Presented in table and graph form are the laboratory test performances of 1965-1976 gifted high school graduates. In a review of the test used, it is reported that test performances of 128 1961 graduates were used to develop the test battery which included the Wisconsin Inventory for Talented Students (WITS)-Verbal, the WITS-Quantitative, and the Terman Concept Mastery Test. Tables and graphs break down data into graduating year, grade levels, sex, and locality of students. The trends and findings are discussed for each test individually, and the implications of such findings as the systematic drop of WITS-Verbal mean scores are listed. In addition, tables summarize the old and new norms, percentile values, and raw scores for each test at the 9th and 11th grade levels. Also provided is a glossary of test terms. (SB)
Verbal and Quantitative Test Performance:

Superior Students in Wisconsin
High Schools 1965-1976

NICK COLANGELO
KAY BENNETT

The Research and Guidance Laboratory
The University of Wisconsin - Madison
1976
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ACKNOWLEDGEMENTS

The authors wish to express their appreciation to Dr. John W. M. Rothney, Dr. Marshall P. Sanborn and Dr. Charles J. Pulvino who have served as directors of the Research and Guidance Laboratory and have had the foresight to initiate and continue a program dedicated to longitudinal data on superior students. The wealth of information in the Research and Guidance Laboratory since 1957 has made possible long-range analysis as presented in this booklet. We hope this kind of information will help in better understanding our highly potential youth and offer insight for educators in developing effective programs.

We wish to give recognition to the following people who helped in the completion of this booklet:

Dr. James L. Lee - Statistical Consultant
Ms. Joanne Peng - Computer Consultant
Ms. Mary Ellis - Typist

Nick Colangelo
Kay Bennett
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University of Wisconsin-Madison
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1025 West Johnson Street
Madison, Wisconsin 53706
(608) 262-2878

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1976
DEDICATION

To Marshall Sanborn who, for thirteen years, cared about the Lab kids as if they were his own.
I. INTRODUCTION

The Research and Guidance Laboratory is a center for advanced study and development of procedures for education and guidance of promising students as they progress through high school and college and into adult citizenship. The Laboratory was founded in 1957 on the tenet that the problem of identifying and providing for such students is basically an obligation of the schools. The Laboratory attempts to stimulate and assist high school faculties to develop effective local practices which meet this obligation. At the same time, it carries on research on methods of discovery and development of youth of superior promise in any field. The Laboratory is a research-through-service organization which attempts to demonstrate what a joint attack by a university, public schools, and parents can accomplish in the conservation and development of human resources.

Faculties of cooperating high schools in Wisconsin select ninth-grade students on the basis of multiple criteria developed by the Laboratory staff. The selection procedures used have resulted in a group of some 2,900 participants whose average mental test scores are in the upper 3 to 5 percent of students in their age range and grade in school. There is, of course, systematic variance on such criteria as mental test performance, depending upon characteristics of local school populations from which the participants are drawn. It is assumed that in every school there are some students whose potentialities warrant special attention and programming which the school can develop and provide.

The function of the Laboratory is to serve as a demonstration and development center for counseling, guidance, and planning activities for all cooperating high schools. The students who participate from each school receive direct benefits of these activities, while at the same time the school is aided in supplementing and augmenting existing programs, or in inaugurer new procedures and services which will better meet guidance needs of students.

A central purpose of the Laboratory program, then, is to improve high school experiences and enhance the development of potentially superior students. This purpose extends not only to those young people who are selected to participate in the program, but also to the many others who attend schools where Laboratory influences are felt. Procedures whereby this general objective is pursued involve more specific goals for students, parents, and schools.

One important aspect of the Laboratory program is standardized tests. Verbal, Quantitative and Concept Mastery tests have been used with the Laboratory population. This monograph is a compilation and analysis of Laboratory test performances from graduates of 1965-1976. The tests discussed in this report are the Wisconsin Inventory for Talented Students—Verbal (WITS-Verbal I), the Wisconsin Inventory for Talented Students—Quantitative (WITS-Quantitative II), the New Quantitative, and the Terman Concept Mastery Test.

The purpose of this report is to provide information on superior high school students that could be useful to educators in initiating programs and changes to meet the needs of superior students. Also, it is hoped that this information will give useful evidence of trends in test performances for the entire Laboratory population as well as specific information to each member school on trends with their own students.

The data is represented by graphs and tables, with the intention of presenting the data in the most succinct and useful manner. A glossary has been included to clarify measurement terms used in this monograph. In reading the graphs, we caution that you study all the information before drawing conclusions. Particular caution is advised in the graphs that illustrate trends by year for each individual school. In these particular graphs the N by year is often too small to be meaningful. In these cases viewing the overall trend might be more meaningful. We have attempted to include all information that is necessary.

The Laboratory staff is familiar with the data in this monograph. We encourage our member schools to study the data specific to your own school and share this among faculty, administrators, and counselors. The Laboratory staff is available to further discuss this data with each member school as well as discuss implications and directions. Also, both authors are available for consultation with member schools.

N. C.
K. B.
II. REVIEW OF THE TESTS


Test performances of 128 1961 Wisconsin high school graduates on 6 nationally standardized tests provided the broad bases for construction of the tests. These students had been designated as superior learners by their teachers when they were in the ninth grade and had participated in the University of Wisconsin's Research and Guidance Laboratory for Superior Students during their 4 years of high school. They had visited the laboratory at least once each year for counseling and guidance and on these occasions had taken a variety of standardized tests.

Performances on the following 6 standardized tests yielded the scores used initially: the Cooperative School and College Ability Tests, Form 1A; the Differential Aptitude Verbal Reasoning, Abstract Reasoning, and Numerical Ability Tests, Form 1A; and, the Concept Mastery Test, Form T.*

The 128 graduates had taken the 6 tests over the 4-year high school period. Their scores were converted to standard scores so that each test had a mean of 50 and so that the total mean for the 6 tests then equaled 300.

Narrowing the Population

The next task was to identify and separate high verbal performers from high quantitative performers within the total superior student population of 128 graduates. The author decided that she would consider the scores of students whose total standard score for the 6 tests in Group 1 was near the mean (300) but whose individual performances on specific verbal and quantitative tests** (hereafter designated as "Group 2") showed considerable discrepancy between the verbal and quantitative areas. The performances of

*This group of 6 tests will hereafter be referred to as "Group 1."

**Scores from the following verbal tests were used: the Cooperative School and College Ability Tests, Form 1A, parts I and III; the Differential Aptitude Verbal Reasoning Test, Form A; and, the Concept Mastery Test, Form T. Performances on the following 3 quantitative tests were considered: the Cooperative School and College Ability Tests, Form 1A, parts II and IV; the Differential Aptitude Numerical Ability Test, Form A; and, the Cooperative Sequential Tests of Educational Progress, Mathematics, Form 1A. (This group of tests will be referred to as "Group 2".

3
students, then, who scored very high in both the verbal and quantitative areas, very low in both areas or about equally well in both areas on the tests in Group 2 would automatically be eliminated.

Four groups of students whose total standard scores for the 6 tests in Group 1 were near the mean (300) of the total superior student group but whose individual performances on the verbal and quantitative tests in Group 2 suggested considerable discrepancy between the 2 areas were identified. The 4 groups were designated as high verbal performers, low verbal performers, high quantitative performers and low quantitative performers.

There were 11 high verbal performers and 11 low verbal performers. The combined standard scores for the 6 tests in Group 1 averaged 339.3 for the high verbal performers and 312.2 for the low verbal performers. Fourteen high quantitative performers and 14 low quantitative performers were identified. The combined standard scores for the 6 tests in Group 1 averaged 306.8 for the high quantitative group and 287.8 for the low quantitative group.

The number of high and low verbal performers did not match the number of high and low quantitative performers simply because the performances of an equal number of students in each area did not meet the established criteria. No high verbal performers appeared on the low quantitative list of selected students and only one of the 14 high quantitative performers appeared on the low verbal list. In this one case, the total standard score of the student for the 6 tests in Group 1 was 299. His quantitative performances were among the highest of those of the selected high quantitative group and his verbal scores were among the best of the low verbal performers. Because of the discrepancy in the verbal and quantitative scores and because this student's total standard score for the 6 tests in Group 1 was so close to the total superior student group mean (300), he was included on the two lists.

The 4 groups of students identified represented the author's attempt to separate from the total population of 128 1961 graduates those students who best met the criteria that their total standard score for the 6 tests in Group 1 be average or near the average (300) of the total superior student group and that individual performances on the verbal and quantitative tests in Group 2 show considerable discrepancy between the 2 areas. It appears that the author avoided, as she had intended, selecting students who scored very high in both the verbal and quantitative areas, very low in both areas or about equally well in both areas on the tests in Group 2.
Selecting the Items

Having identified high and low performers in the verbal area and high and low performers in the quantitative area, the author then analyzed test performances of each of these students.

The answers of the 11 high and the 11 low verbal performers on the verbal tests named in Group 2 were analyzed in terms of items missed and omitted. Those items missed or omitted at least 3 times as often by low verbal performers as by high verbal performers were considered discriminating items and were set aside as good prospects for a verbal test.

The answers of the 14 high and the 14 low quantitative performers on the quantitative tests named in Group 2 were also analyzed and those items missed or omitted at least 3 times as often by low quantitative performers as by high quantitative performers were set aside as good prospects for a quantitative test.

Because the verbal tests contained more total items (200) than did the quantitative tests (140) and because there appeared to be more items that were better discriminators between high and low verbal performers than there were items that discriminated between high and low quantitative performers, it was decided that the verbal test would consist of 100 items and the quantitative test, of 50 items.

The items finally selected for inclusion on the 2 tests were those that low verbal and low quantitative performers had missed or omitted at least 3 times as often as had high verbal and high quantitative performers, respectively.

The verbal test items seemed generally of 4 types so the 100 items were divided into 4 parts: Synonyms and Antonyms, Analogies, Vocabulary and Verbal Reasoning. The items were arranged, within each part, in order of ascending difficulty as estimated by the number of times each item had been missed or omitted by low verbal performers in comparison to high verbal performers.

The quantitative test items were not divided into parts but they were arranged, by the author, in order of "types" of items (i.e., addition, multiplication, fractions, word problems) and in order of ascending difficulty as estimated by the number of times each item had been missed or omitted by low quantitative performers in comparison to high quantitative performers.
Revision of the Quantitative Test

The WITS tests were first given to 23 tenth grade and 44 eleventh grade superior students who participated in the Laboratory program during the 1962 summer session. Consideration of their performances suggested that the verbal test had provided more challenge for them than had the quantitative test. It was thought, then, that the quantitative test would probably need more ceiling in order to really challenge other superior students, especially seniors.

An analysis of the items on the quantitative test either missed or omitted by the 67 tenth and eleventh graders who had taken it was made. Three items had not been missed or omitted at all, 9 items had been missed or omitted only once and 4 items had been missed or omitted twice. All items, then, missed or omitted only twice or less were judged "too easy" and were eliminated.

An attempt was then made to determine the kinds of items that had proven most difficult for the 67 students, that is, the kinds of items they had missed or omitted most often. The aid of 2 mathematics teachers was enlisted to help the author select from the Cooperative Sequential Tests of Educational Progress, Mathematics, Form 2A, the Cooperative Intermediate Algebra Test, Form Z, and the Educational Testing Service's Pre-Engineering Ability Test, Form ZPA, new items that closely approximated in nature and style those items most often missed or omitted by the 67 students who had taken the quantitative test. Sixteen items were selected and added to the remaining items of the WITS Quantitative (I) to form the WITS Quantitative (II).

Permission was secured to use the new items and the author prepared the tests for administration to 1962-63 Laboratory participants.

One change in the directions for taking the tests was made after administering the tests to the summer group. The author had observed that most students who had taken the tests spent approximately 25 minutes on the verbal test and 45 minutes on the quantitative test. To expedite administration of the tests to larger groups of superior students, the author established a 30-minute time limit for the verbal test and a 55-minute time limit for the quantitative test.

Important: The Quantitative test graphed in the following sections is the WITS-Quantitative II. However a glance at the graphs for WITS-Quantitative II 9th grade and WITS-Quantitative II 11th grade shows an extreme drop in means from 1967 to 1968. Please note, the content of this test has remained the same however, the format was changed. The graduates of 1965-1967 took the
test as a multiple choice test. Beginning with the graduates of 1968 stu-
dents were asked to work out the problems and supply the answer. The
extreme drop in means shows that the multiple choice format definitely
produced higher test performance. To remind you of this change in format,
a line has been drawn on the Quantitative graphs to separate the 1965–1967
scores from the revised format.

The New Quantitative Test was developed at the Research and Guidance
Laboratory in 1973. The items on this test were selected to include mathe-
matical concepts usually taught in grades 7–12. The test consists of 40
items with a time limit of 50 minutes. A score is determined by the number
of right answers. The norms in this pamphlet are the first norms on this
new test.

The Terman Concept Mastery Test (CMT) is a measure
of ability to deal with abstract ideas at a high
level. It is suitable for administration to college
juniors or seniors and to graduate students.

The test consists of two parts: I, the identification
of synonyms and antonyms, and II the completion of
analogies. The items have been so selected as to
draw on concepts from a wide variety of subject
matter fields, such as physical and biological
sciences, mathematics, history, geography, literature,
and so forth.

There is no time limit for the CMT. Those for whom
the test is intended will ordinarily complete it within
forty minutes.

(Concept Mastery Test, Form T,
Manual 1956, The Psychological
Corporation, New York)
III. TEST DATA & GRAPHS FOR LABORATORY POPULATION

WITS-Verbal 1-9th Grade
1965-1976*
Laboratory Population

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*Means for graph rounded off to nearest whole number
### WITS-Verbal 1-9th Grade 1965-1976

**Laboratory Population**

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WITS-Verbal I-11th Grade
1965-1976*
Laboratory Population

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*Totals
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S.D.  17.24
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*Means for graph rounded off to nearest whole number

Laboratory Summary Table: WITS-Verbal I 11th Grade

*Not Given
WITS-Verbal I-11th Grade
1965-1976*
Laboratory Population

**Means for graph rounded off to nearest whole number**

Laboratory Summary Table: WITS-Verbal I 11th Grade (Male-Female)

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*Not Given*
WITS-Quantitative II-9th Grade
1965-1976*
Laboratory Population

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*Means for graph rounded off to nearest whole number

Laboratory Summary Table: WITS-Quantitative II 9th Grade

Totals
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S.D. 6.45
N 450
## WITS-Quantitative II-9th Grade
1965-1976*

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*Means for graph rounded off to nearest whole number

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**Laboratory Summary Table:** WITS-Quantitative II 9th Grade (Male-Female)

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*Means for graph rounded off to nearest whole number
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Terman Concept Mastery Test--1965-1976

Laboratory Population

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S.D.  22.60
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*Means for graph rounded off to nearest whole number
### Terman Concept Mastery Test -- 1965-1976*

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*Means for graph rounded off to nearest whole number

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**Laboratory Summary Table:** Terman Concept Mastery - 12th Grade (Male-Female)

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*Means for graph rounded off to nearest whole number.
NEW QUANTITATIVE  
(9th-11th 1973-1976)  
Table of Summary Data:  

Total Lab Data for New Quantitative

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IV. DISCUSSION OF LABORATORY TEST DATA & GRAPHS

The graphs presented in section III include the total Laboratory population graduating from 1965-1976. It seems most useful to discuss trends and findings for each test individually.

A. WITS-Verbal I (9th grade) 1965-1976

Graph 1 - This test shows an almost perfect progression of descending test means from 1965-1976. The highest mean for a year was 1965; the lowest was 1976.

Graph 2 - Overall, boys scored higher than girls (40.16 to 37.28) but both groups have generally scored lower since 1965. Both boys and girls scored highest in 1965 while girls had their lowest mean score in 1971 and boys in 1976. Generally, boys and girls earned nearly comparable scores except for the extreme disparity in 1971.

B. WITS-Verbal I (11th grade) 1966-1976

Graph 3 - No scores for this test are reported for the graduates of 1965. There is a descending progression of mean scores similar to but not as consistent as the WITS-Verbal 9th. 1974 shows a rise in an otherwise descending trend which is also slightly evident in the 9th grade test. The highest performance year was 1967 and the lowest 1976.

Graph 4 - Overall, boys scored higher than girls (54.32 to 51.46) in a ratio almost identical to 9th grade. Boys scored highest in 1966 and lowest in 1975. Girls scored highest in 1967 and lowest in 1976. The extreme difference in the 1971 scores of boys and girls is evident again as well as in 1973.

C. WITS-Quantitative II (9th grade) 1965-1976

Graph 5 - The scores on the mathematics test reflect a different trend than that of the verbal test. The 1965-1967 scores are almost equally high. The 1968 graduates were the first group to get the Revised form of WITS II. The items on the new form remained the same but the students were required to work out their answers instead of choosing a multiple choice answer. This is reflected in the sharp drop in means. However, there is a stabilization after 1968 which indicates that math scores have remained constant compared to the descending verbal scores.
Graph 6 - Boys show an overall performance higher than girls (21.73 to 17.91). Each year the boys performed higher than girls. Both boys and girls scored lowest in 1976.

D. WITS-Quantitative II (11th grade) 1965-1974

Graph 7 - This test was used in the Laboratory until 1974. Graduates of 1975 and 1976 took the New Quantitative. The trend for this test is the same as the 9th grade quantitative test. There is the identical drop in mean scores in 1968 (due to the change in format) and then a stabilization. The mean scores from 1968-1974 indicate an almost perfect consistency. Lowest performance was in 1974.

Graph 8 - The overall performance of boys was higher on this test (30.33 to 25.22), a difference comparable to that found in the 9th grade quantitative test scores. Generally, boys scored higher than girls, but 1973 shows a large difference.

E. Terman Concept Mastery Test - Form T 1965-1976

Graph 9 - The Concept Mastery Test (CMT) shows a stability of high performance from 1965-1974. The mean scores of graduates of 1975 and 1976 indicate an extreme drop in scores. The highest scores were reported for 1966 graduates and the lowest for 1976.

Graph 10 - Overall, boys performed higher than girls (66.17 to 61.00), although in 1965, 1967, 1970, 1975 girls performed higher than boys. The highest mean scores are 1966 for boys; 1968 for girls. The lowest scores for boys were in 1975; for girls, 1976.

F. New Quantitative Test

Because this test has been used only since 1973 there is not enough data at this time to show meaningful trends. All other test scores were based on graduates. The New Quantitative test, however, also includes scores of students who are presently in the Laboratory. We have included these students because the majority of people who have taken the New Quantitative have not yet graduated.
H. Summary

1) The WITS-Verbal mean scores have systematically descended from 1965-1976.

2) The WITS-Quantitative mean scores show a consistency over the years.

3) Boys have a higher overall mean on both WITS tests and the Terman.

4) The differences in means between boys and girls is greater in the WITS-Quantitative than the WITS-Verbal or Terman.

5) The differences in means between boys and girls have remained consistent from 9th year to 11th year.

6) The more recent WITS-Verbal and Terman norms are considerably lower than the old norms.

I. Implications

We have quantified the trends and can report that mean scores have been going down. However, to ascertain causes for these trends is much more difficult. We offer some possible hypotheses based on our experience working in the Laboratory.

1) One explanation for a descending trend in verbal areas might be that the last years, especially since 1973, the Laboratory has encouraged schools to select pupils for the program that are deemed superior in a broader sense than the traditional superiority in verbal and mathematical skills. These students may be considerably superior and creative in areas not specifically measured by these tests.

2) There is the possibility that in the last few years schools have not stressed basic vocabulary skills that these tests measure.

3) A possible explanation is that with the greater use of television and other forms of entertainment, adolescents simply do not read as much as before. Past research in the Laboratory has shown that those students who performed highest on the verbal tests were avid readers.

4) Another possible explanation particularly for the trend in verbal scores is that these tests are becoming obsolete. The WITS-Verbal and the Terman have not been revised since 1965 and perhaps some of the words are no longer essential to a modern vocabulary.
5) The extreme drop in Terman scores for 1975 and 1976 are puzzling. One possible explanation is the variation in testing conditions at the Laboratory during these last two years.

6) There are two explanations that might help account for the difference between male and female performances on these tests:

   a) It is possible that the boys selected for the program have been socialized to perform and achieve and therefore might be more comfortable and determined in the testing situation.

   b) It is likely that the selection procedure of boys is implicitly different from girls. Boys who are selected for the Laboratory program tend to be more outstanding. In order to be selected they have to be more outstanding than the general population of boys. It may be possible that the boys in the Laboratory program differ more from the general population of boys than do the Laboratory selected girls differ from the general population of girls.

7) The Quantitative test required more careful consideration since there was a change in format. The scores of 1965-1967 when the test was multiple choice show consistency. The new format is reflected in the scores beginning with the graduates of 1968 and these too are consistent. While it is evident that verbal scores have been descending, this is not true of math scores. An explanation is that the possibilities offered for the descending verbal scores do not effect math performance.
V. INDIVIDUAL SCHOOLS

WITS-Verbal I-9th Grade
1965-1976*

ALBANY

ALBANY Summary Table: WITS-Verbal I 9th Grade

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*Means for graph rounded off to nearest whole number
**WITS-Verbal I-11th Grade**

**1965-1976**

**ALBANY**

![Graph of WITS-Verbal I scores for 11th Grade from 1965 to 1976]

*Means for graph rounded off to nearest whole number

**ALBANY Summary Table: WITS-Verbal I 11th Grade**

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*Means for graph rounded off to nearest whole number

**ALBANY**

**WITS-Quantitative II 9th Grade**

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*Means for graph rounded off to nearest whole number

**ALBANY**

**WITS-Quantitative II 9th Grade**
WITS-Quantitative II-11th Grade
1965-1974*

ALBANY

Mean 28.38
S.D. 8.68
N 16

ALBANY Summary Table: WITS-Quantitative II 11th Grade

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*Means for graph rounded off to nearest whole number
Terman Concept Mastery Test--1965-1976*

ALBANY

Year N Mean
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1966 3 50.33
1967 1 78.33
1968 1 61.00
1969 1 59.00
1970 1 59.00
1971 1 94.00
1972 4 41.50
1973 1 60.00
1974 3 65.00
1975 2 65.00
1976 2 48.00

*Means for graph rounded off to nearest whole number
### NEW QUANTITATIVE
(9th - 11th)

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<th>School S.D.</th>
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### TABLE OF COMPARISONS ON MALES AND FEMALES

#### ALBANY

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<th>T-Ratio</th>
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*Means for graph rounded off to nearest whole number

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**WITS-Verbal I-11th Grade**

1965-1976*

ASHLAND

Mean 49.05
S.D. 15.12
N 41

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*Not Given
ASHLAND Summary Table: WITS-Quantitative II 9th Grade

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*Means for graph rounded off to nearest whole number
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*Means for graph rounded off to nearest whole number*
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*Means for graph rounded off to nearest whole number
### NEW QUANTITATIVE (9th - 11th)

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#### TABLE OF COMPARISONS ON MALES AND FEMALES

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39
**WITS-Verbal 1-9th Grade**  
1965-1976*  

**BLACK RIVER FALLS**

Mean 41.58  
S.D. 13.09  
N 31

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**BLACK RIVER FALLS Summary Table: WITS-Verbal 1 9th Grade**

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*Means for graph rounded off to nearest whole number.
BLACK RIVER FALLS Summary Table: WITS-Verbal I 11th Grade

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*Not Given

*Means for graph rounded off to nearest whole number
BLACK RIVER FALLS

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1966 | 3  | 27.66
1967 | 3  | 27.00
1968 | 3  | 16.33
1969 | 3  | 16.00
1970 | 3  | 15.66
1971 | 3  | 23.00
1972 | 3  | 17.66
1973 | 3  | 14.66
1974 | 1  | 26.00
1975 | 2  | 14.00
1976 | 2  | 18.00

*Means for graph rounded off to nearest whole number
WITS-Quantitative II-11th Grade
1965-1974*

BLACK RIVER FALLS

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Mean 26.69
S.D. 7.87
N 26

*Means for graph rounded off to nearest whole number
Terman Concept Mastery Test--1965-1976*

BLACK RIVER FALLS

Mean 72.81
S.D. 17.05
N    31

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NEW QUANTITATIVE
(9th - 11th)

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TABLE OF COMPARISONS ON MALES AND FEMALES

BLACK RIVER FALLS

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*Means for graph rounded off to nearest whole number
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*Means for graph rounded off to nearest whole number*
WITS-Quantitative II-11th Grade
1965-1974*

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*Means for graph rounded off to nearest whole number
Termin Concept Mastery Test--1965-1976*

**BURLINGTON**

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*Means for graph rounded off to nearest whole number

**BURLINGTON Summary Table: Terman Concept Mastery - 12th Grade**

Mean: 65.95
S.D.: 19.33
N: 39
### NEW QUANTITATIVE (9th - 11th)

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### TABLE OF COMPARISONS ON MALES AND FEMALES

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WITS-Verbal I 9th Grade
1965-1976*

CEDARBURG

**Means for graph rounded off to nearest whole number**

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*Means for graph rounded off to nearest whole number.*
WITS-Quantitative II-9th Grade
1965-1976*

CEDARBURG

Mean 19.37
S.D. 6.34
N 38

*Means for graph rounded off to nearest whole number

CEDARBURG Summary Table: WITS-Quantitative II 9th Grade

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*Means for graph rounded off to nearest whole number

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**CEDARBURG**

Mean 27.03
S.D. 7.16
N 31
Terman Concept Mastery Test--1965-1976*

CEDARBURG

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1969  4   92.75   1975  4   56.00
1970  4   83.00   1976  2   52.00
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*Means for graph rounded off to nearest whole number

GEDARBURG Summary Table: Terman Concept Mastery - 12th Grade
NEW QUANTITATIVE
(9th - 11th)

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TABLE OF COMPARISONS ON MALES AND FEMALES

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*Means for graph rounded off to nearest whole number*
**CLINTONVILLE**

**WITS-Verbal I-11th Grade**
1965-1976*

*Means for graph rounded off to nearest whole number

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*Means for graph rounded off to nearest whole number
NEW QUANTITATIVE  
(9th - 11th)  

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*Means for graph rounded off to nearest whole number.
**WITS-Verbal I-11th Grade**

**1965-1976**

**GREEN LAKE**

- **Mean:** 53.42
- **S.D.:** 16.24
- **N:** 19

*Means for graph rounded off to nearest whole number*

**GREEN LAKE Summary Table: WITS-Verbal I 11th Grade**

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GREEN LAKE Summary Table: Terman Concept Mastery - 12th Grade

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### TABLE OF COMPARISONS ON MALES AND FEMALES

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1965-1976

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*MMeans for graph rounded off to nearest whole number*

Mean: 50.51
S.D.: 18.31
N: 47
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*Not Given
NEW BERLIN

*Means for graph rounded off to nearest whole number

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*Means for graph rounded off to nearest whole number.
**Mean**

*Means for graph rounded off to nearest whole number

**NEW BERLIN Summary Table: Terman Concept Mastery - 12th Grade**

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NEW QUANTITATIVE
(9th - 11th)

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Total Lab Data for New Quantitative

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TABLE OF COMPARISONS ON MALES AND FEMALES

NEW BERLIN

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WITS-Verbal I-9th Grade
1965-1976*

NORTH CRAWFORD

Mean 27.24
S.D. 14.07
N 45

*Means for graph rounded off to nearest whole number

NORTH CRAWFORD Summary Table: WITS-Verbal I 9th Grade

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WITS-Verbal I-11th Grade
1965-1976*

NORTH CRAWFORD

Mean 39.53
S.D. 16.53
N 43

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*Means for graph rounded off to nearest whole number
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*NMeans for graph rounded off to nearest whole number*
Terman Concept Mastery Test--1965-1976*  

NORTH CRAWFORD  

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*Means for graph rounded off to nearest whole number  

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WITS-Verbal I-9th Grade
1965-1976*

PLYMOUTH

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1967 3 59.33 1973 2 19.50
1968 3 50.00 1974 3 32.00
1969 2 22.50 1975 2 37.50
1970 3 35.66 1976 2 48.00

*Means for graph rounded off to nearest whole number

Mean 38.33
S.D. 14.79
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PLYMOUTH Summary Table: WITS-Verbal I 9th Grade
**PLYMOUTH Summary Table: WITS-Verbal I 11th Grade**

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*Means for graph rounded off to nearest whole number
Terman Concept Mastery Test--1965-1976

PLYMOUTH

Mean 66.00
S.D. 20.91
N 26

*Means for graph rounded off to nearest whole n-sml

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WITS-Verbal I-9th Grade
1965-1976*

RANDOM LAKE

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*Means for graph rounded off to nearest whole number
WITS-Verbal I-11th Grade
1965-1976*

RANDOM LAKE

Mean 51.62
S.D. 13.58
N 21

*Means for graph rounded off to nearest whole number

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RANDOM LAKE Summary Table: WITS-Quantitative II 11th Grade

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*Means for graph rounded off to nearest whole number
WITS-Quantitative II-9th Grade
1965-1976*

RANDOM LAKE

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Mean 19.57
S.D. 7.60
N 23

*Means for graph rounded off to nearest whole number.
RANDOM LAKE Summary Table: Terman Concept Mastery - 12th Grade

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NEW QUANTITATIVE  
(9th - 11th)  

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WITS-Verbal I-9th Grade
1965-1976*

WATERLOO

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*Means for graph rounded off to nearest whole number
WITS-Verbal 11th Grade 1965-1976

WATERLOO

Mean 38.85
S.D. 13.92
N 27

WATERLOO Summary Table: WITS-Verbal 11th Grade

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*Means for graph rounded off to nearest whole number
WITS-Quantitative II-9th Grade
1965-1976*

WATERLOO

*Means for graph rounded off to nearest whole number

WATERLOO Summary Table: WITS-Quantitative II 9th Grade

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WITS-Quantitative II-11th Grade
1965-1974*

WATERLOO

Year | N | Mean | Year | N | Mean
--- | --- | --- | --- | --- | ---
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1966 | 2 | 22.00 | 1972 | 3 | 17.33
1967 | 1 | 30.00 | 1973 | 1 | 16.00
1968 | 2 | 27.50 | 1974 | 4 | 21.00
1969 | 2 | 20.00 | 1975 | New Quantitative
1970 | 3 | 24.33 | 1976 | New Quantitative

*Means for graph rounded off to nearest whole number
Terman Concept Mastery Test--1965-1976*

**WATERLOO**

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**WATERLOO Summary Table: Terman Concept Mastery - 12th Grade**

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### TABLE OF COMPARISONS ON MALES AND FEMALES

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*NMeans for graph rounded off to nearest whole number
WITS-Quantitative II-9th Grade
1965-1976*

WINNECONNE

Mean 18.82
S.D. 5.77
N 37

Mean for graph rounded off to nearest whole number

WINNECONNE Summary Table: WITS-Quantitative II 9th Grade

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WITS-Quantitative II - 11th Grade
1965-1974*

WINNECONNE

Mean 25.34
S.D. 6.63
N 29

WINNECONNE Summary Table: WITS-Quantitative II 11th Grade

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Terman Concept Mastery Test--1965-1976*

WINNECONNE

Year | N  | Mean
---|----|----
1965 | No Scores | 1971 | 2 | 61.00
1966 | 3 | 53.00 | 1972 | 3 | 54.00
1967 | 3 | 39.00 | 1973 | 4 | 56.00
1968 | 3 | 60.66 | 1974 | 3 | 68.00
1969 | 4 | 76.00 | 1975 | 3 | 41.33
1970 | 3 | 53.33 | 1976 | 3 | 53.33

*Means for graph rounded off to nearest whole number
NEW QUANTITATIVE
(9th - 11th)

Table of Summary Data: WINNECONNE

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Total Lab Data for New Quantitative

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TABLE OF COMPARISONS ON MALES AND FEMALES

WINNECONNE

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105
VI. NEW LABORATORY NORMS 1971-1976

Section VI includes Laboratory norms for 1971-1976, except the New Quantitative Test which is normed from 1973-1976. In Section VII, we present the old Laboratory norms based on scores from 1960-1970. We include these old norms for information and comparison. A comparison of the old norms (WITS-Verbal 9 & 11, Terman) to the new norms (WITS-Verbal 9 & 11, Terman) indicates that Lab students as a group earned higher scores in 1960-1970 reflected by both a higher mean and median on all tests. However it is very important to note that the norms for 1960-1970 include many schools that are no longer in the Laboratory program and are not included in the norms for 1971-1976. Also, the math norms for 1960-1967 were based on the multiple choice format, and we have indicated that this format greatly effected the scores.

NORM COMPARISONS

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### 9th Grade-Verbal

Percentile Values for the *Wisconsin Inventory for Talented Students-Verbal* I, based on the raw scores made by 236 ninth-grade students during the school year, 1971-1976. 100-item test.

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<th>Percentile Values</th>
<th>Raw Scores</th>
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**Total Number**: 236  
**Mean Score**: 35  
**S.D.**: 15  
**Median Score**: 33  
**Mode Score**: 34
11th Grade Verbal
(Repeat)

Percentile Values for the Wisconsin Inventory for Talented Students-Verbal I, based on the raw scores made by 230 students during the 1971-1976 school year. 100-item test.

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Mean Score: 49
S.D.: 17
Median Score: 47
Mode Score: 39
9th Grade-Quantitative  
(New Form)

Percentile Values for the New Quantitative based on raw scores made by 125 ninth-grade students during the school years 1973-1976. 40-item test.

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S.D. 5  
Median Score 15  
Mode Score 16
11th Grade-Quantitative
(New Form)
(Repeat)

Percentile Values for the New Quantitative based on the raw scores made by 119 eleventh-grade students during the 1973-1976 school years. 40-item test.

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Total Number: 119
Mean Score: 23
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Median Score: 23
Mode Score: 20
### Percentile Values for the Terman Concept Mastery Test

Based on the raw scores made by 226 twelfth-grade students from 1971-1976. **190-item test.**

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**Total Number**: 226  
**Mean Score**: 59  
**S.D.**: 24  
**Median Score**: 54  
**Mode Score**: 50
### 9th Grade
**VERBAL**

Percentile values for the *Wisconsin Inventory for Talented Students-Verbal*, based on the raw scores made by 1023 ninth grade students during the school years, 1962-1970.

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| 107         | 112               |
11th Grade
VERBAL (Repeat)

Percentile values for the *Wisconsin Inventory for Talented Students-Verbal*, based on the raw scores made by 742 eleventh grade students during the 1964-1970 school years.

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Total Number: 742
Mean Score: 60
Median Score: 59
Percentile values for the Wisconsin Inventory for Talented Students—Quantitative (IIR) based on the raw scores made by 705 ninth grade students during the 1964-1970 school years.

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11th Grade
QUANTITATIVE (Repeat)

Percentile values for the Wisconsin Inventory for Talented Students—Quantitative (IIR) based on the raw scores made by 346 eleventh grade students during the 1967-1970 school years.

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12th Grade
TERMANN

Percentile values for the Terman Concept Mastery Test, based on the raw scores made by 1410 twelfth grade students from 1960-1970.

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Total Number: 1410
Mean Score: 73
Median Score: 71
### VIII. GLOSSARY OF TERMS

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<th>Term</th>
<th>Definition</th>
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<tr>
<td><strong>MEAN:</strong></td>
<td>The sum of a set of scores divided by the number of scores.</td>
</tr>
<tr>
<td><strong>MEDIAN:</strong></td>
<td>The middle score in a set of ranked scores. It is the point above or below which an equal number of ranked scores lie. It corresponds to the 50th percentile.</td>
</tr>
<tr>
<td><strong>MODE:</strong></td>
<td>The score of value that occurs most frequently in a distribution.</td>
</tr>
<tr>
<td><strong>N:</strong></td>
<td>Number of subjects or number of test scores.</td>
</tr>
<tr>
<td><strong>NORMS:</strong></td>
<td>Summarized statistics that describe the test performance of reference groups of pupils of various ages or grades in the standardization groups for the test.</td>
</tr>
<tr>
<td><strong>PERCENTILE:</strong></td>
<td>One of the 99 point scores that divide a ranked distribution into groups, each of which contains 1/100 of the scores. It is a score in a distribution below which falls the percent of cases indicated by the given percentile.</td>
</tr>
<tr>
<td><strong>RANGE:</strong></td>
<td>The difference reflected by noting the lowest and the highest scores obtained on a test by same group.</td>
</tr>
<tr>
<td><strong>REFERENCE POPULATION:</strong></td>
<td>The total population from which a sample is selected for measurement.</td>
</tr>
<tr>
<td><strong>STANDARD DEVIATION (S.D.):</strong></td>
<td>It is a statistic used to express the extent of the deviations from the mean of the distribution.</td>
</tr>
<tr>
<td><strong>VARIABILITY:</strong></td>
<td>The spread or dispersion of scores, usually indicated by quartile deviations or standard deviations.</td>
</tr>
<tr>
<td><strong>T-RATIO:</strong></td>
<td>Index of the extent of the difference between the mean scores of two groups.</td>
</tr>
<tr>
<td><strong>DEGREE OF FREEDOM (D.F.):</strong></td>
<td>The number of subjects minus 1. As the D.F. increases, the T-table values decrease, thus making it easier to find a significant difference.</td>
</tr>
<tr>
<td><strong>SIGNIFICANT at .05:</strong></td>
<td>Significance indicates a conclusion that the populations have truly different means. The .05 level indicates that this conclusion could be incorrect 5 times out of 100.</td>
</tr>
</tbody>
</table>