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**CTY's Information Office has  
bilingual staff available to  
assist your Spanish speaking  
families.**

**Call CTY today  
410-735-6278!**

**Welcome and Thank You!**

Dear Principals, Coordinators, and Counselors,

Greetings from the campus of Johns Hopkins University! We are launching this year's International Talent Search with a unique sense of energy—CTY is about to turn 30. Our growth and ability to serve students from over 90 countries happened because of your support. Busy professionals, who make a special effort to identify and support students through the CTY process, are the heart of our work and our mutual mission of impacting the next generation.

This Coordinator Guide is intended to be a quick reference for your use in launching the CTY International Talent Search. This year, we have included selected topics from *What We Know About Academically Talented Students*, a paper which presents some of the major findings from CTY's vast array of research projects over the past 30 years. We hope these articles will become additional tools to support your work with gifted students.

Another resource for you and your parents are our Webinars, short web-based seminars. These will be offered weekly on various topics, including "How to Identify Students for CTY". Please visit our website for a complete list of seminar topics, times, and dates.

As CTY celebrates 30 years of helping talent soar, we look forward to working closely with you and your students. Please accept our best wishes for another successful school year.

Sincerely,

Karen Bond, Director



Center for Talent Identification and Admissions

410-735-6278 800-548-1180 [www.cty.jhu.edu](http://www.cty.jhu.edu) [ctyits@jhu.edu](mailto:ctyits@jhu.edu)

## Benefits of participating

Encourage your parents to visit the web for detailed information on the benefits of participating in CTY at <http://cty.jhu.edu/ts/its.html>

### Let CTY's International Talent Search help your school:

- ◆ **Assess students' high academic talents and/or reveal previously unrecognized abilities**  
Often schools are very aware of a bright student's academic abilities. For example, teachers may know that a student is quite advanced mathematically, but they may not know the extent of this ability, or may want objective documentation of advanced talent. Since the Talent Search tests are given above-grade-level, the results can reaffirm student ability by providing concrete test results that show a student has a level of knowledge far beyond what is expected for his or her current grade level.
- ◆ **Provide statistical data about International Talent Search participants' test scores**  
CTY provides your school with a School Report that lists the scores of your students who tested with CTY. This information can help you understand how each student's test scores compare to the international landscape of gifted children participating in the CTY International Talent Search. We provide data by grade, rather than by age, as many of our students have skipped one or more grades, and yet are still considered advanced for the grade they are enrolled in. The *Student Resource Guide*, which includes this data, also contains a suggested reading list and bibliography. All of this information helps your school gain a deeper understanding of your students' academic abilities.
- ◆ **Receive recognition from the Johns Hopkins University**  
All CTY International Talent Search participants and their schools receive a **Certificate of Participation** from the Johns Hopkins University. CTY knows that schools welcome recognition of their students' abilities. CTY also values each school's interest in honoring academic talent among their students. This certificate is sent to each participating school in the spring.
- ◆ **Inform parents and students about challenging academic programs**  
Participation in the International Talent Search offers qualifying students access to CTY's challenging academic programs, including accelerated courses, AP, and other courses not typically available until college. See pages 11 and 12 or visit our website for more information on CTY's programs.
- ◆ **Serve as a leader in gifted education**  
Schools, like yours, which identify CTY Talent Search participants are our greatest asset in reaching the world's brightest students. Because of you, countless students have been introduced to a wealth of academic opportunities. By supporting the identification of the world's brightest young people, you are a leader in gifted education.

### Calendar of Dates: CTY International Talent Search

- Sept 15**  
International Talent Search application deadline for December testers
- Oct 15**  
International SAT registration deadline for December test
- Nov 20**  
International Talent Search application deadline for January testers
- Dec 6**  
International SAT test date
- Dec 3**  
International SAT registration deadline for January test
- Jan 24**  
SAT test date
- By March 1**  
Take SCAT for 2009 Summer Programs qualification

Visit us online  
**[www.cty.jhu.edu](http://www.cty.jhu.edu)**  
for the most updated  
CTY information

## Commonly used tests:

California Achievement Test (CAT)

Cognitive Abilities Test (COGAT)

Iowa Test of Basic Skills (ITBS)

Metropolitan Achievement Test (MAT)

Stanford Achievement Test (SAT)

Terra Nova

CTBS

## SUBTESTS

Use the following guidelines to identify acceptable subtests:

### Acceptable subtests

*that indicate reasoning ability:*

applications  
 aptitude  
 composite  
 complete battery  
 comprehension  
 concepts  
 core total  
 problem-solving  
 reasoning  
 science  
 social studies  
 total battery  
 total math  
 total reading  
 total score

### Unacceptable subtests

*that do NOT indicate reasoning ability:*

computation  
 expression  
 mechanics  
 punctuation  
 spelling  
 usage

**Complete listing online:  
[cty.jhu.edu/ts/tests.html](http://cty.jhu.edu/ts/tests.html)**

# International Talent Search how-to...

## Identify your students

### Who is eligible to participate?

Second through eighth grade students who have scored in the 95<sup>th</sup> percentile or higher on any **one** section or subtest of a nationally-normed standardized test are eligible to apply to the International Talent Search. CTY accepts scores on tests and subtests that contain items intended to measure reasoning abilities as opposed to mastery or memorization (see list for details).

### What if no scores are available?

If no scores are available parents may nominate a child who demonstrates superior academic performance to apply to the International Talent Search. When using this option, parents should select 'Parent Nomination' on the online application where it asks for qualifying test. Percentile should be left blank.

## Distribute CTY brochures

Please distribute International Talent Search brochures to all eligible students, allowing the parent and student to decide whether or not to participate.

Remind parents that this is a **two-step process**:

**Step 1** - apply online to the CTY International Talent Search and pay the application fee

**and**

**Step 2** - register to test with the testing agency and pay the test fee

### Ways to distribute brochures to eligible students and their families

The simplest way to notify parents about their child's eligibility for the International Talent Search is to send the brochure home with the student. CTY provides a sample parent letter schools may use that explains the International Talent Search (pages 5 & 6). Parent/Teacher conferences are also a great time to let parents know about the International Talent Search. Or, if there are a number of qualified students, hosting an information meeting about CTY may be the easiest way to get the word out. CTY will provide you with everything needed to host the event. Please visit [cty.jhu.edu/ts/its.html](http://cty.jhu.edu/ts/its.html) to download presentation and script.

### Your School Code

The International Talent Search School Code starts with I and is followed by 6 digits (I#####); it appears on your address label. In order for your school to receive their test results, all students from your school must use this school code when completing their International Talent Search application. The code is also available on our website.

## About the Talent Search Tests

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The Talent Search is an opportunity for students to become familiar with an above-level test in a low stakes environment. Students will be tested on their mathematical and verbal abilities. Please remind your students that the Talent Search test is designed for older students, and that they are not expected to know all of the answers. The purpose of the test is to see how well the students can answer questions on material they haven't yet covered in school. It is not possible to fail the Talent Search test.

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### Grades 2 to 6: School and College Ability Test (SCAT)

The SCAT is a computerized test administered at Prometric test centers throughout the world. The registration fee for the SCAT varies by country. The test consists of two sections: verbal (50 questions) and quantitative (50 questions). Students must take both sections of the test. Test-takers have 22 minutes to complete each section. There is a 10 minute break between sections. Students are scheduled for a 90-minute testing appointment to allow for a pretest tutorial on using the mouse and on the test process, although most students finish in about an hour.

#### Test Strategy

Prior to the test, students should review the practice questions in the registration bulletin. Additional sample questions may be found at [cty.jhu.edu/ts/its.html](http://cty.jhu.edu/ts/its.html). During the test, students should guess if they do not know the answer; there is no penalty for wrong answers. If there is time left after completing a section, students should check their work. They can change answers within each section. Once they move to the next section, they cannot go back to the previous section. CTY sends official scores to students approximately four weeks after the test date.

*Parents must remain in the testing center while their child tests.*

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### Grades 7 & 8: SAT

The SAT is a standardized multiple choice test usually used by colleges and universities to objectively determine students' readiness for college studies. Most students take the SAT in 11<sup>th</sup> or 12<sup>th</sup> grade. The SAT takes 3 hours & 45 minutes and has 3 sections (Writing, Critical Reading, and Mathematics). Possible scores range from 200- 800 in each section. There is a mandatory writing component. However, CTY does not use Writing scores for program eligibility.

#### Test Strategy

Prior to the test, students should review the practice test included in their test registration materials. The practice test is available online at [www.collegeboard.com](http://www.collegeboard.com). There is a penalty for wrong answers; students should consider this when making a guess. Test results will be sent to the student from the College Board.

**Q: How can students take a test on difficult material that they have never been taught?**

**A:** Many of the questions on above-grade-level tests can be answered by students with advanced reasoning ability. Students who are willing to take the test are usually academically motivated and interested in putting forth the intellectual effort required by a difficult test. Students are not expected to know all of the answers, but our research shows that students who score in the top five percent on grade level tests are able to answer many of the questions on the Talent Search above-grade-level tests.

**Q: Will taking such a difficult test put undue pressure on a young student?**

**A:** The attitudes of others, particularly parents, teachers, and friends, are the most important influence determining how much pressure a student feels. Out-of-level testing should be considered a tool to assist with educational planning and a useful opportunity to practice taking a standardized test. It should not be viewed as an irrevocable assessment of talent and achievement.

**Q: Will "low" SAT scores affect college applications?**

**A:** No. SAT scores from 7<sup>th</sup> and 8<sup>th</sup> graders are not reported to colleges. Starting in 9<sup>th</sup> grade, scores become part of the student's permanent record and are reported to colleges. The Talent Search is a good opportunity to practice taking the SAT at an early age.

## Sample Parent Letter

Dear Parent or Guardian:

We are pleased to inform you that your child is eligible to participate in the 2009 CTY International Talent Search, sponsored by the Johns Hopkins University Center for Talented Youth. The purpose of the Talent Search is to identify, assess, and recognize the academic abilities of highly able students.

To qualify for the International Talent Search, a student must score in the 95<sup>th</sup> percentile or higher on a reasoning section of a nationally-normed test, or have U.S. state test results categorized at the highest levels of performance (such as advanced, distinguished, exceeds, honors). Students who demonstrate superior academic performance may be nominated to participate in the International Talent Search by their parents. Details of your child’s qualifications are listed below.

Qualified students who apply to the International Talent Search will receive test registration materials for the SCAT test (grades 2-6) or for the College Board SAT (grades 7-8). These tests are given as above-grade-level tests to better assess the mathematical and verbal reasoning abilities of highly able students. The Talent Search offers a variety of services and opportunities for students after they test. More information about CTY and programs it offers can be found by visiting their website: [www.cty.jhu.edu](http://www.cty.jhu.edu). The decision about participation is strictly up to you; we are notifying you of your child’s eligibility because it is our policy to inform parents about programs that may help meet the special educational needs of their children.

Please read the accompanying brochure or visit CTY’s website ([www.cty.jhu.edu/ts/its.html](http://www.cty.jhu.edu/ts/its.html)) for additional information. If you would like to have your child participate in the International Talent Search, please complete the online International Talent Search application. Have a credit card available, you will need it to pay the \$50 application fee. Follow the deadlines on the calendar in the International Talent Search brochure.

Sincerely,

P.S. You must complete two steps and pay two fees in this process:

- (1) International Talent Search application fee of \$50.00 payable to CTY/JHU (pay now)  
and
- (2) Test fee (pay later when you register to test)  
(SCAT fee varies by country for grades 2-6; SAT test fee \$71.00 for grades 7-8)

### Attachments

Talent Search Brochure

(Please call CTY at 410-735-6278 or email [ctyits@jhu.edu](mailto:ctyits@jhu.edu) if you have questions.)

Use this information to complete the International Talent Search application, should you choose to participate:

Student’s name: \_\_\_\_\_

International Talent Search School Code   I   \_\_\_\_\_

Qualifying test information \_\_\_\_\_

Percentile rank Math \_\_\_\_\_% Verbal \_\_\_\_\_% Composite \_\_\_\_\_%

## CTY Research: What We Know

### ABILITY GROUPING AND ACCELERATION

Acceleration has been shown to be an appropriate practice for meeting the needs of academically talented students, and as a way to keep these students motivated and appropriately challenged.

**CTY has a long history of conducting research on acceleration. Following are three articles that represent some of this work.**

Third through sixth-grade mathematically talented students who participated in a flexibly paced, accelerated mathematics course showed achievement gains during a one-year course that far exceeded the normative gains expected during this period of time. These students also showed a high level of retention of the material over the summer.

Mills, C.J., Ablard, K.E., & Gustin, W.C. (1994). Academically talented students' achievement in a flexibly paced mathematics program. *Journal for Research in Mathematics Education*, 25, 495-511.

Forty-three college students who were identified at an early age as demonstrating extremely high ability in mathematical reasoning were quite accelerated, taking Calculus on average 2.5 years earlier than is typical. With few exceptions, students performed well in all courses, including college courses taken in high school.

Kolitch, E. R., & Brody, L. E. (1992). Mathematics acceleration of highly talented students: An evaluation. *Gifted Child Quarterly*, 36(2), 78-85.

Some students need to advance in more than one area, and this may lead to skipping grades. Whether the grade skips occur in the early grades or later, students who skip grades are likely to be ready to enter college at a younger than typical age. There is strong research support for the effectiveness of this practice for selected students. This chapter also discusses a variety of alternatives for acceleration and enrichment that do not place students in a full-time college setting at a young age.

Brody, L. E., & Stanley, J. C. (1991). Young college students: Assessing factors that contribute to success. In W. T. Southern and E. D. Jones (Eds.), *The Academic Acceleration of Gifted Children*. New York: Teachers College Press.

### What We Know About Academically Talented Students:

This document presents in concise statements some of the major findings from CTY's vast array of research over the past 30 years. Each statement is supported by one or more research projects cited. More information with detailed links on this research can be found online.

Full text of these articles  
available at  
[cty.jhu.edu/research/  
whatwewknow.html](http://cty.jhu.edu/research/whatwewknow.html)

## CTY Research: What We Know

### SOCIAL, EMOTIONAL, AND PERSONALITY

#### **Most academically talented students feel socially successful and happy with their friendships.**

Based on data from a six-year study of over 800 families of academically talented students, the belief that students who are above their peers in academic abilities are below their peers in social abilities, appears to be more of a myth than fact. Academically talented high school students on average felt that they were socially successful and rated themselves as an 8 overall on a scale from 0 (not at all successful) to 10 (very successful). None of the students felt that they were not at all successful and 89 percent of students rated themselves at least as moderately socially successful (i.e., rating higher than a 5). The large majority of students were also happy with their friendships (91%) and happy with the number of friends they had (95%).

Ablard, K. E. (2004). *The Developmental Study of Talented Youth (DSTY): Six-Year Trends* (Tech. Rep. No. 31). Baltimore, MD: Johns Hopkins University, Center for Talented Youth.

#### **Not all gifted students are alike in their learning styles.**

Although there are clear differences between academically talented adolescents and a normative group of students, it is important to remember that there are also strong within-group differences. Students exhibit all possible types of cognitive style, as assessed by the Myers-Briggs Type Indicator. More specifically, the mathematically talented students with high verbal scores are those students with the strongest preference for introversion and intuition. Introverts with an intuitive preference tend to use their minds in a way that is advantageous for dealing with the intricacies of thought and language. On the other hand, the mathematically talented students with the lowest verbal scores had the largest number of sensing types and almost 70 percent of them were thinking types. Sensing-thinking types tend to prefer impersonal, logical analysis with an emphasis on facts; they tend to be practical and matter-of-fact. We may find that individual differences such as these are related to “how” an individual uses and develops his/her ability.

Mills, C. J. (1993). Personality, learning style and cognitive style profiles of mathematically talented students. *European Journal for High Ability*, 4, 70-85.

For more CTY research publications, findings, and online documents please visit [www.cty.jhu.edu/research](http://www.cty.jhu.edu/research)

## CTY Research: What We Know

### GIFTED STUDENTS WITH LEARNING DISABILITIES

**Despite common perception, there are a number of gifted children who have a specific learning disability or attention problems. *They are often not identified in their school and are often under-served.***

With appropriate accommodations and interventions they are able to reach their full potential. Many people have difficulty comprehending that a child can be gifted and also have learning disabilities. As a result, children with special needs that result from both their high abilities and their learning problems are rarely identified and are often poorly served. This article explores the current policies and practices with regard to defining, identifying, and educating this population. Recommendations are included that would help ensure that students who are gifted and have learning disabilities receive the intervention needed to help them achieve their full potential.

Brody, L. E., & Mills, C. J. (1997). Gifted children with learning disabilities: A review of the issues. *Journal of Learning Disabilities*, 30, 282-296.

The concept of a child with exceptionally high abilities also having learning disabilities is difficult for many educators to accept. This book brings together experts from both the fields of giftedness and learning disabilities who explore the question of how to characterize, define, identify, and develop programs for gifted children with learning disabilities. The results of empirical research on this population, as well as case studies, are included. Several model programs that were developed specifically for this population are described.

Fox, L. H., & Brody, L. E. (1983). Models for identifying giftedness: Issues related to the learning disabled child. In L. H. Fox, L. E. Brody, & D. Tobin (Eds.), *Learning Disabled/Gifted Children: Identification and Programming*. Austin, TX: Pro-Ed.

Despite the many examples of famous individuals who were obviously talented and yet had great difficulty as students, many people have difficulty understanding that a child can be gifted and also have a learning disability. Because these students are so misunderstood, they are rarely identified and even if identified are often poorly served. This article explores the current policies and practices with regard to defining, identifying, and educating this misunderstood and underserved population.

Mills, C.J. & Brody, L.E. (1999) Overlooked and Unchallenged: Gifted students with learning disabilities. *Knowledge Quest*, 27(5), 30-34.

### What We Know About Academically Talented Students:

This document presents in concise statements some of the major findings from CTY's vast array of research over the past 30 years. Each statement is supported by one or more research projects cited. More information with detailed links on this research can be found online.

Full text of these articles  
available at  
[cty.jhu.edu/research/  
whatwewknow.html](http://cty.jhu.edu/research/whatwewknow.html)

## CTY Research: What We Know

### SELF-PERCEPTION, MOTIVATION, AND METACOGNITION

Academically talented students vary widely in their beliefs about intelligence; students' views of the stability of intelligence parallels a normal distribution with high school students more likely than elementary students to believe that intelligence is stable.

Academically talented students have been identified by teachers, parents, and peers as being intelligent; therefore their views about intelligence should be highly salient and potent factors affecting their achievement-related behaviors. One-hundred and fifty-three third through eleventh grade academically talented students rated their beliefs on the stability of intelligence from “stays the same” to “changes a lot.” They also rated themselves on similar scales for how smart and hardworking they thought they were, and how much they liked hard tasks. Approximately 9% of these bright students were at risk for underachievement based on their self-perceptions of relatively low ability and the belief that intelligence is stable. In addition to a developmental trend, females described themselves as being harder workers than males. Findings may account for the differing academic experiences and performance of academically talented students over time.

Ablard, K.E. & Mills, C.J. (1996). Implicit theories of intelligence and self-perceptions of academically talented adolescents and children. *Journal of Youth and Adolescence*, 25, 137-148.

## WEBINARS

Want to know more about CTY?

**Attend a CTY Webinar!**

Sign-up for a free  
multimedia presentation at  
[cty.jhu.edu/ts/webinars.html](http://cty.jhu.edu/ts/webinars.html)

*It's fun and easy!*

Attend a live video presentation  
delivered via the internet with  
two-way audio communication  
by phone, all from the comfort  
of your home or office!

## CTY Academic Programs

### CTY Summer Programs

*Astronomy, Medical Sciences, Electrical Engineering, Genetics, Robotics, International Politics, Existentialism, Writing by the Bay, Cryptology, Mathematical Modeling, Probability and Game Theory, and more...*

Each summer, thousands of students from across the U.S. and 80 countries come together in a unique environment of learning. Students work at a challenging pace, explore topics in depth, and study subjects not often available to students their age. Programs are held at multiple locations in the U.S., from Johns Hopkins University in the east to Stanford University in the west, and at sites abroad. Residential programs, available to students in grades 5 through 12, provide the opportunity to live, study, and socialize with other bright, motivated students. Day programs serve students in grades 2 through 6. Students must establish eligibility by entering the CTY Talent Search and receiving qualifying scores on designated tests.

To learn more please visit [www.cty.jhu.edu/summer](http://www.cty.jhu.edu/summer)

### CTY Online Distance Education Program

*Mathematics, Computer Science, Biology, Chemistry, Physics, Earth and Space Science, Language Arts, Writing, Chinese, Music, Advanced Placement, and more...*

CTY Online offers students in grades K through 12 the opportunity to enroll in challenging academic courses led by CTY's highly qualified instructors, and tailored to the needs of gifted students. Courses are offered all year long, and students can enroll in the summer to enrich their free months with advanced studies, or during the year to supplement their regular curricula. Some students use the courses as part of a home school curriculum; many work with their schools to replace a regular class with a more advanced, CTY course. CTY Online brings together the best resources for each course, and students interact with the instructor in a variety of ways, including virtual classrooms, interactive whiteboards, email, and phone.

To learn more please visit [www.cty.jhu.edu/cde](http://www.cty.jhu.edu/cde)

### CTY Family Academic Programs

*Creative Connections, Discovery Series, Odyssey Series, Science and Technology Series, Pathways to College, and Educational Travel Programs*

CTY Family Academic Programs are open to all CTY Talent Search participants and their families, with the intention of exposing talented students to the exciting range of possibilities included in a broad-based education and life-long learning program. We offer one-day, overnight, and week-long programs throughout the year at sites including universities, science centers, and museums. Our program sites are primarily located in the northeast and west coast regions of the United States. We also run educational travel programs to international destinations including China, Costa Rica, Italy, Peru, Scotland, and Tanzania.

To learn more please visit [www.cty.jhu.edu/family](http://www.cty.jhu.edu/family)

#### Q: What happens after the test?

A: Students will receive an official score report from the testing organization (grades 7-8) or from the CTY Talent Search (grades 2-6). Students also receive a packet of materials that help interpret the scores with guidance materials from CTY. These materials include a Suggested Reading List and other information on educational planning.

- ◆ All students receive invitations to Family Academic Programs.
- ◆ Qualified students receive materials on CTY's Summer Programs and CTY Online.

## Other CTY Services

### The Diagnostic and Counseling Center (DCC)

The DCC provides psycho-educational evaluations in our Baltimore office to measure intelligence, cognitive processing, achievement, and social-emotional adjustment. The DCC staff have expertise in clinical psychology, developmental and educational psychology, learning disabilities, gifted education, college planning/career exploration, and counseling. Consultations with the DCC staff are also available to help students and families evaluate educational options, interpret test scores, and develop educational plans. In addition, consultations are available to assist schools in developing or evaluating assessment procedures or programs for gifted students.

The DCC's Academic and Career Guidance Program helps teens better understand their personality and how it relates to their educational and career interests. Students complete personality questionnaires and career interest inventories by mail and receive an individualized report.

For more information, visit [www.cty.jhu.edu/dcc](http://www.cty.jhu.edu/dcc)

### The Study of Exceptional Talent (SET)

CTY's SET identifies students around the world who reason *extremely* well verbally and/or mathematically. Students qualify by scoring 700 or higher on either the math or reading section of the SAT before age 13. Those who test after this age can also qualify by scoring an additional ten points for each additional month of age beyond 13. Note: high scores on the ACT cannot be used for SET eligibility.

SET's staff works with students and their families to help them identify ways to modify, accelerate, and/or supplement their programs to meet the student's unique educational needs. SET also offers members a variety of services:

- ◆ Free subscription to *Imagine* Magazine and the SET newsletter
- ◆ SET listserv to facilitate communication among SET members
- ◆ Invitation to join *Cogito*
- ◆ Participation in a longitudinal study of talent development

For more information, visit [www.cty.jhu.edu/set](http://www.cty.jhu.edu/set)

### *Imagine* Magazine

CTY's *Imagine* Magazine, winner of the Parents' Choice Gold Award, describes challenging educational programs and extracurricular activities for readers interested in making the most of their pre-college years. Designed primarily for gifted students in grades 7-12, the magazine also includes advice on planning for college, reviews of selective college, career profiles, challenging puzzles, and students' creative work.

For more information, visit [www.cty.jhu.edu/imagine](http://www.cty.jhu.edu/imagine)

### *Cogito*

*Cogito* is a new website for students with high abilities and strong interest in mathematics and sciences. *Cogito* provides them with access to a wide variety of resources and opportunities to develop their knowledge of scientific disciplines and career fields.

Visit [www.cogito.org](http://www.cogito.org) and explore for yourself!

**CTY's Information Office  
has bilingual staff  
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Spanish speaking families.**

**Call CTY today  
410-735-6278!**

**Visit us online  
[www.cty.jhu.edu](http://www.cty.jhu.edu)  
for the most updated  
CTY information**

Johns Hopkins University  
 Center for Talented Youth (CTY)  
 McAuley Hall, Suite 400  
 5801 Smith Avenue  
 Baltimore, MD 21209

**JOHNS HOPKINS**  
 UNIVERSITY

Center for Talented Youth

## 2009 CTY International Talent Search

	Fees		Deadlines		
	International Talent Search application	Test registration	Submit International Talent Search application by	Test Registration by	Testing Dates
<b>Grades 2-6</b>	\$50	SCAT Varies	Nov 20*	Feb 15	Mar 1
			May 31	Jun 15	June 30
<b>Grades 7-8</b>	\$50	SAT \$71	Oct 1	Oct 15	Dec 6
			Nov 20	Dec 3	Jan 24

\* Online applications are accepted through December 1. Students should test by March 1 for 2009 Summer Programs. Students can still test (through June) for assessment, for year-round CTYOnline courses, and for Summer Programs courses, if available.

### Webinar Wednesdays

Join us on the information highway!

CTY will be offering free Webinars throughout the day every Wednesday starting September 17, 2008. These "online conferences" provide schools, parents and students with valuable information on *Identifying Students, Benefits of Participation, Testing Philosophy and Preparation, CTY Programs*, and much more.

To view the complete schedule and register online, please visit [cty.jhu.edu/ts/webinars.html](http://cty.jhu.edu/ts/webinars.html)

### Information Meetings

CTY coordinates hundreds of information meetings each year. Please join us!

Your school can host its own CTY Meeting to let your students and their families know more about CTY. We provide you with all the materials, free of charge. You are also invited to attend another meeting scheduled in your area.

For more information, please visit [cty.jhu.edu/its.html](http://cty.jhu.edu/its.html)

### Contact Information

**CTY Information Office**  
 410-735-6278

**CTY schools-only toll free**  
 800-548-1180

[www.cty.jhu.edu](http://www.cty.jhu.edu)

[ctyits@jhu.edu](mailto:ctyits@jhu.edu)

[dolmos@jhu.edu](mailto:dolmos@jhu.edu)  
 (for assistance in Spanish)

**Talent Search**  
[cty.jhu.edu/ts](http://cty.jhu.edu/ts)

**Coordinator Guide Online**  
[cty.jhu.edu/ts/its.html](http://cty.jhu.edu/ts/its.html)

**Qualifying Tests**  
[cty.jhu.edu/ts/tests.html](http://cty.jhu.edu/ts/tests.html)

**Information Meetings**  
[cty.jhu.edu/ts/its.html](http://cty.jhu.edu/ts/its.html)

**Webinars**  
[cty.jhu.edu/ts/webinars.html](http://cty.jhu.edu/ts/webinars.html)

**Summer Programs**  
[cty.jhu.edu/summer](http://cty.jhu.edu/summer)

**CTYOnline**  
[cty.jhu.edu/cde](http://cty.jhu.edu/cde)

**Family Academic Programs**  
[cty.jhu.edu/family](http://cty.jhu.edu/family)

**SET**  
[cty.jhu.edu/set](http://cty.jhu.edu/set)

**Imagine Magazine**  
[cty.jhu.edu/imagine](http://cty.jhu.edu/imagine)

**Diagnostic and Counseling Center**  
[cty.jhu.edu/gifted/dcc/index.html](http://cty.jhu.edu/gifted/dcc/index.html)