

2008-2009  
Rocky Mountain Academic  
Talent Search  
**INTERPRETIVE GUIDE**  
2009



Congratulations again on your participation in this year's Rocky Mountain Academic Talent Search (RMATS). The scores for all Talent Search students who tested by February 23, 2009, have been analyzed and are summarized in this report. Included are the summary and explanation of results and information on how to interpret your scores. We urge you to read this interpretive guide to develop an understanding of what your scores mean in comparison to other RMATS participants.

### **RMATS Program Description**

The Center for Innovative and Talented Youth is one of the four regional institutions in the country operating the academic talent search program based on above-level testing and optimal match. RMATS offers opportunities for academically talented 3rd through 9th grade students in New Mexico, Nevada, Utah, Colorado, Wyoming, Idaho, and Montana. RMATS participants take the SAT, ACT or EXPLORE examinations to evaluate their strengths, to gain experience, and to qualify for recognition and special programming. All participants receive a certificate of recognition, score interpretation information, and a regional summer opportunities guide. RMATS is celebrating its twenty-eighth year.

### **RMATS Recognition Ceremonies**

Students scoring in the top 25% of RMATS participants are invited to a regional RMATS Recognition Ceremony if one is offered in that state according to number of participants. Please keep in mind that students are compared *specifically to their peer group*, so a national percentile does not apply to qualifying criteria. If you are not living in Utah, Nevada, or Colorado and would like to be considered for these ceremonies because you are willing to travel, please contact us immediately. **Invitations for Recognition Ceremonies will go out via email to expedite your ability to plan for the event according to the following schedule: April 6-7 Utah Invites Sent for May 2 Ceremony; April 13-14 Colorado Invites Sent for May 9 Ceremony; April 20-21 Nevada Invites Sent for May 16 Ceremony.** If you have not received an invitation during this time, your student has not qualified for this extra recognition. Please RSVP to these invitations via email as immediately as possible. Students must have an admission ticket, just as they did to take the test, to participate in the ceremony. Certain states have additional events that you might also consider. **Regardless of this invitation, your student has already achieved special recognition by participating in a program for students in the top 95% nationally – a remarkable achievement.**

### **Summary of Participation**

As you review the following information, as well as the statistical charts at the end of this guide, please keep in mind that this information **includes only students who tested on or before February 23<sup>rd</sup>**, and whose scores were received in the RMTS office by April 1, 2009. Although RMATS requires participants who wish to be considered for Recognition Ceremonies to test no later than February 23<sup>rd</sup>, some students choose to test later in the school year or some scores report late from the testing companies. EXPLORE scores from February testing report last and this guide is issued as quickly as possible following the release of those scores 4-6 weeks following that testing.

Test	Number of 2008-2009 Participants	% of Males	% of Females
SAT	456	55	45
ACT	681	51	49
EXPLORE	496	53	47

Percent of students taking each test (by grade)

	SAT	ACT	EXPLORE
3 <sup>rd</sup> grade	-	-	10
4 <sup>th</sup> grade	-	-	27
5 <sup>th</sup> grade	-	-	38
6 <sup>th</sup> grade	17	10	25
7 <sup>th</sup> grade	36	27	-
8 <sup>th</sup> grade	47	42	-
9 <sup>th</sup> grade	-	21	-
TOTAL	100	100	100

### Interpreting Your Scores

The tables at the end of this packet summarize the scores by grade and subtest area. In trying to understand your own scores, **it is important that you compare them with those of others in your own grade, rather than across grade levels.** When trying to understand what your scores mean, keep in mind the following:

- The *mean score* is the average for all students of a particular grade and gender. It is a score that represents a middle point for your group. Some students will score higher and some will score lower. Most scores will cluster somewhere around this point.
- You should compare your scores **only** with the scores of students in your grade. These are the students who are most similar to you in age and experience.
- It is important to remember that all Talent Search students represent the most academically gifted 10% of students at your age and grade as measured by standardized achievement tests, *so do not be surprised or disappointed if your scores do not exceed many of them. Qualifying to participate in the Talent Search is an accomplishment itself.*
- The SAT and ACT are designed to assess college-bound juniors and seniors. Furthermore, many of these students are currently involved in a course of study preparing them for college work. For a middle school/junior high student, the SAT/ACT is significantly above-level. Therefore, a score in the low average to high average range is very good. **Scoring below the average range should not cause you high concern since you are taking this test long before you would normally do so.**
- The EXPLORE test is designed specifically to help students in 3<sup>rd</sup> through 6<sup>th</sup> grade better understand their aptitudes beyond grade-level achievement testing. The EXPLORE provides a higher "ceiling" of difficulty and shows your ability to grasp concepts you may not yet have encountered in your formal schooling. Results reflect a range of abilities and specific aptitudes among students who initially scored in the upper 10% on grade-level tests.
- **All three tests assess skills and abilities which have been developed; they are not tests of innate intelligence.** These skills in thinking, reasoning, and analysis are developed both in and out of school. **Therefore, you should not measure your personal worth or future success by how well you performed on this test or any test.** There are many other equally important factors upon which your educational success depends, such as your motivation, creativity, and personal values and attitudes. This test provides only a snapshot.

- Younger students tend not to score as high as older students, especially the first time taking the test. However, the benefits in terms of test-taking experience and development of self-confidence are the same for both younger and older students. Students are welcomed to participate in Talent Search through 9th grade.

**Eligibility for Center for Innovative & Talented Youth Summer Programs**

Students are invited to apply to the CITY Summer Programs based upon their SAT, ACT, and EXPLORE scores. In order to be eligible without a portfolio application, students must meet the following minimum test score requirements for the appropriate age-level program (based on grade in Fall 2009):

TEST	DISCOVERY grades 4-6	FRONTIER grades 6-8	PIONEER grades 8-10
EXPLORE	Combined 55	M-17; R-18	x
ACT	x	M-17; R-20	M-20; R-22
SAT	x	M-480; CR-460	M-540; CR-510

**Suggestions for Educational Planning**

Educational planning is especially important for high-achieving, high-ability students in order to assure the full development of talents. It is important for you and your parents to work closely with school personnel to develop an educational plan that best suits your needs and best matches your learning strengths and potential. As you plan, keep these considerations in mind:

- The EXPLORE, ACT, and SAT are above-level tests. Scores below the average do not suggest that advanced programming is not appropriate for you. You should consult with your teachers and counselors to make sure that your academic programming is on target for you.
- Regardless of your scores, you and your parents should keep informed about existing educational programs and facilities in your school or district which might suit your needs. You should seek opportunities that take advantage of and extend your strengths and abilities. Above all, you should look for opportunities to be academically challenged. This is a very important time in your life to gain knowledge about yourself and to develop positive attitudes about your abilities and awareness of your strengths.

**Educational Options** available for advanced or accelerated academic programming include summer programs such as those offered by the Center for Innovative and Talented Youth, supervised self-paced instruction, accelerated course sequence or compacted curriculum, advanced placement (AP) courses, international baccalaureate (IB) programs, or college courses.

**Self-Paced Instruction:** This type of instruction is appropriate for most subject areas and can occur during or outside of the school day. Mentors may be teachers, college students, or individuals outside of the educational environment. Learning is improved when independent, self-paced study is done in conjunction with a teacher providing pace and small group of high ability students furnishing elements of cooperation.

**Accelerated Course Sequence:** Despite many educators' hesitation to accept acceleration, research shows that this option can be highly successful for students, particularly at the junior high/middle school level. This kind of acceleration usually involves taking a class generally available to students a grade or more above grade placement. You will need to work with the school administration to arrange for credit, articulation with other courses, and perhaps transportation if the advanced course work is offered at a different location. It is also possible to accelerate the pace of a course so that the material is covered at the same depth but in a shorter period of time. This is known as **curriculum compacting**.

**Advanced Placement (AP) Program:** The College Board's Advanced Placement program offers examinations in 34 subject areas ranging from biology to music theory throughout the United States. The exams are given in May. You may prepare for them through advanced placement courses in high schools, on-line, or on your own. Working with a qualified teacher is highly recommended. Remember, you do not have to be an 11th or 12th grader to take an Advanced Placement course or examination. This option permits students to stay with same-age peers but to enter college with advanced standing. For more information on the AP program, visit: [www.collegeboard.org](http://www.collegeboard.org).

**International Baccalaureate (IB) Program:** The IB program is a demanding track for students.

The coursework prepares students for IB examinations and culminates in an IB diploma. It is offered in

U.S. high schools, and in over 110 countries worldwide. Primary and middle school IB programs are

also available. These are very rigorous programs with a grading system that measures student performance against specific achievement levels. Unlike the Advanced Placement program where students choose to take one or more AP courses as a part of their schedule, an IB student's entire

course schedule is comprised of IB program classes. For more information, visit [www.ibo.org](http://www.ibo.org).

### 2008-2009 RMATS Score Statistics

*These statistics include only scores received in the RMATS office by April 01, 2009*

#### **SAT I: Reasoning Test**

Number of test takers: (6<sup>th</sup> grade: 76); (7<sup>th</sup> grade: 164); (8<sup>th</sup> grade: 216)

#### **SAT MATH**

SAT Score Level	Approximate % of students at each score level		
	6 <sup>th</sup> grade Math	7 <sup>th</sup> grade Math	8 <sup>th</sup> grade Math
700-800	1	2	6
600-690	5	6	16
500-590	8	26	39
400-490	45	54	34
300-390	36	12	5
200-290	5	0	0
Mean Score: Boys	442	492	546
Mean Score: Girls	398	467	511

#### **SAT CRIT READ**

SAT Score Level	Approximate % of students at each score level		
	6 <sup>th</sup> grade Verbal	7 <sup>th</sup> grade Verbal	8 <sup>th</sup> grade Verbal
700-800	0	0	4
600-690	3	4	18
500-590	20	37	42
400-490	42	38	32
300-390	30	20	4
200-290	5	1	0
Mean Score: Boys	430	454	529
Mean Score: Girls	419	490	528

**SAT  
COMBINED**

	Approximate % of students at each score level		
SAT Score Level	6 <sup>th</sup> grade Combined	7 <sup>th</sup> grade Combined	8 <sup>th</sup> grade Combined
1400-1600	0	0	3
1200-1390	3	4	14
1000-1190	13	34	46
800-990	43	49	35
600-790	38	12	2
400-590	3	1	0
Mean Score: Boys	872	946	1075
Mean Score: Girls	817	956	1039

**ACT Assessment**

Number of test takers: (6<sup>th</sup> grade: 70); (7<sup>th</sup> grade: 185); (8<sup>th</sup> grade: 284); (9<sup>th</sup> grade: 142)

**ACT  
MATH**

	Approximate % of students at each score level			
ACT Score Level	6 <sup>th</sup> grade Math	7 <sup>th</sup> grade Math	8 <sup>th</sup> grade Math	9 <sup>th</sup> grade Math
31-36	0	4	4	9
25-30	7	5	11	29
20-24	9	26	39	47
15-19	67	64	46	13
10-14	17	1	<1	2
1-9	0	0	0	0
Mean Score: Boys	18	20	22	24
Mean Score: Girls	16	18	20	23

**ACT  
SCIENCE**

	Approximate % of students at each score level			
ACT Score Level	6 <sup>th</sup> grade Science	7 <sup>th</sup> grade Science	8 <sup>th</sup> grade Science	9 <sup>th</sup> grade Science
31-36	0	1	2	5
25-30	6	4	16	32
20-24	24	43	46	42
15-19	43	36	30	18
10-14	26	15	6	3
1-9	1	1	<1	0
Mean Score: Boys	18	20	21	23
Mean Score: Girls	16	18	20	23

**ACT  
READING**

ACT Score Level	Approximate % of students at each score level			
	6 <sup>th</sup> grade Reading	7 <sup>th</sup> grade Reading	8 <sup>th</sup> grade Reading	9 <sup>th</sup> grade Reading
31-36	1	4	10	22
25-30	17	21	28	38
20-24	30	41	33	26
15-19	35	28	25	10
10-14	17	5	4	4
1-9	0	1	0	0
Mean Score: Boys	20	22	23	25
Mean Score: Girls	19	22	23	26

**ACT  
ENGLISH**

ACT Score Level	Approximate % of students at each score level			
	6 <sup>th</sup> grade English	7 <sup>th</sup> grade English	8 <sup>th</sup> grade English	9 <sup>th</sup> grade English
31-36	0	3	6	14
25-30	17	18	28	41
20-24	27	42	39	27
15-19	27	30	24	16
10-14	26	7	3	2
1-9	3	0	<1	0
Mean Score: Boys	18	21	22	24
Mean Score: Girls	18	21	23	25

**ACT  
COMPOSITE**

ACT Score Level	Approximate % of students at each score level			
	6 <sup>th</sup> grade Composite	7 <sup>th</sup> grade Composite	8 <sup>th</sup> grade Composite	9 <sup>th</sup> grade Composite
31-36	0	0	4	6
25-30	7	12	22	43
20-24	26	46	44	36
15-19	49	39	29	15
10-14	18	3	1	<1
1-9	0	0	0	0
Mean Score: Boys	19	21	22	24
Mean Score: Girls	17	20	22	24

## EXPLORE Assessment

Number of test takers: (3<sup>rd</sup> grade:51); (4<sup>th</sup> grade:132); (5<sup>th</sup> grade:187);  
(6<sup>th</sup> grade:126)

### EXPLORE MATH

EXPLORE Score Level	Approximate % of students at each score level			
	3 <sup>rd</sup> grade Math	4 <sup>th</sup> grade Math	5 <sup>th</sup> grade Math	6 <sup>th</sup> grade Math
20-25	0	7	13	29
17-19	8	17	41	44
14-16	29	46	40	25
11-13	29	24	6	2
8-10	20	5	0	0
1-7	14	1	0	0
Mean Score: Boys	12	15	17	19
Mean Score: Girls	11	14	16	18

### EXPLORE SCIENCE

EXPLORE Score Level	Approximate % of students at each score level			
	3 <sup>rd</sup> grade Science	4 <sup>th</sup> grade Science	5 <sup>th</sup> grade Science	6 <sup>th</sup> grade Science
20-25	0	14	32	52
17-19	18	35	43	36
14-16	45	36	21	10
11-13	31	13	4	2
8-10	4	2	<1	0
1-7	2	0	0	0
Mean Score: Boys	14	16	19	20
Mean Score: Girls	14	16	17	19

### EXPLORE READING

EXPLORE Score Level	Approximate % of students at each score level			
	3 <sup>rd</sup> grade Reading	4 <sup>th</sup> grade Reading	5 <sup>th</sup> grade Reading	6 <sup>th</sup> grade Reading
20-25	0	11	19	30
17-19	12	18	28	26
14-16	25	31	34	29
11-13	43	33	17	13
8-10	20	7	2	2
Mean Score: Boys	13	15	16	18
Mean Score: Girls	13	15	16	17

**EXPLORE  
ENGLISH**

EXPLORE Score Level	Approximate % of students at each score level			
	3 <sup>rd</sup> grade English	4 <sup>th</sup> grade English	5 <sup>th</sup> grade English	6 <sup>th</sup> grade English
20-25	4	11	30	41
17-19	10	20	24	21
14-16	21	36	34	32
11-13	49	26	12	5
8-10	16	7	<1	1
Mean Score: Boys	12	15	17	18
Mean Score: Girls	14	15	18	18

**EXPLORE  
COMBINED**

EXPLORE Score Level	Approximate % of students at each score level			
	3 <sup>rd</sup> grade Combined	4 <sup>th</sup> grade Combined	5 <sup>th</sup> grade Combined	6 <sup>th</sup> grade Combined
83-99	0	4	11	23
70-82	4	17	37	37
57-69	18	43	43	34
44-56	60	33	9	6
31-43	18	3	<1	0
Mean Score: Boys	52	62	70	74
Mean Score: Girls	51	60	68	72

Please feel free to contact Rocky Mountain Academic Talent Search with any questions regarding this data or your student’s scores. And again, please remember, **all three tests assess skills and abilities which have been developed; they are not tests of innate intelligence.** These skills in thinking, reasoning, and analysis are developed both in and out of school. **Therefore, you should not measure your personal worth or future success by how well you performed on this test or any test.** There are many other equally important factors upon which your educational success depends, such as your motivation, creativity, and personal values and attitudes.

**This test provides only a snapshot of student ability; we could be using the wrong camera with your son or daughter.**

**We look forward to seeing you this summer at the 2009 CITY Summer Programs:**

Voyager Day Program	Current Grades 1-3	July 13-17
Discovery One-Week Program	Rising Grades 4-6	August 2-8
Frontier Two-Week Program	Rising Grades 6-8	June 14-27
Pioneer Three-Week Program	Rising Grades 8-10	July 5-25

This year’s programs will be held at the University of Denver.

**PLEASE WATCH FOR UPDATED CONTACT INFO IN OUR FALL MAILING**  
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