



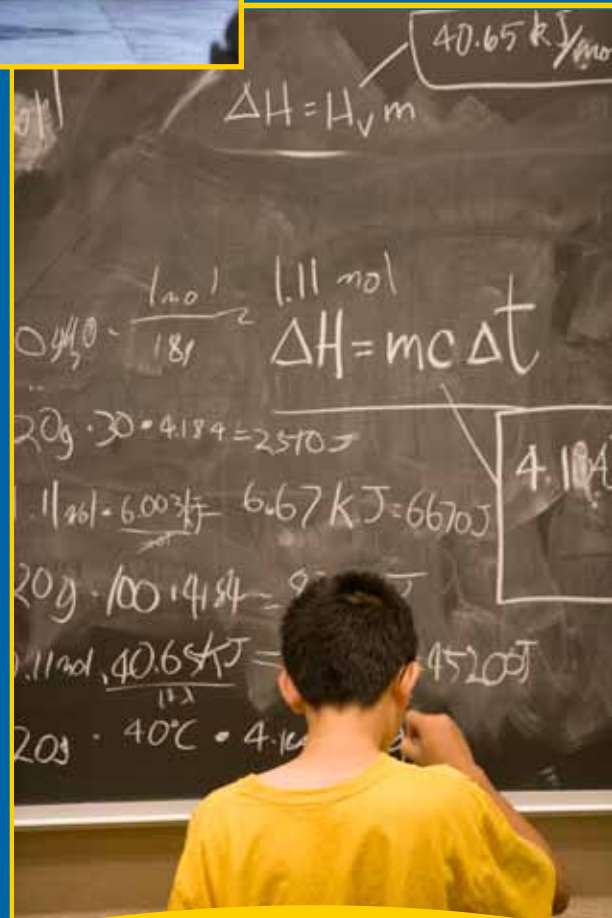
2009-2010

CTY Coordinator Guide

**Essential CTY Talent Search
information for schools**

JOHNS HOPKINS
UNIVERSITY

Center for Talented Youth



2009-2010
CTY
Coordinator
Guide

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Welcome and Thank You!

Dear Principals, Coordinators, and Counselors,

Greetings from the Johns Hopkins University Center for Talented Youth! We are launching this year's Talent Search with renewed energy, having just celebrated 30 years of helping talent soar. Our growth and ability to serve students from over 100 countries could not have happened without the support of educators like you. Busy individuals who take time out to encourage and support students through the CTY process are the heart of our work and our mutual mission of impacting the next generation.

What's new this year?

- **Simplified application process** Students are encouraged to apply online or use our new and improved paper application. No more bubble forms! The new application can also be downloaded or emailed to schools and families.
- **Alternate school reporting option** In response to FERPA (Federal Educational Rights and Privacy Act), CTY will give students the option of having their test results withheld from their school. This option has always been available to students and their parents, but this year families will indicate this choice directly on the Talent Search application.
- **Added student recognition** Students may now test through June to be eligible to receive the Award for High Honors at an Awards Ceremony, held in selected states and countries.

We recognize that the cost of applying to and attending our programs presents a challenge to many families; please remember that CTY does have financial aid.

As CTY moves into its fourth decade 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
Senior Director, CTY Academic Services

Benefits of participating

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

Enroll your students in the Talent Search and let CTY 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 showing that a student does indeed have a level of knowledge far beyond what is expected for his or her current grade level.

- **Provide statistical data about 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 national landscape of gifted children participating in the CTY 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 (hence their participation in Talent Search). The Student Resource Guide, which includes this data, also contains a suggested reading list, bibliography, and state GT contacts. 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 Talent Search participants and their schools receive a Certificate of Participation from the Johns Hopkins University. CTY knows that schools welcome praise for and recognition of their students' abilities. CTY also values each school's interest in honoring academic talent among their students, in addition to recognizing sports, music, and other abilities. This certificate is sent to each participating school in the spring.

Additionally, schools with students scoring high enough for an Award for High Honors will be recognized at the CTY State Awards Ceremonies held in select states. Talent Search participants must achieve qualifying scores and live in one of the states where CTY holds Awards Ceremonies to be invited. Students may now test through June and receive this recognition.

- **Serve as a leader in gifted education**

Schools like yours that identify CTY Talent Search participants are our greatest asset in reaching America's brightest students. Because of you, countless students have been introduced to a wealth of academic opportunities. By supporting the identification of our nation's brightest young people, you are a leader in gifted education worldwide.

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

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

Information Meetings

CTY coordinates hundreds of information meetings each year. 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/ts/infomeet.html

Webinar Wednesdays

CTY will be offering free Webinars throughout the day every Wednesday starting September 23, 2009. These "online conferences" provide schools, parents, and students with valuable information on Identifying Students, Benefits of Participation, Testing Philosophy and Preparation, CTY Research, CTY Programs, and much more. To view the complete schedule and register online, please visit cty.jhu.edu/ts/webinars.html

Visit us online
www.cty.jhu.edu
for the most updated
CTY information

Quick Guide to Getting Started

Identifying your students

Who is eligible to participate?

Second through eighth grade students with qualifying scores are eligible to participate in the CTY Talent Search.

What are qualifying scores? (see “Qualifying Tests” on next page)

Students who have scored at or above the 95th percentile on a nationally-normed test are qualified to participate in the Talent Search. CTY also accepts state test scores categorized at the highest levels of performance. For more information, please review the next page titled, “Qualifying Tests”.

What if no scores are available? (see Parent Nomination Form on page 7)

If your school does not administer state tests or nationally standardized tests, or if nationally standardized test scores are not available for any reason, your highly able students may still participate. Students who do not have test scores should be provided with a copy of the enclosed Talent Search Parent Nomination Form. The form is to be completed by the parent and submitted with the Talent Search paper application or is available as part of the online Talent Search application.

Distributing CTY brochures

Please distribute Talent Search brochures to all eligible students, to allow the parent and student to decide whether or not to participate. Remind parents that this is a two-step process and they must complete both steps by (1) applying to the CTY Talent Search and paying an application fee and (2) registering directly with the testing agency to take the test and paying a test registration fee.

Ways to distribute brochures to eligible students and their families

Host a CTY Information Meeting

Have a meeting to let your students and their families know more about CTY. We are happy to provide materials to you, free of charge, for the meeting. Simply visit cty.jhu.edu/ts/infomeet.html for more information.

Send brochures home with the Sample Parent Letter

The Sample Parent Letter can be found on page 9 or online at: cty.jhu.edu/ts/tscoordguide.html (available in English and Spanish).

Distribute at Parent/Teacher Conferences

This is an ideal time to confirm a student's high abilities with the distribution of the Talent Search brochure.

Your School Code

Your Talent Search School Code appears on your address label. It is your school zip code plus two digits. All participants from your school must enter your school code on the Talent Search application. Only students who complete this code will appear on your report of student score results. Please encourage your students to use your school code and to elect to have their scores sent to you.

We recommend schools use the Sample Parent Letter on page 9 and fill in the school code at the bottom. Schools can also complete the school code on Talent Search applications before distributing them to students.

Financial Aid Questions

Q: Is financial aid available for Talent Search?

A: Yes! Financial aid for Talent Search reduces the \$37.00 Talent Search application fee to \$10.00 and pays the full test fee (using a test payment card provided by CTY).

Q: Who is eligible for financial assistance?

A: Financial aid is available to students qualified for free or reduced-price school lunches.

Q: How do students receive Talent Search financial aid?

A: A school official must sign the Financial Aid Form (page 11) verifying that the student is eligible for financial aid because s/he qualifies for free or reduced-price school lunches. A signed form and \$10 payment must accompany the student's Talent Search application. Schools should photocopy the blank form on page 11 and distribute ONLY to students eligible for financial assistance.

Q: Is there additional aid for other CTY programs?

A: Yes! CTY provides financial aid to students who demonstrate financial need. Students must apply for aid when they apply for each CTY program. Please visit cty.jhu.edu/financial for more information.

Qualifying Tests and Subtests

Please use ONE of the following methods to identify your eligible students:

Nationally-Normed Tests

95th percentile or higher

The CTY Talent Search is open to students who have scored in the 95th, 96th, 97th, 98th, or 99th percentile on any reasoning section or subtest (see guidelines at right). The student only needs one acceptable test or subtest score.

Some commonly used tests include:

- California Achievement Test (CAT)
- Cognitive Abilities Test (COGAT)
- Comprehensive Test of Basic Skills (CTBS)
- Iowa Test of Basic Skills (ITBS)
- Metropolitan Achievement Test (MAT)
- Stanford Achievement Test (SAT)
- Terra Nova

CTY accepts scores that reflect performance on tests containing items intended to measure reasoning abilities as opposed to mastery or memorization (see list at right). For a complete list of tests and subtests, please visit cty.jhu.edu/ts/tests.html

State Tests

CTY accepts state test scores. Students with state test results categorized at the highest levels of performance (such as advanced, distinguished, exceeds, honors, and other similar categories) are eligible to participate in the CTY Talent Search.

Some examples of acceptable state tests include:

- Alaska Comprehensive System of Student Assessment (CSSA)
- Arizona Instrument to Measure Standards (AIMS)
- California Standards Test (CST)
- Connecticut Mastery Test (CMT)
- Delaware Student Testing Program (DSTP)
- Maryland State Assessments (MSA)
- Massachusetts Comprehensive Assessment System (MCAS)
- New England Common Assessment Program (NECAP)
- New Jersey Assessment of Skills and Knowledge (NJASK)
- Oregon State Assessment
- Pennsylvania System of School Assessment (PSSA)
- Tests of New York State Standards (TONYSS)
- Virginia Standards of Learning (VA-SOL)
- Washington Assessment of Student Learning (WASL)
- West Virginia Educational Standards Test (WESTEST)

Parent Nomination Form

If your school system does not administer standardized tests, or if standardized test scores are not available for any reason, your able students may still participate using the CTY Talent Search Parent Nomination Form (see page 7).

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

Visit us online
www.cty.jhu.edu
for the most updated
CTY information

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-gradelevel 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. Above-level testing should be considered a tool to assist with educational planning and a useful opportunity to practice taking a standardized test.

CTY Tests

Preparing to test

- The Talent Search is an opportunity for students to become familiar with an above-level test in a low stakes environment.
- Remind your students that they are in control. This will help them keep their calm.
- You may want to assist in developing a plan for tackling the test. This will help them feel more in control during the test itself.
- CTY sends each student practice materials. Advise your students to review these materials well before the test date.
- You can put the testing in perspective by reminding your students that the Talent Search test is designed for older students, and that they are not expected to know all of the answers.
- Have your students take time to familiarize themselves with the test format and directions. They should review the question types provided in the CTY materials.
- Students should be sure to get plenty of rest the night before the test.

SCAT: Grades 2–6

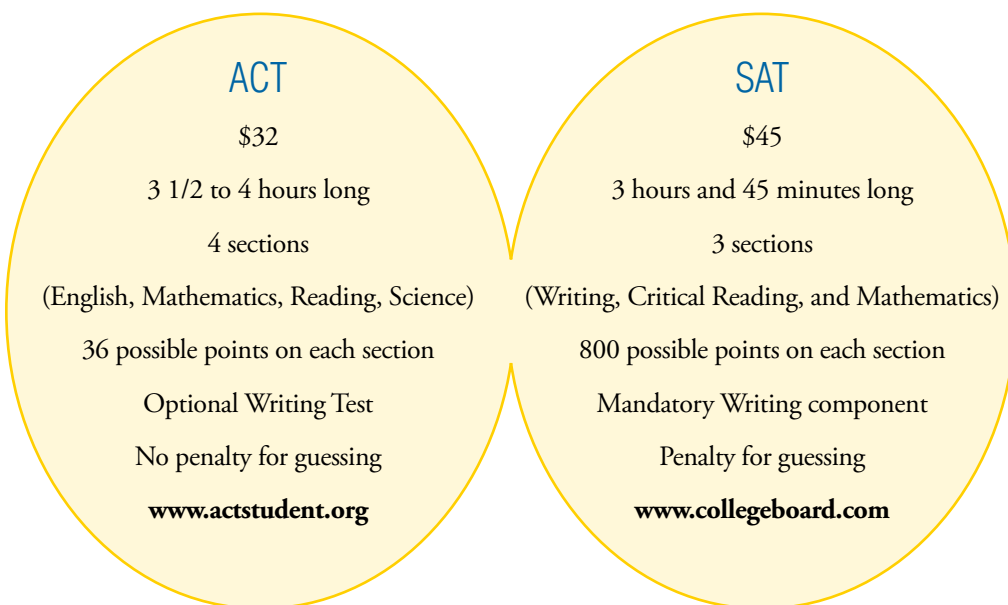
SCAT Overview

- The SCAT (School & College Ability Test) is given to CTY Talent Search participants in grades 2-6.
- The SCAT is a challenging above-level-test designed to measure a student's mathematical and verbal reasoning abilities.
- Since the test is given above-grade-level, there is no pass or fail score.
- The tests are taken on computer at Prometric test centers throughout the world.
- Simply taking the test will be a valuable experience for any student, and probably a very welcome one.

SCAT Format

- The test consists of two sections: verbal (55 questions) and quantitative (55 questions). Students must take both sections of the test.
- The test includes tutorials that show how a computer mouse works and reviews the test process before the start of the examination.
- Test-takers have 22 minutes to complete each of the two sections. There is a 10-minute break between sections. Students are scheduled for a 90-minute testing appointment, although most students are finished in one hour or less.
- Students should guess on the SCAT. There is no penalty for wrong answers.
- Students should check their work if they complete their work before their time ends for that section. They can change answers within each section. Once they move to the next section, they cannot go back to the previous section.
- Parents must remain in the testing center while their child tests.

SAT and ACT: Grades 7–8



- The SAT and ACT are standardized multiple choice tests usually used by colleges and universities to objectively determine students' readiness for college studies.
- Most students take one or both of these tests in the 11th or 12th grades.
- CTY does not recommend one test (SAT or ACT) over the other. Both tests are used by CTY. Some considerations for parents and students may include testing dates and the location of the testing centers.
- Detailed information and registration forms for both tests are provided in the student test registration packet.

STB: Grades 5–8 (optional test)

- The STB (Spatial Test Battery) was developed by the Johns Hopkins University Center for Talented Youth after seven years of research on the critical components of scientific innovation.
- The STB is open to students in fifth grade and above who are interested in learning more about their spatial ability. The test is OPTIONAL, not required, for CTY Talent Search participation.
- Talent Search participants automatically receive an STB eligibility number. Students outside the Talent Search may also apply for an STB eligibility number.
- It is a test primarily for students with interests or talents in mathematical, computer, and scientific studies. It may also be of interest to students who excel in the arts and humanities, as it may reveal unrecognized talents of which the student is not aware.
- Along with an assessment of verbal, mathematical, and other forms of ability, the recognition of spatial ability provides a more comprehensive profile of talents. For more information, please visit www.cty.jhu.edu/ts/stbformat.html

Q: SAT and ACT testing seem to be on Saturdays—what if I observe the Sabbath on Saturday?

A: Students receive full information on how to make arrangements for Sunday testing for both the SAT and ACT in the test registration materials sent to the student from CTY. Sunday testing is available for the SAT, and usually occurs the Sunday after the scheduled administrations. Limited Sunday testing is available for the ACT, but students requiring Sunday testing who are not within 50 miles of an established Sunday test administration can write to ACT for information on Arranged Testing.

Q: Will “low” SAT or ACT scores affect college applications?

A: No. SAT and ACT scores from 7th and 8th graders are not reported to colleges. Starting in 9th 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 ACT or SAT at an early age.

Parent Nomination Form

Although Talent Search remains strongly committed to the use of standardized test scores as a preliminary screening criterion for the Talent Search, we realize that fluctuating policies at the state and district level have eliminated such testing in some locales. If your child’s school district does not administer or release individual results of nationally-normed tests or state tests, you, the parent, may nominate your child for the Talent Search. In order to assist you in determining whether participating in the Talent Search would be appropriate for your child, we recommend that you consider the following questions. Has your child:

1. Demonstrated unusually advanced aptitude in verbal or mathematical reasoning?
2. Consistently performed in the top five percent relative to his/her age-mates?
3. Performed exceptionally well in academically demanding course work in his/her school?
4. Demonstrated an unusual and consistent desire for additional academic challenge?

If you wish to nominate your child for the Talent Search, enter “parent nomination” on the blank line following “Others” as the “Qualifying Test” on the Talent Search application.

Complete, sign, and separate the Standardized Testing Waiver below on the dotted line and include it with your Talent Search application and check. Please do not send it in a separate envelope.

Parent Nomination Form



- My child’s school does not administer standardized tests.
- I understand that Talent Search activities and opportunities are targeted for students whose abilities place them in the top five percent of their age-mates nationwide.
- I understand that above-level testing is challenging for the very best students and may be frustrating for students of lesser abilities.
- I have discussed my child’s abilities with his or her teachers and counselors, and I believe that my child would rank at or above the ninety-fifth percentile if nationally-normed test results were available.

I recommend my child for participation in the Talent Search.

CHILD’S NAME: _____

CHILD’S ADDRESS: _____

CHILD’S SCHOOL: _____

CHILD’S GRADE: 2 3 4 5 6 7 8

PARENT’S SIGNATURE: _____

parent nomination form

Forma de Nominación para Padres de Familia

La Búsqueda de Talento de CTY se mantiene comprometida en usar los resultados de exámenes estandarizados como un criterio a seguir, sin embargo entendemos que existen distritos y estados que no utilizan o no difunden los resultados de dichos exámenes y que usted como padre de familia puede nominar a su hijo/a para la Búsqueda de Talento de CTY. De tal manera que para ayudarlo a determinar si su hijo debe participar en esta Búsqueda de Talento le recomendamos que tome las siguientes preguntas en consideración. Su hijo/a

1. ¿Ha demostrado aptitudes avanzadas en matemáticas o en áreas verbales?
2. ¿Esta consistentemente en los primeros lugares de su clase?
3. ¿Se comporta excepcionalmente bien en cursos avanzados en su escuela?
4. ¿Ha demostrado un deseo poco usual y consistente por cursos mas avanzados?

Si usted desea nominar a su hijo/a para la Búsqueda de Talento, escriba la palabra “nominacion” en la linea en espace blanco que sigue despues de “Others”.

Llene la aplicación, fírmela y despegue la forma de abajo e inclúyala en su aplicación junto con su cheque. Por favor no la mande en un sobre por separado.

Forma de Nominación para Padres de Familia



- La escuela de mi hijo/a no administra exámenes estandarizados.
- Yo entiendo que las actividades y oportunidades de la Búsqueda de Talento de CTY están diseñadas para estudiantes con habilidades altas y que están colocados en el cinco por ciento de su clase.
- Yo entiendo que el examen que el estudiante va a tomar es un examen difícil y a un nivel más alto y que quizás pueda causar frustración para estudiantes que no están en un nivel avanzado.
- He discutido las habilidades de mi hijo/a con sus maestros y consejeros, y yo creo que mi hijo/a podría colocarse dentro del cinco por ciento si los exámenes estandarizados estuvieran disponibles.

Yo recomiendo la participación de mi hijo/a para la Búsqueda de Talento.

NOMBRE DEL ESTUDIANTE: _____

DIRECCION: _____

NOMBRE DE LA ESCUELA: _____

GRADO ESCOLAR: 2 3 4 5 6 7 8

FIRMA DEL PADRE O CUSTODIO: _____

Sample Parent Letter

Dear Parent or Guardian:

We are pleased to inform you that your child is eligible to participate in the 2009–2010 CTY 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 Talent Search, a student must score in the 95th percentile or higher on a reasoning section of a nationally-normed test or have state test results categorized at the highest levels of performance (such as advanced, distinguished, exceeds, or honors). Details of your child’s qualifying test and score(s) are listed below.

Qualified students who apply to the Talent Search will receive test registration materials for the SCAT test (grades 2-6) or for the College Board SAT and the ACT (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; these are outlined in the brochure accompanying this letter. More information about CTY can be found by visiting their website: 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.

If you would like to have your child participate in the Talent Search, please read the brochure, complete the application, and mail it to Talent Search with a check for \$37 by the deadline on the calendar in the attached Talent Search brochure. Alternatively, you may apply to the Talent Search online at www.cty.jhu.edu.

Sincerely,

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

- (1) Talent Search application fee of \$37.00 payable to CTY/JHU (pay now)
and
- (2) Test fee (pay later when you register to test) (SCAT fee \$55.00 for grades 2-6; SAT test fee \$45.00 or ACT test fee \$32.00 for grades 7-8)

Attachments

Talent Search Brochure with Application

(Please call CTY at 410-735-6278 if you are missing either of these pieces.)

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

Student’s name: _____

To complete Talent Search School Code: _____

To complete Qualifying test name: _____

To complete Percentile rank: M _____ % V _____ % C _____ % (leave blank if using a State Test)

sample parent letter

Sample Parent Letter—Spanish

Estimado Padre o Guardián:

Estamos muy contentos de informarle que su hijo/a es elegible para participar en la Búsqueda de Talento 2009-2010 de la Universidad de Johns Hopkins Centro para Jóvenes con Talento Académico (CTY). El propósito de la Búsqueda de Talento es el de identificar, evaluar y reconocer las capacidades académicas de alumnos sobresalientes.

Para poder participar en la Búsqueda de Talento, el estudiante tiene que haber sacado un puntaje de 95 por ciento o más en exámenes nacionales o estatales estandarizados. Estudiantes con puntajes altos en exámenes estatales y conocidos como avanzados, distinguidos, sobresalientes, o con honores, también son elegibles a participar en la Búsqueda de Talento. (Información sobre los exámenes de su hijo/a están detallados abajo).

Estudiantes calificados que aplican a la Búsqueda de Talento recibirán un paquete de registro para los exámenes SCAT (grados 2 - 6) o para el SAT y el ACT (grados 7 - 8). Estos exámenes son avanzados y son para tener una mejor evaluación de las habilidades de razonamiento verbal y matemático de su hijo/a. La Búsqueda de Talento ofrece una variedad de servicios y oportunidades para alumnos después de estos exámenes. Estos servicios están delineados en el folleto que acompaña esta carta. Si necesita más información de CTY usted puede visitar nuestra página de Internet **www.cty.jhu.edu**. La decisión sobre la participación de su hijo es estrictamente suya. Nosotros le informamos de la elegibilidad de su hijo porque es nuestra póliza la de informar a los padres de familia acerca de los programas que pueden ayudar a cubrir las necesidades educacionales de sus hijos.

Si desea que su hijo/a participe en la Búsqueda de Talento, por favor lea el folleto, complete la aplicación, y envíela por correo a la Búsqueda de Talento con un cheque de \$37 en la fecha indicada. Usted también puede aplicar a la Búsqueda de Talento en el Internet a través de **www.cty.jhu.edu**.

Atentamente,

P.D. Recuerde que tiene que completar dos pasos y pagar dos veces en este proceso que es el siguiente:

- (1) Cuota de inscripción a la Búsqueda de Talento \$37.00 cheque pagadero a CTY/JHU (pagar ahora)
y
- (2) Costo para el examen (pagar mas tarde cuando se registre)
(Costo del SCAT fee \$55.00 para los grados 2-6; costo del SAT \$45.00 o costo del ACT \$32.00 para los grados 7-8)

Adjunto

Folleto de la Búsqueda de Talento y aplicación

(Por favor llame al 410-735-6278 si le faltan alguno de estos documentos).

Use esta información para llenar la aplicación de la Búsqueda de Talento si es que decide participar:

Nombre del Estudiante: _____

Para llenar el Código de la escuela: _____

Para llenar el Nombre del examen que lo califica: _____

Para llenar el Porcentaje: M _____ % V _____ % C _____ % *(déjelo en blanco si usa examen estatal)*

For the CTY Financial Aid form,
please call 410-735-6278.

Para la CTY forma de Ayuda
Económica, llama por favor
410-735-6278.

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/whatweknow.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.

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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/whatweknow.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

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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 eligibility information, interpretation materials, and a Certificate of Participation 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 CTYOnline.
- Top-scoring students in select states are invited to CTY Awards Ceremonies to receive special honors.

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

CTYOnline Distance Education Program

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

CTYOnline helps schools meet the needs of their gifted students in grades K-12 during the school year through rigorous and engaging online courses offered year-round. CTY instructors guide students through each course, communicating through email, phone, and virtual classrooms. Eligible students can take advanced CTYOnline coursework using school computers, and they can also work from home to accelerate, enrich and supplement their schoolwork. The program supports differentiation and allows teachers more time to spend with students who need more help. It also reduces the need to skip grades, bus students to higher level schools, or hire local teachers for a small number of students.

To learn more please visit www.cty.jhu.edu/ctyonline

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 mid-Atlantic, northeast and west coast regions of the United States. We also run educational travel programs to international destinations including China, Costa Rica, Ecuador, Egypt, Peru, Scotland, and Tanzania.

To learn more please visit www.cty.jhu.edu/family

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/gifted/dcc

The Study of Exceptional Talent (SET)

CTY's Study of Exceptional Talent identifies students around the world who reason extremely well mathematically and/or verbally, provides services aimed at helping them achieve their potential, and studies their progress over time. Students qualify by scoring 700 or higher on either the Mathematics or Critical 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 their 13th birthday. 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 including:

- Participation in group meetings with other SET families
- Free subscription to *Imagine* Magazine and the SET newsletter
- Invitation to join Cogito.org, CTY's website for students with high abilities and interests in the sciences (see below)
- Recommendations for special programs and college admission

For more information, visit 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 colleges, career profiles, challenging puzzles, and students' creative work.

For more information, visit www.cty.jhu.edu/imagine

Cogito.org

Cogito.org is a new website, developed by CTY, for students with high abilities and strong interest in mathematics and sciences. The site provides them with access to a wide variety of resources and opportunities to develop their knowledge of scientific disciplines and career fields. There are also members-only discussion forums. For more information, contact cogitocty@jhu.edu.

Visit www.cogito.org and explore for yourself!

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2009–2010 CTY Talent Search

	Fees		Deadlines		
	Talent Search application	Test fees	Talent Search application postmarked by	Test Registration by	Testing Dates
Grades 2–6	\$37	SCAT \$55	Nov 20* May 31	Jan 30* June 15	Feb 15* June 30
Grades 7–8	\$37	SAT \$45	Oct 1* Nov 20* Jan 4 Feb 25 Mar 29	Oct 30* Dec 15* Feb 4 Mar 25 Apr 29	Dec 5* Jan 23* Mar 13 May 1 June 5
		ACT \$32	Oct 1* Nov 20* Feb 5 Apr 7	Nov 6* Jan 5* Mar 5 May 7	Dec 12* Feb 6* Apr 10 June 12

* Recommended deadlines and test dates for students interested in qualifying for CTY 2010 Summer Programs.