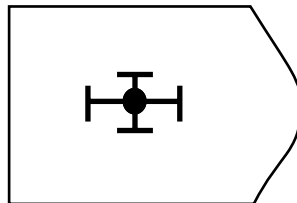
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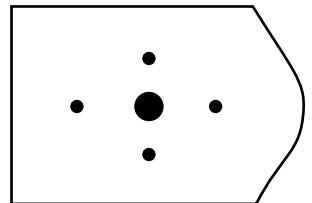
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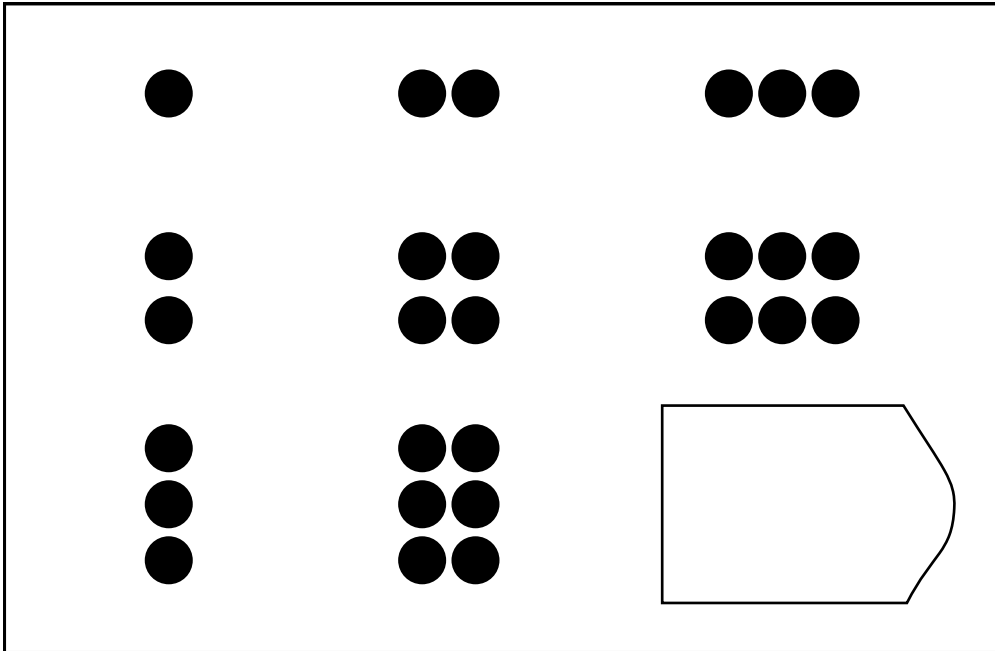
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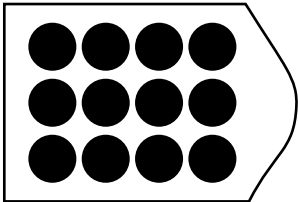
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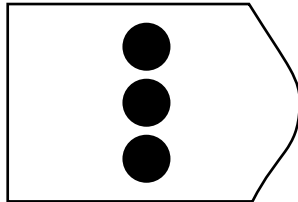
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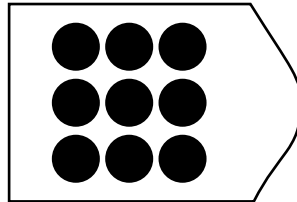
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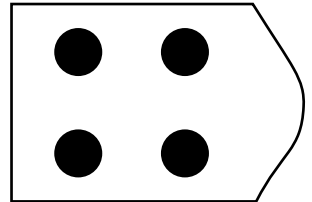
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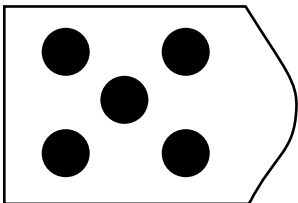
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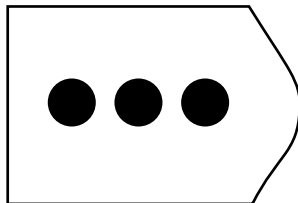
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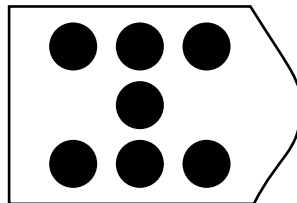
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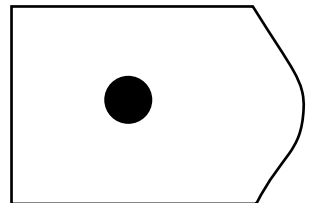
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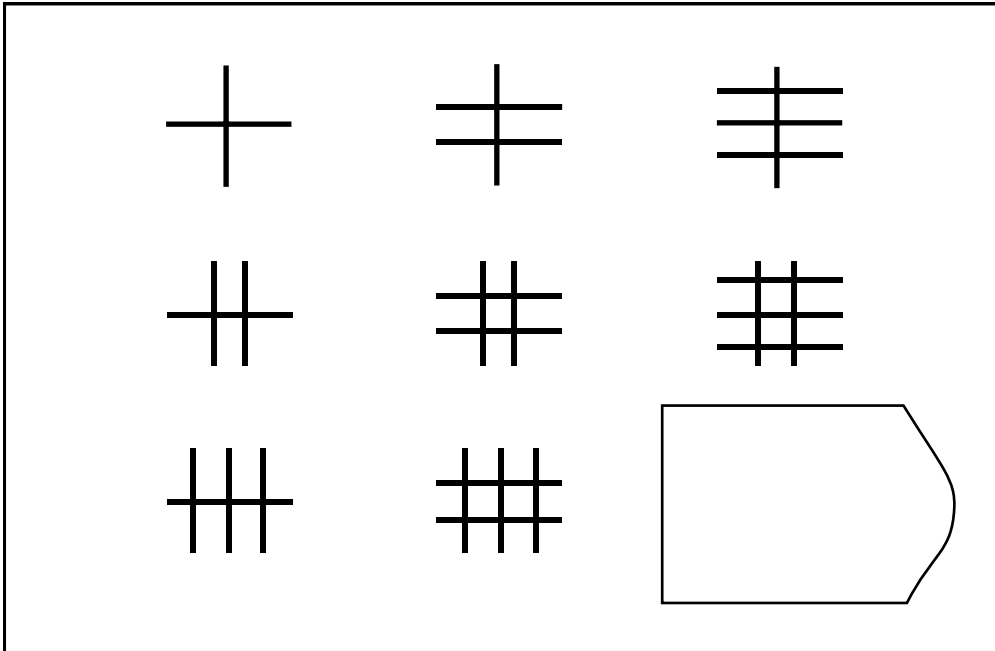
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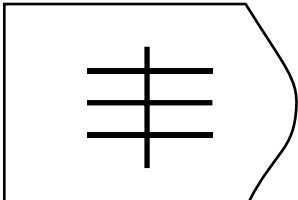
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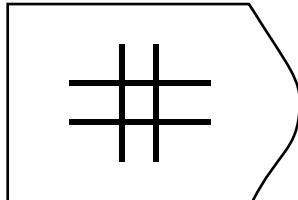
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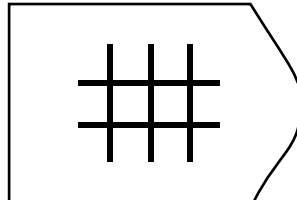
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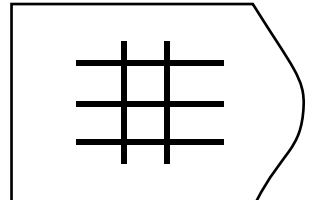
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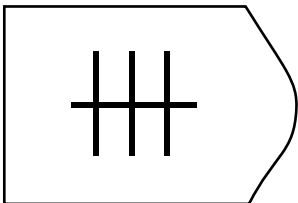
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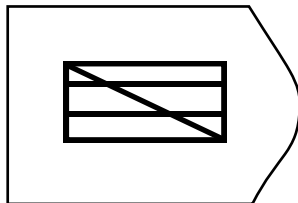
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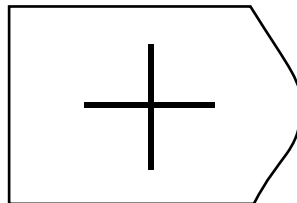
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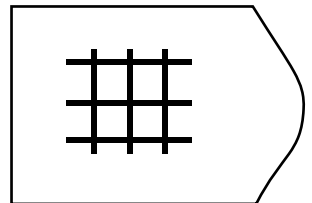
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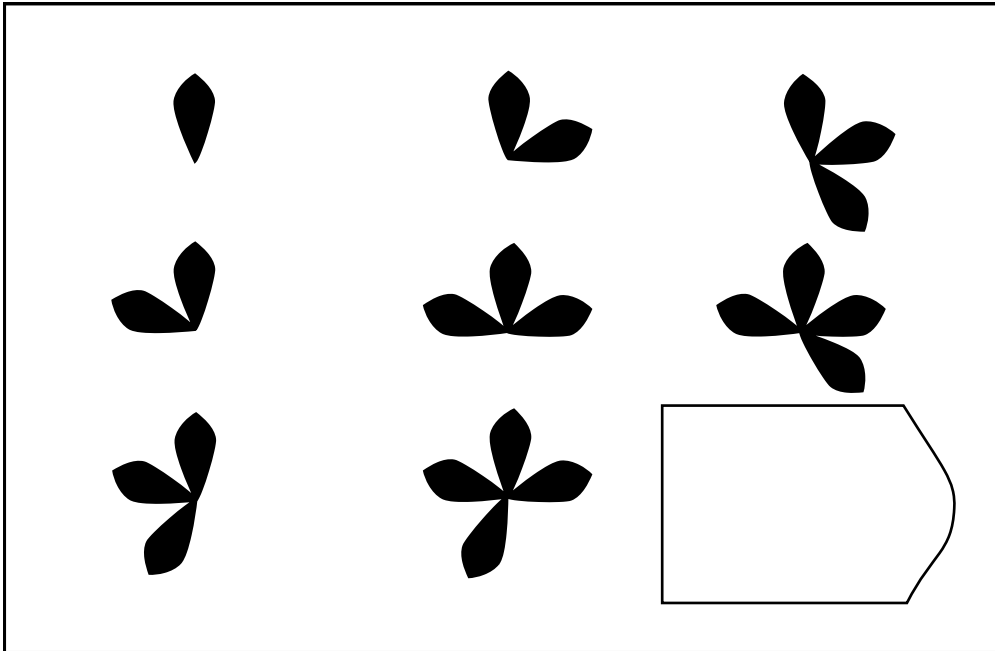
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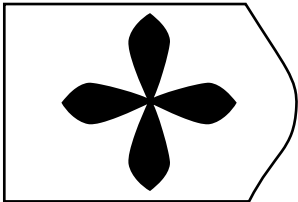
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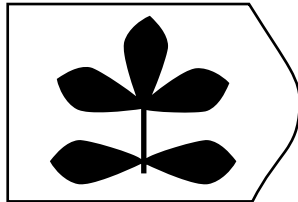
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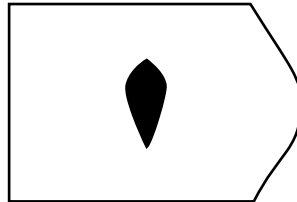
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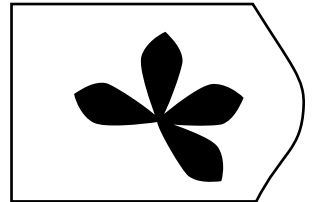
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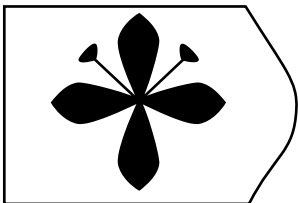
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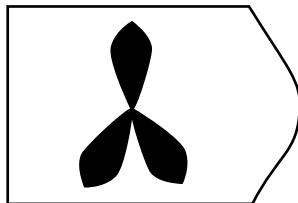
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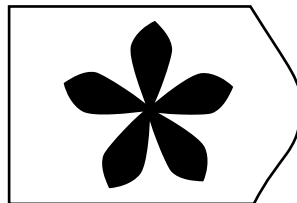
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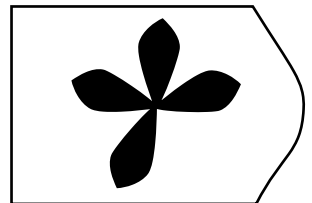
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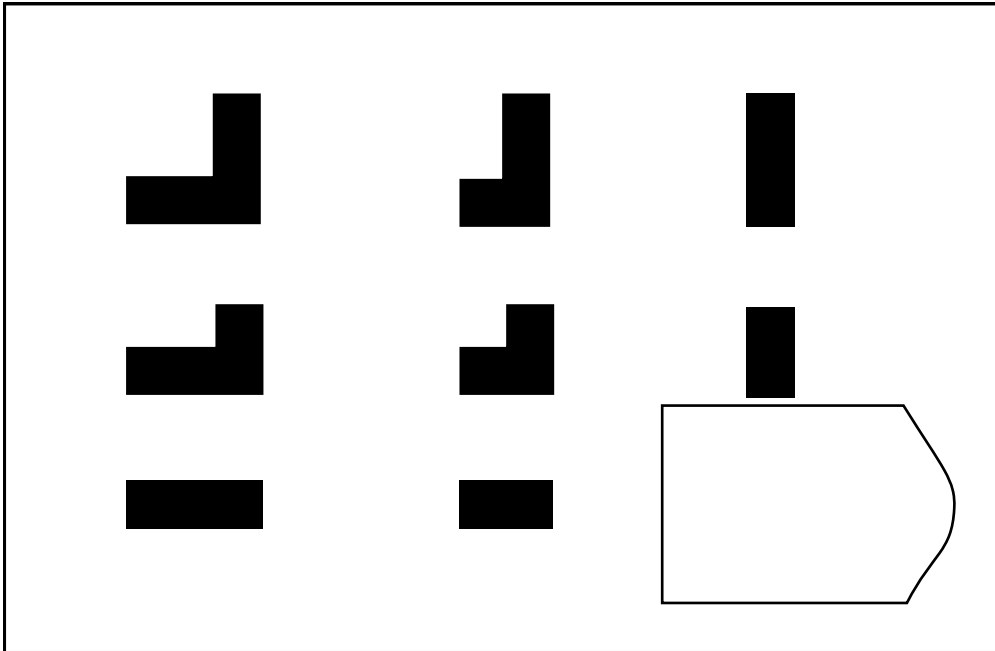
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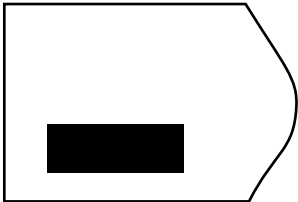
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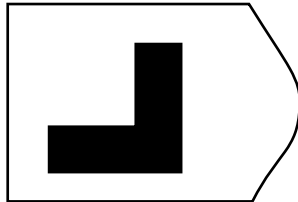
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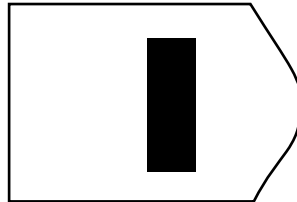
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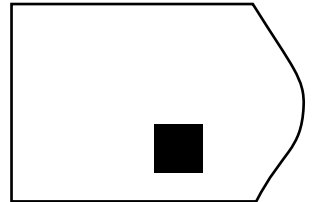
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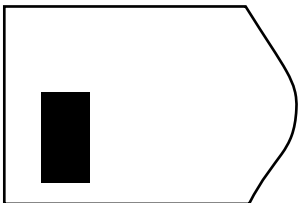
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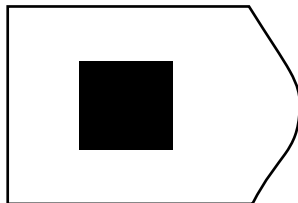
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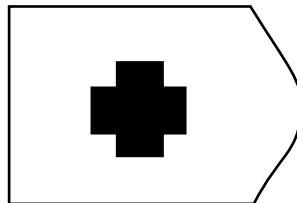
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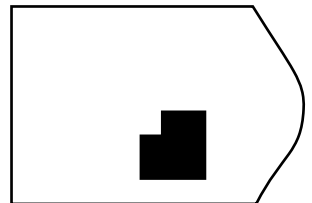
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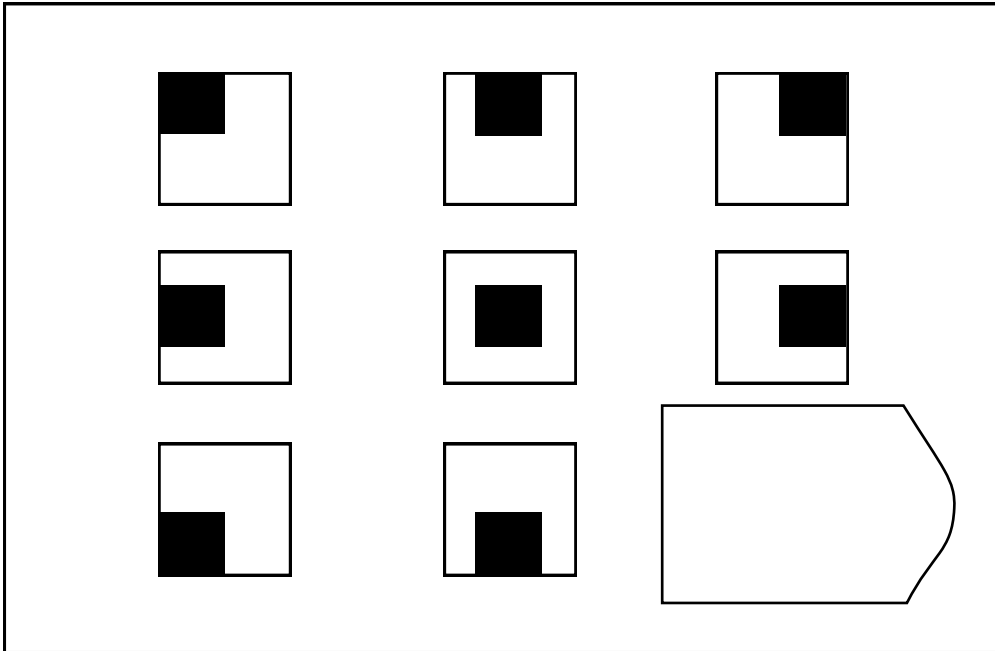
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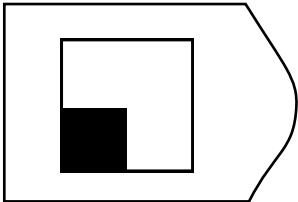
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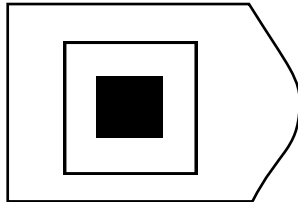
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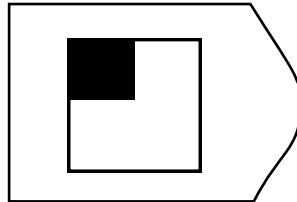
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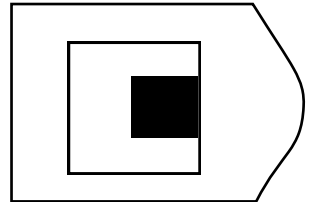
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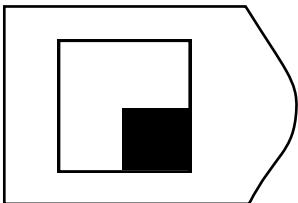
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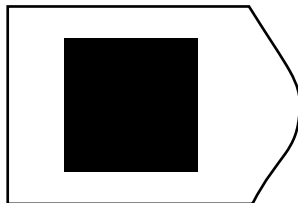
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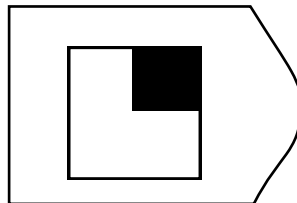
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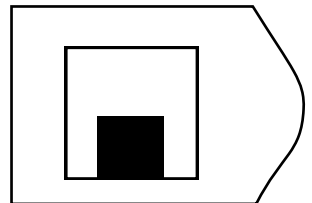
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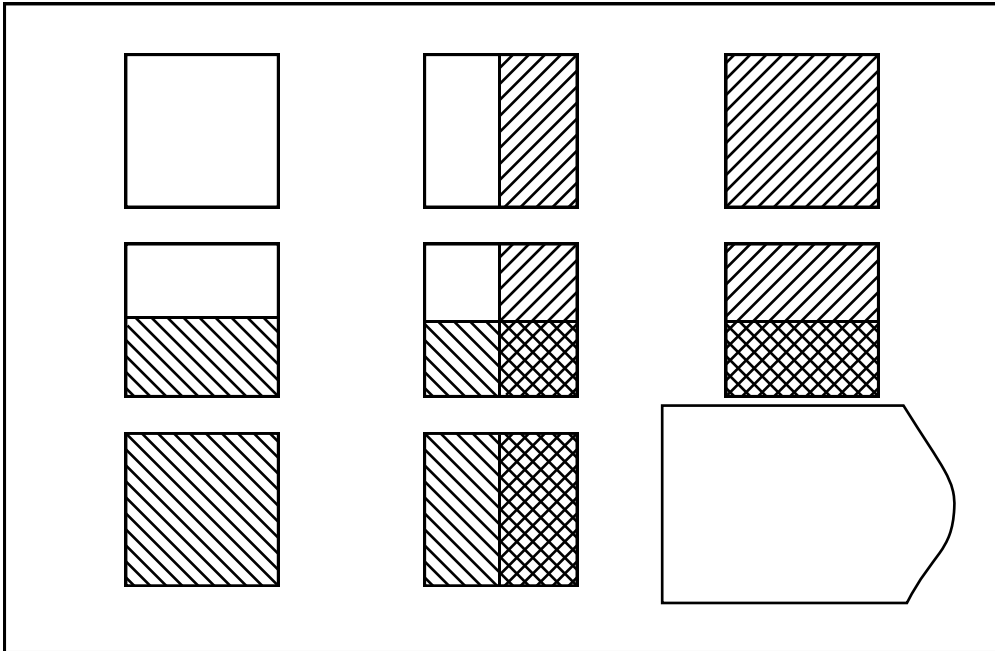
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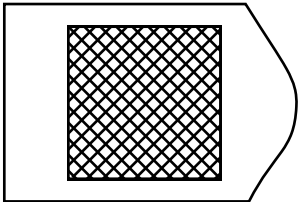
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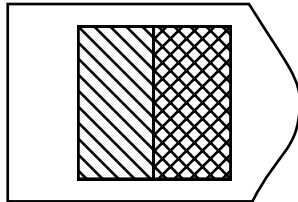
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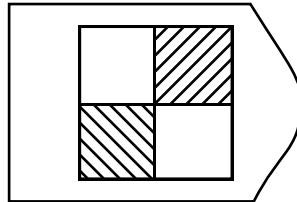
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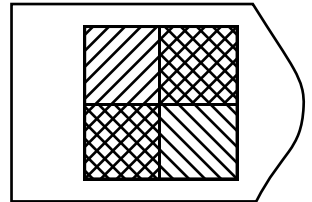
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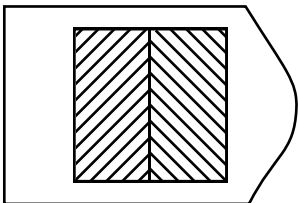
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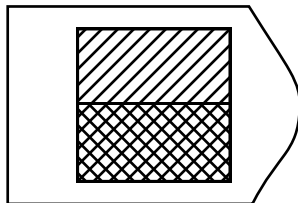
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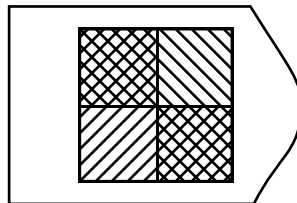
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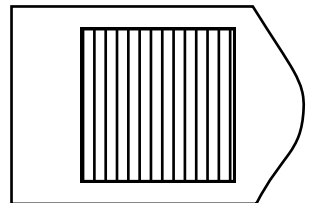
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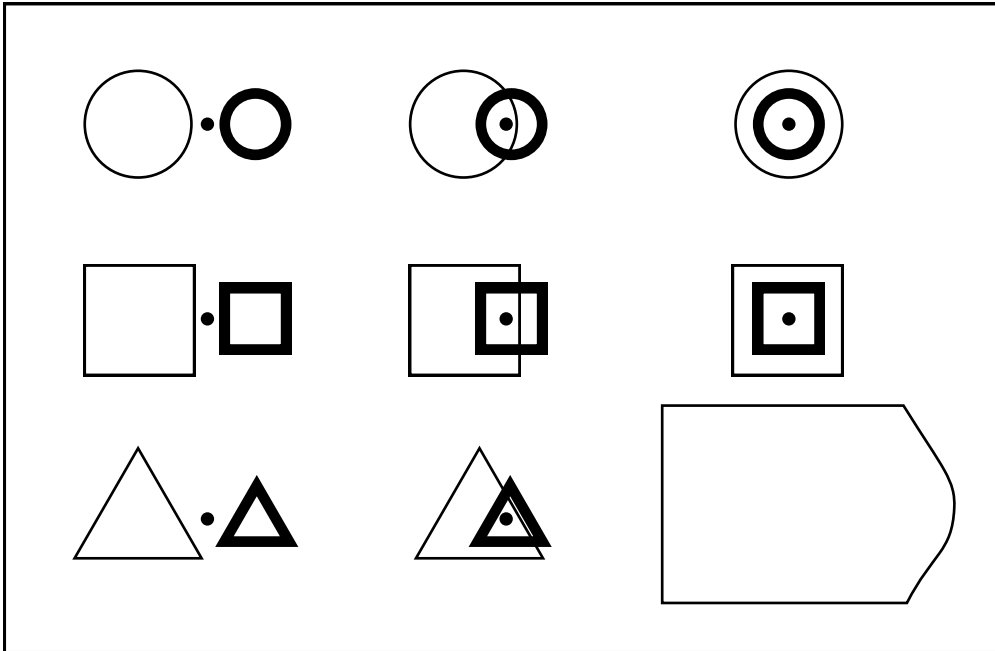
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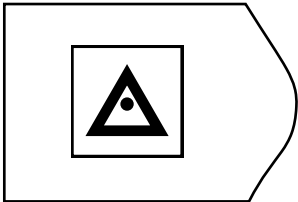
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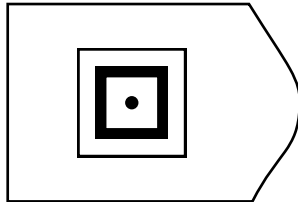
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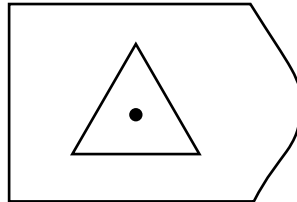
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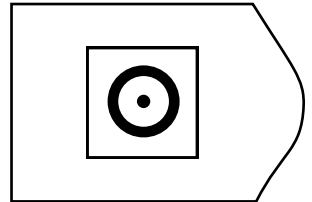
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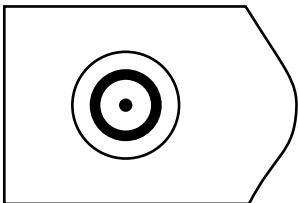
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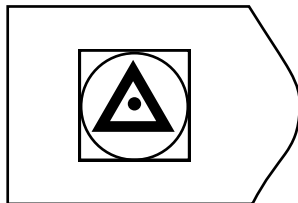
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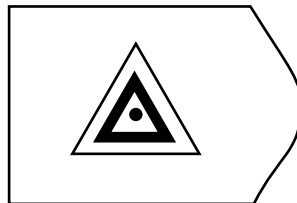
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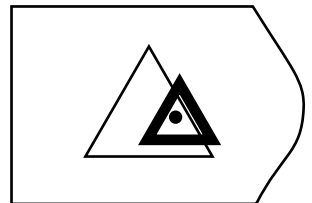
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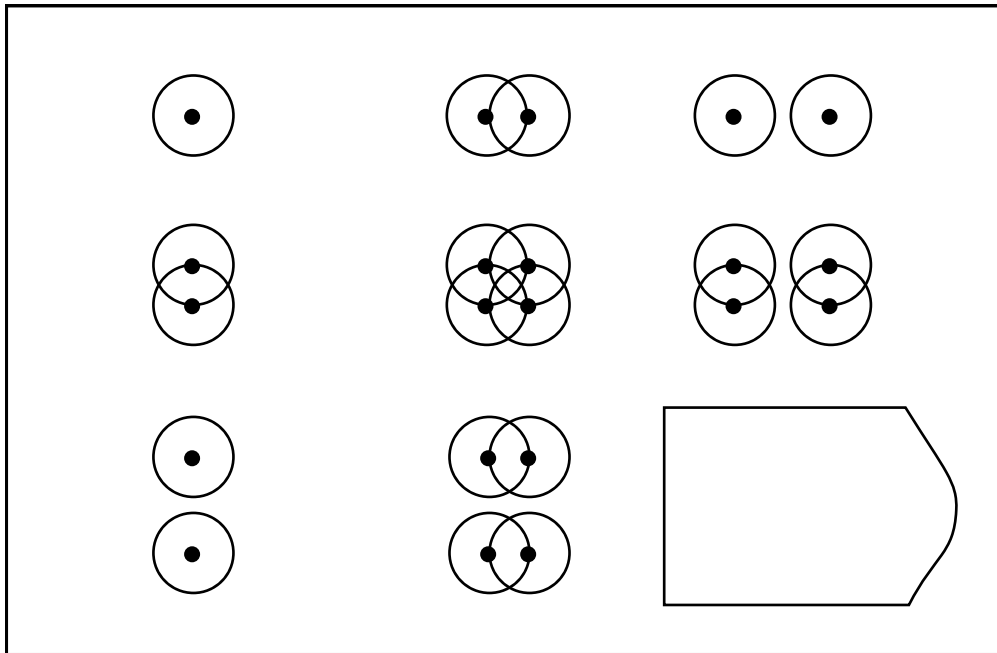
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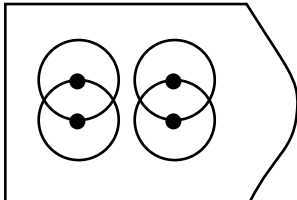
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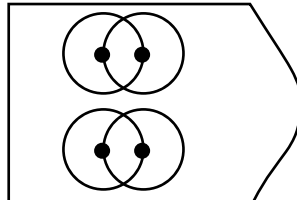
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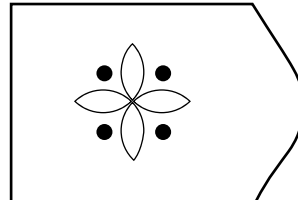
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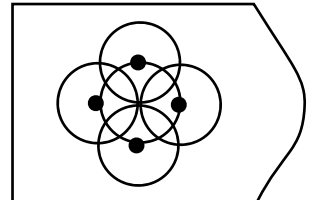
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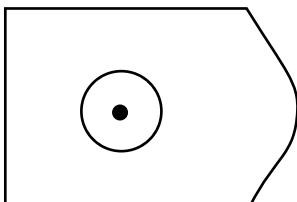
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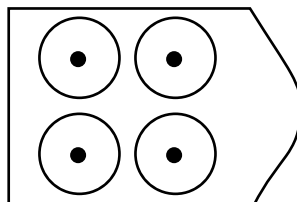
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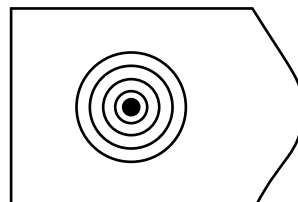
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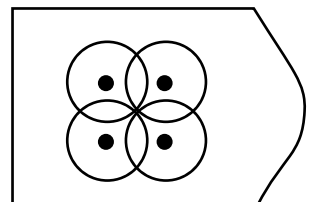
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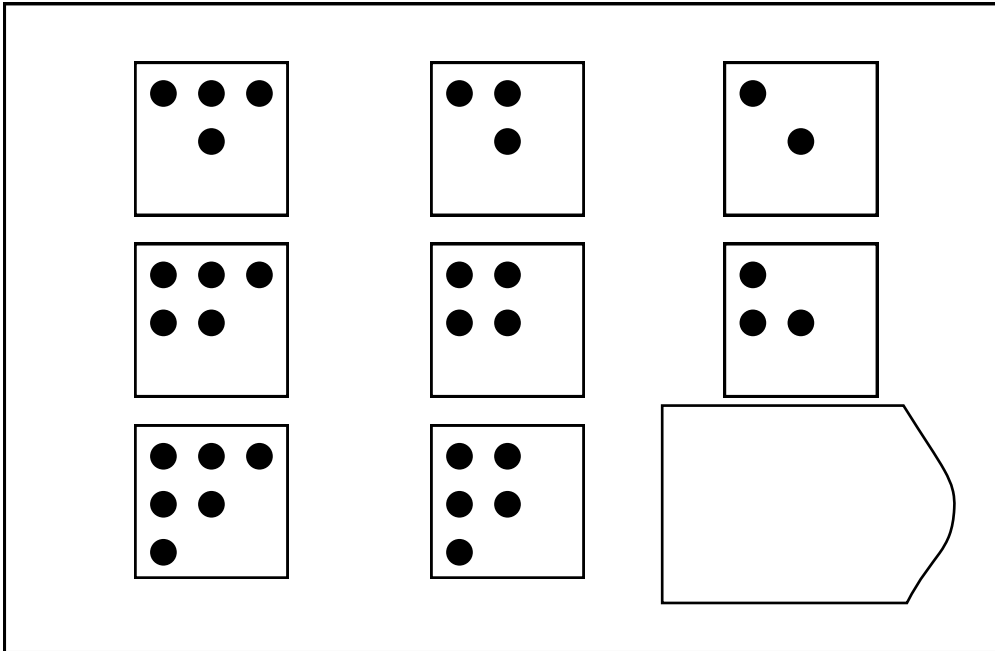
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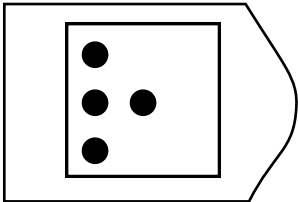
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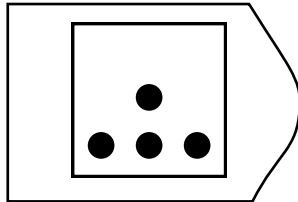
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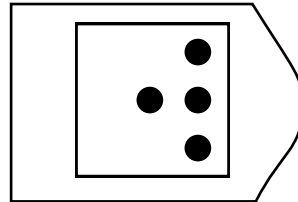
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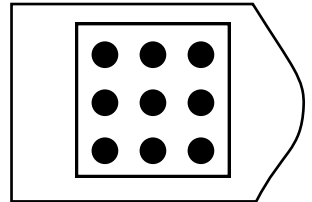
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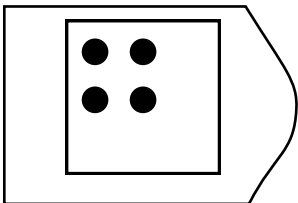
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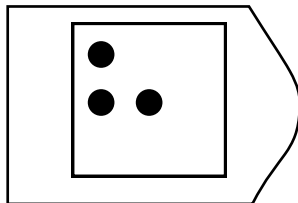
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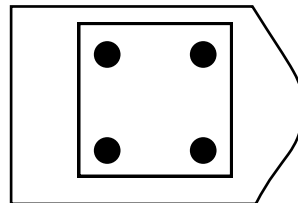
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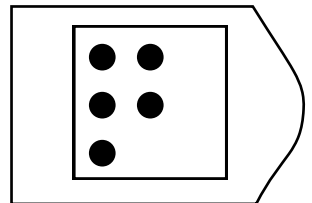
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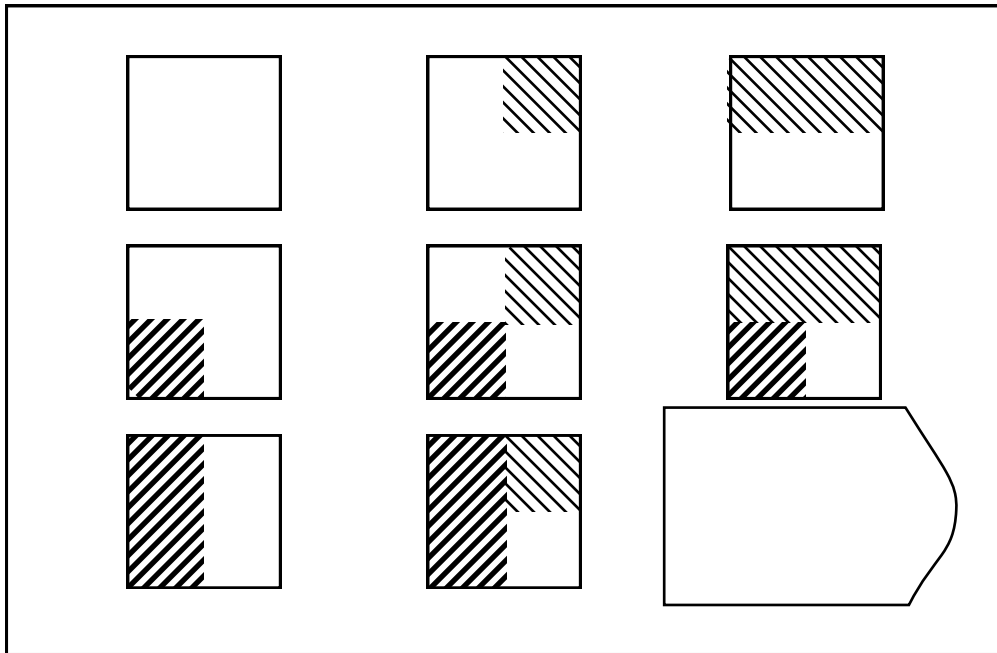
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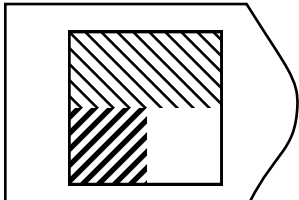
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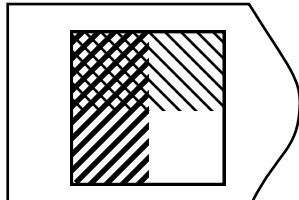
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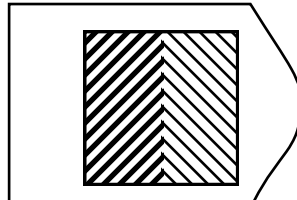
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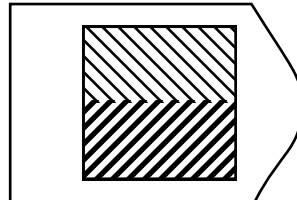
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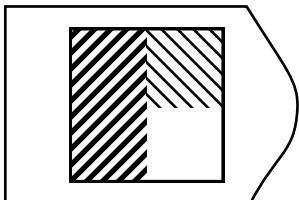
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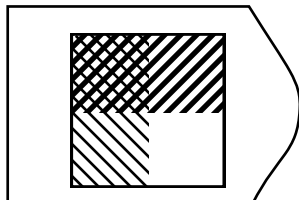
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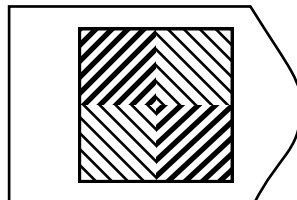
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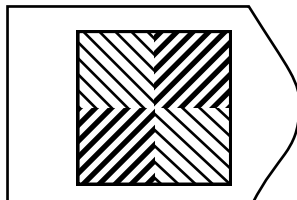
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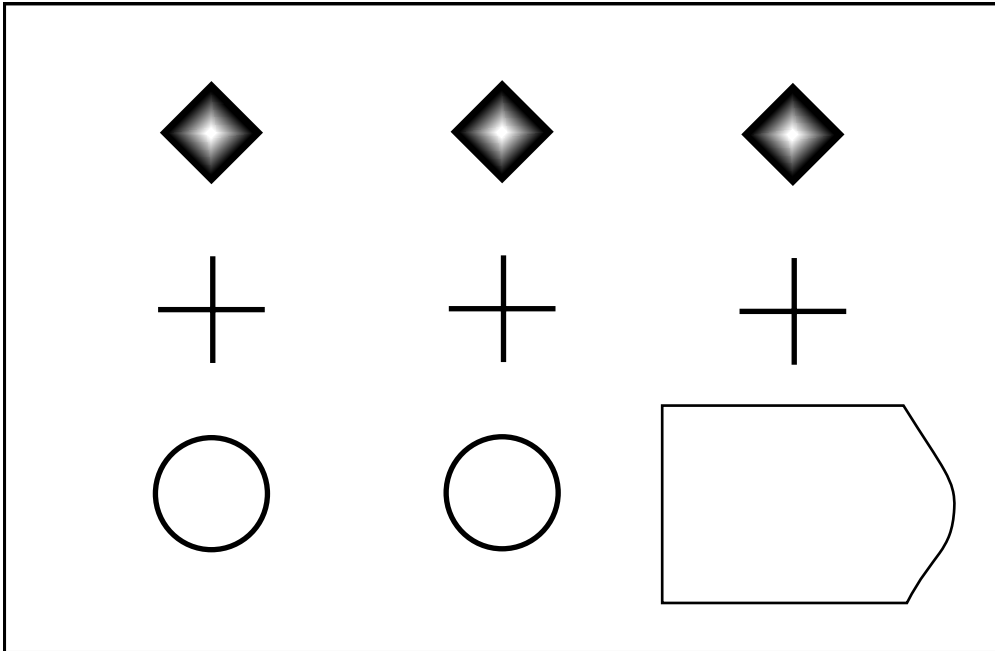


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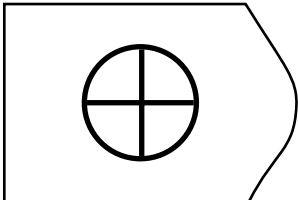


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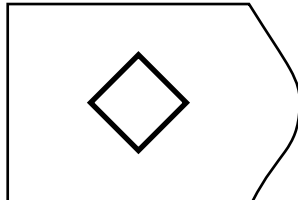
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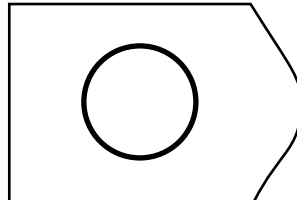
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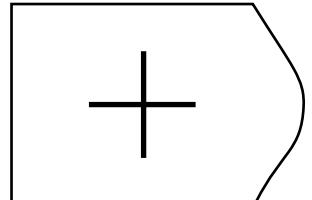
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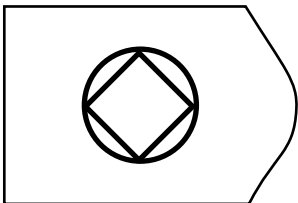
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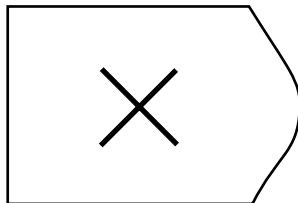
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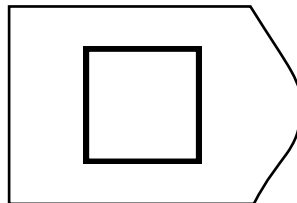
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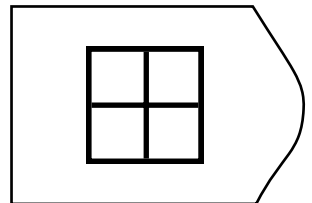
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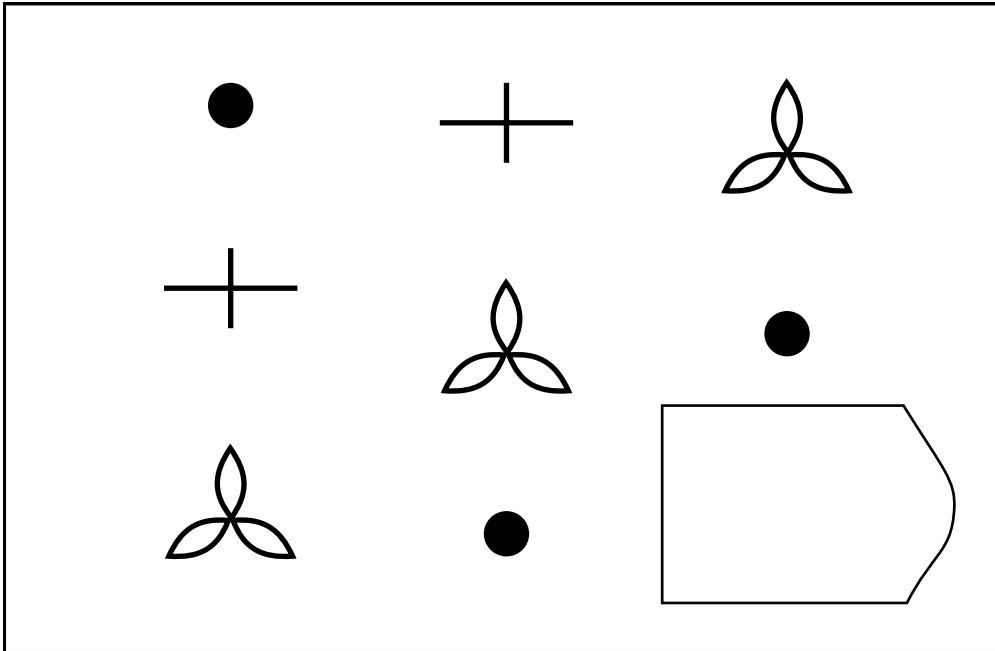
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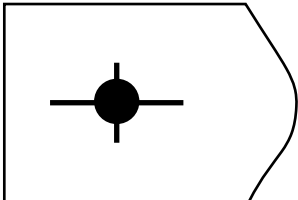
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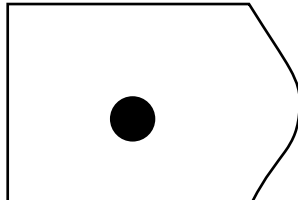
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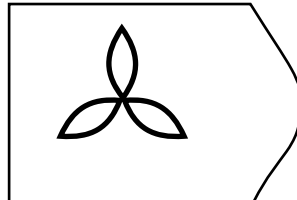
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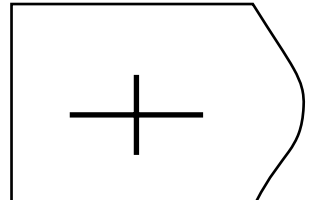
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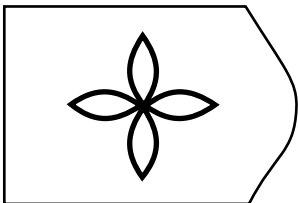
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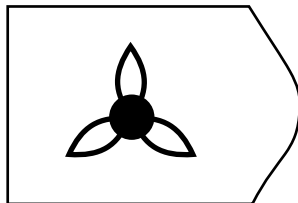
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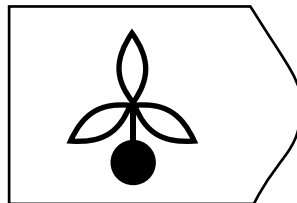
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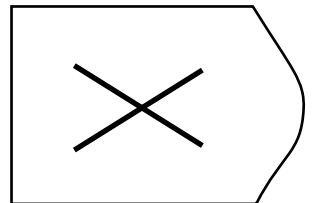
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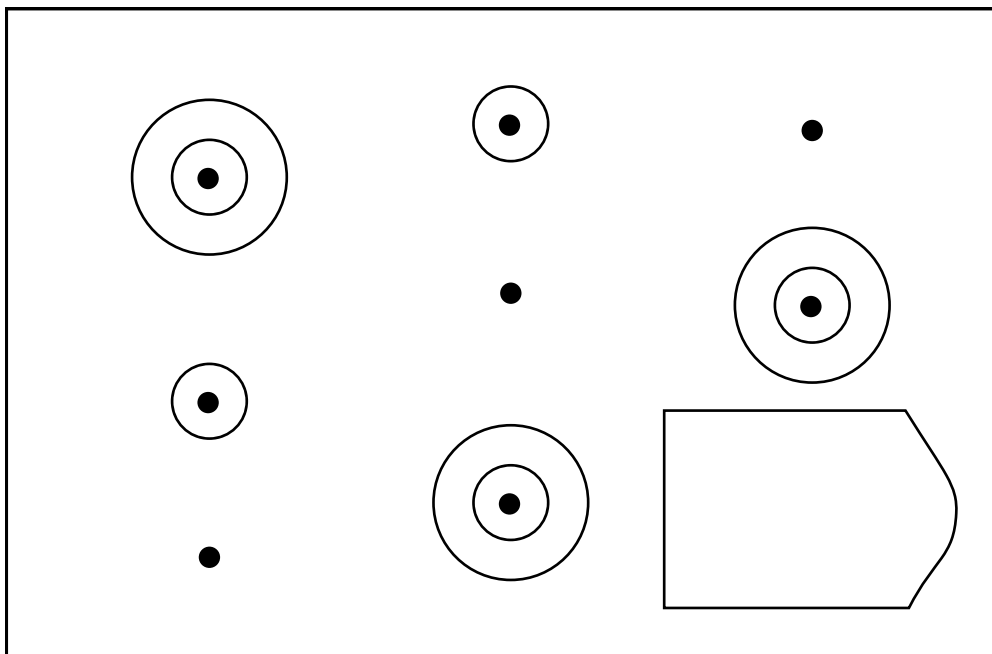
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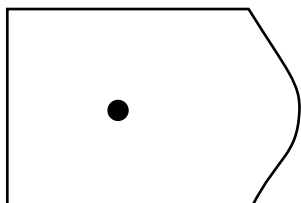
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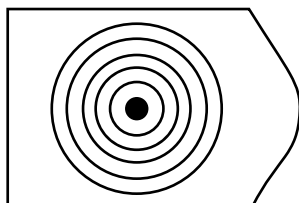
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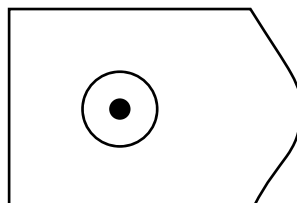
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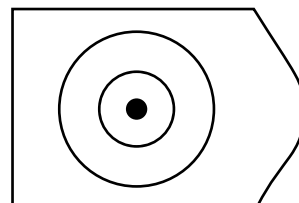
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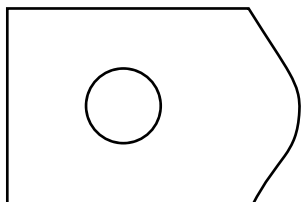
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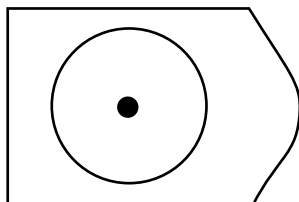
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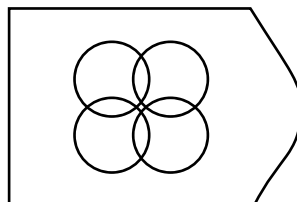
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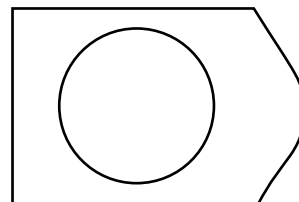
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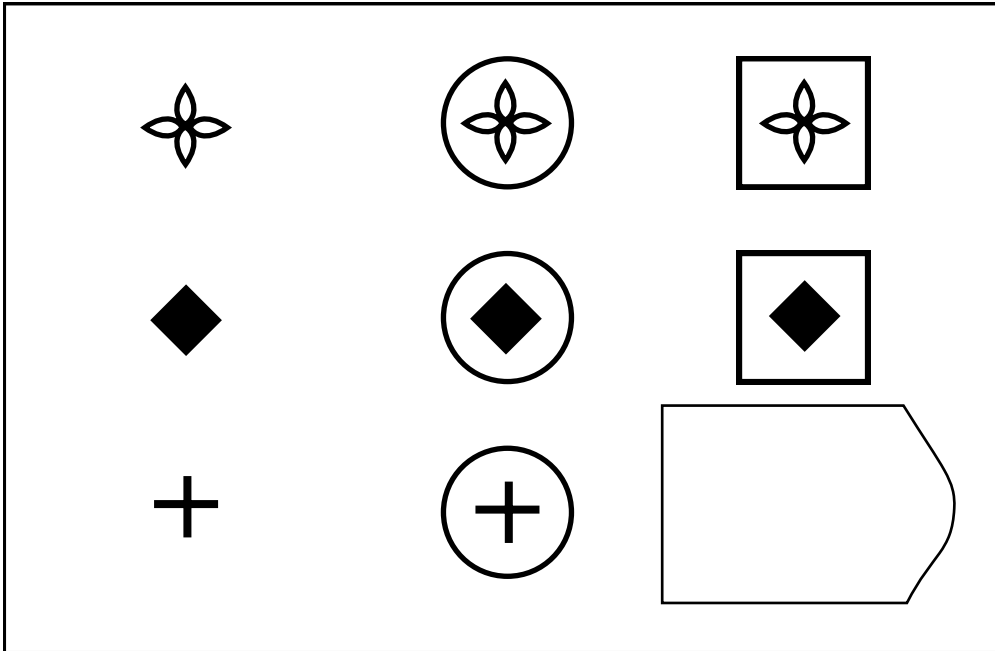
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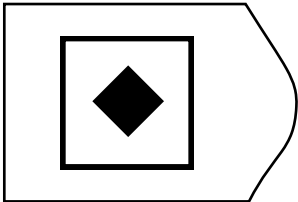
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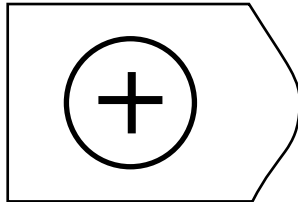
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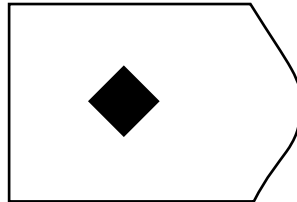
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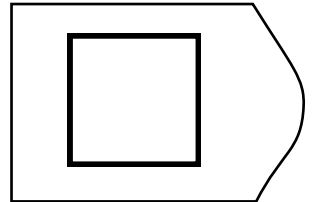
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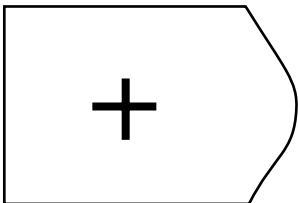
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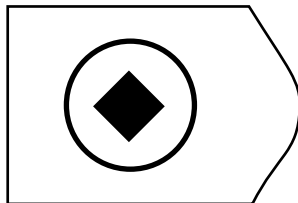
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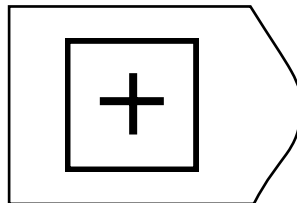
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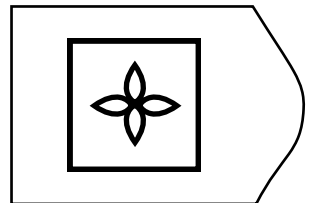
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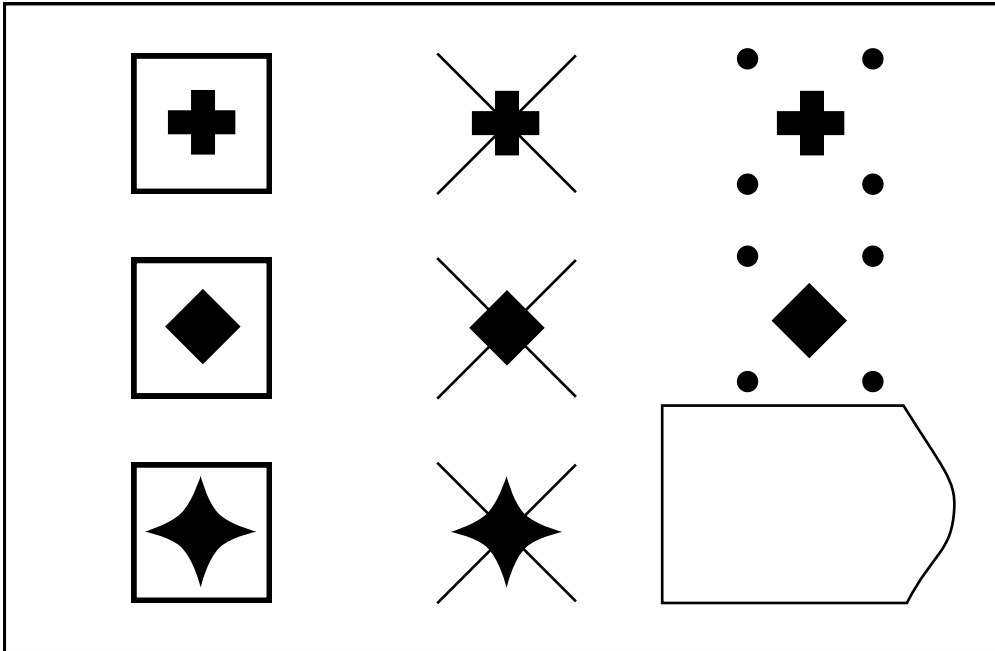
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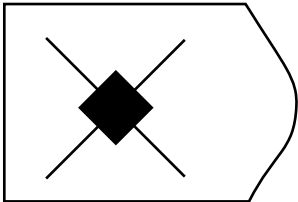
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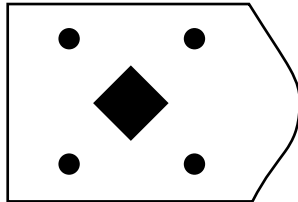
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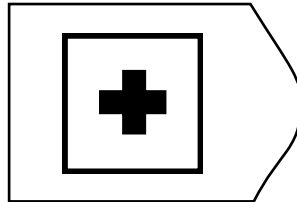
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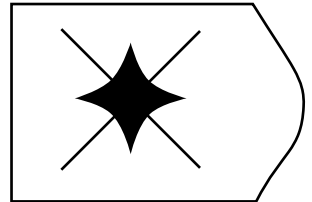
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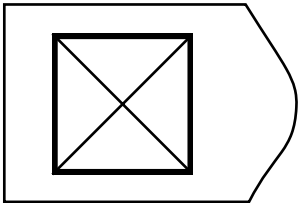
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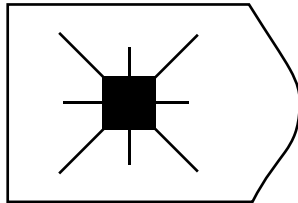
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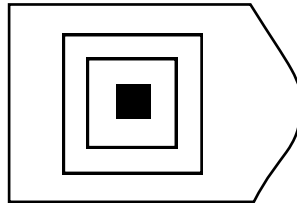
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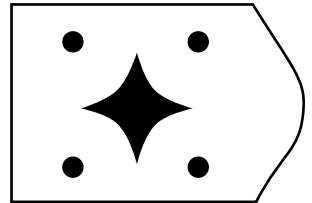
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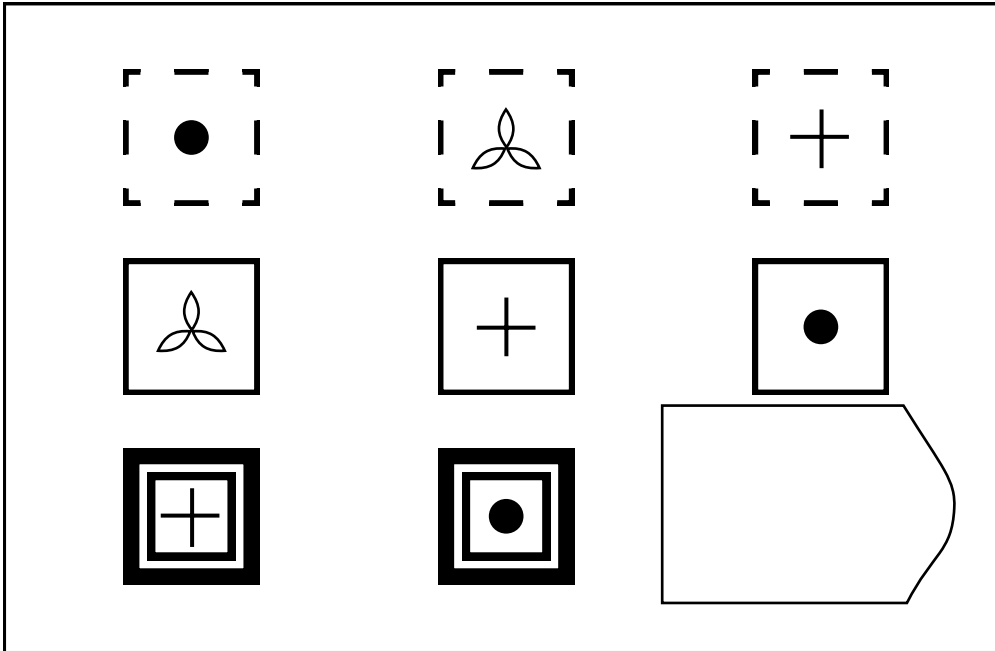
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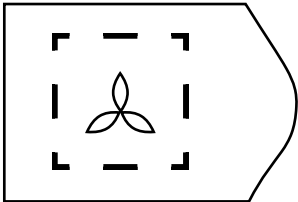
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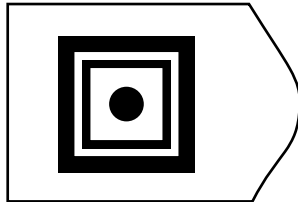
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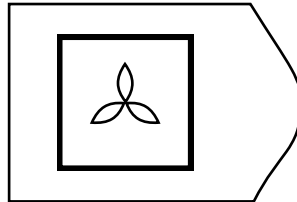
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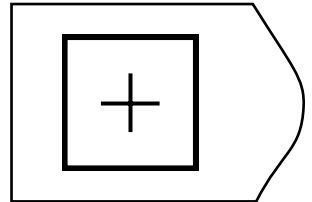
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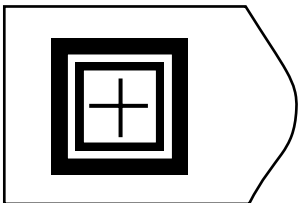
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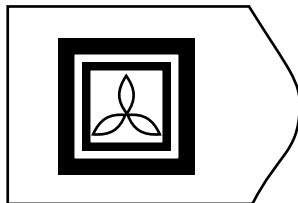
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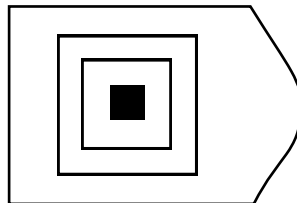
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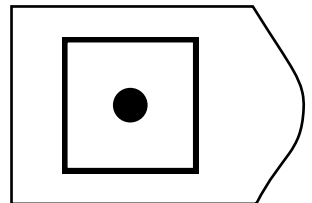
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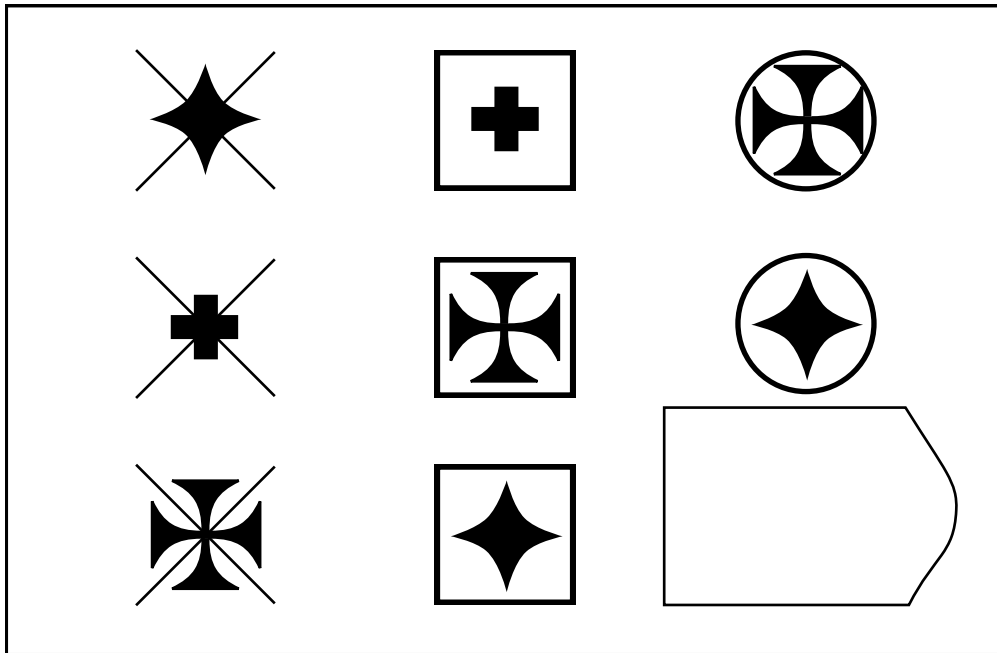
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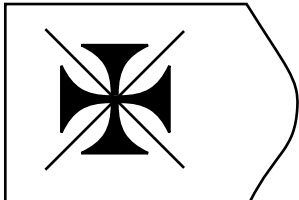
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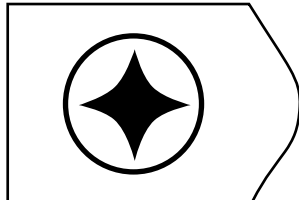
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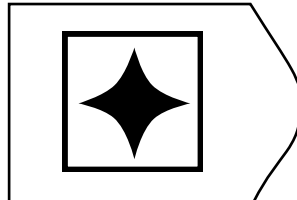
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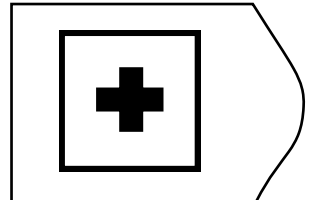
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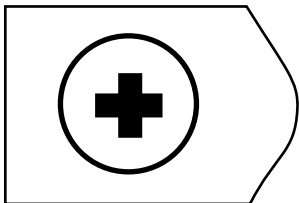
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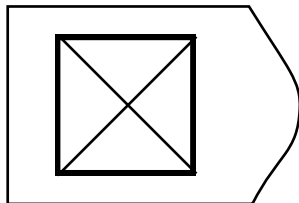
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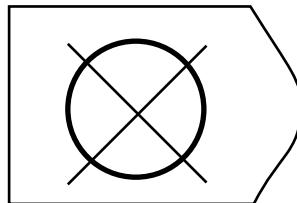
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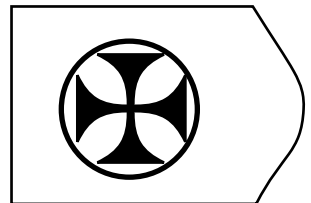
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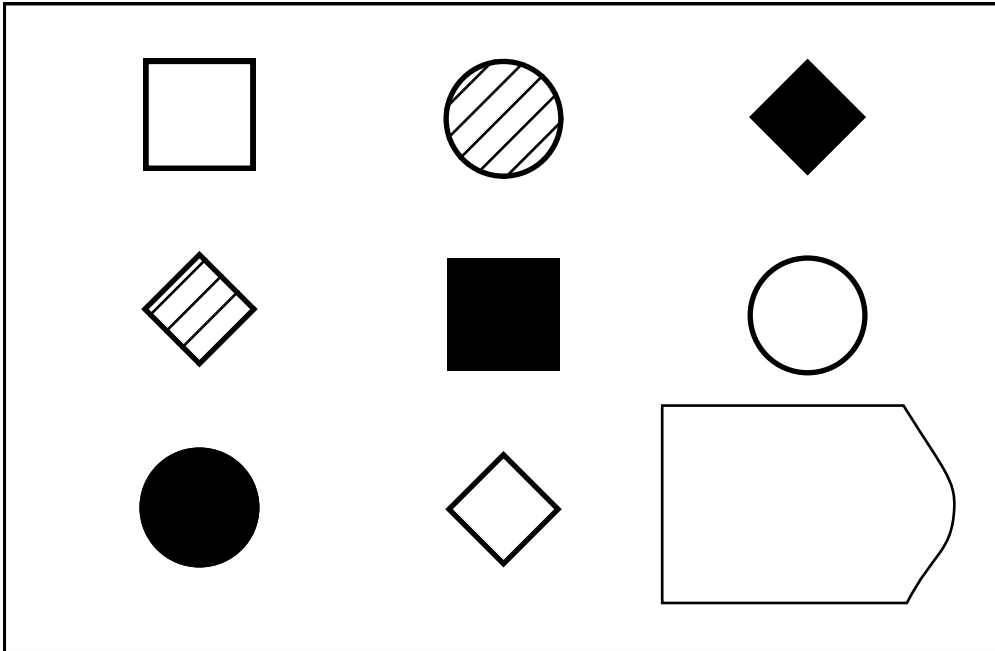
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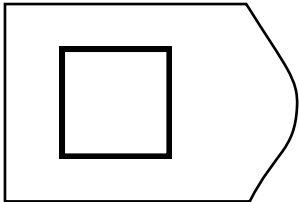
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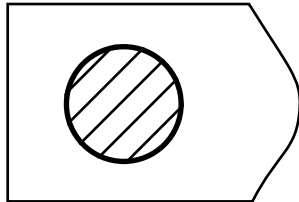
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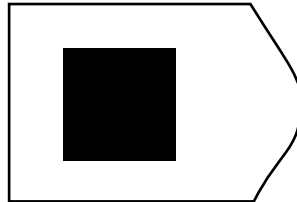
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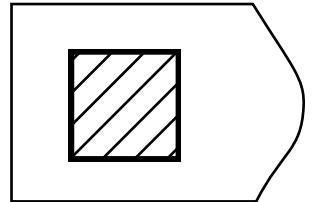
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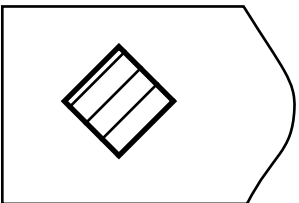
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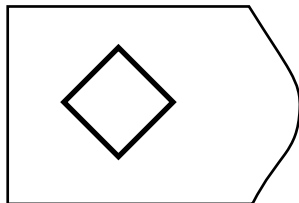
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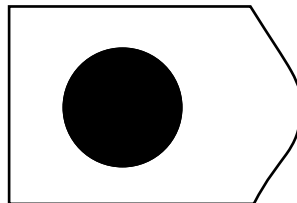
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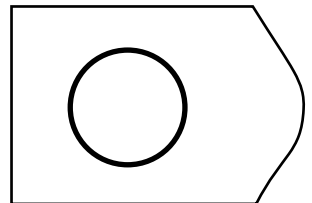
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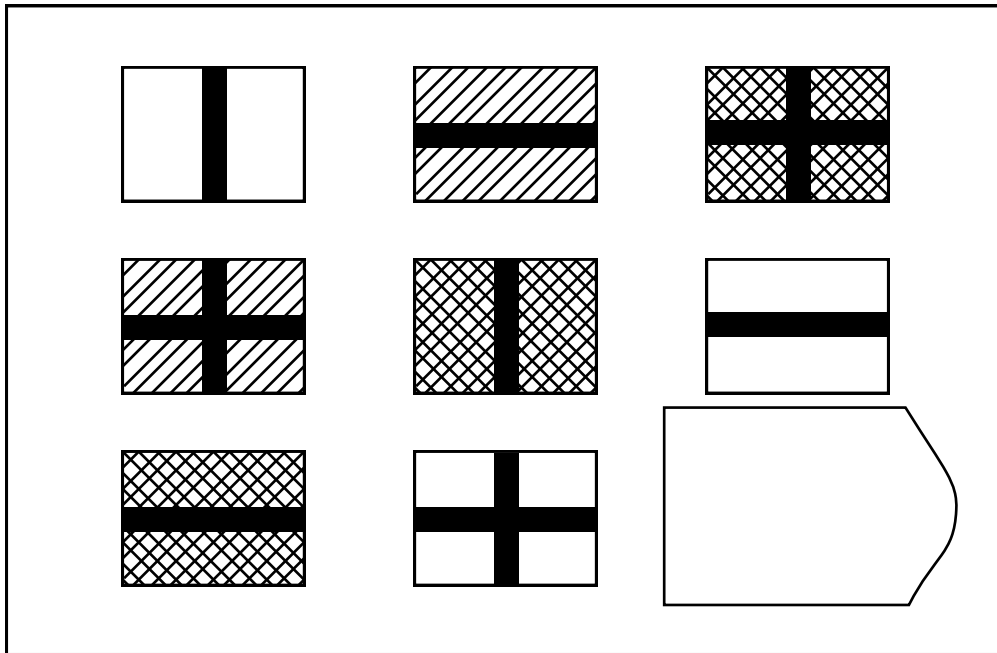
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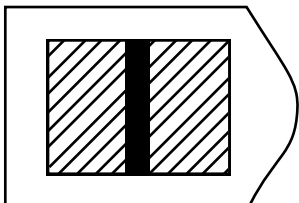
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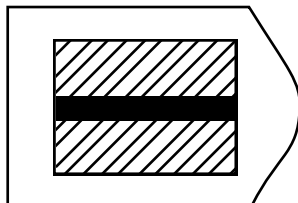
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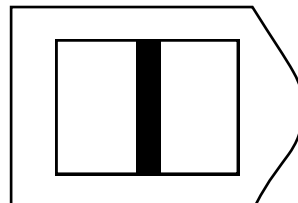
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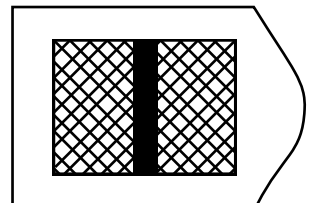
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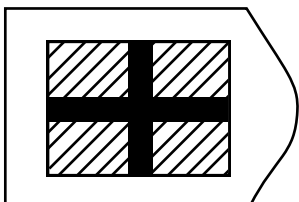
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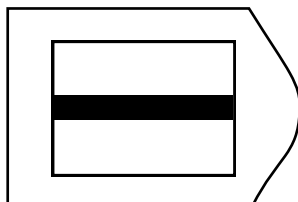
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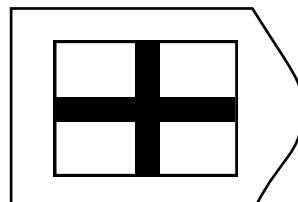
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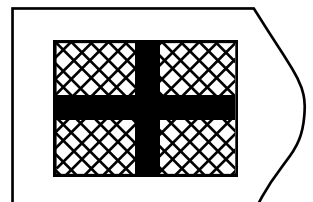
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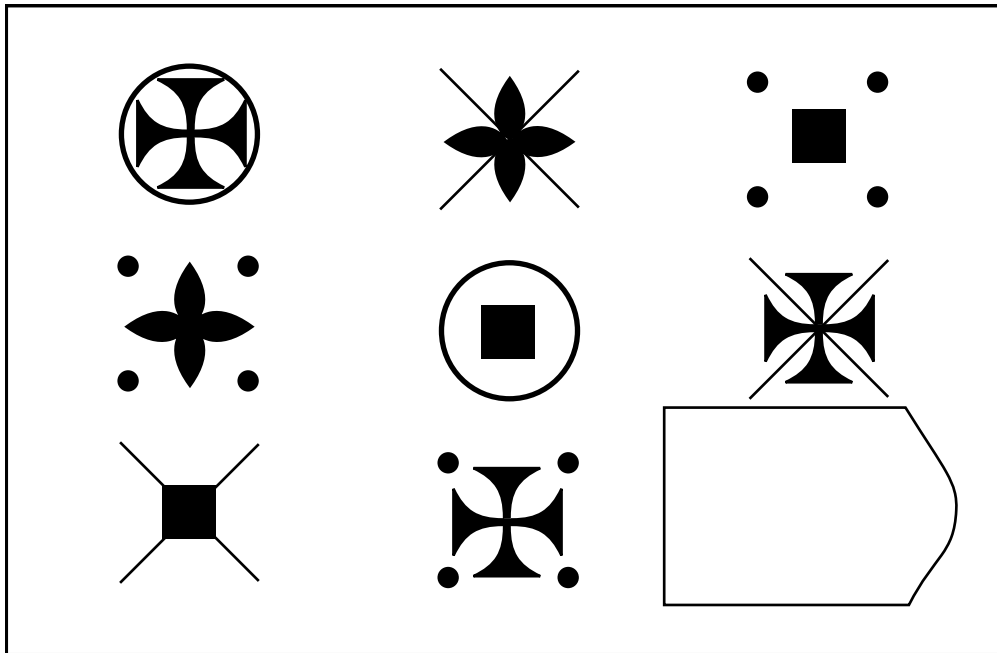
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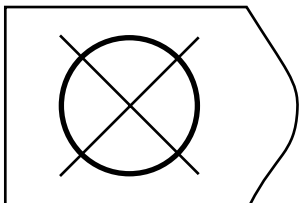
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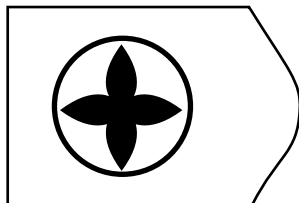
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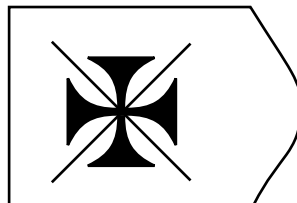
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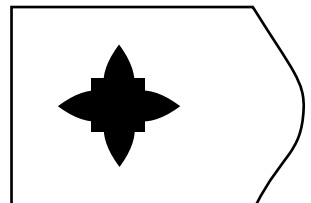
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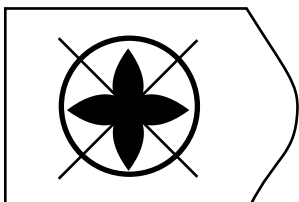
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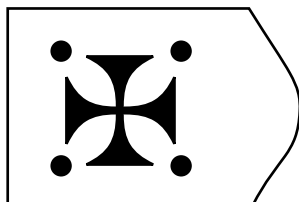
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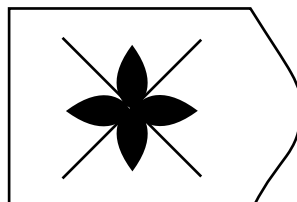
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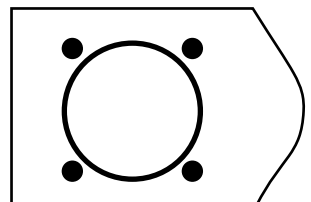
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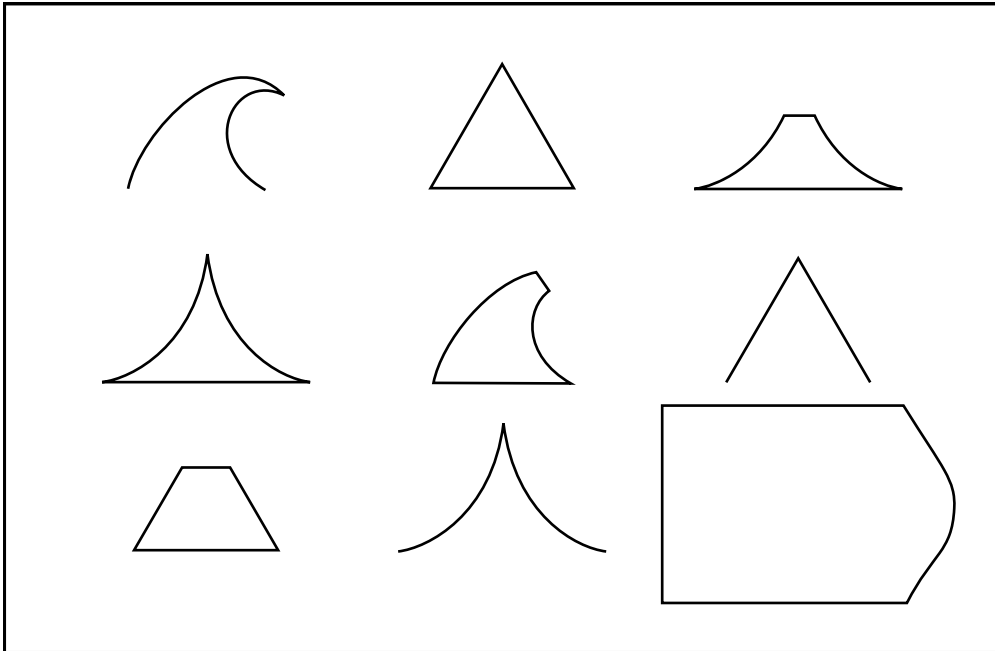
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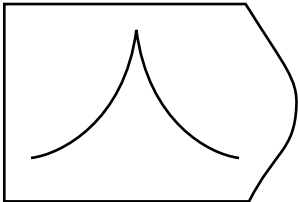
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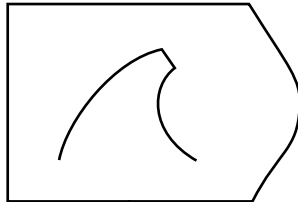
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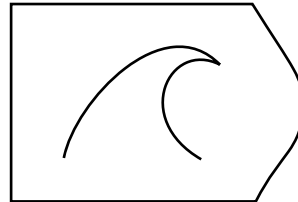
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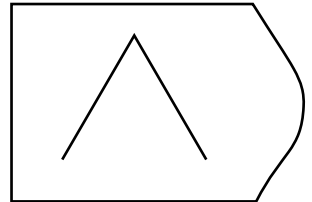
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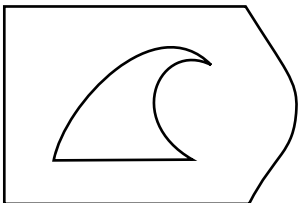
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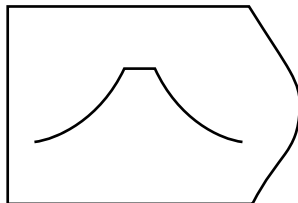
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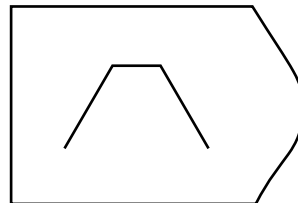
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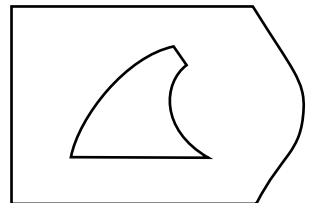
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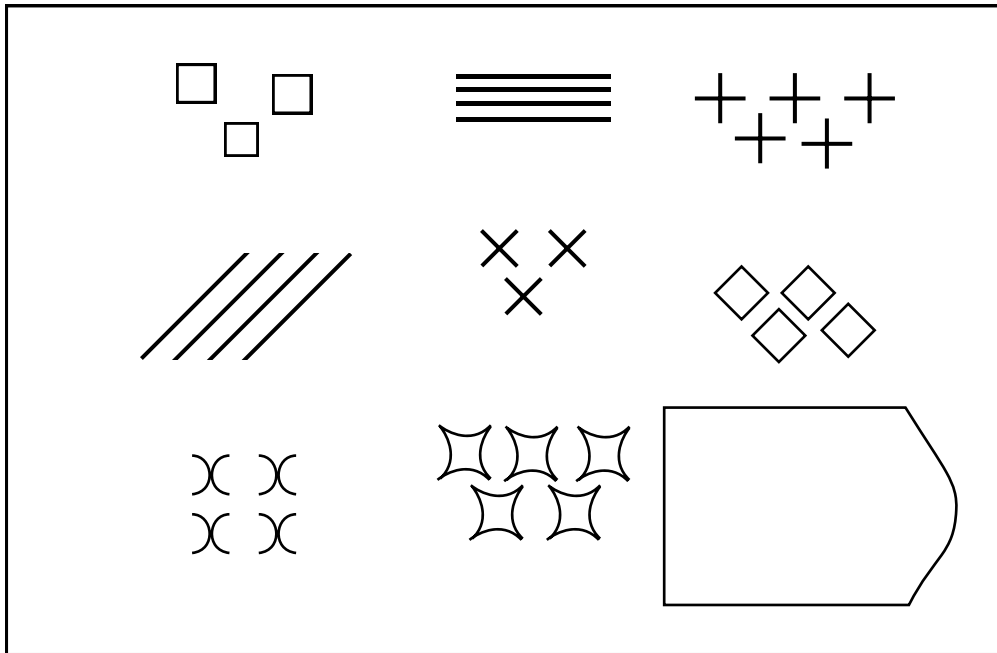
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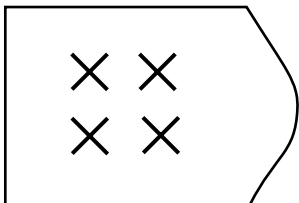
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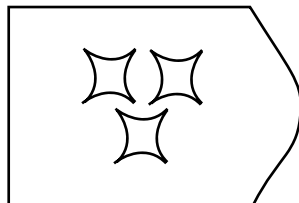
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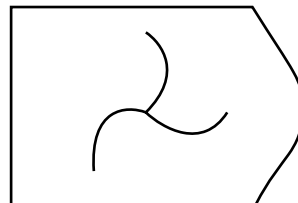
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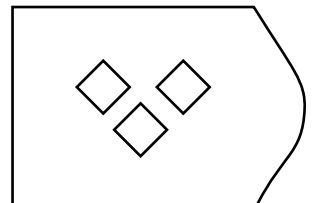
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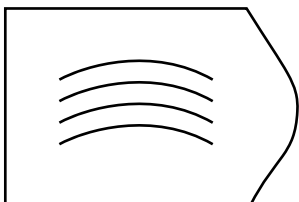
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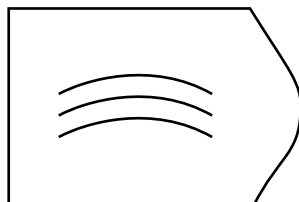
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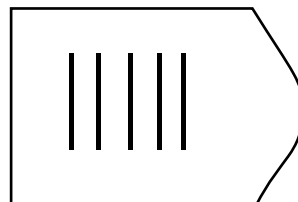
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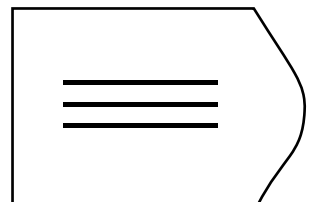
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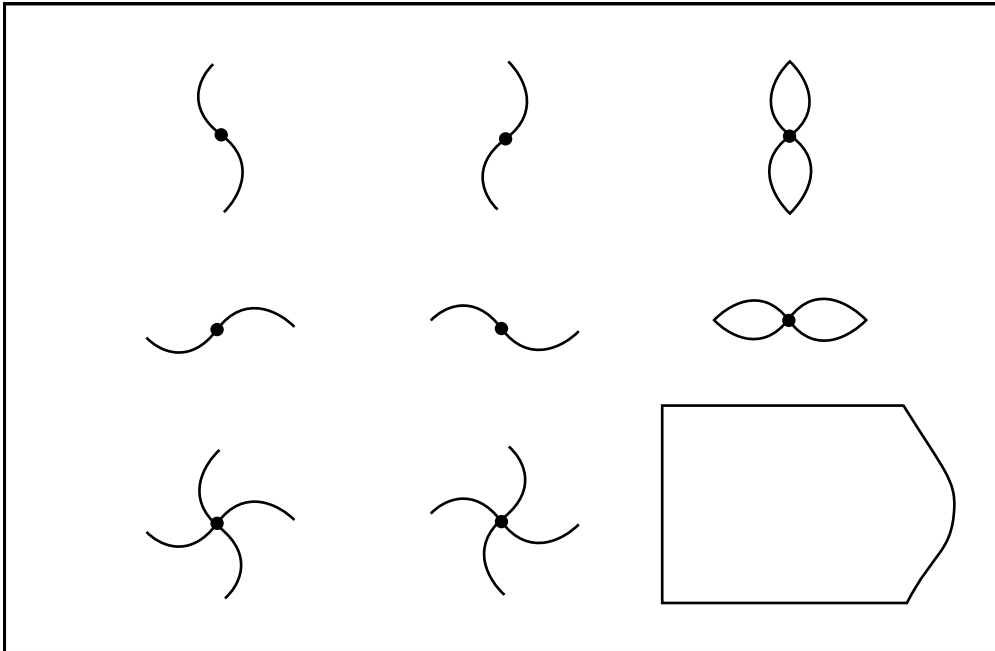


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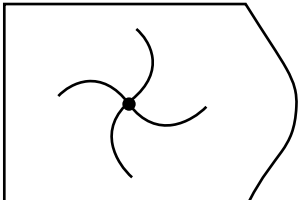


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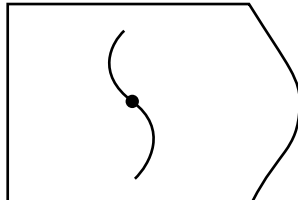
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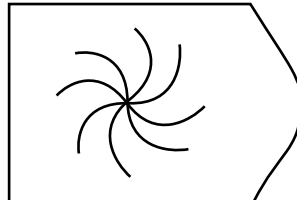
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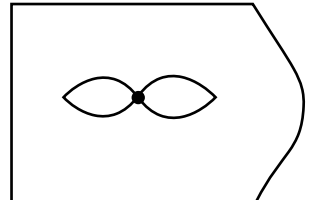
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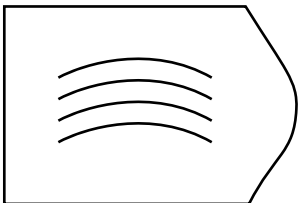
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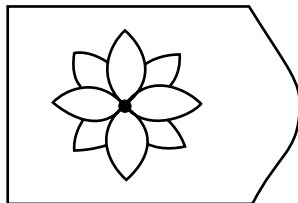
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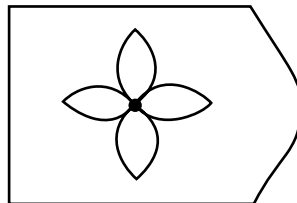
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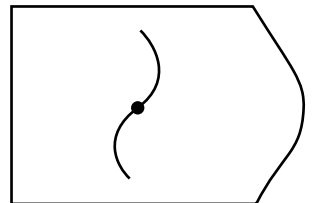
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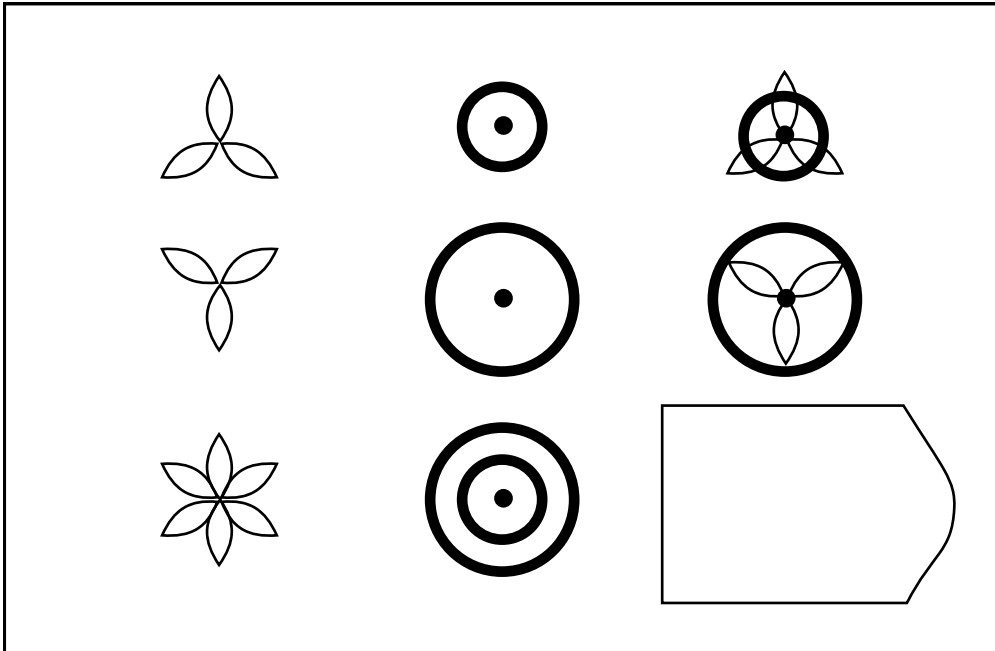
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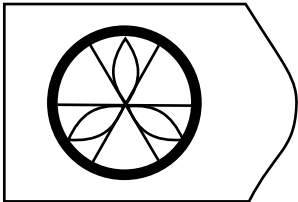
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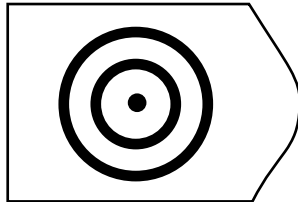
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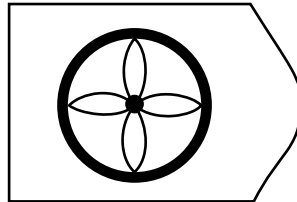
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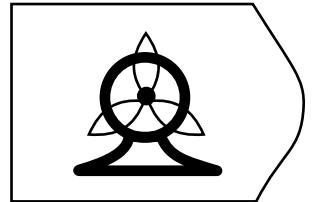
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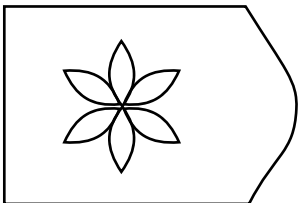
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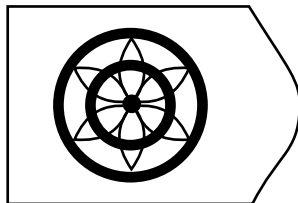
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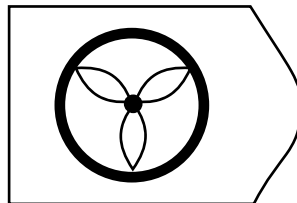
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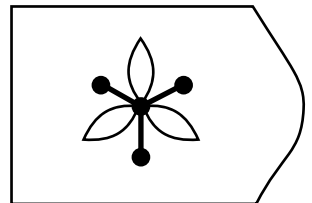
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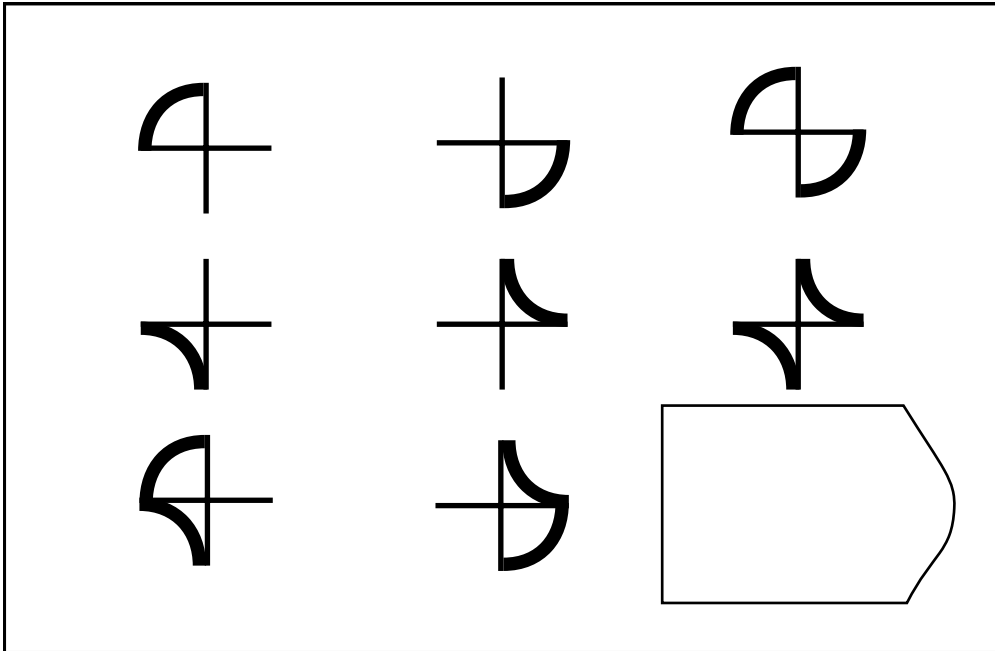
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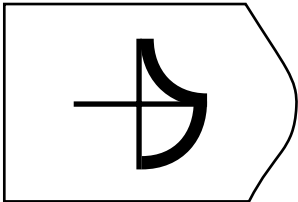
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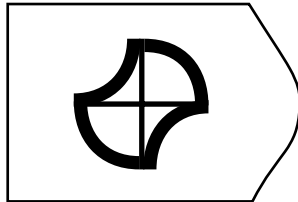
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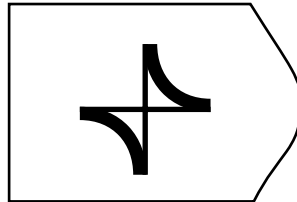
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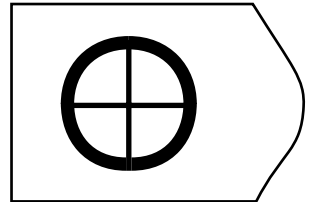
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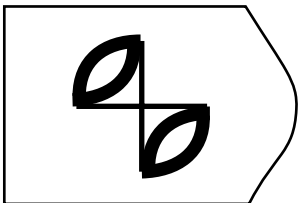
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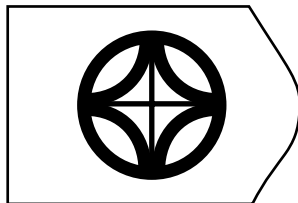
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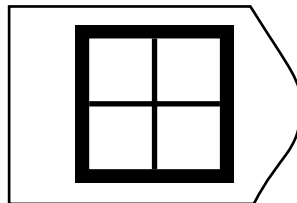
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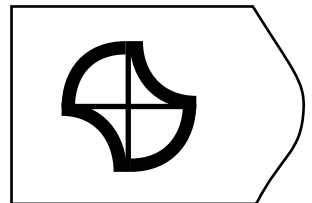
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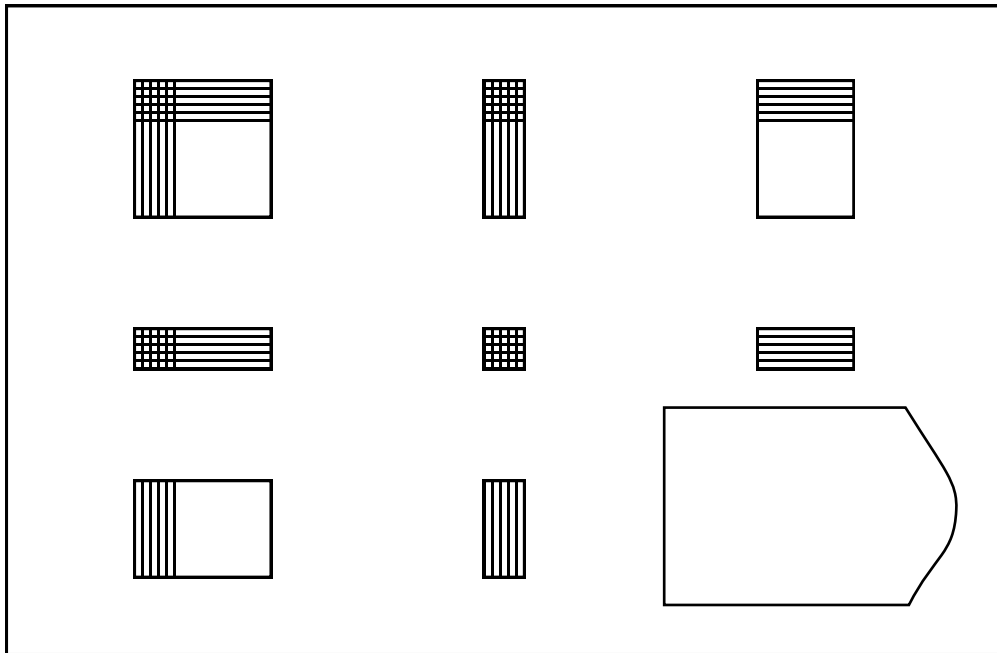
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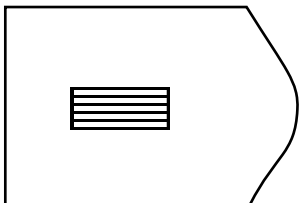
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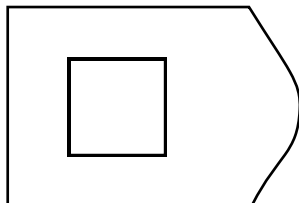
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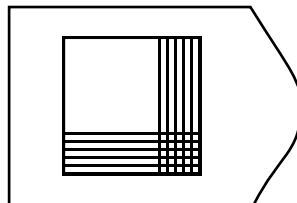
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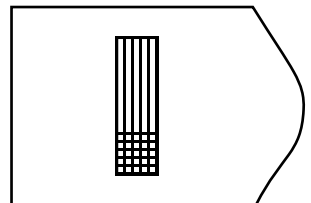
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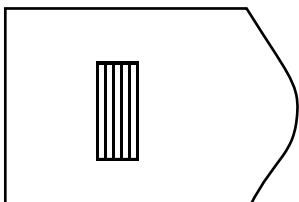
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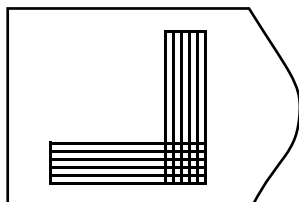
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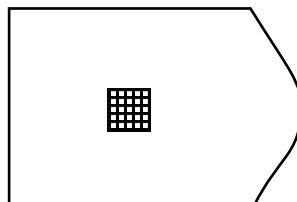
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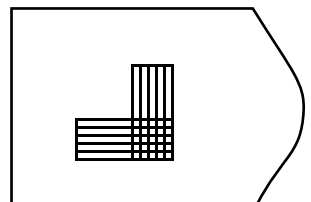
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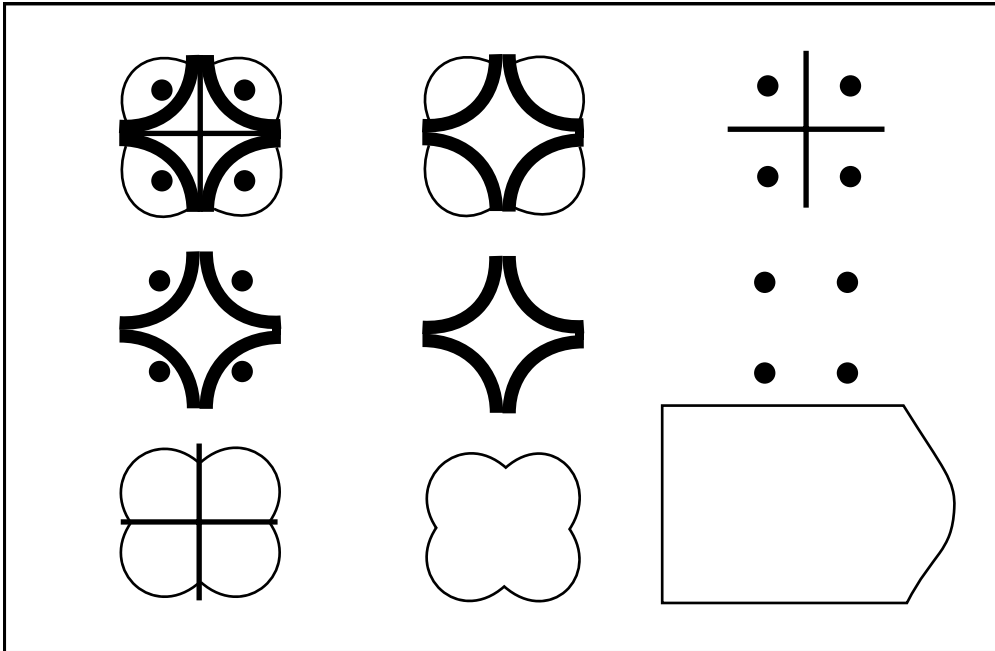
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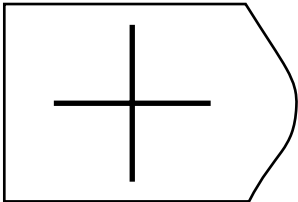
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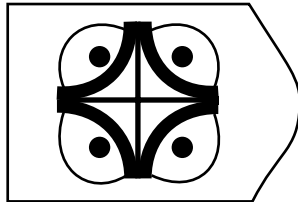
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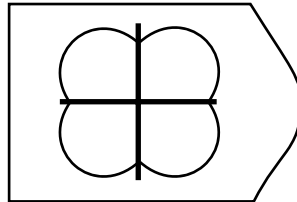
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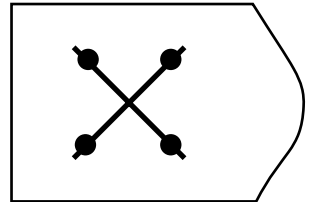
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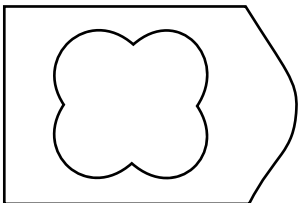
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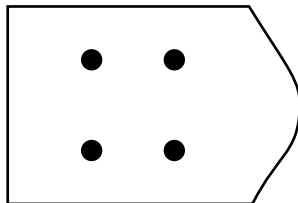
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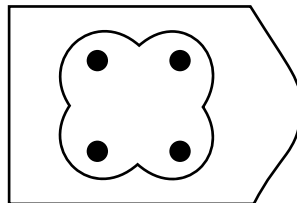
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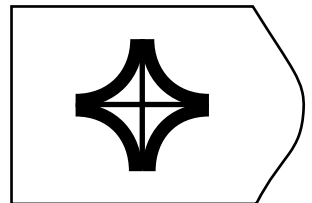
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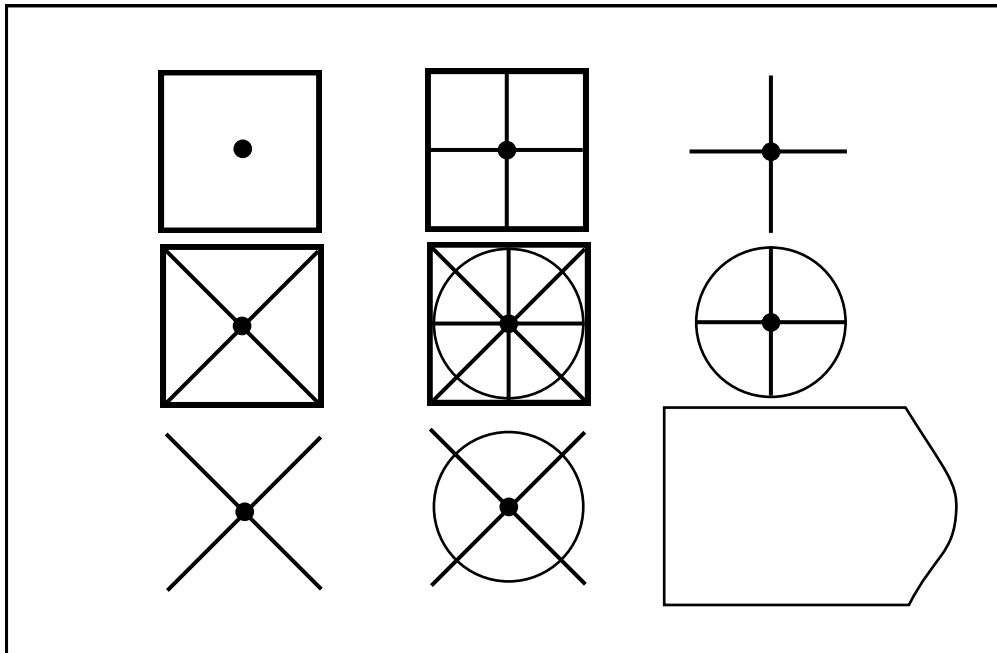
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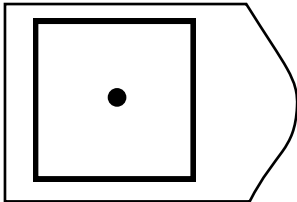
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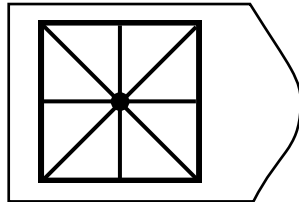
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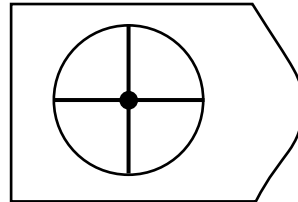
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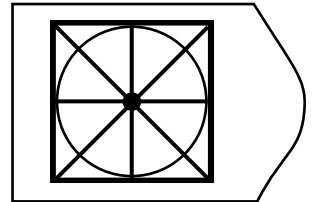
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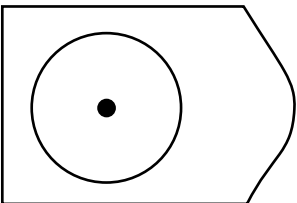
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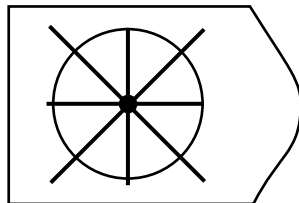
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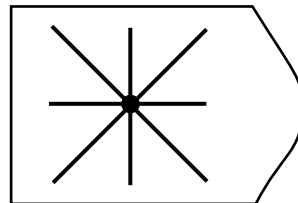
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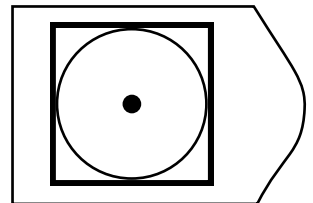
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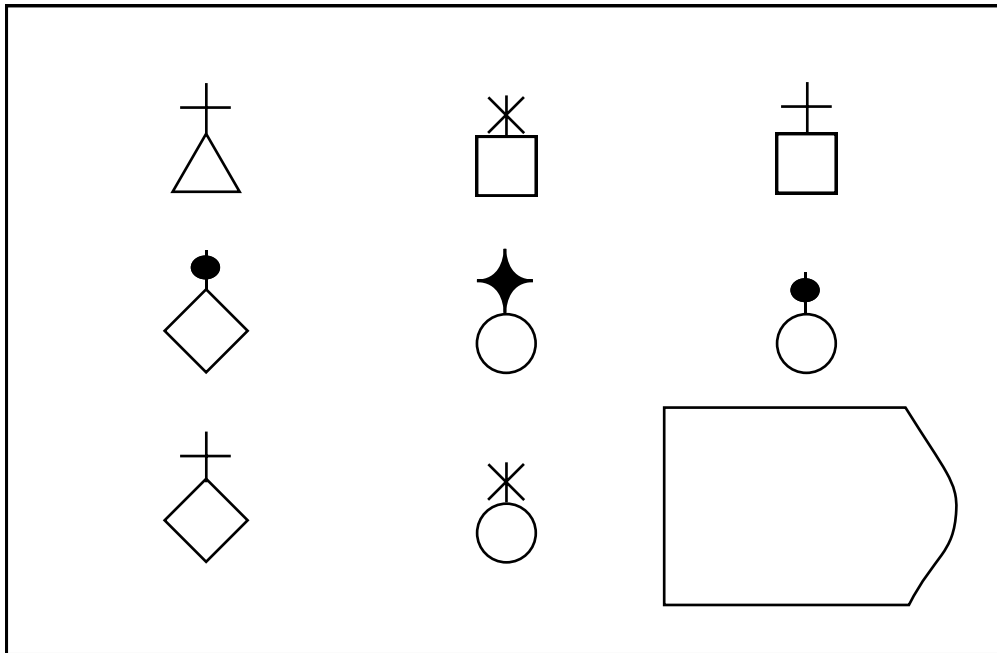
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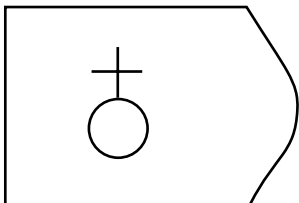
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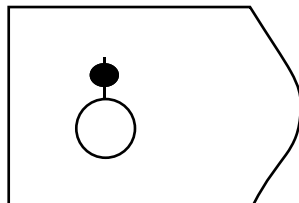
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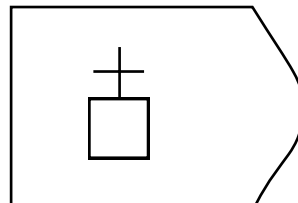
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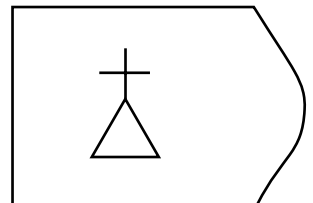
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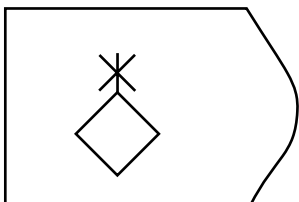
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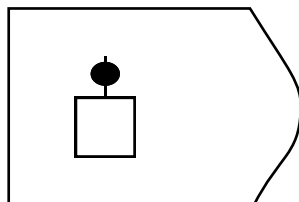
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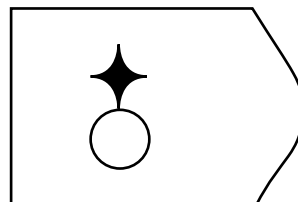
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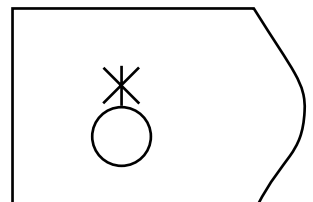
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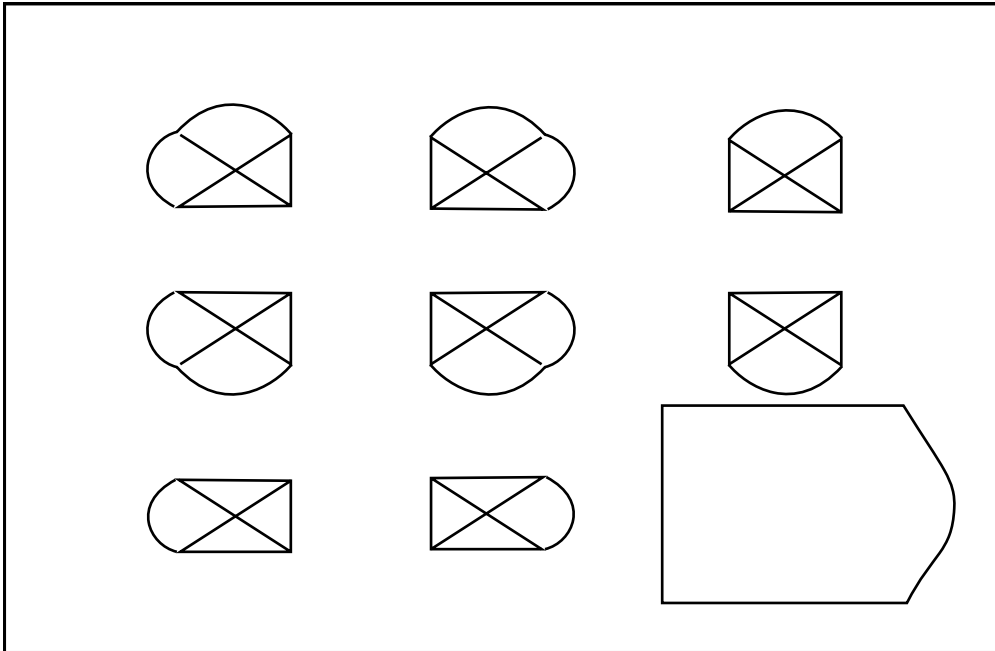
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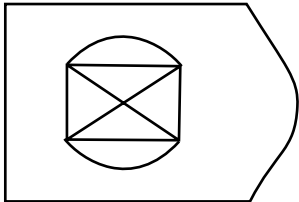
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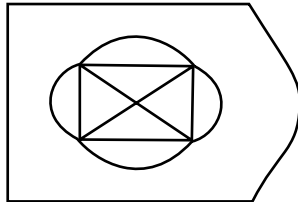
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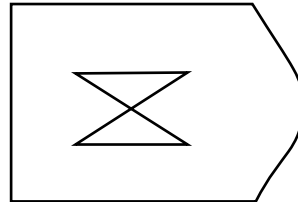
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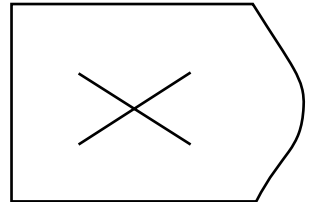
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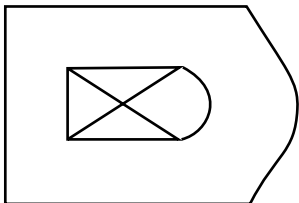
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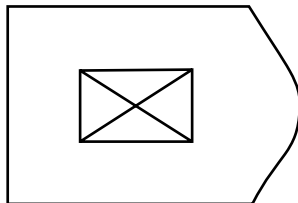
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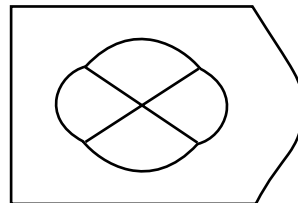
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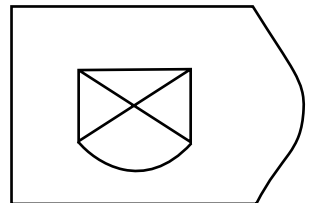
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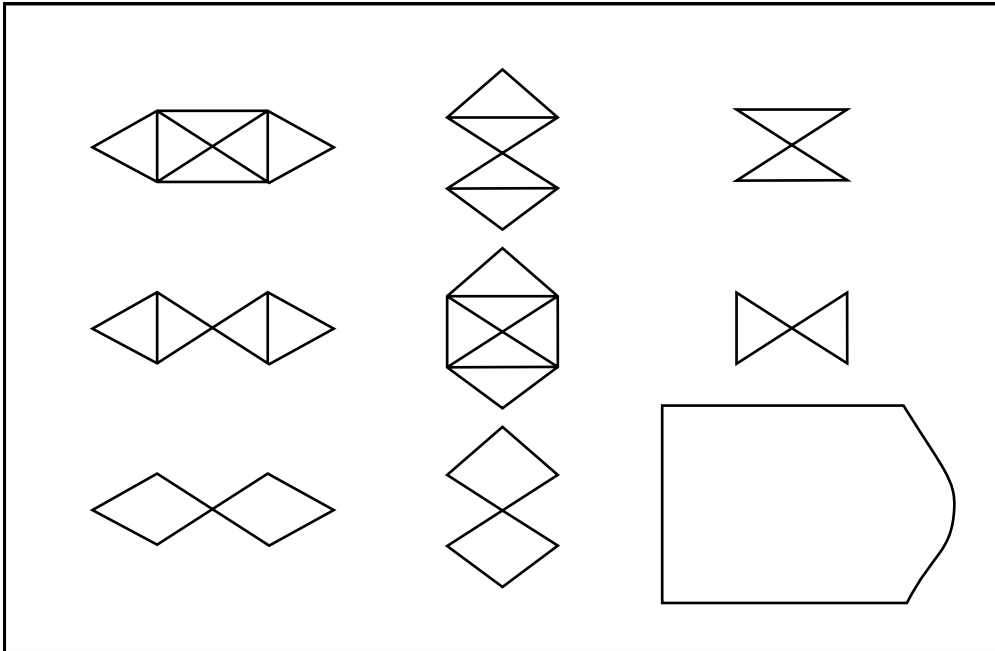
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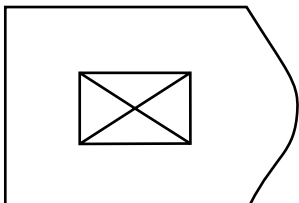
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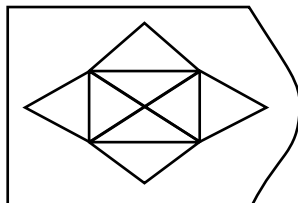
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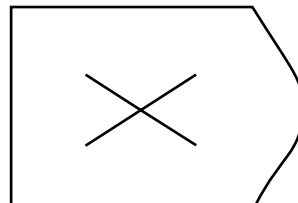
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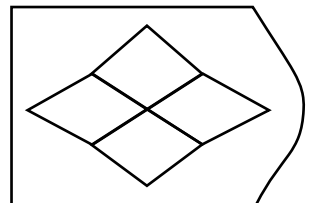
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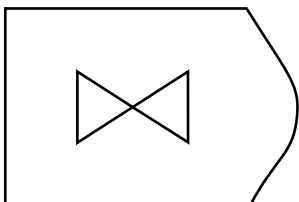
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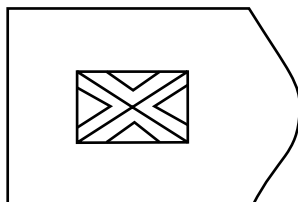
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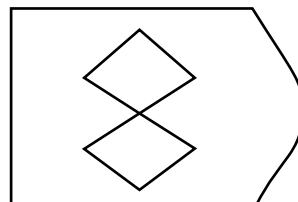
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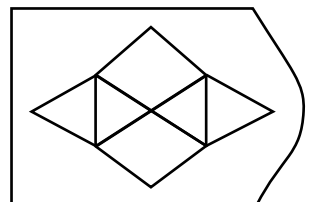
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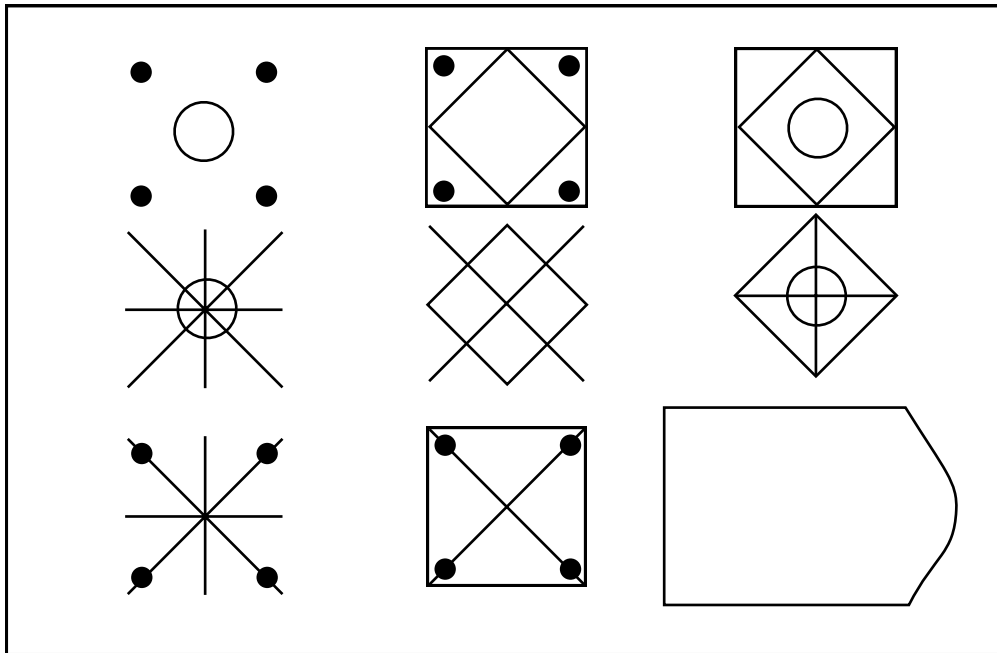
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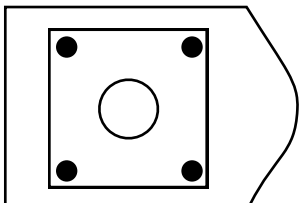
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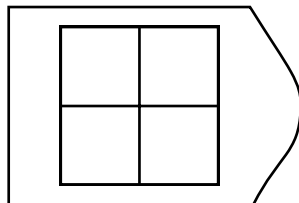
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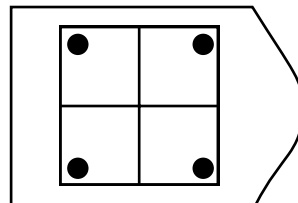
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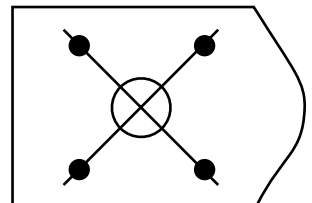
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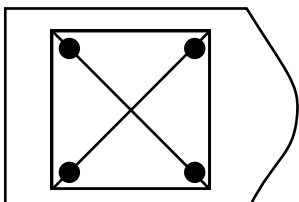
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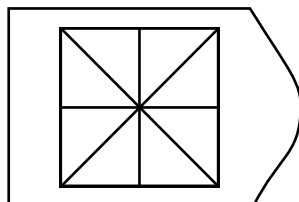
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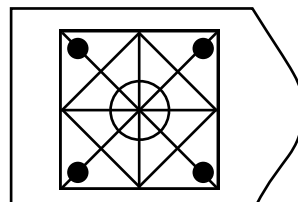
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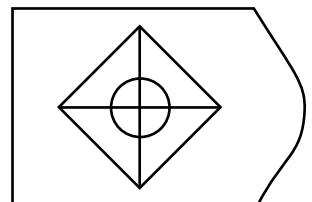
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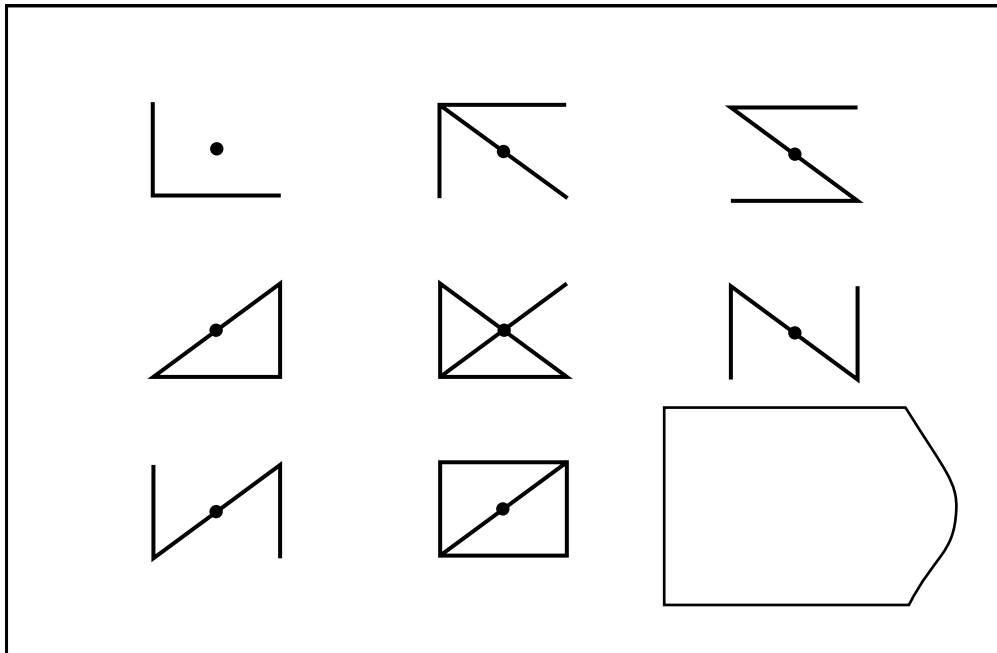
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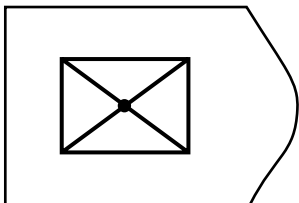
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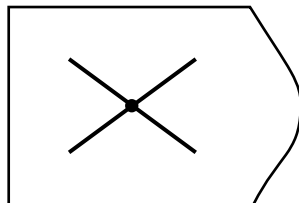
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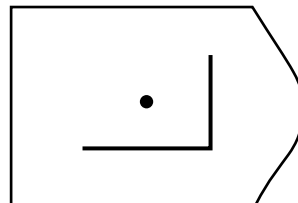
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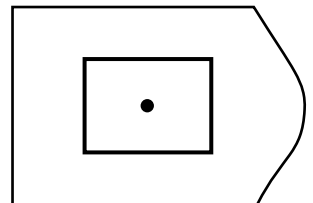
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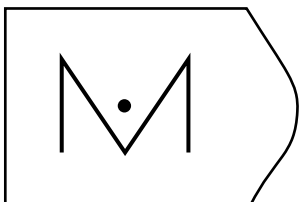
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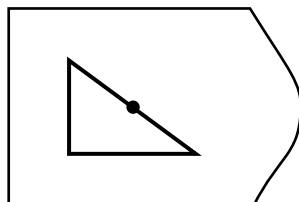
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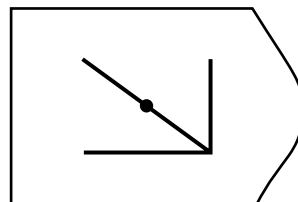
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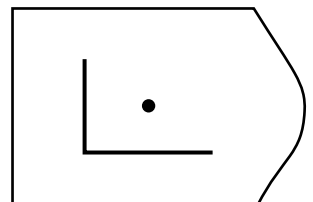
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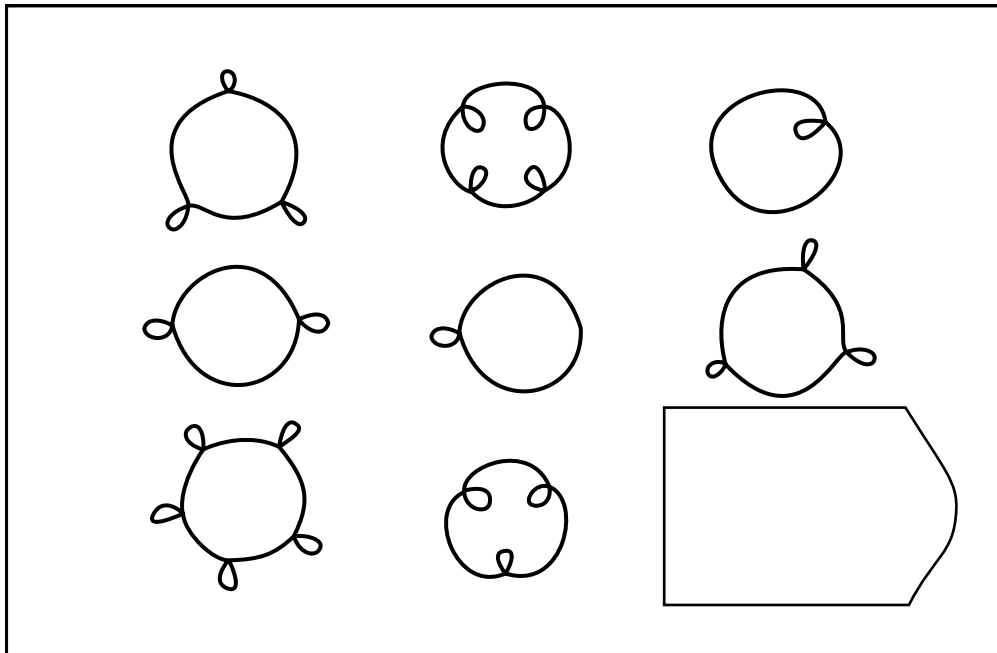
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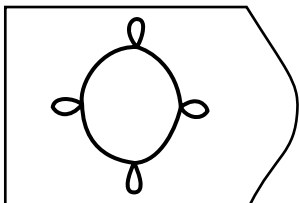
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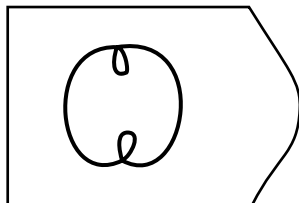
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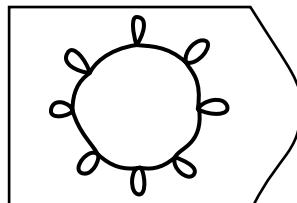
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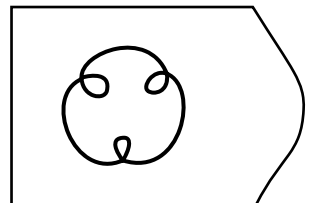
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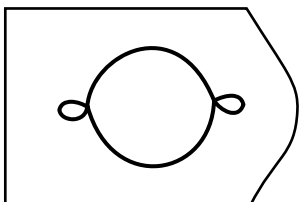
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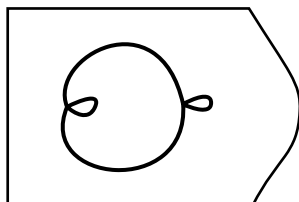
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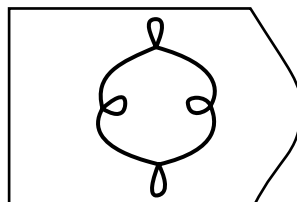
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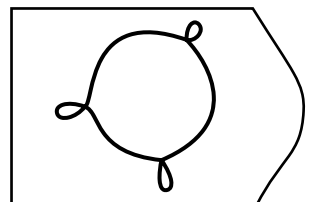
6



7



8



Nonverbal Intelligence Test

Raven's Standard Progressive Matrices

Record form

Name: _____ Age: _____ Sex: _____

Education: _____ Place of testing: _____ Date: _____

Time begun: _____ Time ended: _____ Total time: _____

A	B	C	D	E
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.
11.	11.	11.	11.	11.
12.	12.	12.	12.	12.

Time: _____ Total: _____ Grade: _____

Notes

Nonverbal Intelligence Test

Raven's Standard Progressive Matrices

Scoring

Individual testing

To score the test, record the number of pieces the test taker points to on the record form if the test is given individually. If the test taker points to more than one piece, only the final piece they select will count as correct or incorrect. For group tests, if a test taker enters more than one number against any item on the record form, instruct them to cross out all but the correct one. If this mistake is discovered after the test is completed, consider only the number on the extreme right, regardless of whether the other numbers were correct or incorrect.

Use the record form with a stencil marking key for quick and accurate scoring. The test taker's score is the total number of problems solved correctly as they work from the beginning to the end of the test. To assess consistency, compare their score on each of the five sets to the expected score for their total scale score. Expected scores can be found in Tables I and II. Calculate the difference between the actual and expected scores for each set. Discrepancies of 0, -1, -2, or +1 are acceptable. If a test taker's score on any set deviates by more than two points, their total score should not be taken as a consistent measure of intellectual capacity.

When the test taker completes the entire scale, account for the possibility of chance selections. The number of correct answers obtained by chance will be proportional to the number of problems the test taker fails. Lower total scores are generally less consistent and reliable than higher scores due to a higher proportion of chance successes.

The most reliable way to interpret a test taker's total score is to compare it with the frequency of similar scores among individuals of the same age. This comparison indicates the test taker's intellectual capacity relative to others in their age group and provides insight into how common their level of ability is. This approach avoids assumptions about uniform intellectual development during childhood or the symmetrical distribution of intellectual capacity in the general population at maturity.

For practical purposes, individuals can be classified based on their scores by grouping them according to fixed population percentiles. This allows for categorizing intellectual capacity as follows:

- **Grade I:** Classified as "intellectually superior" if the score is at or above the 95th percentile for the individual's age.
- **Grade II:** Defined as "definitely above average in intellectual capacity" if the score is at or above the 75th percentile, with the following distinctions:
 - II+: For scores at or above the 90th percentile.
- **Grade III:** Categorized as "intellectually average" if the score falls between the 25th and 75th percentiles, with further distinctions:
 - III+: If the score is greater than the median (50th percentile) for the individual's age.
 - III-: If the score is less than the median.
- **Grade IV:** Considered "definitely below average in intellectual capacity" if the score is at or below the 25th percentile, with the following distinctions:
 - IV-: For scores at or below the 10th percentile.
- **Grade V:** Classified as "intellectually defective" if the score is at or below the 5th percentile for the individual's age group.

Answer key

Number	Set A	Set B	Set C	Set D	Set E
1	4	2	8	3	7
2	5	6	2	4	6
3	1	1	5	3	8
4	2	2	8	7	2
5	6	1	7	8	1
6	3	3	4	6	5
7	6	5	5	5	2
8	2	6	1	4	4
9	1	4	7	1	1
10	3	3	6	2	6
11	4	4	1	5	3
12	5	5	2	6	5

Raven, J. C. (1958). *Standard progressive matrices*. London: Lewis.