

2009-2010
Western Academic
Talent Search
INTERPRETIVE GUIDE
2010



Congratulations again on your participation in this year's Western Academic Talent Search (WATS). The scores for all Talent Search students who tested by February 28, 2010, 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 WATS participants.

WATS Program Description

The Center for Bright Kids is one of the four regional institutions in the country operating the academic talent search program based on above-level testing and optimal match. WATS offers opportunities for academically talented 3rd through 9th grade students in New Mexico, Nevada, Utah, Colorado, Wyoming, Idaho, and Montana. WATS 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. WATS is celebrating its twenty-eighth year.

WATS Recognition Ceremonies

Students scoring in the top 25% of WATS participants are invited to a regional WATS 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 at 303-428-2634. **Invitations for Recognition Ceremonies will go out via the email you provided on your application to expedite your ability to plan for the event according to the following schedule: April 14th Utah Invites Sent for May 8th Ceremony; April 19th Colorado Invites Sent for May 15th Ceremony; April 28th Nevada Invites Sent for May 22nd Ceremony. *If you have not received an invitation during this time, your student has not qualified for this extra recognition. If your email has changed, please notify us immediately.* Please RSVP to these invitations via email as quickly as possible. Students must have an admission ticket, just as they did to take the test, to participate in the ceremony. **Regardless of this invitation, your student has already achieved special recognition by participating in a program for students in the top 90% 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 28th**, and whose scores were received in the WATS office by April 1, 2010. Although WATS requires participants who wish to be considered for Recognition Ceremonies to test no later than February 20th, some students choose to test later in the school year or some scores report late from the testing companies (contact us if you now have yours in hand from March SAT or April ACT testing to be considered for recognition). 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 2009-2010 Participants	% of Males	% of Females
SAT	353	55	45
ACT	541	53	47
EXPLORE	416	57	43

Percent of students taking each test (by grade)

	SAT	ACT	EXPLORE
3 rd grade	-	-	12
4 th grade	-	-	27
5 th grade	-	-	37
6 th grade	12	11	24
7 th grade	32	30	-
8 th grade	38	38	-
9 th grade	18	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 3rd through 6th 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 Bright Kids Summer Programs

Students are invited to apply to the CBK 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 2010):

TEST	SHINE grades 4-6	GLOW grades 6-8	Luminary Project grades 8-11
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 Bright Kids, 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.

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.

2009-2010 WATS Score Statistics

These statistics include only scores received in the WATS office by April 01, 2010

SAT I: Reasoning Test

Number of test takers: (6th grade:41); (7th grade:114); (8th grade:136);
(9th grade:62);

**SAT
MATH**

SAT Score Level	Approximate % of students at each score level			
	6 th grade Math	7 th grade Math	8 th grade Math	9 th grade Math
700-800	0	4	6	21
600-690	15	8	18	27
500-590	27	36	43	36
400-490	36	40	31	14
300-390	22	11	2	2
200-290	0	1	0	0
Mean Score: Boys	486	519	571	614
Mean Score: Girls	478	468	504	580

**SAT
WRITING**

SAT Score Level	Approximate % of students at each score level			
	6 th grade Writing	7 th grade Writing	8 th grade Writing	9 th grade Writing
700-800	0	0	1	11
600-690	0	6	9	26
500-590	29	35	50	45
400-490	46	42	32	15
300-390	25	14	7	3
200-290	0	3	1	0
Mean Score: Boys	427	469	508	553
Mean Score: Girls	457	478	515	591

**SAT
CRIT READ**

SAT Score Level	Approximate % of students at each score level			
	6 th grade Crit Read	7 th grade Crit Read	8 th grade Crit Read	9 th grade Crit Read
700-800	0	2	1	14
600-690	12	13	21	32
500-590	27	37	52	39
400-490	37	32	20	13
300-390	19	13	5	2
200-290	5	3	1	0
Mean Score: Boys	440	496	535	593
Mean Score: Girls	479	486	532	595

**SAT
COMBINED**

SAT Score Level	Approximate % of students at each score level			
	6 th grade Combined	7 th grade Combined	8 th grade Combined	9 th grade Combined
2100-2400	0	0	1	11
1700-2090	15	12	23	48
1300-1690	41	68	70	39
900-1290	44	18	6	2
500-890	0	2	0	0
100-490	0	0	0	0
Mean Score: Boys	1354	1484	1614	1760
Mean Score: Girls	1414	1431	1551	1766

ACT Assessment

Number of test takers: (6th grade:59); (7th grade:165); (8th grade:206);
(9th grade:111);

**ACT
MATH**

ACT Score Level	Approximate % of students at each score level			
	6 th grade Math	7 th grade Math	8 th grade Math	9 th grade Math
31-36	2	1	3	17
25-30	8	9	15	37
20-24	19	21	40	35
15-19	52	59	40	11
10-14	19	9	2	0
1-9	0	1	0	0
Mean Score: Boys	19	20	22	26
Mean Score: Girls	17	17	20	25

**ACT
SCIENCE**

ACT Score Level	Approximate % of students at each score level			
	6 th grade Science	7 th grade Science	8 th grade Science	9 th grade Science
31-36	2	1	3	13
25-30	10	10	17	33
20-24	30	26	43	39
15-19	39	45	32	12
10-14	17	16	5	3
1-9	2	2	0	0
Mean Score: Boys	20	20	22	24
Mean Score: Girls	17	18	20	24

**ACT
READING**

ACT Score Level	Approximate % of students at each score level			
	6 th grade Reading	7 th grade Reading	8 th grade Reading	9 th grade Reading
31-36	0	3	8	29
25-30	10	22	30	34
20-24	24	24	33	27
15-19	41	30	21	9
10-14	25	19	8	1
1-9	0	2	0	0
Mean Score: Boys	18	20	23	26
Mean Score: Girls	18	20	22	28

**ACT
ENGLISH**

ACT Score Level	Approximate % of students at each score level			
	6 th grade English	7 th grade English	8 th grade English	9 th grade English
31-36	0	5	8	26
25-30	14	17	22	37
20-24	37	30	48	30
15-19	22	31	17	6
10-14	24	13	5	1
1-9	3	4	0	0
Mean Score: Boys	19	20	23	26
Mean Score: Girls	18	20	22	27

ACT COMPOSITE

ACT Score Level	Approximate % of students at each score level			
	6 th grade Composite	7 th grade Composite	8 th grade Composite	9 th grade Composite
31-36	0	2	2	18
25-30	10	11	24	45
20-24	29	32	47	28
15-19	44	39	24	9
10-14	17	15	3	0
1-9	0	1	0	0
Mean Score: Boys	19	20	22	26
Mean Score: Girls	18	19	21	26

EXPLORE Assessment

Number of test takers: (3rd grade: 49); (4th grade: 111); (5th grade: 154);
(6th grade: 102);

EXPLORE MATH

EXPLORE Score Level	Approximate % of students at each score level			
	3 rd grade Math	4 th grade Math	5 th grade Math	6 th grade Math
20-25	0	3	10	24
17-19	2	12	34	47
14-16	28	45	47	29
11-13	33	30	8	0
8-10	33	10	1	0
1-7	4	0	0	0
Mean Score: Boys	12	15	16	19
Mean Score: Girls	10	13	16	17

EXPLORE SCIENCE

EXPLORE Score Level	Approximate % of students at each score level			
	3 rd grade Science	4 th grade Science	5 th grade Science	6 th grade Science
20-25	2	11	21	37
17-19	21	35	52	51
14-16	59	49	24	11
11-13	14	4	3	1
8-10	0	0	0	0
1-7	4	1	0	0
Mean Score: Boys	15	17	18	20
Mean Score: Girls	14	16	18	18

Approximate % of students at each score level

**EXPLORE
READING**

EXPLORE Score Level	3 rd grade Reading	4 th grade Reading	5 th grade Reading	6 th grade Reading
20-25	0	7	16	22
17-19	10	20	30	44
14-16	39	43	40	29
11-13	45	24	11	3
8-10	6	6	3	2

Mean Score: Boys	14	15	16	17
Mean Score: Girls	14	15	17	18

**EXPLORE
ENGLISH**

EXPLORE Score Level	Approximate % of students at each score level			
	3 rd grade English	4 th grade English	5 th grade English	6 th grade English
20-25	2	8	25	42
17-19	8	20	28	35
14-16	24	39	31	16
11-13	33	23	11	7
8-10	33	10	5	0

Mean Score: Boys	13	15	16	18
Mean Score: Girls	12	15	18	19

**EXPLORE
COMBINED**

EXPLORE Score Level	Approximate % of students at each score level			
	3 rd grade Combined	4 th grade Combined	5 th grade Combined	6 th grade Combined
83-99	0	1	7	19
70-82	2	12	34	48
57-69	31	49	48	30
44-56	51	34	10	3
31-43	16	4	1	0

Mean Score: Boys	54	62	67	75
Mean Score: Girls	50	58	69	73

Please feel free to contact the Western 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.

2010 CBK Summer Programs:

SHINE One-Week Program	Rising Grades 4-6	August 1-7
GLOW Two-Week Program	Rising Grades 6-8	June 13-26
Luminary Project Three-Week Program	Rising Grades 8-11	July 4-24