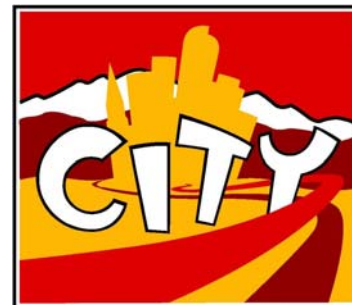


2007-2008
Rocky Mountain Academic
Talent Search
INTERPRETIVE GUIDE
2008



Congratulations again on your participation in this year's Rocky Mountain Talent Search (RMTS). The scores for all Talent Search students who tested by February 23, 2008, 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 RMTS participants.

RMTS Program Description

The University of Denver is one of four institutions in the country operating an academic talent search program based on above-level testing and optimal match. RMTS offers opportunities for academically talented 3rd through 9th grade students in New Mexico, Nevada, Utah, Colorado, Wyoming, Idaho, and Montana. RMTS 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. Students scoring in the top 25% of participants are invited to a regional RMTS Recognition Ceremony if one is offered in that state according to number of participants. The RMTS program is celebrating its twenty-fifth year.

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 23rd**, and whose scores were received in the RMTS office by April 1, 2008. Although RMTS requires participants who wish to be considered for Recognition Ceremonies to test no later than February 23rd, some students choose to test later in the school year.

Test	Number of 2007-2008 Participants	% of Males	% of Females
SAT	395	51	49
ACT	660	54	46
EXPLORE	417	51	49

Percent of students taking each test (by grade)

	SAT	ACT	EXPLORE
3 rd grade	-	-	7
4 th grade	-	-	28
5 th grade	-	-	37
6 th grade	16	10	28
7 th grade	37	34	-
8 th grade	47	34	-
9 th grade	-	22	-
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 Innovative & Talented Youth Summer Programs

Students are invited to apply to the University of Denver's 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 2008):

TEST	DISCOVERY grades 4-6	FRONTIER grades 6-8	PIONEER grades 8-10
EXPLORE	Combined 54	M-15; R-17	x
ACT	x	M-17; R-18	M-19; R-22
SAT	x	M-480; CR-470	M-560; CR-545

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.

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.

College or University Courses: The CITY's Early Experience Program accepts high ability high school students into undergraduate university-level courses. For more information, call 303-871-3408.

2007-2008 RMTS Score Statistics*These statistics include only scores received in the RMTS office by April 01, 2008***SAT I: Reasoning Test**Number of test takers: (6th grade: 63); (7th grade: 147); (8th grade: 185)**SAT
MATH**

SAT Score Level	Approximate % of students at each score level		
	6 th grade Math	7 th grade Math	8 th grade Math
700-800	2	3	6
600-690	8	13	20
500-590	12	26	40
400-490	40	39	29
300-390	36	16	4
200-290	2	3	1
Mean Score: Boys	465	516	562
Mean Score: Girls	425	457	513

**SAT
CRIT READ**

SAT Score Level	Approximate % of students at each score level		
	6 th grade Verbal	7 th grade Verbal	8 th grade Verbal
700-800	0	0	3
600-690	0	8	18
500-590	14	33	39
400-490	46	35	34
300-390	35	20	4
200-290	5	4	2
Mean Score: Boys	407	475	531
Mean Score: Girls	437	459	507

**SAT
COMBINED**

SAT Score Level	Approximate % of students at each score level		
	6 th grade Combined	7 th grade Combined	8 th grade Combined
1400-1600	0	1	2
1200-1390	2	9	18
1000-1190	16	28	45
800-990	46	43	31
600-790	36	16	3
400-590	0	3	1
Mean Score: Boys	873	991	1093
Mean Score: Girls	852	915	1020

ACT AssessmentNumber of test takers: (6th grade: 69); (7th grade: 224); (8th grade: 225); (9th grade: 142)**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	0	1	1	5
25-30	4	9	15	44
20-24	18	19	36	37
15-19	68	67	46	14
10-14	10	4	2	0
1-9	0	0	0	0

Mean Score: Boys	18	19	22	24
Mean Score: Girls	16	18	19	24

**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	0	0	2	8
25-30	7	11	21	39
20-24	41	42	52	39
15-19	35	39	21	10
10-14	14	8	3	4
1-9	3	<1	1	0

Mean Score: Boys	19	20	22	24
Mean Score: Girls	17	19	21	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	2	4	9	15
25-30	8	9	21	31
20-24	26	31	30	36
15-19	43	39	31	16
10-14	19	16	9	2
1-9	2	1	0	0

Mean Score: Boys	18	20	22	24
Mean Score: Girls	18	19	21	25

**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	3	5	10
25-30	11	15	20	34
20-24	20	32	45	41
15-19	38	38	24	13
10-14	25	11	6	2
1-9	6	1	0	0
Mean Score: Boys	17	20	22	23
Mean Score: Girls	18	20	22	25

**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	1	1	6
25-30	6	7	23	39
20-24	26	36	41	44
15-19	49	51	33	10
10-14	19	5	2	1
1-9	0	0	0	0
Mean Score: Boys	18	20	22	24
Mean Score: Girls	17	19	21	25

EXPLORE Assessment

Number of test takers: (3rd grade:28); (4th grade:115); (5th grade:156); (6th grade:118)

**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	4	2	7	14
17-19	0	11	28	52
14-16	18	44	47	30
11-13	39	36	17	4
8-10	39	7	1	0
Mean Score: Boys	11	14	17	18
Mean Score: Girls	12	14	15	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	0	11	20	34
17-19	32	37	50	52
14-16	32	42	25	13
11-13	22	7	4	1
8-10	14	3	1	0

Mean Score: Boys	14	16	18	19
Mean Score: Girls	15	17	17	19

**EXPLORE
READING**

EXPLORE Score Level	Approximate % of students at each score level			
	3 rd grade Reading	4 th grade Reading	5 th grade Reading	6 th grade Reading
20-25	0	0	12	24
17-19	0	28	31	37
14-16	47	36	40	29
11-13	39	28	16	8
8-10	14	8	1	2

Mean Score: Boys	13	14	16	18
Mean Score: Girls	13	15	16	17

**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	0	12	24	42
17-19	7	24	36	37
14-16	21	28	29	14
11-13	54	29	9	6
8-10	18	7	2	1

Mean Score: Boys	13	15	18	19
Mean Score: Girls	13	16	17	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
83-95	0	3	8	15
70-82	4	12	30	50
57-69	14	50	49	30
44-56	68	31	12	5
31-43	14	4	1	0

Mean Score: Boys	50	59	69	74
Mean Score: Girls	52	61	65	72