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PREDICTING ACADEMIC SUCCESS BEYOND HIGH SCHOOL.

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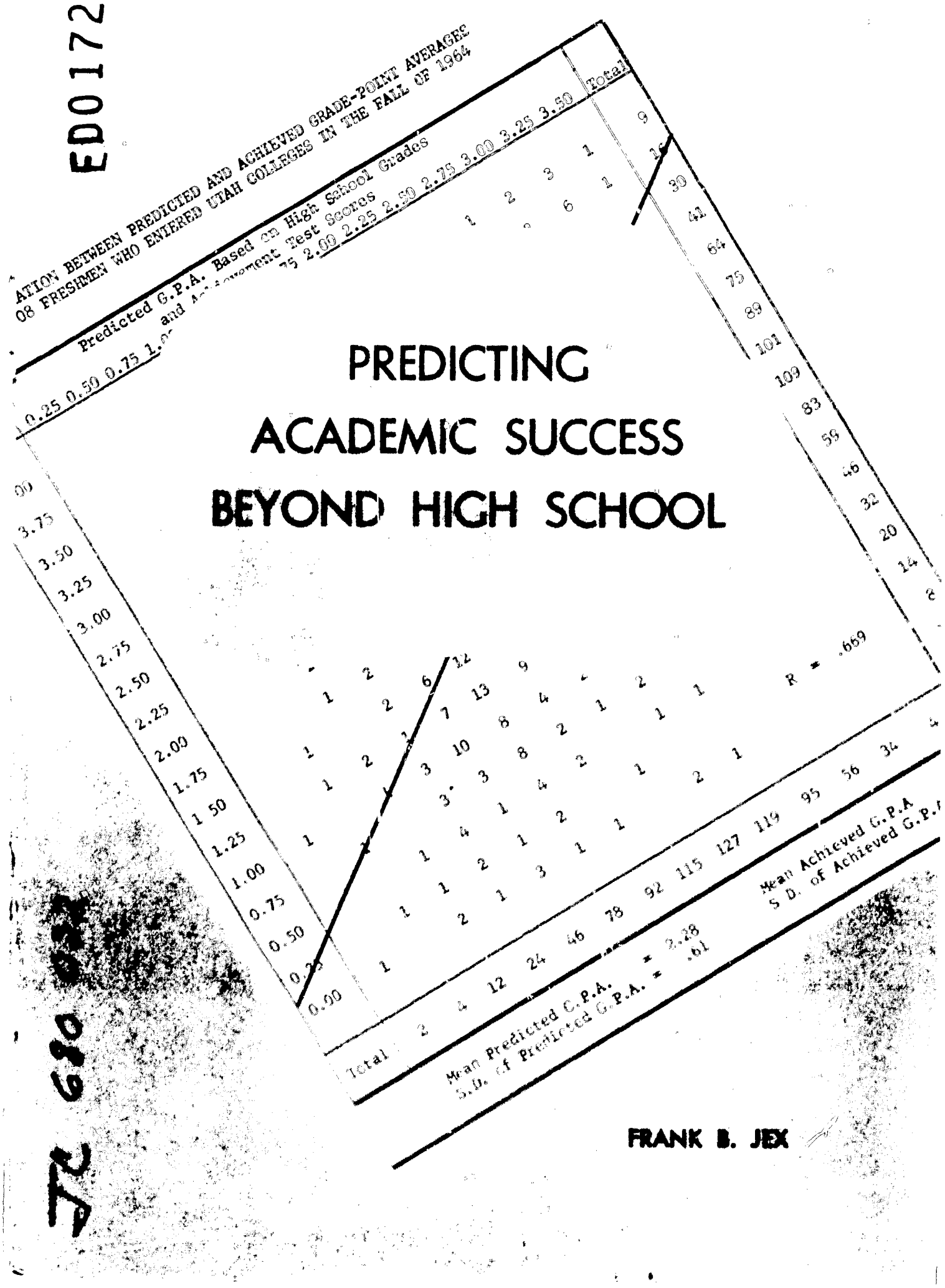
DESCRIPTORS- *JUNIOR COLLEGES, *ACADEMIC ACHIEVEMENT, *GRADE POINT AVERAGE, PROGNOSTIC TESTS, PREDICTIVE ABILITY (TESTING), TESTS, ACADEMIC PERFORMANCE, GRADE PREDICTION, *PREDICTIVE MEASUREMENT, GRADES (SCHOLASTIC), UTAH,

THESE TABLES ARE INTENDED TO PREDICT WHICH UTAH COLLEGE CURRICULUM GIVES A STUDENT THE MOST LIKELIHOOD OF SUCCESS. THEY USE HIGH SCHOOL AVERAGE (HSA) AND ACADEMIC ACHIEVEMENT OR APTITUDE TESTS. THE STUDY IS DESIGNED ON CONCLUSIONS FROM EARLIER WORK--(1) THE MAIN HURDLE FOR THE FRESHMAN IS THE REQUIRED GENERAL EDUCATION CORE, (2) GPA'S ARE REASONABLY STABLE FROM TERM TO TERM, (3) THE FIRST-TERM AVERAGE IS A RELIABLE PREDICTOR, (4) THE HSA IS THE BEST SINGLE INDICATOR OF PROBABLE SUCCESS, (5) ACHIEVEMENT TESTS OF HIGH SCHOOL WORK ARE SLIGHTLY BETTER THAN APTITUDE TESTS AS PREDICTORS, (6) ADDING A THIRD PREDICTOR TO HSA'S AND ACHIEVEMENT TEST SCORES ADDS LITTLE PREDICTIVE VALUE, (7) LONGITUDINAL RESEARCH REVEALS CONSIDERABLE YEAR-TO-YEAR CONSISTENCY OF PERFORMANCE, (8) FIRST-TERM AVERAGES PREDICT GRADUATION MORE ACCURATELY THAN DOES ANY COMBINATION OF HIGH SCHOOL DATA, (9) WOMEN ARE MORE PREDICTABLE AND GET GENERALLY BETTER GRADES, (10) BREAKDOWN BY SUBGROUP (AGE, FAMILY, ETC.) ADDS LITTLE PREDICTIVE ACCURACY, (11) THESE STUDIES ARE VALID FOR LATER USE IN ADMISSIONS AND COUNSELING, AND (12) THE OPTIMUM COMBINATION OF HSA AND ACHIEVEMENT TEST SCORES CURRENTLY REPRESENTS THE PRACTICAL LIMITS TO PREDICTION OF COLLEGE SUCCESS. TABLES HAVE BEEN PREPARED FOR EACH OF UTAH'S COLLEGES, UNIVERSITIES, TRADE-TECHNICAL SCHOOLS, AND PRIVATE BUSINESS SCHOOLS, AND ALSO FOR DIFFERENT LEVELS OF ACADEMIC DIFFICULTY, SHOWING SCORE, CORRELATIONS, RELATIVE PREDICTION WEIGHT, AND STANDARD ERROR OF ESTIMATE. (HH)



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FOREWORD

The right to try, though failure is almost certain, is an old and cherished one, but there is nothing particularly constructive about repeated failure in curricula for which one may be unendowed, unprepared, or unmotivated. Herein lies the challenge of proper educational placement. When we know what combination of preparation and abilities is important for success in a given course of study, much of the doubt and uncertainty can be taken out of educational decisions.

Few problems in education have received as much attention as the attempt to predict college success. Fifty years of research and development in the field have produced an impressive but sometimes bewildering array of reliability and validity coefficients, expectancy and prediction tables, and test profiles and norms. What is still desperately needed, however, is the local research which will help to answer the question: "In which course of higher education is this student most apt to succeed?"

This question is so difficult to answer that colleges still depend largely on a tryout period to discriminate between good and poor candidates. But so much waste is inherent in the tryout procedure, in both psychological and financial terms, that every effort should be made to develop and maintain the most efficient predictive devices possible under the local circumstances.

The heart of this manual is a series of tables by means of which academic performance beyond the high school can be predicted with some precision. The tables were constructed by the author during his visits to each of Utah's public institutions of higher education in the Spring of 1965. The business college studies were added later, but cover the same time period. Reflected here are the relative levels of preparation and achievement required in the academic and technological curricula as conducted by these institutions during the academic year 1964-65.

The data are being presented in the form of predicted averages rather than expectancies because of the author's conviction that the predicted grade-point average has a much greater impact upon the student than does the probability statement. When students are encouraged to compare their predicted averages for several competing courses of study, they are apt to be more impressed with the relative appropriateness of a given course, then when they are told that their chances are about fifty-fifty in this course as against one in ten for that. Probability statements arouse our sporting blood, dare us to take a chance, whatever the odds. The predictions ask us to consider what has happened to other students with our kind of background who have pursued this or that course of study in the past. By encouraging students to think in these terms, it is hoped that this manual will make a contribution to more efficient vocational and educational planning.

The author is indebted to the administrative staffs of the contributing institutions for their cooperation in the compilation of the basic data required for the construction of the prediction tables. Special thanks are due the author's friends on campuses across the State for their generous assistance with the study. At the time the data were collected these persons

were located as follows: Del P. Higham and Annie Hamilton of Dixie College; Vern K. Kupfer and Ward S. Robb of the College of Southern Utah; Gary H. Carver and Ardath Champlin of the College of Eastern Utah; Ross Findlay of Snow College; Joseph L. Daly of the University of Utah; Allan W. Bosch and Howard J. Eischeid of Westminster College; Garth Eldredge and Paul W. Brown of the Salt Lake Trade Technical Institute; Merle E. Allen, Allen J. Dayley, Ruth S. Swenson, Dee W. Flitton, Ralph D. Marsden, and Milton C. Mecham of Weber State College; Ronald S. Peterson of Utah State University; Vern H. Jensen, L. Howard Campbell, Lynn E. Johnson and Lynn J. Owens of the Brigham Young University; Reed R. Allen and Mable Olson of the Utah Trade Technical Institute; R. Ferris Kirkham, D. Neil Willey, and Beverly B. Boone of the L.D.S. Business College; LeRoy R. Stevens, Jack M. Stevens, George H. Maxwell, and Marvin L. Mower of Stevens Henager College.

CONSTRUCTION OF THE PREDICTION TABLES

The research design was essentially the same for each of the prediction tables included in this manual. This design reflects the experience gained from many years of prediction research among Utah's high school graduates. Most of the basic assumptions implicit in the design have been documented in the author's previous prediction monograph (Jex, 1957) where the following conclusions were drawn after studying several successive populations of entering freshmen at the University of Utah:

1. The crucial academic hurdle in college is the core of required general education courses. Students who can pass these courses almost certainly have enough scholastic ability to graduate in one academic area or another. Typically these courses are concentrated in the freshman year.

2. Student grade-point averages are stable enough from quarter to quarter and from year to year to permit reasonably good predictions of college success.

3. First-quarter or first-year average is a reliable enough index of ultimate scholastic success to justify the use of either as the criterion for validating the usual predictive variables. Approximately the same validity coefficients result whichever of these averages is employed as the criterion of college success.

4. The average high-school grade consistently emerges as the best single indicator of probable college success. Whether this average is computed from all grades or grades in "academic" courses only, its predictive efficiency is essentially the same. No significant improvement results from using weighted averages in various combinations of course grades to replace the overall average.

5. Standardized tests of achievement in the high school subjects (particularly in English) are somewhat superior to scholastic aptitude tests for predicting college scholarship.

6. High school average and average achievement test score usually combine to yield correlations with college scholarship which are consistently in the sixties or low seventies. Adding a third predictor to the combination raises the multiple correlation only slightly, and is defensible mainly in terms of face validity. Combinations of more than three predictors for use in this kind of situation are statistically indefensible. Our attempts over a period of several years to increase this multiple correlation coefficient through the inclusion of non-academic factors have met with little success. After extensive research involving the Strong Vocational Interest Blank, the Kuder Preference Record, the Lee-Thorpe Occupational Inventory, the Minnesota Multiphasic Personality Inventory, group forms of the Rorschach Inkblots, and the Murray Thematic Apperception Test, and local biographical inventories and sentence completions, we were still unable to add significantly to the predictive value of combined high school average and achievement test scores.

7. Longitudinal research reveals not only considerable year-to-year consistency in the multiple correlation of the combined high school average and achievement test scores with college success, but the relative weights assigned to the predictors through the standard regression equation have remained fairly constant through the years.

8. The first-quarter college average predicts graduation from college more accurately than does any known combination of high school data. This suggests that high school data are useful mainly as predictors of a student's initial success in college, after which the cumulative college average should constitute the basic prediction index for counseling beyond that point.

9. While we have consistently found women more predictable than men, the development of separate tables for the two sexes hardly seems worthwhile. We have discovered that, although our female students consistently get better college grades than do our male students with comparable achievement scores, the women also have superior high school records. By way of the high school average this superior grade-getting ability of women is reflected in our college predictions for them.

10. Other suggestions for improving predictability by breaking down the college-bound population by age, education of parents, high school of origin, etc., seem equally impractical. While frequently advocated on the basis of demonstrated differences in performance among such subgroups, the increased forecasting efficiency resulting from such breakdowns seems rather small compared to the increased work involved.

11. When findings of prediction studies are later used for admissions and counseling purposes, the validity of the predictive variables may be expected to undergo a change aside from the variations attributable to year to year differences in the populations under study. Assuming a constant curriculum, however, the initial relationships as determined for our relatively "uncounseled and unselected" freshman populations are the most defensible values around which to build our prediction tables for the era of increasing selectivity which appears to lie ahead.

12. It appears that the optimum combination of the high school average and academic achievement test scores represents the practical limits of what we can currently predict about students' academic success beyond high school. Under the most favorable circumstances this combination can be expected to correlate around .70 with the success criterion, which accounts for about half of what goes into academic success as measured by course grades. When one considers the complexity of the problem, however, it seems fairly impressive that we are able to identify nearly half of what we seek by employing two readily available facts from the high school record.

Since the above conclusions can be generalized to many institutions of higher education who admit a fairly heterogeneous group of high school graduates to their freshman classes, one could expect them to hold for most of these institutions in Utah. Accordingly, all of the prediction tables which follow employ the high school average and academic achievement or aptitude test scores to predict scholastic success beyond the high school.

SAMPLE SIZE AND THE CRITERION OF SUCCESS

It seemed important for such a manual as this to try to develop current prediction tables under identical conditions for each campus. The work was begun in March of 1965 so that it was possible to use the first-quarter or first-semester average as the criterion of college success in every case, a practice which seemed fully justified by earlier college prediction research in Utah. In the trade-technical curricula, average grade for the first two quarters was the success criterion. Thus in every instance, the prediction tables reflect data for the 1964-65 academic year. Where first-term averages were already available from the college registrars, these averages were employed as found in the official records. In a few cases it was necessary to compute averages with local clerical assistance. In every case the average included all grades received for the term with points assigned to each hour of a given grade according to the prevailing system: A = 4, B = 3, C = 2, D = 1, E = 0. Grade point averages were then computed by dividing total points by number of hours of completed coursework.

On the smaller campuses the study included the entire population of the beginning entering freshmen in the Fall of 1964 who were in full-time enrollment (12 hours or more), and for whom high school and college grades were available. Where larger enrollments made sampling necessary, a stratified random sample was constructed to reflect the complete distribution of first-term grade-point averages. The trade-technical samples included all full-time day school freshmen for whom course grades and appropriate prediction data were available. Where samples were thus employed in the prediction research, the mean and standard deviations for the entire entering freshman populations were used in constructing the prediction tables in order to accurately reflect the institutions' current grading practices. The size of the study groups relative to the entering freshman populations are shown in Table 1.

The classification of the trade-technical students was determined on the basis of similar course means and standard deviations, and after consulting with the curriculum directors in each institution. The composition of Weber State College technological sample of 69 students was as follows: Electronics 39, Industrial Drafting 17, Data Processing 5, Automotive Engineering 3, Manufacturing Engineering 3, Industrial Engineering 2. The Weber State College trades sample was comprised of 23 students in Automotive Service and Body Repairing, 13 in Diesel Technology, and 4 in Machine Tool and Welding Technology. Of the 63 students in the Salt Lake Trade Technical Institute's technological sample, 25 were in Electronics Technology, 6 in Engineering Technology, 11 in Architectural Drafting, 10 in Mechanical Drafting, 11 in Commercial Art and Technical Illustrating. The trades sample in Salt Lake Trade Technical Institute comprised 44 students in Auto Mechanics and Auto Body Repair, 5 in Auto Body Painting, 14 in Diesel Mechanics, 17 in Machine Shop, 15 in Building Technology, 16 in Welding, 12 in Electricity and 7 in Printing, for a total of 130 In the Utah Trade Technical Institute, the technological sample was made up of 62 students of whom 17 were in Refrigeration and Air Conditioning, 14 in Diesel Mechanics, 17 in Drafting, 8 in Instrumentation and 6 in Electronics The trades sample at Utah Trade Technical Institute included 68 students, 29 in Auto Mechanics and Auto

TABLE 1

SIZE OF STUDY GROUPS RELATIVE TO THE SIZE OF ELIGIBLE FRESHMAN POPULATIONS

INSTITUTION	CURRICULUM	SIZE SAMPLE	% OF ELIGIBLE FRESHMEN INCLUDED IN STUDY SAMPLE
Brigham Young University	Overall	438	12[1]
University of Utah	Overall	2127	100
Utah State University	Overall	327	20[1]
College of Eastern Utah	Academic[2]	156	100
College of Southern Utah	Overall	223	40
Dixie College	Overall	327	100
Snow College of Central Utah	Overall	291	100
Westminster College	Overall	151	100
Weber State College	Overall	488	41
Weber State College	Nursing	80	69
Weber State College	Technological	69	82
Weber State College	Trades	40	78
L.D.S. Business College	Overall Business	201	87
Stevens Henager College	Overall Business	218	93
Salt Lake Trade Technical Institute	Business Practice	81	95
Salt Lake Trade Technical Institute	Practical Nursing	52	56
Salt Lake Trade Technical Institute	Technological	63	47
Salt Lake Trade Technical Institute	Trades	130	58
Utah Trade Technical Institute	Business and Secretarial Science	54	57
Utah Trade Technical Institute	Practical Nursing	71	92
Utah Trade Technical Institute	Technological	62	76
Utah Trade Technical Institute	Trades	68	66

1 These samples were considered large enough for the purpose at hand because previous similar research on large samples was available in these institutions to provide a close check on the accuracy of the present data.

2 The substantial trade-technical curriculum in this institution could not be evaluated for lack of predictive data.

Body Repair, 15 in Machine Shop, 10 in Welding, 8 in Electricity, and 6 in Wood Trades.

THE HIGH SCHOOL AVERAGE

The American College Testing Service has demonstrated (ACT Technical Report, 1965) that student reports of grades earned during their junior year in high school in the areas of English, mathematics, social studies, and natural science are reliable and valid predictors of college grades. This suggested that a simple average of the high school student's final course grades in eleventh grade English, mathematics, social studies, and natural science might prove just as predictive of college success as would the usual average comprising all high school grades. Since the validity of this "four basics" high school average was confirmed in the first institution studied (correlation with first-quarter average for the entire entering freshman population of 327 students was .64), this method for computing the high school average was used for all the institutions included in this report with surprisingly good results. See Table 2. This approach has several obvious advantages. The average can be arrived at in a few moments, during the interview if necessary, by asking the student to recall his last grade in each of these four areas. The average also can be readily determined by consulting the student's cumulative record. Such an average can be computed in the tenth grade, or even as early as the ninth grade, making possible a much earlier identification of students apt to succeed in college. That such early identification is not only feasible but statistically defensible is clear from Losee's findings for 475 Salt Lake City ninth-graders whose average marks in the ninth grade correlated .84 with four-year high school average, and whose combined ninth-grade marks and achievement test scores correlated .64 with University of Utah grade-point average (Losee, 1957). Since only four grades go into this average, the interval for the resulting grade distributions is always one-fourth of a grade along the following scale: 4.00 (representing all A's), 3.75 (3A's and 1 B), 3.50 (2 A's and 2 B's), 3.25 (1 A and 3 B's), 3.00 (all B's or the equivalent), 2.75 (3 B's and 1 C), 2.50 (2 B's and 2 C's), 2.25 (1 B and 3 C's), 2.00 (all C's), 1.75 (3 C's and 1 D), 1.50 (2 C's and 2 D's), 1.25 (1 C and 3 D's) 1.00 (all D's), 0.75 (3 D's and 1 E), 0.50 (2 D's and 2 E's), 0.25 (1 D and 3 E's), 0.00 (all E's). This scale is not so coarse as to significantly lower the resulting correlations, and not so fine as to require interpolations in using the prediction tables.

In arriving at the English grade, use the <u>last</u> grade in any high school English course, such as English, Literature, or Language Arts. For the mathematics grade, use the last grade in any high school mathematics course such as Algebra, Geometry, Trigonometry, General Mathematics, or Consumer Mathematics. For Social Studies, use the last grade in such courses as United States or World History, Economics, Civics, Government, or Community Problems. For Natural Science, use the most recent grade in high school science courses, such as Biology, Physics, Chemistry, Botany, Physiology, or General Science. In every case use the final grade for the year, or for the final semester of the year, depending on the system in use in the school. If the student has taken no mathematics course in high school, or no science

TABLE 2

CORRELATION OF FRESHMAN GRADE POINT AVERAGES, "FOUR-BASICS" HIGH SCHOOL AVERAGES AND ACADEMIC ACHIEVEMENT TEST SCORES IN UTAH INSTITUTIONS OF HIGHER EDUCATION

INSTITUTION	CURRICULUM	SAMPLE SIZE	PREDICTED AVG.	CORRELATION COEFFICIENTS: HSGPA vs. Freshman GPA	Test Score vs. Freshman GPA	HSGPA vs. Test Score	Multiple R with Freshmen GPA
Brigham Young University	Overall	438	1st Semester	.59	.53	.48	.654
University of Utah	Overall	2127	1st Quarter	.57	.47	.37	.635
Utah State University	Overall	327	1st Quarter	.66	.58	.58	.703
College of Eastern Utah	Academic Only	156	1st Quarter	.62	.47	.64	.627
College of Southern Utah	Overall	223	1st Quarter	.59	.49	.38	.656
Dixie College	Overall	327	1st Quarter	.64	.47	.53	.658
Snow College of Central Utah	Overall	291	1st Quarter	.61	.52	.49	.661
Westminster College	Overall	151	1st Semester	.53	.48	.36	.614
Weber State College	Overall	488	1st Quarter	.62	.47	.51	.654
Weber State College	Nursing	80	1st 2 Quarters	.45	41	.48	.501
Weber State College	Technological	69	1st Quarter	.44	.36	.25	.510
Weber State College	Trades	40	1st Quarter	.57	.31	.42	.575
L.D.S. Business College	Overall Business	201	1st year	.59	.34	.28	.617
Stevens Henager College	Overall Business	218	1st year	.57	.56	.53	.646
Salt Lake Trade Technical Inst.	Business Practice	81	1st 2 Quarters	.60	.53	.39	.681
Salt Lake Trade Technical Inst.	Practical Nursing	52	1st 2 Quarters	.41	.58	.42	.608
Salt Lake Trade Technical Inst.	Technological	63	1st 2 Quarters	.56	.43	.60	.572
Salt Lake Trade Technical Inst.	Trades	130	1st 2 Quarters	.41	45	.31	.532
Utah Trade Technical Institute	Business and Sec. Science	54	1st 2 Quarters	.66	.53	.35	.733
Utah Trade Technical Institute	Practical Nursing	71	1st 2 Quarters	.41	.58	.42	.608
Utah Trade Technical Institute	Dental Assistant[1]	52	1st 2 Quarters	.43	.50	.43	.554
Utah Trade Technical Institute	Technological	62	1st 2 Quarters	.62	.32	.14	.658
Utah Trade Technical Institute	Trades	68	1st 2 Quarters	.63	.54	.47	.703

1 Not included among the prediction tables because of the unusual system of grading employed.

course, base the average on the other three grades. Take no account of plus or minus marks in computing the average. If the school reports grades in other than the letter grades A,B,C,D,E, make a conversion into letter grades before computing the high school average.

It is important to keep in mind that all prediction tables in this manual reflect actual "four-basics" grade point averages as computed from students' original high school transcripts. When working from student-reported grades, such as those appearing on ACT reports, it should be borne in mind that these reports tend to overestimate the actual performance by about one-tenth of a grade on the average. Where the high school average is based on all courses taken, it tends to be about one-fourth of a grade higher, on the average, than when based on the "four-basics" only.

ACHIEVEMENT TEST SCORES

The achievement test variable in each prediction table was constructed to permit the use of composite scores from any of the widely used standardized achievement or aptitude test batteries for which percentile norms in grade are available. The basic assumption here was that all such batteries would be about equally valid when combined with average high school grades to predict college success. Table 2 summarizes the validity coefficients for such test scores when used in the present investigation.

Composite Score of the American College Tests was used in Brigham Young University, Utah State University, College of Eastern Utah, College of Southern Utah, and Snow College. Total English Score on the Cooperative English Tests was employed in Dixie College, Weber State College, and the University of Utah. Westminster College used the Total Scholastic Aptitude Test Score of the College Entrance Examination Boards. The L.D.S. Business College used the Wonderlic Personnel Test, while Stevens Henager College used the Cooperative English Usage Test. The Salt Lake Trade Technical Institute combined Verbal Reasoning and Numerical Ability scores on the Differential Aptitude Tests, and Utah Trade Technical Institute used Aptitude "G" of the General Aptitude Test Battery.

In each institution, whatever test score was used was equated to the Composite Score distribution on the American College Tests for Utah's high school seniors, where the mean is represented by a standard score of 16 with a standard deviation of 5. Each interval on this scale thus represents one-fifth of a standard deviation, being equivalent to one standard score on Composite ACT. By expressing these standard ACT scores as percentile bands, one-fifth of a standard deviation wide, it becomes possible to enter the achievement test column of the prediction tables with a student's percentile rank in grade for whatever standardized test score is available. Table 3 equates the various test scores used in this investigation to ACT Composite standard scores for use in predicting academic success beyond the high school in Utah.

The preferred test score for use in the prediction tables in this manual is a composite academic achievement score such as the one derived from the

TABLE 3

EQUATION OF VARIOUS TEST SCORES TO ACT STANDARD SCORES
FOR USE IN PREDICTING ACADEMIC SUCCESS BEYOND THE HIGH SCHOOL
IN UTAH'S INSTITUTIONS OF HIGHER EDUCATION

%-ile Rank in Grade	Composite ACT (Standard Score)	CEEB SAT TOTAL	COOP Total English (Converted)	COOP English Usage (Scaled)	DAT VR & NA (Raw Score) (Form "L")	GATB "G" Aptitude	Wonderlic Raw Score	Otis Gamma IQ
99.9	31	1200	177	81	105	144	40	136
99.8	30	1165	175	79	102	141	38	134
99.6	29	1130	173	77	99	138	37	131
99.4	28	1105	171	75	95	135	36	129
99.0	27	1075	169	73	92	132	34	126
98.0	26	1050	167	71	89	129	33	124
96-97	25	1015	165	69	86	126	32	122
94-95	24	990	163	67	83	123	30	119
91-93	23	960	161	65	79	120	29	117
87-90	22	925	159	63	76	117	28	114
82-86	21	900	157	61	73	114	27	112
77-81	20	875	155	59	70	111	26	110
70-76	19	845	153	57	67	108	25	107
63-69	18	815	151	55	63	105	23	105
55-62	17	785	149	53	60	102	22	102
46-54	16	760	147	51	57	99	21	100
38-45	15	730	145	49	54	96	20	98
31-37	14	700	143	47	51	93	18	95
25-30	13	670	141	45	47	90	16	93
19-24	12	645	139	43	44	87	14	90
14-18	11	610	137	41	41	84	13	88
10-13	10	585	135	39	38	81	12	86
7-9	9	555	133	37	35	78	11	83
5-6	8	530	131	35	31	75	10	81
3-4	7	495	129	33	28	72	9	78
2.0	6	470	127	31	25	69	8	76
1.0	5	440	125	29	22	66	6	74
0.6	4	415	123	27	19	63	5	71
0.4	3	385	121	25	15	60	4	69
0.2	2	360	119	23	12	57	3	66
0.1	1	335	117	21	9	54	2	64

American College Tests. Otherwise use the student's median percentile rank from the most recent set of academic achievement or aptitude scores available such as those obtained from the Iowa Tests of Educational Development, the Tests of General Educational Development, the Sequential Tests of Educational Progress, the School and College Aptitude Tests, the Differential Aptitude Tests, the General Aptitude Test Battery, the Flanagan Aptitude Classification Tests, the CEEB Scholastic Aptitude Test, or the College Qualification Test. Where no such test scores are available for a student, the administration of an English achievement test from one of the standardized batteries such as the Cooperative, California, Metropolitan, Stanford, or Science Research Associates, will usually yield the most valid kind of achievement score for the purpose. Evidence of this is seen in Table 2 where the multiple correlations for the combination of HSGPA and English score (Dixie College, Weber College and University of Utah) are closely comparable to those for the combination of HSGPA and Composite ACT score (Brigham Young University, Utah State University, College of Eastern Utah, College of Southern Utah, and Snow College).

THE PREDICTED GRADE POINT AVERAGE

The double-entry prediction tables which follow are based on multiple correlations which are all statistically significant and large enough to effect substantial increases in forecasting efficiency. (See Table 2). The principle of the multiple regression approach, which combines the predictors according to optimal weights, is demonstrated in Table 4 for a representative sample of 808 students from Utah's freshman class in the Fall of 1964. Each column in the table is headed by the predicted grade-point average (PGPA) for that group of students, while the distribution within each column shows the achieved grade-point averages for those same students. The dark regression line which runs diagonally across the table is the line of best fit for the means of the columns of achieved grade-point averages, and it is on this line that all of the predicted averages fall. The heavy concentration of achieved averages on either side of the regression line reflects the forecasting efficiency of the predicted grade-point averages. While a few students perform very differently than their predictions, for the large majority, achievement is fairly consistent with prediction. In Table 4 the standard deviation of .61 for the predicted grade-point averages indicates that approximately two-thirds of the students perform within .61 of a grade on either side of what is predicted for them (the PGPA). When applied to the prediction tables, this concept is known as the standard error of estimate. This statistic is shown at the bottom of each double-entry table and can be thought of as the zone of error around the prediction for any given student. For example, in the Brigham Young University table the predicted grade-point average for the typical Utah high school graduate (represented by a "high school average in four basics" of 2.50 and a "test %ile rank in grade" of 50) would be 1.95, with a standard error of estimate of .60. This prediction means that the most likely achievement for this student in Brigham Young University is 1.95, and there are two chances out of three that his achievement will not vary more than six-tenths of a grade (.60) in either direction from 1.95. Where freshman grades are more widely scattered than at Brigham Young University, or where combined high school grades and test scores are less predictive, the accuracy of our predictions will decrease to the extent indicated in the larger standard error of estimate.

Since the primary purpose of these prediction tables is to answer the question, "In which of our Utah curricula is this student most apt to succeed?" we can now obtain the PGPA for Utah's typical high school graduate in each of the other curricula included in this investigation. This procedure is shown in Table 5, which also summarizes the predictions for a student who is well below average ("high school average in four basics" of 1.75, and "test %ile rank in grade" of 15) and for the predictions for a student who is well above average ("high school average in four basics" of 3.25 and "test %ile rank in grade" of 85).

TABLE 4

CORRELATION BETWEEN PREDICTED AND ACHIEVED GRADE-POINT AVERAGES FOR 808 FRESHMEN WHO ENTERED UTAH COLLEGES IN THE FALL OF 1964

First Term G.P.A.	Predicted G.P.A. Based on High School Grades and Achievement Test Scores														Total
	0.25	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	
4.00						1				1	1	2	3	1	9
3.75								1		3	2	3	6	1	16
3.50								1	1	3	8	9	8		30
3.25				1			1	2	4	8	12	7	5	1	41
3.00						1	4	4	9	15	16	10	5		64
2.75					1	1	3	7	13	14	20	12	3	1	75
2.50			1		2	2	9	15	20	16	14	8	2		89
2.25			1	2	2	4	10	22	22	24	11	2	1		101
2.00			2	3	7	11	15	25	22	14	8	2			109
1.75			1	2	3	10	18	19	15	11	2	1	1		83
1.50		1		2	6	12	14	12	8	4					59
1.25			1	2	1	7	13	9	3	6	3	1			46
1.00	1			1	3	10	8	4	2	2	1				32
0.75			1		3	3	8	2	1	2					20
0.50				1	4	1	4	2		1	1				14
0.25			1	1	2	1	2		1						8
0.00	1			2	1	3	1	1		2	1				12
Total	2	4	12	24	46	78	92	115	127	119	95	56	34	4	808

R = .669

Mean Predicted G.P.A. = 2.28
S.D. of Predicted G.P.A. = .61

Mean Achieved G.P.A. = 2 .28
S.D. of Achieved G.P.A. = .82

LEVELS OF ACADEMIC DIFFICULTY

The data in Table 5 suggest several important generalizations relating to the level of academic difficulty of the various curricula investigated.

1. There is a clear hierarchy of academic programs in Utah ranging from the university curricula at the top to the trade-technical curricula at the bottom. More knowledge concerning this hierarchy is basic to the efficient utilization of the State's educational resources. The prediction tables in this manual now make it possible to describe academic levels of difficulty with some precision. Although these levels will fluctuate somewhat from year to year, they will probably remain fairly stable unless radical changes in curriculum or admissions practices occur. Continuing research will be needed to document such changes.

2. Currently the junior college (two-year) curricula in the State are being conducted at about the same level of difficulty as the senior college (four-year) curricula.

3. The business curricula in Utah's private business colleges are more difficult than those in the State's trade-technical institutes.

4. In Weber State College the "technological" and the "overall" curricula are about equally difficult, while the difficulty of Weber's "trades" courses is more like that found in the trade-technical institutes. Weber's nursing curriculum is considerably more difficult than the practical nursing curriculum at the trade-technical institutes.

5. Most of the courses of study within the trade-technical institutes are conducted at about the same level of difficulty.

6. In view of the distinct levels of difficulty which characterize Utah's academic programs beyond the high school, the development of several general prediction tables was thought to be justified. Such tables are of considerable value in helping students to formulate realistic educational plans even when interest in a specific institution has not yet emerged.

The general university prediction table combines the data for all three universities in the State, while the general college prediction table combines the data for all six junior and senior colleges. The two private business colleges are combined into one general table, although the requirement of a 2.50 average for graduation from L.D.S. Business College makes the justification for this table more questionable. The general table for predicting success in Utah's trade technical institutes includes not only the "trades" and "technological" data from the Salt Lake and Utah Institutes, but also the similar "trades" data from Weber.

TABLE 5

PREDICTED FRESHMAN GRADE POINT AVERAGES FOR STUDENTS
FROM THREE DIFFERENT LEVELS OF HIGH SCHOOL PERFORMANCE

CURRICULUM PREDICTED	Predicted GPA for: Student at 15th %ile rank	Average HS Student	Student at 85th %ile rank	Standard Error of Estimate
Brigham Young University (Overall)	1.31	1.95	2.59	.60
University of Utah (Overall)	1.11	1.80	2.49	.63
Utah State University (Overall)	1.37	2.02	2.67	.60
College of Eastern Utah (Academic Only)	1.77	2.31	2.85	.69
College of Southern Utah (Overall)	1.77	2.41	3.04	.61
Dixie College (Overall)	1.77	2.35	2.93	.66
Snow College (Overall)	1.59	2.20	2.81	.61
Westminster College (Overall)	1.60	2.16	2.71	.55
Weber State College (Overall)	1.69	2.28	2.86	.62
Weber State College (Nursing)	2.06	2.37	2.68	.45
Weber State College (Technological)	1.69	2.32	2.94	.73
Weber State College (Trades)	2.29	2.99	3.69	.74
*L.D.S. Business College (Overall Business)	2.02	2.61	3.21	.57
Stevens Henager College (Overall Business)	1.89	2.48	3.07	.61
S.L. Trade Tech. Inst. (Business Practice)	2.22	3.01	3.80	.57
S.L. Trade Tech. Inst. (Practical Nursing)	2.37	2.97	3.57	.56
S.L. Trade Tech. Inst. (Technological)	2.28	2.89	3.50	.80
S.L. Trade Tech. Inst. (Trades)	2.22	2.92	3.60	.64
Utah Trade Tech. Inst. (Bus. & Sec. Science)	2.33	2.95	3.57	.51
Utah Trade Tech. Inst. (Practical Nursing)	1.89	2.61	3.34	.53
Utah Trade Tech. Inst. (Technological)	2.42	3.11	3.80	.59
Utah Trade Tech. Inst. (Trades)	2.48	3.31	4.15	.60

* Students must have grade-point average of at least 2.50 for graduation.

PREDICTING FRESHMAN SCHOLARSHIP I: BRIGHAM YOUNG UNIVERSITY

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	1.78	1.90	2.02	2.15	2.27	2.39	2.51	2.64	2.76	2.88	3.01	3.13	3.25	3.37	3.50
99.8	1.73	1.85	1.97	2.10	2.22	2.34	2.46	2.59	2.71	2.83	2.96	3.08	3.20	3.32	3.45
99.6	1.68	1.80	1.92	2.05	2.17	2.29	2.41	2.54	2.66	2.78	2.91	3.03	3.15	3.27	3.40
99.4	1.62	1.74	1.86	1.99	2.11	2.23	2.35	2.48	2.60	2.72	2.85	2.97	3.09	3.21	3.34
99.0	1.57	1.69	1.81	1.94	2.06	2.18	2.30	2.43	2.55	2.67	2.80	2.92	3.04	3.16	3.29
98.0	1.51	1.63	1.75	1.88	2.00	2.12	2.24	2.37	2.49	2.61	2.74	2.86	2.98	3.10	3.23
96-97	1.46	1.58	1.70	1.83	1.95	2.07	2.09	2.32	2.44	2.56	2.69	2.81	2.93	3.05	3.18
94-95	1.41	1.53	1.65	1.78	1.90	2.02	2.14	2.27	2.39	2.51	2.64	2.76	2.88	3.00	3.13
91-93	1.35	1.47	1.59	1.72	1.84	1.96	2.08	2.21	2.33	2.45	2.58	2.70	2.82	2.94	3.07
87-90	1.30	1.42	1.54	1.67	1.79	1.91	2.03	2.16	2.28	2.40	2.53	2.65	2.77	2.89	3.02
82-86	1.24	1.36	1.48	1.61	1.73	1.85	1.97	2.10	2.22	2.34	2.47	2.59	2.71	2.83	2.96
77-81	1.19	1.31	1.43	1.56	1.68	1.80	1.92	2.05	2.17	2.29	2.42	2.54	2.66	2.78	2.91
70-76	1.14	1.26	1.38	1.51	1.63	1.75	1.87	2.00	2.12	2.24	2.37	2.49	2.61	2.73	2.86
63-69	1.08	1.20	1.32	1.45	1.57	1.69	1.81	1.94	2.06	2.18	2.31	2.43	2.55	2.67	2.80
55-62	1.03	1.15	1.27	1.40	1.52	1.64	1.76	1.89	2.01	2.13	2.26	2.38	2.50	2.62	2.75
46-54	.97	1.09	1.21	1.34	1.46	1.58	1.70	1.83	1.95	2.07	2.20	2.32	2.44	2.56	2.69
38-45	.92	1.04	1.16	1.29	1.41	1.53	1.65	1.78	1.90	2.02	2.15	2.27	2.39	2.51	2.64
31-37	.87	.99	1.11	1.24	1.36	1.48	1.60	1.73	1.85	1.97	2.10	2.22	2.34	2.46	2.59
25-30	.81	.93	1.05	1.18	1.30	1.42	1.54	1.67	1.79	1.91	2.04	2.16	2.28	2.40	2.53
19-24	.76	.88	1.00	1.13	1.25	1.37	1.49	1.62	1.74	1.86	1.99	2.11	2.23	2.35	2.48
14-18	.70	.82	.94	1.07	1.19	1.31	1.43	1.56	1.68	1.80	1.93	2.05	2.17	2.29	2.42
10-13	.65	.77	.89	1.02	1.14	1.26	1.38	1.51	1.63	1.75	1.88	2.00	2.12	2.24	2.37
7-9	.60	.72	.84	.97	1.09	1.21	1.33	1.46	1.58	1.70	1.83	1.95	2.07	2.19	2.32
5-6	.54	.66	.78	.91	1.03	1.15	1.27	1.40	1.52	1.64	1.77	1.89	2.01	2.13	2.26
3-4	.49	.61	.73	.86	.98	1.10	1.22	1.35	1.47	1.59	1.72	1.84	1.96	2.08	2.21
2.0	.43	.55	.67	.80	.92	1.04	1.16	1.29	1.41	1.53	1.66	1.78	1.90	2.02	2.15
1.0	.38	.50	.62	.75	.87	.99	1.11	1.24	1.36	1.48	1.61	1.73	1.85	1.97	2.10
0.6	.33	.45	.57	.70	.82	.94	1.06	1.19	1.31	1.45	1.56	1.68	1.80	1.92	2.05
0.4	.27	.39	.51	.64	.76	.88	1.00	1.13	1.25	1.37	1.50	1.62	1.74	1.86	1.99
0.2	.22	.34	.46	.59	.71	.83	.95	1.08	1.20	1.32	1.45	1.57	1.69	1.81	1.94
0.1	.16	.28	.40	.53	.65	.77	.89	1.02	1.14	1.26	1.39	1.51	1.63	1.75	1.88

Based on freshman class research for the academic year 1964-65, N = 438

Correlation with Freshman Grades: HSGPA .59 Test Score .53 Multiple R .654

Relative Prediction Weights: HSGPA .44 Test Score .32

Standard Error of Estimate: .60

PREDICTING FRESHMAN SCHOLARSHIP IN THE UNIVERSITY OF UTAH

Test File Rank in Grade	High School Average in Four Basics: English, Science Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2 75	3.00	3.25	3.50	3 75	4.00
99.9	1.63	1.76	1.89	2.02	2.16	2.29	2.42	2.55	2.69	2.82	2 95	3.08	3.22	3.35	3.48
99.8	1.57	1.70	1.83	1.96	2.10	2.23	2.36	2.49	2 63	2.76	2 89	3.02	3.16	3 29	3 42
99.6	1.51	1.64	1.77	1.90	2.04	2.17	2.30	2.43	2.57	2 70	2 83	2.96	3.10	3.23	3.36
99.4	1.45	1.58	1.71	1.84	1.98	2.11	2.24	2.37	2 51	2.64	2.77	2 90	3.04	3.17	3.30
99.0	1.39	1.52	1.65	1.78	1.92	2.05	2.18	2.31	2.45	2.58	2.71	2.84	2.98	3.11	3 24
98.0	1.33	1.46	1.59	1.72	1.86	1.99	2.12	2.25	2.39	2.52	2.65	2.78	2.92	3.05	3 18
96-97	1.27	1.40	1.53	1.66	1.80	1.93	2.06	2.19	2.33	2.46	2.59	2.72	2.86	2.99	3.12
94-95	1.22	1.35	1.48	1.61	1.75	1.88	2.01	2.14	2.28	2 41	2.54	2.67	2.81	2.94	3.07
91-93	1.16	1.29	1.42	1.55	1.69	1.82	1.95	2.08	2.22	2.35	2.48	2.61	2.75	2.88	3.01
87-90	1.10	1.23	1.36	1.49	1.63	1.76	1.89	2.02	2.16	2.29	2.42	2.55	2 69	2.82	2.95
82-86	1.04	1.17	1.30	1.43	1.57	1.70	1.83	1.96	2.10	2.23	2.36	2.49	2 63	2.76	2.89
77-81	.98	1.11	1.24	1.37	1.51	1.64	1.77	1.90	2 04	2.17	2.30	2 43	2.57	2 70	2.83
70-76	.92	1.05	1.18	1.31	1.45	1.58	1.71	1.84	1.98	2.11	2.24	2.37	2.51	2 64	2.77
63-69	.86	.99	1.12	1.25	1.39	1.52	1.65	1.78	1.92	2.05	2.18	2.31	2.45	2.58	2.71
55-62	.80	.93	1.06	1.19	1.33	1.46	1.59	1.72	1.86	1.99	2.12	2.25	2.39	2.52	2.65
46-54	.74	.87	1.00	1.13	1.27	1.40	1.53	1.66	1.80	1.93	2.06	2.19	2.33	2.46	2.59
38-45	.69	.82	.95	1.08	1.22	1.35	1.48	1.61	1.75	1.88	2.01	2.14	2.28	2.41	2.54
31-37	.63	.76	.89	1.02	1.16	1.29	1.42	1.55	1.69	1.82	1.95	2.08	2.22	2 35	2.48
25-30	.57	.70	.83	.96	1.10	1.23	1.36	1.49	1.63	1.76	1.89	2.02	2.16	2 29	2 42
19-24	.51	.64	.77	.90	1.04	1.17	1.30	1.43	1.57	1.70	1.83	1.96	2.10	2.23	2.36
14-18	.45	.58	.71	.84	.98	1.11	1.24	1.37	1.51	1.64	1.77	1.90	2 04	2.17	2.30
10-13	.39	.52	.65	.78	.92	1.05	1.18	1.31	1.45	1.58	1.71	1.84	1.98	2.11	2.24
7-9	.33	.46	.59	.72	.86	.99	1.12	1.25	1.39	1.52	1.65	1.78	1.92	2.05	2.18
5-6	.27	.40	.53	.66	.80	.93	1.06	1.19	1.33	1.46	1.59	1.72	1.86	1.99	2.12
3-4	.21	.34	.47	.60	.74	.87	1.00	1.13	1.27	1.40	1.53	1.66	1.80	1.93	2.06
2.0	.15	.28	.41	.54	.68	.81	.94	1.07	1.21	1.34	1.47	1.60	1.74	1.87	2.00
1.0	.09	.22	.35	.48	.62	.75	.88	1.01	1.15	1.28	1.41	1 54	1.68	1.81	1.94
0.6	.04	.17	.30	.43	.57	.70	.83	.96	1.10	1.23	1.36	1.49	1.63	1.76	1.89
0.4	.00	.11	.24	.37	.51	.64	.77	.90	1.04	1.17	1.30	1.43	1.57	1.70	1.83
0.2		.05	.18	.31	.45	.58	.71	.84	.98	1.11	1.24	1.37	1.51	1.64	1.77
0.1		.00	.12	.25	.39	.52	.65	.78	.92	1.05	1.18	1.31	1.45	1.58	1.71

Based on freshman class research for the academic year 1964-65, N = 2127

Correlation with Freshman Grades: HSGPA .57 Test Score .47 Multiple R .635

Relative Prediction Weights: HSGPA .46 Test Score .30

Standard Error of Estimate: .63

PREDICTING FRESHMAN SCHOLARSHIP IN UTAH STATE UNIVERSITY

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	1.71	1.84	1.97	2.11	2.24	2.37	2.50	2.64	2.77	2.90	3.04	3.17	3.30	3.44	3.57
99.8	1.66	1.79	1.92	2.06	2.19	2.32	2.45	2.59	2.72	2.85	2.99	3.12	3.25	3.39	3.52
99.6	1.61	1.74	1.87	2.01	2.14	2.27	2.40	2.54	2.67	2.80	2.94	3.07	3.20	3.34	3.47
99.4	1.56	1.69	1.82	1.96	2.09	2.22	2.35	2.49	2.62	2.75	2.89	3.02	3.15	3.29	3.42
99.0	1.51	1.64	1.77	1.91	2.04	2.17	2.30	2.44	2.57	2.70	2.84	2.97	3.10	3.24	3.37
98.0	1.46	1.59	1.72	1.86	1.99	2.12	2.25	2.39	2.52	2.65	2.79	2.92	3.05	3.19	3.32
96-97	1.41	1.54	1.67	1.81	1.94	2.07	2.20	2.34	2.47	2.60	2.74	2.87	3.00	3.14	3.27
94-95	1.36	1.49	1.62	1.76	1.89	2.02	2.15	2.29	2.42	2.55	2.69	2.82	2.95	3.09	3.22
91-93	1.31	1.44	1.57	1.71	1.84	1.97	2.10	2.24	2.37	2.50	2.64	2.77	2.90	3.04	3.17
87-90	1.26	1.39	1.52	1.66	1.79	1.92	2.05	2.19	2.32	2.45	2 59	2.72	2.85	2.99	3.12
82-86	1.21	1.34	1.47	1.61	1.74	1.87	2.00	2.14	2.27	2.40	2.54	2.67	2.80	2.94	3.07
77-81	1.16	1.29	1.42	1.56	1.69	1.82	1.95	2.09	2.22	2.35	2.49	2.62	2.75	2.89	3.02
70-76	1.11	1.24	1.37	1.51	1.64	1.77	1.90	2.04	2.17	2.30	2.44	2.57	2.70	2.84	2.97
63-69	1.06	1.19	1.32	1.46	1.59	1.72	1.85	1.99	2.12	2.25	2.39	2.52	2.65	2.79	2.92
55-62	1.01	1.14	1.27	1.41	1.54	1.67	1.80	1.94	2.07	2.20	2.34	2.47	2.60	2.74	2.87
46-54	.96	1.09	1.22	1.36	1.49	1.62	1.75	1.89	2.02	2.15	2.29	2.42	2.55	2.69	2.82
38-45	.91	1.04	1.17	1.31	1.44	1.57	1.70	1.84	1.97	2.10	2.24	2.37	2.50	2.64	2.77
31-37	.86	.99	1.12	1.26	1.39	1.52	1.65	1.79	1.92	2.05	2.19	2.32	2.45	2.59	2.72
25-30	.81	.94	1.07	1.21	1.34	1.47	1.60	1.74	1.87	2.00	2.14	2.27	2.40	2.54	2.67
19-24	.76	.89	1.02	1.16	1.29	1.42	1.55	1.69	1.82	1.95	2.09	2.22	2.35	2.49	2.62
14-18	.71	.84	.97	1.11	1.24	1.37	1.50	1.64	1.77	1.90	2.04	2.17	2.30	2.44	2.57
10-13	.66	.79	.92	1.06	1.19	1.32	1.45	1.59	1.72	1.85	1.99	2.12	2.25	2.39	2.52
7-9	.61	.74	.87	1.01	1.14	1.27	1.40	1.54	1.67	1.80	1.94	2.07	2.20	2.34	2.47
5-6	.56	.69	.82	.96	1.09	1.22	1.35	1.49	1.62	1.75	1.89	2.02	2.15	2.29	2.42
3-4	.51	.64	.77	.91	1.04	1.17	1.30	1.44	1.57	1.70	1.84	1.97	2.10	2.24	2.37
2.0	.46	.59	.72	.86	.99	1.12	1.25	1.39	1.52	1.65	1.79	1.92	2.05	2.19	2.32
1.0	.41	.54	.67	.81	.94	1.07	1.20	1.34	1.47	1.60	1.74	1.87	2.00	2.14	2.27
0.6	.36	.49	.62	.76	.89	1.02	1.15	1.29	1.42	1.55	1.69	1.82	1.95	2.09	2.22
0.4	.31	.44	.57	.71	.84	.97	1.10	1.24	1.37	1.50	1.64	1.77	1.90	2.04	2.17
0.2	.26	.39	.52	.66	.79	.92	1.05	1.19	1.32	1.45	1.59	1.72	1.85	1.99	2.12
0.1	.21	.34	.47	.61	.74	.87	1.00	1.14	1.27	1.40	1.54	1.67	1.80	1.94	2.07

Based on freshman class research for the academic year 1964-65, N = 327

Correlation with Freshman Grades: HSGPA .66 Test Score .58 Multiple R .703

Relative Prediction Weights: HSGPA .49 Test Score .30

Standard Error of Estimate: .60

PREDICTING FRESHMAN SCHOLARSHIP IN COLLEGE OF EASTERN UTAH

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	1.48	1.62	1.77	1.91	2.06	2.21	2.35	2.49	2.64	2.79	2.93	3.07	3.22	3.37	3.51
99.8	1.46	1.60	1.75	1.89	2.04	2.19	2.33	2.47	2.62	2.77	2.91	3.05	3.20	3.35	3.49
99.6	1.44	1.58	1.73	1.87	2.02	2.17	2.31	2.45	2.60	2.75	2.89	3.03	3.18	3.33	3.47
99.4	1.41	1.55	1.70	1.84	1.99	2.14	2.28	2.42	2.57	2.72	2.86	3.00	3.15	3.30	3.44
99.0	1.39	1.53	1.68	1.82	1.97	2.12	2.26	2.40	2.55	2.70	2.84	2.98	3.13	3.28	3.42
98.0	1.37	1.51	1.66	1.80	1.95	2.10	2.24	2.38	2.53	2.68	2.82	2.96	3.11	3.26	3.40
96-97	1.35	1.49	1.64	1.78	1.93	2.08	2.22	2.36	2.51	2.66	2.80	2.94	3.09	3.24	3.38
94-95	1.33	1.47	1.62	1.76	1.91	2.06	2.20	2.34	2.49	2.64	2.78	2.92	3.07	3.22	3.36
91-93	1.30	1.44	1.59	1.73	1.88	2.03	2.17	2.31	2.46	2.61	2.75	2.89	3.04	3.19	3.33
87-90	1.28	1.42	1.57	1.71	1.86	2.01	2.15	2.29	2.44	2.59	2.73	2.87	3.02	3.17	3.31
82-86	1.26	1.40	1.55	1.69	1.84	1.99	2.13	2.27	2.42	2.57	2.71	2.85	3.00	3.15	3.29
77-81	1.24	1.38	1.53	1.67	1.82	1.97	2.11	2.25	2.40	2.55	2.69	2.83	2.98	3.13	3.27
70-76	1.22	1.36	1.51	1.65	1.80	1.95	2.09	2.23	2.38	2.53	2.67	2.81	2.96	3.11	3.25
63-69	1.19	1.33	1.48	1.62	1.77	1.92	2.06	2.20	2.35	2.50	2.64	2.78	2.93	3.08	3.22
55-62	1.17	1.31	1.46	1.60	1.75	1.90	2.04	2.18	2.33	2.48	2.62	2.76	2.91	3.06	3.20
46-54	1.15	1.29	1.44	1.58	1.73	1.88	2.02	2.16	2.31	2.46	2.60	2.74	2.89	3.04	3.18
38-45	1.13	1.27	1.42	1.56	1.71	1.86	2.00	2.14	2.29	2.44	2.58	2.72	2.87	3.02	3.16
31-37	1.11	1.25	1.40	1.54	1.69	1.84	1.98	2.12	2.27	2.42	2.56	2.70	2.85	3.00	3.14
25-30	1.08	1.22	1.37	1.51	1.66	1.81	1.95	2.09	2.24	2.39	2.53	2.67	2.82	2.97	3.11
19-24	1.06	1.20	1.35	1.49	1.64	1.79	1.93	2.07	2.22	2.37	2.51	2.65	2.80	2.95	3.09
14-18	1.04	1.18	1.33	1.47	1.62	1.77	1.91	2.05	2.20	2.35	2.49	2.63	2.78	2.93	3.07
10-13	1.02	1.16	1.31	1.45	1.60	1.75	1.89	2.03	2.18	2.33	2.47	2.61	2.76	2.91	3.05
7-9	1.00	1.14	1.29	1.43	1.58	1.73	1.87	2.01	2.16	2.31	2.45	2.59	2.74	2.89	3.03
5-6	.97	1.11	1.26	1.40	1.55	1.70	1.84	1.98	2.13	2.28	2.42	2.56	2.71	2.86	3.00
3-4	.95	1.09	1.24	1.38	1.53	1.68	1.82	1.96	2.11	2.26	2.40	2.54	2.69	2.84	2.98
2.0	.93	1.07	1.22	1.36	1.51	1.66	1.80	1.94	2.09	2.24	2.38	2.52	2.67	2.82	2.96
1.0	.91	1.05	1.20	1.34	1.49	1.64	1.78	1.92	2.07	2.22	2.36	2.50	2.65	2.80	2.94
0.6	.89	1.03	1.18	1.32	1.47	1.62	1.76	1.90	2.05	2.20	2.34	2.48	2.63	2.78	2.92
0.4	.86	1.00	1.15	1.29	1.44	1.59	1.73	1.87	2.02	2.17	2.31	2.45	2.60	2.75	2.89
0.2	.84	.98	1.13	1.27	1.42	1.57	1.71	1.85	2.00	2.15	2.29	2.43	2.58	2.73	2.87
0.1	.82	.96	1.11	1.25	1.40	1.55	1.69	1.83	1.98	2.13	2.27	2.41	2.56	2.71	2.85

Based on freshman class research for the academic year 1964-65, N = 156

Correlation with Freshman Grades: HSGPA .62 Test Score .47 Multiple R .627

Relative Prediction Weights: HSGPA .54 Test Score .12

Standard Error of Estimate: .69

PREDICTING FRESHMAN SCHOLARSHIP IN COLLEGE OF SOUTHERN UTAH

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	2.14	2.26	2.39	2.52	2.64	2.77	2.90	3.03	3.16	3.28	3.41	3.54	3.67	3.79	3.92
99.8	2.09	2.21	2.34	2.47	2.59	2.72	2.85	2.98	3.11	3.23	3.36	3.49	3.62	3.74	3.87
99.6	2.04	2.16	2.29	2.42	2.54	2.67	2.80	2.93	3.06	3.18	3.31	3.44	3.57	3.69	3.82
99.4	1.99	2.11	2.24	2.37	2.49	2.62	2.75	2.88	3.01	3.13	3.26	3.39	3.52	3.64	3.77
99.0	1.94	2.06	2.19	2.32	2.44	2.57	2.70	2.83	2.96	3.08	3.21	3.34	3.47	3.59	3.72
98.0	1.89	2.01	2.14	2.27	2.39	2.52	2.65	2.78	2.91	3.03	3.16	3.29	3.42	3.54	3.67
96-97	1.84	1.96	2.09	2.22	2.34	2.47	2.60	2.73	2.86	2.98	3.11	3.24	3.37	3.49	3.62
94-95	1.79	1.91	2.04	2.17	2.29	2.42	2.55	2.68	2.81	2.93	3.06	3.19	3.32	3.44	3.57
91-93	1.74	1.86	1.99	2.12	2.24	2.37	2.50	2.63	2.76	2.88	3.01	3.14	3.27	3.39	3.52
87-90	1.69	1.81	1.94	2.07	2.19	2.32	2.45	2.58	2.71	2.83	2.96	3.09	3.22	3.34	3.47
82-86	1.64	1.76	1.89	2.02	2.14	2.27	2.40	2.53	2.66	2.78	2.91	3.04	3.17	3.29	3.42
77-81	1.59	1.71	1.84	1.97	2.09	2.22	2.35	2.48	2.61	2.73	2.86	2.99	3.12	3.24	3.37
70-76	1.54	1.66	1.79	1.92	2.04	2.17	2.30	2.43	2.56	2.68	2.81	2.94	3.07	3.19	3.32
63-69	1.49	1.61	1.74	1.87	1.99	2.12	2.25	2.38	2.51	2.63	2.76	2.89	3.02	3.14	3.27
55-62	1.44	1.56	1.69	1.82	1.94	2.07	2.20	2.33	2.46	2.58	2.71	2.84	2.97	3.09	3.22
46-54	1.39	1.51	1.64	1.77	1.89	2.02	2.15	2.28	2.41	2.53	2.66	2.79	2.92	3.04	3.17
38-45	1.34	1.46	1.59	1.72	1.84	1.97	2.10	2.23	2.36	2.48	2.61	2.74	2.87	2.99	3.12
31-37	1.29	1.41	1.54	1.67	1.79	1.92	2.05	2.18	2.31	2.43	2.56	2.69	2.82	2.94	3.07
25-30	1.24	1.36	1.49	1.62	1.74	1.87	2.00	2.13	2.26	2.38	2.51	2.64	2.77	2.89	3.02
19-24	1.19	1.31	1.44	1.57	1.69	1.82	1.95	2.08	2.21	2.33	2.46	2.59	2.72	2.84	2.97
14-18	1.14	1.26	1.39	1.52	1.64	1.77	1.90	2.03	2.16	2.28	2.41	2.54	2.67	2.79	2.92
10-13	1.09	1.21	1.34	1.47	1.59	1.72	1.85	1.98	2.11	2.23	2.36	2.49	2.62	2.74	2.87
7-9	1.04	1.16	1.29	1.42	1.54	1.67	1.80	1.93	2.06	2.18	2.31	2.44	2.57	2.69	2.82
5-6	.99	1.11	1.24	1.37	1.49	1.62	1.75	1.88	2.01	2.13	2.26	2.39	2.52	2.64	2.77
3-4	.94	1.06	1.19	1.32	1.44	1.57	1.70	1.83	1.96	2.08	2.21	2.34	2.47	2.59	2.72
2.0	.89	1.01	1.14	1.27	1.39	1.52	1.65	1.78	1.91	2.03	2.16	2.29	2.42	2.54	2.67
1.0	.84	.96	1.09	1.22	1.34	1.47	1.60	1.73	1.86	1.98	2.11	2.24	2.37	2.49	2.62
0.6	.79	.91	1.04	1.17	1.29	1.42	1.55	1.68	1.81	1.93	2.06	2.19	2.32	2.44	2.57
0.4	.74	.86	.99	1.12	1.24	1.37	1.50	1.63	1.76	1.88	2.01	2.14	2.27	2.39	2.52
0.2	.69	.81	.94	1.07	1.19	1.32	1.45	1.58	1.71	1.83	1.96	2.09	2.22	2.34	2.47
0.1	.64	.76	.89	1.02	1.14	1.27	1.40	1.53	1.66	1.78	1.91	2.04	2.17	2.29	2.42

Based on freshman class research for the academic year 1964-65, N = 223

Correlation with Freshman Grades: HSGPA .59 Test Score .49 Multiple R .656

Relative Prediction Weights: HSGPA .47 Test Score .31

Standard Error of Estimate: .61

PREDICTING FRESHMAN SCHOLARSHIP IN DIXIE COLLEGE

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2 50	2.75	3.00	3.25	3.50	3 75	4.00
99.9	1.70	1.84	1.98	2.12	2.26	2.41	2.55	2.69	2.83	2.97	3.11	3.25	3.39	3.53	3 67
99.8	1.67	1.81	1.95	2.09	2.23	2.38	2.52	2.66	2.80	2.94	3.08	3.22	3.36	3.50	3.64
99.6	1.64	1.78	1.92	2.06	2.20	2.35	2.49	2.63	2.77	2.91	3.05	3.19	3.33	3.47	3 61
99.4	1.61	1.75	1.89	2.03	2.17	2.32	2.46	2.60	2.74	2.88	3.02	3.16	3.30	3 44	3 58
99.0	1.57	1.71	1.85	1.99	2.13	2.28	2.42	2.56	2.70	2.84	2.98	3.12	3.26	3.40	3.54
98.0	1.54	1.68	1.82	1.96	2.10	2.25	2.39	2.53	2.67	2.81	2.95	3.09	3 23	3.37	3.51
96-97	1.51	1.65	1.79	1.93	2.07	2.22	2.36	2.50	2.64	2.78	2.92	3.06	3.20	3 34	3.48
94-95	1.48	1.62	1.76	1.90	2.04	2.19	2.33	2.47	2.61	2.75	2.89	3.03	3.17	3.31	3.45
91-93	1.45	1.59	1.73	1.87	2.01	2.16	2.30	2.44	2.58	2.72	2.86	3.00	3.14	3.28	3.42
87-90	1.41	1.55	1.69	1.83	1.97	2.12	2.26	2.40	2.54	2.68	2.82	2.96	3.10	3.24	3.38
82-86	1.38	1.52	1.66	1.80	1.94	2.09	2.23	2.37	2.51	2.65	2.79	2.93	3.07	3.21	3.35
77-81	1.35	1.49	1.63	1.77	1.91	2.06	2.20	2.34	2.48	2.62	2.76	2.90	3.04	3.18	3 32
70-76	1.32	1.46	1.60	1.74	1.88	2.03	2.17	2.31	2.45	2.59	2.73	2.87	3 01	3.15	3.29
63-69	1.29	1.43	1.57	1.71	1.85	2.00	2.14	2.28	2.42	2.56	2.70	2.84	2.98	3.12	3.26
55-62	1.25	1.39	1.53	1.67	1.81	1.96	2.10	2.24	2.38	2.52	2.66	2.80	2.94	3.08	3.22
46-54	1.22	1.36	1.50	1.64	1.78	1.93	2.07	2.21	2.35	2.49	2.63	2.77	2.91	3.05	3.19
38-45	1.19	1.33	1.47	1.61	1.75	1.90	2.04	2.18	2.32	2.46	2.60	2.74	2.88	3.02	3.16
31-37	1.16	1.30	1.44	1.58	1.72	1.87	2.01	2.15	2.29	2.43	2.57	2.71	2.85	2.99	3.13
25-30	1.13	1.27	1.41	1.55	1.69	1.84	1.98	2.12	2.26	2.40	2.54	2.68	2.82	2.96	3.10
19-24	1.09	1.23	1.37	1.51	1.65	1.80	1.94	2.08	2.22	2.36	2.50	2.64	2.78	2.92	3.06
14-18	1.06	1.20	1.34	1.48	1.62	1.77	1.91	2.05	2.19	2.33	2.47	2.61	2.75	2.89	3.03
10-13	1.03	1.17	1.31	1.45	1.59	1.74	1.88	2.02	2.16	2.30	2.44	2.58	2.72	2.86	3.00
7-9	1.00	1.14	1.28	1.42	1.56	1.71	1.85	1.99	2.13	2.27	2.41	2.55	2.69	2.83	2.97
5-6	.97	1.11	1.25	1.39	1.53	1.68	1.82	1.96	2.10	2.24	2.38	2.52	2.66	2.80	2.94
3-4	.93	1.07	1.21	1.35	1.49	1.64	1.78	1.92	2.06	2.20	2.34	2.48	2.62	2.76	2.90
2.0	.90	1.04	1.18	1.32	1.46	1.61	1.75	1.89	2.03	2.17	2.31	2.45	2.59	2.73	2.87
1.0	.87	1.01	1.15	1.29	1.43	1.58	1.72	1.86	2.00	2.14	2.28	2.42	2.56	2 70	2.84
0.6	.84	.98	1.12	1.26	1.40	1.55	1.69	1.83	1.97	2.11	2.25	2.39	2.53	2.67	2.81
0.4	.81	.95	1.09	1.23	1.37	1.52	1.66	1.80	1.94	2.08	2.22	2.36	2.50	2.64	2.78
0.2	.77	.91	1.05	1.19	1.33	1.48	1.62	1.76	1.90	2.04	2.18	2.32	2.46	2.60	2.74
0.1	.74	.88	1.02	1.16	1.30	1.45	1.59	1.73	1.87	2.01	2.15	2.29	2.43	2.57	2.71

Based on freshman class research for the academic year 1964-65, N = 327

Correlation with Freshman Grades: HSGPA .64 Test Score .47 Multiple R .658

Relative Prediction Weights: HSGPA .54 Test Score. .18

Standard Error of Estimate: .66

PREDICTING FRESHMAN SCHOLARSHIP IN SNOW COLLEGE OF CENTRAL UTAH

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	1.94	2.06	2.18	2.30	2.43	2.55	2.67	2.79	2.92	3.04	3.16	3.29	3.41	3.53	3.65
99.8	1.89	2.01	2.13	2.25	2.38	2.50	2.62	2.74	2.87	2.99	3.11	3.24	3.36	3.48	3.60
99.6	1.84	1.96	2.08	2.20	2.33	2.45	2.57	2.69	2.82	2.94	3.06	3.19	3.31	3.43	3.55
99.4	1.80	1.92	2.04	2.16	2.29	2.41	2.53	2.65	2.78	2.90	3.02	3.15	3.27	3.39	3.51
99.0	1.75	1.87	1.99	2.11	2.24	2.36	2 48	2.60	2.73	2.85	2.97	3.10	3.22	3.34	3.46
98.0	1.70	1.82	1.94	2.06	2.19	2.31	2.43	2.55	2.68	2.80	2.92	3.05	3.17	3.29	3.41
96-97	1.65	1.77	1.89	2.01	2.14	2.26	2.38	2.50	2.63	2.75	2.87	3.00	3.12	3.24	3.36
94-95	1.60	1.72	1.84	1.96	2.09	2.21	2.33	2.45	2.58	2.70	2.82	2.95	3.07	3.19	3.31
91-93	1.56	1.68	1.80	1.92	2.05	2.17	2.29	2.41	2.54	2.66	2.78	2.91	3.03	3.15	3.27
87-90	1.51	1.63	1.75	1.87	2.00	2.12	2.24	2.36	2.49	2.61	2.73	2.86	2.98	3.10	3.22
82-86	1.46	1.58	1.70	1.82	1.95	2.07	2.19	2.31	2.44	2.56	2.68	2.81	2.93	3.05	3.17
77-81	1.41	1.53	1.65	1.77	1.90	2.02	2.14	2.26	2.39	2.51	2.63	2.76	2.88	3.00	3.12
70-76	1.36	1.48	1.60	1.72	1.85	1.97	2.09	2.21	2.34	2.46	2.58	2.71	2.83	2.95	3.07
63-69	1.32	1.44	1.56	1.68	1.81	1.93	2.05	2.17	2.30	2.42	2.54	2.67	2.79	2.91	3.03
55-62	1.27	1.39	1.51	1.63	1.76	1.88	2.00	2.12	2.25	2.37	2.49	2.62	2.74	2.86	2.98
46-54	1.22	1.34	1.46	1.58	1.71	1.83	1.95	2.07	2.20	2.32	2.44	2.57	2.69	2.81	2.93
38-45	1.17	1.29	1.41	1.53	1.66	1.78	1.90	2.02	2.15	2.27	2.39	2.52	2.64	2.76	2.88
31-37	1.12	1.24	1.36	1.48	1.61	1.73	1.85	1.97	2.10	2.22	2.34	2.47	2.59	2.71	2.83
25-30	1.08	1.20	1.32	1.44	1.57	1.69	1.81	1.93	2.06	2.18	2.30	2.43	2.55	2.67	2.79
19-24	1.03	1.15	1.27	1.39	1.52	1.64	1.76	1.88	2.01	2.13	2.25	2.38	2.50	2.62	2.74
14-18	.98	1.10	1.22	1.34	1.47	1.59	1.71	1.83	1.96	2.08	2.20	2.33	2.45	2.57	2.69
10-13	.93	1.05	1.17	1.29	1.42	1.54	1.66	1.78	1.91	2.03	2.15	2.28	2.40	2.52	2.64
7-9	.88	1.00	1.12	1.24	1.37	1.49	1.61	1.73	1.86	1.98	2.10	2.23	2.35	2.47	2.59
5-6	.84	.96	1.08	1.20	1.33	1.45	1.57	1.69	1.82	1.94	2.06	2.19	2.31	2.43	2.55
3-4	.79	.91	1.03	1.15	1.28	1.40	1.52	1.64	1.77	1.89	2.01	2.14	2.26	2.38	2.50
2.0	.74	.86	.98	1.10	1.23	1.35	1.47	1.59	1.72	1.84	1.96	2.09	2.21	2.33	2.45
1.0	.69	.81	.93	1.05	1.18	1.30	1.42	1.54	1.67	1.79	1.91	2.04	2.16	2.28	2.40
0.6	.64	.76	.88	1.00	1.13	1.25	1.37	1.49	1.62	1.74	1.86	1.99	2.11	2.23	2.35
0.4	.60	.72	.84	.96	1.09	1.21	1.33	1.45	1.58	1.70	1.82	1.95	2.07	2.19	2.31
0.2	.55	.67	.79	.91	1.04	1.16	1.28	1.40	1.53	1.65	1.77	1.90	2.02	2.14	2.26
0.1	.50	.62	.74	.86	.99	1.11	1.23	1.35	1.48	1.60	1.72	1.85	1.97	2.09	2.21

Based on freshman class research for the academic year 1964-65, N = 291

Correlation with Freshman Grades: HSGPA .61 Test Score .52 Multiple R .661

Relative Prediction Weights. HSGPA .47 Test Score .29

Standard Error of Estimate. .61

PREDICTING FRESHMAN SCHOLARSHIP IN WESTMINSTER COLLEGE

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	2.00	2.11	2.22	2.33	2.43	2.54	2.65	2.76	2.86	2.97	3.08	3.18	3.29	3.40	3.51
99.8	1.95	2.06	2.17	2.28	2.38	2.49	2.60	2.71	2.81	2.92	3.03	3.13	3.24	3.35	3.46
99.6	1.91	2.02	2.13	2.24	2.34	2.45	2.56	2.67	2.77	2.88	2.99	3.09	3.20	3.31	3.42
99.4	1.86	1.97	2.08	2.19	2.29	2.40	2.51	2.62	2.72	2.83	2.94	3.04	3.15	3.26	3.37
99.0	1.81	1.92	2.03	2.14	2.24	2.35	2.46	2.57	2.67	2.78	2.89	2.99	3.10	3.21	3.32
98.0	1.76	1.87	1.99	2.09	2.19	2.30	2.41	2.52	2.62	2.73	2.84	2.94	3.05	3.16	3.27
96-97	1.72	1.83	1.94	2.05	2.15	2.26	2.37	2.48	2.58	2.69	2.80	2.90	3.01	3.12	3.23
94-95	1.67	1.78	1.89	2.00	2.10	2.21	2.32	2.43	2.53	2.64	2.75	2.85	2.96	3.07	3.18
91-93	1.62	1.73	1.84	1.95	2.05	2.16	2.27	2.38	2.48	2.59	2.70	2.80	2.91	3.02	3.13
87-90	1.58	1.69	1.80	1.91	2.01	2.12	2.23	2.34	2.44	2.55	2.66	2.76	2.87	2.98	3.09
82-86	1.53	1.64	1.75	1.86	1.96	2.07	2.18	2.29	2.39	2.50	2.61	2.71	2.82	2.93	3.04
77-81	1.48	1.59	1.70	1.81	1.91	2.02	2.13	2.24	2.34	2.45	2.56	2.66	2.77	2.88	2.99
70-76	1.44	1.55	1.66	1.77	1.87	1.98	2.09	2.20	2.30	2.41	2.52	2.62	2.73	2.84	2.95
63-69	1.39	1.50	1.61	1.72	1.82	1.93	2.04	2.15	2.25	2.36	2.47	2.57	2.68	2.79	2.90
55-62	1.34	1.45	1.56	1.67	1.77	1.88	1.99	2.10	2.20	2.31	2.42	2.52	2.63	2.74	2.85
46-54	1.30	1.41	1.52	1.63	1.73	1.84	1.95	2.06	2.16	2.27	2.38	2.48	2.59	2.70	2.81
38-45	1.25	1.36	1.47	1.58	1.68	1.79	1.90	2.01	2.11	2.22	2.33	2.43	2.54	2.65	2.76
31-37	1.20	1.31	1.42	1.53	1.63	1.74	1.85	1.96	2.06	2.17	2.28	2.38	2.49	2.60	2.71
25-30	1.15	1.26	1.37	1.48	1.58	1.69	1.80	1.91	2.01	2.12	2.23	2.33	2.44	2.55	2.66
19-24	1.11	1.22	1.33	1.44	1.54	1.65	1.76	1.87	1.97	2.08	2.19	2.29	2.40	2.51	2.62
14-18	1.06	1.17	1.28	1.39	1.49	1.60	1.71	1.82	1.92	2.03	2.14	2.24	2.35	2.46	2.57
10-13	1.01	1.12	1.23	1.34	1.44	1.55	1.66	1.77	1.87	1.98	2.09	2.19	2.30	2.41	2.52
7-9	.97	1.08	1.19	1.30	1.40	1.51	1.62	1.73	1.83	1.94	2.05	2.15	2.26	2.37	2.48
5-6	.92	1.03	1.14	1.25	1.35	1.46	1.57	1.68	1.78	1.89	2.00	2.10	2.21	2.32	2.43
3-4	.87	.98	1.09	1.20	1.30	1.41	1.52	1.63	1.73	1.84	1.95	2.05	2.16	2.27	2 38
2.0	.82	.93	1.05	1.16	1.26	1.37	1.48	1.59	1.69	1.80	1.91	2.01	2.12	2.23	2.34
1.0	.78	.89	1.00	1.11	1.21	1.32	1.43	1.54	1.64	1.75	1.86	1.96	2.07	2.18	2.29
0.6	.73	.84	.95	1.06	1.16	1.27	1.38	1.49	1.59	1.70	1.81	1.91	2.02	2.13	2.24
0.4	.68	.79	.90	1.01	1.11	1.22	1.33	1.44	1.54	1.65	1.76	1.86	1.97	2.08	2.19
0.2	.64	.75	.86	.97	1.07	1.18	1.29	1.40	1.50	1.61	1.72	1.82	1.93	2.04	2.15
0.1	.59	.70	.81	.92	1.02	1.13	1.24	1.35	1.45	1.56	1.67	1.77	1.88	1.99	2.10

Based on freshman class research for the academic year 1964-65, N = 151

Correlation with Freshman Grades: HSGPA .53 Test Score .48 Multiple R .614

Relative Prediction Weights: HSGPA .41 Test Score .33

Standard Error of Estimate: .55

PREDICTING FRESHMAN SCHOLARSHIP IN WEBER STATE COLLEGE

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	1 68	1.82	1.96	2.09	2.23	2.37	2.51	2.65	2.79	2.93	3.07	3.20	3.34	3.48	3.62
99.8	1.65	1.79	1.93	2.06	2.20	2.34	2.48	2.62	2.76	2.90	3.04	3.17	3.31	3.45	3.59
99.6	1.62	1.76	1.90	2.03	2.17	2.31	2.45	2.59	2.73	2.87	3.01	3.14	3.28	3.42	3.56
99.4	1.58	1.72	1.86	1.99	2.13	2.27	2.41	2.55	2.69	2.83	2.97	3.10	3.24	3.38	3.52
99.0	1.55	1.69	1.83	1.96	2.10	2.24	2.38	2.52	2.66	2.80	2.94	3.07	3.21	3.35	3.49
98.0	1.51	1.65	1.79	1.92	2.06	2.20	2.34	2.48	2.62	2.76	2.90	3.03	3.17	3.31	3.45
96-97	1.48	1.62	1.76	1.89	2.03	2.17	2.31	2.45	2.59	2.73	2.87	3.00	3.14	3.28	3.42
94-95	1.45	1.59	1.73	1.86	2.00	2.14	2.28	2.42	2.56	2.70	2.84	2.97	3.11	3.25	3.39
91-93	1.41	1.55	1.69	1.82	1.96	2.10	2.24	2.38	2.52	2.66	2.80	2.93	3.07	3.21	3.35
87-90	1.38	1.52	1.66	1.79	1.93	2.07	2.21	2.35	2.49	2.63	2.77	2.90	3.04	3.18	3.32
82-86	1.34	1.48	1.62	1.75	1.89	2.03	2.17	2.31	2.45	2.59	2.73	2.86	3.00	3.14	3.28
77-81	1.31	1.45	1.59	1.72	1.86	2.00	2.14	2.28	2.42	2.56	2.70	2.83	2.97	3.11	3.25
70-76	1.28	1.42	1.56	1.69	1.83	1.97	2.11	2.25	2.39	2.53	2.67	2.80	2.94	3.08	3.22
63-69	1.24	1.38	1.52	1.65	1.79	1.93	2.07	2.21	2.35	2.49	2.63	2.76	2.90	3.04	3.18
55-62	1.21	1.35	1.49	1.62	1.76	1.90	2.04	2.18	2.32	2.46	2.60	2.73	2.87	3.01	3.15
46-54	1.17	1.31	1.45	1.58	1.72	1.86	2.00	2.14	2.28	2.42	2.56	2.69	2.83	2.97	3.11
38-45	1.14	1.28	1.42	1.55	1.69	1.83	1.97	2.11	2.25	2.39	2.53	2.66	2.80	2.94	3.08
31-37	1.11	1.25	1.39	1.52	1.66	1.80	1.94	2.08	2.22	2.36	2.50	2.63	2.77	2.91	3.05
25-30	1.07	1.21	1.35	1.48	1.62	1.76	1.90	2.04	2.18	2.32	2.46	2.59	2.73	2.87	3.01
19-24	1.04	1.18	1.32	1.45	1.59	1.73	1.87	2.01	2.15	2.29	2.43	2.56	2.70	2.84	2.98
14-18	1.00	1.14	1.28	1.41	1.55	1.69	1.83	1.97	2.11	2.25	2.39	2.52	2.66	2.80	2.94
10-13	.97	1.11	1.25	1.38	1.52	1.66	1.80	1.94	2.08	2.22	2.36	2.49	2.63	2.77	2.91
7-9	.94	1.08	1.22	1.35	1.49	1.63	1.77	1.91	2.05	2.19	2.33	2.46	2.60	2.74	2.88
5-6	.90	1.04	1.18	1.31	1.45	1.59	1.73	1.87	2.01	2.15	2.29	2.42	2.56	2.70	2.84
3-4	.87	1.01	1.15	1.28	1.42	1.56	1.70	1.84	1.98	2.12	2.26	2.39	2.53	2.67	2.81
2.0	.83	.97	1.11	1.24	1.38	1.52	1.66	1.80	1.94	2.08	2.22	2.35	2.49	2.63	2.77
1.0	.80	.94	1.08	1.21	1.35	1.49	1.63	1.77	1.91	2.05	2.19	2.32	2.46	2.60	2.74
0.6	.77	.91	1.05	1.18	1.32	1.46	1.60	1.74	1.88	2.02	2.16	2.29	2.43	2.57	2.71
0.4	.73	.87	1.01	1.14	1.28	1.42	1.56	1.70	1.84	1.98	2.12	2.25	2.39	2.53	2 67
0.2	.70	.84	.98	1.11	1.25	1.39	1.53	1.67	1.81	1.95	2.09	2.22	2.36	2.50	2.64
0.1	.66	.80	.94	1.07	1.21	1.35	1.49	1.63	1.77	1.91	2.05	2.18	2.32	2.46	2.60

Based on freshman class research for the academic year 1964-65, N = 488

Correlation with Freshman Grades: HSGPA .62 Test Score .47 Multiple R .65

Relative Prediction Weights: HSGPA .51 Test Score .21

Standard Error of Estimate: .62

PREDICTING FRESHMAN SCHOLARSHIP IN WEBER STATE COLLEGE

NURSING CURRICULUM

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1 75	2.00	2.25	2 50	2 75	3.00	3.25	3 50	3 75	4 00
99.9	2.37	2.42	2.48	2.53	2.59	2.64	2 70	2.75	2.81	2.86	2.92	2.97	3 03	3.08	3.14
99.8	2.34	2.39	2.45	2.50	2.56	2.61	2.67	2.72	2.78	2.83	2.89	2.94	3 00	3 05	3 11
99.6	2.31	2.36	2.42	2.47	2.53	2.58	2.64	2.69	2 75	2 80	2.86	2.91	2 97	3 02	3 08
99.4	2.28	2.33	2.39	2.44	2.50	2.55	2.61	2.66	2.72	2.77	2 83	2 88	2 94	2 99	3 05
99.0	2.25	2.30	2.36	2.41	2.47	2.52	2.58	2.63	2 69	2 74	2.80	2 85	2.91	2 96	3 02
98.0	2.22	2.27	2.33	2.38	2.44	2.49	2.55	2.60	2.66	2.71	2 77	2.82	2.88	2 93	2 99
96-97	2.20	2.25	2.31	2.36	2.42	2.47	2.53	2.58	2.64	2.69	2.75	2.80	2.86	2 91	2 97
94-95	2.17	2.22	2.28	2.33	2.39	2.44	2.50	2.55	2.61	2 66	2 72	2.77	2 83	2.88	2.94
91-93	2.14	2.19	2.25	2.30	2.36	2.41	2.47	2.52	2 58	2 63	2.69	2 74	2.80	2 85	2 91
87-90	2.11	2.16	2.22	2.27	2.33	2.38	2.44	2.49	2.55	2.60	2.66	2 71	2 77	2 82	2 88
82-86	2.08	2.13	2.19	2.24	2.30	2.35	2.41	2.46	2.52	2 57	2 63	2.68	2.74	2 79	2.85
77-81	2.05	2.10	2.16	2.21	2.27	2.32	2.38	2.43	2 49	2 54	2.60	2.65	2.71	2 76	2.82
70-76	2.02	2.07	2 13	2.18	2.24	2.29	2.35	2.40	2.46	2 51	2 57	2.62	2 68	2.73	2.79
63-69	1.99	2.04	2.10	2.15	2.21	2.26	2.32	2.37	2.43	2.48	2 54	2.59	2 65	2.70	2.76
55-62	1.96	2.01	2.07	2.12	2.18	2.23	2.29	2.34	2.40	2.45	2.51	2.56	2.62	2.67	2.73
46-54	1.93	1.98	2.04	2.09	2.15	2.20	2.26	2.31	2.37	2.42	2.48	2 53	2.59	2 64	2.70
38-45	1.90	1.95	2.01	2.06	2.12	2.17	2.23	2.28	2.34	2.39	2.46	2.51	2.57	2 62	2.68
31-37	1.88	1.93	1.99	2.04	2.10	2.15	2.21	2.26	2.32	2.37	2.43	2.48	2.54	2 59	2 65
25-30	1.85	1.90	1.96	2.01	2.07	2.12	2.18	2.23	2.29	2.34	2 40	2 45	2.51	2 56	2 62
19-24	1.82	1.87	1.93	1.98	2.04	2.09	2.15	2.20	2.26	2.31	2 37	2.42	2 48	2 53	2.59
14-18	1.79	1.84	1.90	1.95	2.01	2.06	2.12	2.17	2.23	2.28	2.34	2.39	2.45	2.50	2.56
10-13	1.76	1.81	1.87	1.92	1.98	2.03	2.09	2.14	2.20	2.25	2.31	2.36	2 42	2.47	2 53
7-9	1.73	1.78	1.84	1.89	1.95	2.00	2.06	2.11	2.17	2.22	2.28	2.33	2.39	2.44	2 50
5-6	1.70	1 75	1.81	1.86	1.92	1.97	2.03	2.08	2.14	2.19	2.25	2.30	2.36	2.41	2 47
3-4	1.67	1.72	1.78	1.83	1.89	1.94	2.00	2.05	2.11	2.16	2 22	2 27	2.33	2.38	2.44
2.0	1.64	1.69	1.75	1.80	1.86	1.91	1.97	2.02	2.08	2.13	2.19	2.24	2 30	2.35	2.41
1.0	1.62	1.67	1.73	1.78	1.84	1.89	1.95	2.00	2.06	2.11	2.17	2.22	2.28	2.33	2.39
0.6	1.59	1.64	1.70	1.75	1.81	1.86	1.92	1.97	2.03	2.08	2 14	2.19	2.25	2 30	2.36
0.4	1.56	1.61	1.67	1.72	1.78	1.83	1.89	1.94	2.00	2 05	2.11	2.16	2 22	2 27	2.33
0.2	1.53	1.58	1.64	1.69	1.75	1.80	1.86	1.91	1.97	2 02	2.08	2.13	2.19	2 24	2.30
0.1	1.50	1.55	1.61	1.66	1.72	1.77	1.83	1.88	1.94	1.99	2 05	2.10	2.16	2 21	2.27

Based on freshman class research for the academic years 1964-1966, N = 80

Correlation with Freshman Grades: HSGPA .45 Test Score .41 Multiple R 501

Relative Prediction Weights: HSGPA .33 Test Score .23

Standard Error of Estimate: .45

PREDICTING FRESHMAN SCHOLARSHIP IN WEBER STATE COLLEGE: AUTOMOTIVE ENGINEERING, ELECTRONICS, DATA PROCESSING, INDUSTRIAL DRAFTING, AND INDUSTRIAL AND MANUFACTURING ENGINEERING

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2 50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	2.37	2.48	2.59	2.70	2.80	2.91	3.02	3.13	3.23	3.34	3.45	3.55	3.66	3.77	3.88
99.8	2.31	2.42	2.53	2.64	2.74	2.85	2.96	3.07	3.17	3.28	3.39	3.49	3.60	3.71	3.82
99.6	2.25	2.36	2.47	2.58	2.68	2.79	2.90	3.01	3.11	3.22	3.33	3.43	3.54	3.65	3.76
99.4	2.19	2.30	2.41	2.52	2.62	2.73	2.84	2.95	3.05	3.16	3.27	3.37	3.48	3.59	3.70
99.0	2.13	2.24	2.35	2.46	2.56	2.67	2.78	2.89	2.99	3.10	3.21	3.31	3.42	3.53	3.64
98.0	2.07	2.18	2.29	2.40	2.50	2.61	2.72	2.83	2.93	3.04	3.15	3.25	3.36	3.47	3.58
96-97	2.00	2.11	2.22	2.33	2.43	2.54	2.65	2.76	2.86	2.97	3.08	3.18	3.29	3.40	3.51
94-95	1.94	2.05	2.16	2.27	2.37	2.48	2.59	2.70	2.80	2.91	3.02	3.12	3.23	3.34	3.45
91-93	1.88	1.99	2.10	2.21	2.31	2.42	2.53	2.64	2.74	2.85	2.96	3.06	3.17	3.28	3.39
87-90	1.82	1.93	2.04	2.15	2.25	2.36	2.47	2.58	2.68	2.79	2.90	3.00	3.11	3.22	3.33
82-86	1.76	1.87	1.98	2.09	2.19	2.30	2.41	2.52	2.62	2.73	2.84	2.94	3.05	3.16	3.27
77-81	1.70	1.81	1.92	2.03	2.13	2.24	2.35	2.46	2.56	2.67	2.78	2.88	2.99	3.10	3.21
70-76	1.64	1.75	1.86	1.97	2.07	2.18	2.29	2.40	2.50	2.61	2.72	2.82	2.93	3.04	3.15
63-69	1.58	1.69	1.80	1.91	2.01	2.12	2.23	2.34	2.44	2.55	2.66	2.76	2.87	2.98	3.09
55-62	1.52	1.63	1.74	1.85	1.95	2.06	2.17	2.28	2.38	2.49	2.60	2.70	2.81	2.92	3.03
46-54	1.46	1.57	1.68	1.79	1.89	2.00	2.11	2.22	2.32	2.43	2.54	2.64	2.75	2.86	2.97
38-45	1.40	1.51	1.62	1.73	1.83	1.94	2.05	2.16	2.26	2.37	2.48	2.58	2.69	2.80	2.91
31-37	1.33	1.44	1.55	1.66	1.76	1.87	1.98	2.09	2.19	2.30	2.41	2.51	2.62	2.73	2.84
25-30	1.27	1.38	1.49	1.60	1.70	1.81	1.92	2.03	2.13	2.24	2.35	2.45	2.56	2.67	2.78
19-24	1.21	1.32	1.43	1.54	1.64	1.75	1.86	1.97	2.07	2.18	2.29	2.39	2.50	2.61	2.72
14-18	1.15	1.26	1.37	1.48	1.58	1.69	1.80	1.91	2.01	2.12	2.23	2.33	2.44	2.55	2.66
10-13	1.09	1.20	1.31	1.42	1.52	1.63	1.74	1.85	1.95	2.06	2.17	2.27	2.38	2.49	2.60
7-9	1.03	1.14	1.25	1.36	1.46	1.57	1.68	1.79	1.89	2.00	2.11	2.21	2.32	2.43	2.54
5-6	.97	1.08	1.19	1.30	1.40	1.51	1.62	1.73	1.83	1.94	2.05	2.15	2.26	2.37	2.48
3-4	.91	1.02	1.13	1.24	1.34	1.45	1.56	1.67	1.77	1.88	1.99	2.09	2.20	2.31	2.42
2.0	.85	.96	1.07	1.18	1.28	1.39	1.50	1.61	1.71	1.82	1.93	2.03	2.14	2.25	2.36
1.0	.78	.89	1.00	1.11	1.21	1.32	1.43	1.54	1.64	1.75	1.86	1.96	2.07	2.18	2.29
0.6	.72	.83	.94	1.05	1.15	1.26	1.37	1.48	1.58	1.69	1.80	1.90	2.01	2.12	2.23
0.4	.66	.77	.88	.99	1.09	1.20	1.31	1.42	1.52	1.63	1.74	1.84	1.95	2.06	2.17
0.2	.60	.71	.82	.93	1.03	1.14	1.25	1.36	1.46	1.57	1.68	1.78	1.89	2.00	2.11
0.1	.54	.65	.76	.87	.97	1.08	1.19	1.30	1.40	1.51	1.62	1.72	1.83	1.94	2.05

Based on freshman class research for the academic year 1964-65, N = 69

Correlation with Freshman Grades: HSGPA .44 Test Score .36 Multiple R .510

Relative Prediction Weights: HSGPA .37 Test Score .27

Standard Error of Estimate: .73

PREDICTING FRESHMAN SCHOLARSHIP IN WEBER STATE COLLEGE
AUTOMOTIVE, DIESEL MECHANICS, MACHINE TOOL, AND WELDING TRADES

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	1.75	1.94	2.14	2.34	2.53	2.73	2.93	3.12	3 32	3.52	3.72	3.91	4.11	4 31	4.50
99.8	1.72	1.92	2.12	2.32	2.51	2.71	2.91	3.10	3.30	3 50	3.69	3 89	4.09	4 28	4.48
99.6	1.70	1.90	2.10	2.29	2.49	2.69	2.88	3.08	3.28	3.48	3 67	3 87	4.07	4.26	4 46
99.4	1.68	1.88	2.07	2.27	2.47	2.66	2.86	3.06	3.26	3.45	3 65	3.85	4.04	4 24	4.44
99.0	1.66	1.86	2.05	2.25	2.45	2.64	2.84	3.04	3.23	3.43	3.63	3 82	4.02	4.22	4.42
98.0	1.64	1.83	2.03	2.23	2.42	2.62	2.82	3.02	3.21	3.41	3 61	3.80	4.00	4.20	4.39
96-97	1.61	1.81	2.01	2.20	2.40	2.60	2.80	2.99	3.19	3.39	3.58	3.78	3.98	4.18	4 37
94-95	1.59	1.79	1.99	2.18	2.38	2.58	2.77	2.97	3.17	3.36	3.56	3.76	3.96	4 15	4.35
91-93	1.57	1.77	1.96	2.16	2.36	2.56	2.75	2.95	3.15	3.34	3.54	3.74	3.93	4.13	4.33
87-90	1.55	1.74	1.94	2.14	2.34	2.53	2.73	2.93	3.12	3 32	3.52	3.72	3.91	4.11	4 31
82-86	1.53	1.72	1.92	2.12	2.31	2.51	2.71	2.90	3.10	3.30	3.50	3.69	3.89	4 09	4.28
77-81	1.50	1.70	1.90	2.10	2.29	2.49	2.69	2.88	3.08	3.28	3 47	3.67	3.87	4.06	4 26
70-76	1.48	1.68	1.88	2.07	2.27	2.47	2.66	2.86	3.06	3.26	3.45	3 65	3 85	4 04	4.24
63-69	1.46	1.66	1.85	2.05	2.25	2.45	2.64	2.84	3.04	3.23	3.43	3 63	3.82	4 02	4.22
55-62	1.44	1.64	1.83	2.03	2.23	2.42	2.62	2.82	3.01	3.21	3 41	3.61	3.80	4.00	4 20
46-54	1.42	1.61	1.81	2.01	2.20	2.40	2.60	2.80	2.99	3.19	3.39	3.58	3.78	3 98	4.17
38-45	1.39	1.59	1.79	1.98	2.18	2.38	2.58	2.77	2.97	3.17	3.36	3 56	3.76	3.96	4.15
31-37	1.37	1.57	1.77	1.96	2.16	2.36	2.55	2.75	2.95	3.14	3.34	3 54	3.74	3.93	4 13
25-30	1.35	1.55	1.74	1.94	2.14	2.34	2.53	2.73	2.93	3.12	3.32	3.52	3.71	3.91	4.11
19-24	1.33	1.52	1.72	1.92	2.12	2.31	2.51	2.71	2.90	3.10	3 30	3.50	3.69	3.89	4.09
14-18	1.31	1.50	1.70	1.90	2.09	2.29	2.49	2.68	2.88	3.08	3.28	3.47	3.67	3.87	4.06
10-13	1.28	1.48	1.68	1.88	2.07	2.27	2.47	2.66	2.86	3.06	3.25	3.45	3 65	3.84	4 04
7-9	1.26	1.46	1.66	1.85	2.05	2.25	2.44	2.64	2.84	3.03	3.23	3.43	3.63	3.82	4.02
5-6	1.24	1.44	1.63	1.83	2.03	2.22	2.42	2.62	2.82	3.01	3 21	3.41	3 60	3 80	4 00
3-4	1.22	1.42	1.61	1.81	2.01	2.20	2.40	2.60	2.79	2.99	3.19	3.38	3 58	3.78	3.98
2.0	1.20	1.39	1.59	1.79	1.98	2.18	2.38	2.58	2.77	2.97	3.17	3.36	3 56	3 76	3 95
1.0	1.17	1.37	1.57	1.77	1.96	2.16	2.36	2.55	2.75	2 95	3 14	3.34	3 54	3 74	3.93
0.6	1.15	1.35	1.55	1.74	1.94	2.14	2.33	2.53	2 73	2.92	3.12	3.32	3.52	3.71	3 91
0.4	1.13	1.33	1.52	1.72	1.92	2.12	2.31	2.51	2.71	2.90	3.10	3.30	3.49	3 69	3 89
0.2	1.11	1.30	1.50	1.70	1.90	2.09	2.29	2.49	2 68	2.88	3 08	3.28	3 47	3.67	3 87
0.1	1.09	1.28	1.48	1.68	1.87	2.07	2.27	2.46	2.66	2.86	3 06	3.25	3 45	3 65	3 84

Based on freshman class research for the academic year 1964-65, N = 40

Correlation with Freshman Grades: HSGPA .57 Test Score .31 Multiple R 575

Relative Prediction Weights: HSGPA .53 Test Score 09

Standard Error of Estimate: .74

PREDICTING FRESHMAN SCHOLARSHIP IN L.D.S. BUSINESS COLLEGE

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0 75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	1.88	2.03	2.17	2.32	2.47	2.62	2.77	2.92	3.06	3.21	3.36	3.51	3.66	3.81	3.96
99.8	1.85	2.00	2.14	2.29	2.44	2.59	2.74	2.89	3.03	3.18	3.33	3.48	3.63	3.78	3.93
99.6	1.82	1.97	2.11	2.26	2.41	2.56	2.71	2.86	3.00	3.15	3.30	3.45	3.60	3.75	3.90
99.4	1.79	1.94	2.08	2.23	2.38	2.53	2.68	2.83	2.97	3.12	3.27	3.42	3.57	3.72	3.87
99.0	1.76	1 91	2.05	2.20	2.35	2.50	2.65	2.80	2.94	3.09	3.24	3.39	3.54	3.69	3.84
98.0	1.73	1.88	2.02	2.17	2.32	2.47	2.62	2.77	2.91	3.06	3.21	3.36	3.51	3.66	3.81
96-97	1.70	1.85	1.99	2.14	2.29	2.44	2.59	2.74	2.88	3.03	3.18	3.33	3.48	3.63	3.78
94-95	1.67	1.82	1.96	2.11	2.26	2.41	2.56	2.71	2.85	3.00	3.15	3.30	3.45	3.60	3.75
91-93	1.64	1.79	1.93	2.08	2.23	2.38	2.53	2.68	2.82	2.97	3.12	3.27	3.42	3.57	3.72
87-90	1.61	1.76	1.90	2.05	2.20	2.35	2.50	2.65	2.79	2.94	3.09	3.24	3.39	3.54	3.69
82-86	1.58	1.73	1.87	2.02	2.17	2.32	2.47	2.62	2.76	2.91	3.06	3.21	3.36	3.51	3.66
77-81	1.55	1.70	1.84	1.99	2.14	2.29	2.44	2.59	2.73	2.88	3.03	3.18	3.33	3.48	3.63
70-76	1.52	1.67	1.81	1.96	2.11	2.26	2.41	2.56	2.70	2.85	3.00	3.15	3.30	3.45	3.60
63-69	1.49	1.64	1.78	1.93	2.08	2.23	2.38	2.53	2.67	2.82	2.97	3.12	3.27	3.42	3.57
55-62	1.46	1.61	1.75	1.90	2.05	2.20	2.35	2.50	2.64	2.79	2.94	3.09	3.24	3.39	3.54
46-54	1.43	1.58	1.72	1.87	2.02	2.17	2.32	2.47	2.61	2.76	2.91	3.06	3.21	3.36	3.51
38-45	1.40	1.55	1.69	1.84	1.99	2.14	2.29	2.44	2.58	2.73	2.88	3.03	3.18	3.33	3.48
31-37	1.37	1.52	1.66	1.81	1.96	2.11	2.26	2.41	2.55	2.70	2.85	3.00	3.15	3.30	3.45
25-30	1.34	1.49	1.63	1.78	1.93	2.08	2.23	2.38	2.52	2.67	2.82	2.97	3.12	3.27	3.42
19-24	1.31	1.46	1.60	1.75	1.90	2.05	2.20	2.35	2.49	2.64	2.79	2.94	3.09	3.24	3.39
14-18	1.28	1.43	1.57	1.72	1.87	2.02	2.17	2.32	2.46	2.61	2.76	2.91	3.06	3.21	3.36
10-13	1.25	1.40	1.54	1.69	1.84	1.99	2.14	2.29	2.43	2.58	2.73	2.88	3.03	3.18	3.33
7-9	1.22	1.37	1.51	1.66	1.81	1.96	2.11	2.26	2.40	2.55	2.70	2.85	3.00	3.15	3.30
5-6	1.19	1.34	1.48	1.63	1.78	1.93	2.08	2.23	2.37	2.52	2.67	2.82	2.97	3.12	3.27
3-4	1.16	1.31	1.45	1.60	1.75	1.90	2.05	2.20	2.34	2.49	2.64	2.79	2.94	3.09	3.24
2.0	1.13	1.28	1.42	1.57	1.72	1.87	2.02	2.17	2.31	2.46	2.61	2.76	2.91	3.06	3.21
1.0	1.10	1.25	1.39	1.54	1.69	1.84	1.99	2.14	2.28	2.43	2.58	2.73	2.88	3.03	3.18
0.6	1.07	1.22	1.36	1.51	1.66	1.81	1.96	2.11	2.25	2.40	2.55	2.70	2.85	3.00	3.15
0.4	1.04	1.19	1.33	1.48	1.63	1.78	1.93	2.08	2.22	2.37	2.52	2.67	2.82	2.97	3.12
0.2	1.01	1.16	1.30	1.45	1.60	1.75	1.90	2.05	2.19	2.34	2.49	2.64	2.79	2.94	3.09
0.1	.98	1.13	1.27	1.42	1.57	1.72	1.87	2.02	2.16	2.31	2.46	2.61	2.76	2.91	3.06

Based on freshman class research for the academic year 1964-65, N = 201

Correlation with Freshman Grades: HSGPA .59 Test Score .34 Multiple R .617

Relative Prediction Weights: HSGPA .54 Test Score .19

Standard Error of Estimate: .57

PREDICTING FRESHMAN SCHOLARSHIP IN STEVENS HENAGER COLLEGE

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	2.59	2.68	2.78	2.88	2.97	3.07	3.17	3.27	3.37	3.46	3.56	3.66	3.75	3.85	3.95
99.8	2.53	2.62	2.72	2.82	2.91	3.01	3.11	3.21	3.31	3.40	3.50	3.60	3.69	3.79	3.89
99.6	2.47	2.56	2.66	2.76	2.85	2.95	3.05	3.15	3.25	3.34	3.44	3.54	3.63	3.73	3.83
99.4	2.41	2.50	2.60	2.70	2.79	2.89	2.99	3.09	3.19	3.28	3.38	3.48	3.57	3.67	3.77
99.0	2.35	2.44	2.54	2.64	2.73	2.83	2.93	3.03	3.13	3.22	3.32	3.42	3.51	3.61	3.71
98.0	2.29	2.38	2.48	2.58	2.68	2.78	2.88	2.98	3.08	3.17	3.27	3.36	3.46	3.56	3.66
96-97	2.24	2.33	2.43	2.53	2.62	2.72	2.82	2.92	3.02	3.11	3.21	3.31	3.40	3.50	3.60
94-95	2.18	2.27	2.37	2.47	2.56	2.66	2.76	2.86	2.96	3.05	3.15	3.25	3.34	3.44	3.54
91-93	2.12	2.21	2.31	2.41	2.50	2.60	2.70	2.80	2.90	2.99	3.09	3.19	3.28	3.38	3.48
87-90	2.06	2.15	2.25	2.35	2.44	2.54	2.64	2.74	2.84	2.93	3.03	3.13	3.22	3.32	3.42
82-86	2.00	2.09	2.19	2.29	2.38	2.48	2.58	2.68	2.78	2.87	2.97	3.07	3.16	3.26	3.36
77-81	1.94	2.03	2.13	2.23	2.32	2.42	2.52	2.62	2.72	2.81	2.91	3.01	3.10	3.20	3.30
70-76	1.88	1.97	2.07	2.17	2.26	2.36	2.46	2.56	2.66	2.75	2.85	2.95	3.04	3.14	3.24
63-69	1.82	1.91	2.01	2.11	2.20	2.30	2.40	2.50	2.60	2.69	2.79	2.89	2.98	3.08	3.18
55-62	1.76	1.85	1.95	2.05	2.14	2.24	2.34	2.44	2.54	2.63	2.73	2.83	2.92	3.02	3.12
46-54	1.70	1.79	1.89	1.99	2.08	2.18	2.28	2.38	2.48	2.58	2.68	2.78	2.86	2.96	3.06
38-45	1.64	1.74	1.84	1.94	2.03	2.13	2.23	2.33	2.43	2.52	2.62	2.72	2.81	2.91	3.01
31-37	1.59	1.68	1.78	1.88	1.97	2.07	2.17	2.27	2.37	2.46	2.56	2.66	2.75	2.85	2.95
25-30	1.53	1.62	1.72	1.82	1.91	2.01	2.11	2.21	2.31	2.40	2.50	2.60	2.69	2.79	2.89
19-24	1.47	1.56	1.66	1.76	1.85	1.95	2.05	2.15	2.25	2.34	2.44	2.54	2.63	2.73	2.83
14-18	1.41	1.50	1.60	1.70	1.79	1.89	1.99	2.09	2.19	2.28	2.38	2.48	2.57	2.67	2.77
10-13	1.35	1.44	1.54	1.64	1.73	1.83	1.93	2.03	2.13	2.22	2.32	2.42	2.51	2.61	2.71
7-9	1.29	1.38	1.48	1.58	1.67	1.77	1.87	1.97	2.07	2.16	2.26	2.36	2.45	2.55	2.65
5-6	1.23	1.32	1.42	1.52	1.61	1.71	1.81	1.91	2.01	2.10	2.20	2.30	2.39	2.49	2.59
3-4	1.17	1.26	1.36	1.46	1.55	1.65	1.75	1.85	1.95	2.04	2.14	2.24	2.33	2.43	2.53
2.0	1.11	1.20	1.30	1.40	1.49	1.59	1.69	1.79	1.89	1.98	2.08	2.18	2.28	2.38	2.48
1.0	1.06	1.15	1.25	1.35	1.44	1.54	1.64	1.74	1.84	1.93	2.03	2.13	2.22	2.32	2.42
0.6	1.00	1.09	1.19	1.29	1.38	1.48	1.58	1.68	1.78	1.87	1.97	2.07	2.16	2.26	2.36
0.4	.94	1.03	1.13	1.23	1.32	1.42	1.52	1.62	1.72	1.81	1.91	2.01	2.10	2.20	2.30
0.2	.88	.97	1.07	1.17	1.26	1.36	1.46	1.56	1.66	1.75	1.85	1.95	2.04	2.14	2.24
0.1	.82	.91	1.01	1.11	1.20	1.30	1.40	1.50	1.60	1.69	1.79	1.89	1.98	2.08	2.18

Based on freshman class research for the academic year 1964-65, N = 218

Correlation with Freshman Grades: HSGPA .57 Test Score .56 Multiple R .646

Relative Prediction Weights: HSGPA .38 Test Score .36

Standard Error of Estimate: .61

PREDICTING FRESHMAN SCHOLARSHIP IN SALT LAKE TRADE TECHNICAL INSTITUTE

BUSINESS PRACTICE CURRICULUM

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	3.40	3.52	3.63	3.75	3.87	3.98	4.10	4.21	4.33	4.45	4.56	4.68	4.79	4.91	5.03
99.8	3.31	3.43	3.54	3.66	3.78	3.89	4.01	4.12	4.24	4.36	4.47	4.59	4.70	4.82	4.94
99.6	3.22	3.34	3.45	3.57	3.69	3.80	3.92	4.03	4.15	4.27	4.38	4.50	4.61	4.73	4.85
99.4	3.13	3.25	3.36	3.48	3.60	3.71	3.83	3.94	4.06	4.18	4.29	4.41	4.52	4.64	4.76
99.0	3.05	3.17	3.28	3.40	3.52	3.63	3.75	3.86	3.98	4.10	4.21	4.33	4.44	4.56	4.68
98.0	2.96	3.08	3.19	3.31	3.43	3.54	3.66	3.77	3.89	4.01	4.12	4.24	4.35	4.47	4.59
96-97	2.87	2.99	3.10	3.22	3.34	3.45	3.57	3.68	3.80	3.92	4.03	4.15	4.26	4.38	4.50
94-95	2.78	2.90	3.01	3.13	3.25	3.36	3.48	3.59	3.71	3.83	3.94	4.06	4.17	4.29	4.41
91-93	2.69	2.81	2.92	3.04	3.16	3.27	3.39	3.50	3.62	3.74	3.85	3.97	4.08	4.20	4.32
87-90	2.61	2.73	2.84	2.96	3.08	3.19	3.31	3.42	3.54	3.66	3.77	3.89	4.00	4.12	4.24
82-86	2.52	2.64	2.75	2.87	2.99	3.10	3.22	3.33	3.45	3.57	3.68	3.80	3.91	4.03	4.15
77-81	2.43	2.55	2.66	2.78	2.90	3.01	3.13	3.24	3.36	3.48	3.59	3.71	3.82	3.94	4.06
70-76	2.34	2.46	2.57	2.69	2.81	2.92	3.04	3.15	3.27	3.39	3.50	3.62	3.73	3.85	3.97
63-69	2.25	2.37	2.48	2.60	2.72	2.83	2.95	3.06	3.18	3.30	3.41	3.53	3.64	3.76	3.88
55-62	2.17	2.29	2.40	2.52	2.64	2.75	2.87	2.98	3.10	3.22	3.33	3.45	3.56	3.68	3.80
46-54	2.08	2.20	2.31	2.43	2.55	2.66	2.78	2.89	3.01	3.13	3.24	3.36	3.47	3.59	3.71
38-45	1.99	2.11	2.22	2.34	2.46	2.57	2.69	2.80	2.92	3.04	3.15	3.27	3.38	3.50	3.62
31-37	1.90	2.02	2.13	2.25	2.37	2.48	2.60	2.71	2.83	2.95	3.06	3.18	3.29	3.41	3.53
25-30	1.81	1.93	2.04	2.16	2.28	2.39	2.51	2.62	2.74	2.86	2.97	3.09	3.20	3.32	3.44
19-24	1.73	1.85	1.96	2.08	2.20	2.31	2.43	2.54	2.66	2.78	2.89	3.01	3.12	3.24	3.36
14-18	1.64	1.76	1.87	1.99	2.11	2.22	2.34	2.45	2.57	2.69	2.80	2.92	3.03	3.15	3.27
10-13	1.55	1.67	1.78	1.90	2.02	2.13	2.25	2.36	2.48	2.60	2.71	2.83	2.94	3.06	3.18
7-9	1.46	1.58	1.69	1.81	1.93	2.04	2.16	2.27	2.39	2.51	2.62	2.74	2.85	2.97	3.09
5-6	1.37	1.49	1.60	1.72	1.84	1.95	2.07	2.18	2.30	2.42	2.53	2.65	2.76	2.88	3.00
3-4	1.29	1.41	1.52	1.64	1.76	1.87	1.99	2.10	2.22	2.34	2.45	2.57	2.68	2.80	2.92
2.0	1.20	1.32	1.43	1.55	1.67	1.78	1.90	2.01	2.13	2.25	2.36	2.48	2.59	2.71	2.83
1.0	1.11	1.23	1.34	1.46	1.58	1.69	1.81	1.92	2.04	2.16	2.27	2.39	2.50	2.62	2.74
0.6	1.02	1.14	1.25	1.37	1.49	1.60	1.72	1.83	1.95	2.07	2.18	2.30	2.41	2.53	2.65
0.4	.93	1.05	1.16	1.28	1.40	1.51	1.63	1.74	1.86	1.98	2.09	2.21	2.32	2.44	2.56
0.2	.85	.97	1.08	1.20	1.32	1.43	1.55	1.66	1.78	1.90	2.01	2.13	2.24	2.36	2.48
0.1	.76	.88	.99	1.11	1.23	1.34	1.46	1.57	1.69	1.81	1.92	2.04	2.15	2.27	2.39

Based on freshman class research for the academic year 1964-65, N = 81

Correlation with Freshman Grades: HSGPA .60 Test Score .53 Multiple R .681

Relative Prediction Weights: HSGPA .46 Test Score .35

Standard Error of Estimate: .57

PREDICTING FRESHMAN SCHOLARSHIP IN SALT LAKE TRADE TECHNICAL INSTITUTE

PRACTICAL NURSING CURRICULUM

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	3.98	4.03	4.07	4.12	4.17	4.21	4.26	4.30	4.35	4.40	4.44	4.49	4.53	4.58	4.63
99.8	3.89	3.94	3.98	4.03	4.08	4.12	4.17	4.21	4.26	4.31	4.35	4.40	4.44	4.49	4.54
99.6	3.80	3.85	3.89	3.94	3.99	4.03	4.08	4.12	4.17	4.22	4.26	4.31	4.35	4.40	4.45
99.4	3.71	3.76	3.80	3.85	3.90	3.94	3.99	4.03	4.08	4.13	4.17	4.22	4.26	4.31	4.36
99.0	3.61	3.66	3.70	3.75	3.80	3.84	3.89	3.93	3.98	4.03	4.07	4.12	4.16	4.21	4.26
98.0	3.52	3.57	3.61	3.66	3.71	3.75	3.80	3.84	3.89	3.94	3.98	4.03	4.07	4.12	4.17
96-97	3.43	3.48	3.52	3.57	3.62	3.66	3.71	3.75	3.80	3.85	3.89	3.94	3.98	4.03	4.08
94-95	3.34	3.39	3.43	3.48	3.53	3.57	3.62	3.66	3.71	3.76	3.80	3.85	3.89	3.94	3.99
91-93	3.25	3.30	3.34	3.39	3.44	3.48	3.53	3.57	3.62	3.67	3.71	3.76	3.80	3.85	3.90
87-90	3.15	3.20	3.24	3.29	3.34	3.38	3.43	3.47	3.52	3.57	3.61	3.66	3.70	3.75	3.80
82-86	3.06	3.11	3.15	3.20	3.25	3.29	3.34	3.38	3.43	3.48	3.52	3.57	3.61	3.66	3.71
77-81	2.97	3.02	3.06	3.11	3.16	3.20	3.25	3.29	3.34	3.39	3.43	3.48	3.52	3.57	3.62
70-76	2.88	2.93	2.97	3.02	3.07	3.11	3.16	3.20	3.25	3.30	3.34	3.39	3.43	3.48	3.53
63-69	2.79	2.84	2.88	2.93	2.98	3.02	3.07	3.11	3.16	3.21	3.25	3.30	3.34	3.39	3.44
55-62	2.69	2.74	2.78	2.83	2.88	2.92	2.97	3.01	3.06	3.11	3.15	3.20	3.24	3.29	3.34
46-54	2.60	2.65	2.69	2.74	2.79	2.83	2.88	2.92	2.97	3.02	3.06	3.11	3.15	3.20	3.25
38-45	2.51	2.56	2.60	2.65	2.70	2.74	2.79	2.83	2.88	2.93	2.97	3.02	3.06	3.11	3.16
31-37	2.42	2.47	2.51	2.56	2.61	2.65	2.70	2.74	2.79	2.84	2.88	2.93	2.97	3.02	3.07
25-30	2.33	2.38	2.42	2.47	2.52	2.56	2.61	2.65	2.70	2.75	2.79	2.84	2.88	2.93	2.98
19-24	2.23	2.28	2.32	2.37	2.42	2.46	2.51	2.55	2.60	2.65	2.69	2.74	2.78	2.83	2.88
14-18	2.14	2.19	2.23	2.28	2.33	2.37	2.42	2.46	2.51	2.56	2.60	2.65	2.69	2.74	2.79
10-13	2.05	2.10	2.14	2.19	2.24	2.28	2.33	2.37	2.42	2.47	2.51	2.56	2.60	2.65	2.70
7-9	1.96	2.01	2.05	2.10	2.15	2.19	2.24	2.28	2.33	2.38	2.42	2.47	2.51	2.56	2.61
5-6	1.87	1.92	1.96	2.01	2.06	2.10	2.15	2.19	2.24	2.29	2.33	2.38	2.42	2.47	2.52
3-4	1.77	1.82	1.86	1.91	1.96	2.00	2.05	2.09	2.14	2.19	2.23	2.28	2.32	2.37	2.42
2.0	1.68	1.73	1.77	1.82	1.87	1.91	1.96	2.00	2.05	2.10	2.14	2.19	2.23	2.28	2.33
1.0	1.59	1.64	1.68	1.73	1.78	1.82	1.87	1.91	1.96	2.01	2.05	2.10	2.14	2.19	2.24
0.6	1.50	1.55	1.59	1.64	1.69	1.73	1.78	1.82	1.87	1.92	1.96	2.01	2.05	2.10	2.15
0.4	1.41	1.46	1.50	1.55	1.60	1.64	1.69	1.73	1.78	1.83	1.87	1.92	1.96	2.01	2.06
0.2	1.31	1.36	1.40	1.45	1.50	1.54	1.59	1.63	1.68	1.73	1.77	1.82	1.86	1.91	1.96
0.1	1.22	1.27	1.31	1.36	1.41	1.45	1.50	1.54	1.59	1.64	1.68	1.73	1.77	1.82	1.87

Based on freshman class research for the academic year 1964-65, N = 52

Correlation with Freshman Grades: HSGPA .41 Test Score .58 Multiple R .608

Relative Prediction Weights: HSGPA .20 Test Score .50

Standard Error of Estimate: .56

PREDICTING FRESHMAN SCHOLARSHIP IN SALT LAKE TRADE TECHNICAL INSTITUTE
ARCHITECTURAL AND MECHANICAL DRAFTING, ELECTRONIC AND ENGINEERING
TECHNOLOGY, COMMERCIAL ART, AND TECHNICAL ILLUSTRATING

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	2.38	2.51	2.65	2.79	2.93	3.06	3.20	3.34	3.48	3.62	3.75	3.89	4.03	4.17	4.30
99.8	2.34	2.47	2.61	2.75	2.89	3.02	3.16	3.30	3.44	3.58	3.71	3.85	3.99	4.13	4.26
99.6	2.30	2.43	2.57	2.71	2.85	2.98	3.12	3.26	3.40	3.54	3.67	3.81	3.95	4.09	4.22
99.4	2.26	2.39	2.53	2.67	2.81	2.94	3.08	3.22	3.36	3.50	3.63	3.77	3.91	4.05	4.18
99.0	2.22	2.35	2.49	2.63	2.77	2.90	3.04	3.18	3.32	3.46	3.59	3.73	3.87	4.01	4.14
98.0	2.18	2.31	2.45	2.59	2.73	2.86	3.00	3.14	3.28	3.42	3.55	3.69	3.83	3.97	4.10
96-97	2.14	2.27	2.41	2.55	2.69	2.82	2.96	3.10	3.24	3.38	3.52	3.66	3.80	3.94	4.06
94-95	2.11	2.24	2.38	2.52	2.66	2.79	2.93	3.07	3.21	3.35	3.48	3.62	3.76	3.90	4.03
91-93	2.07	2.20	2.34	2.48	2.62	2.75	2.89	3.03	3.17	3.31	3.44	3.58	3.72	3.86	3.99
87-90	2.03	2.16	2.30	2.44	2.58	2.71	2.85	2.99	3.13	3.27	3.40	3.54	3.68	3.82	3.95
82-86	1.99	2.12	2.26	2.40	2.54	2.67	2.81	2.95	3.09	3.23	3.36	3.50	3.64	3.78	3.91
77-81	1.95	2.08	2.22	2.36	2.50	2.63	2.77	2.91	3.05	3.19	3.32	3.46	3.60	3.74	3.87
70-76	1.91	2.04	2.18	2.32	2.46	2.59	2.73	2.87	3.01	3.15	3.28	3.42	3.56	3.70	3.83
63-69	1.87	2.00	2.14	2.28	2.42	2.55	2.69	2.83	2.97	3.11	3.24	3.38	3.52	3.66	3.79
55-62	1.83	1.96	2.10	2.24	2.38	2.51	2.65	2.79	2.93	3.07	3.20	3.34	3.48	3.62	3.75
46-54	1.79	1.92	2.06	2.20	2.34	2.47	2.61	2.75	2.89	3.03	3.16	3.30	3.44	3.58	3.71
38-45	1.75	1.88	2.02	2.16	2.30	2.44	2.58	2.72	2.86	3.00	3.12	3.26	3.40	3.54	3.68
31-37	1.72	1.85	1.99	2.13	2.27	2.40	2.54	2.68	2.82	2.96	3.09	3.23	3.37	3.51	3.64
25-30	1.68	1.81	1.95	2.09	2.23	2.36	2.50	2.64	2.78	2.92	3.05	3.19	3.33	3.47	3.60
19-24	1.64	1.77	1.91	2.05	2.19	2.32	2.46	2.60	2.74	2.88	3.01	3.15	3.29	3.43	3.56
14-18	1.60	1.73	1.87	2.01	2.15	2.28	2.42	2.56	2.70	2.84	2.97	3.11	3.25	3.39	3.52
10-13	1.56	1.69	1.83	1.97	2.11	2.24	2.38	2.52	2.66	2.80	2.93	3.07	3.21	3.35	3.48
7-9	1.52	1.65	1.79	1.93	2.07	2.20	2.34	2.48	2.62	2.76	2.89	3.03	3.17	3.31	3.44
5-6	1.48	1.61	1.75	1.89	2.03	2.16	2.30	2.44	2.58	2.72	2.85	2.99	3.13	3.27	3.40
3-4	1.44	1.57	1.71	1.85	1.99	2.12	2.26	2.40	2.54	2.68	2.81	2.95	3.09	3.23	3.36
2.0	1.40	1.53	1.67	1.81	1.95	2.08	2.22	2.36	2.50	2.64	2.77	2.91	3.05	3.19	3.32
1.0	1.37	1.50	1.64	1.78	1.92	2.04	2.18	2.32	2.46	2.60	2.74	2.88	3.02	3.16	3.28
0.6	1.33	1.46	1.60	1.74	1.88	2.01	2.15	2.29	2.43	2.57	2.70	2.84	2.98	3.12	3.25
0.4	1.29	1.42	1.56	1.70	1.84	1.97	2.11	2.25	2.39	2.53	2.66	2.80	2.94	3.08	3.21
0.2	1.25	1.38	1.52	1.66	1.80	1.93	2.07	2.21	2.35	2.49	2.62	2.76	2.90	3.04	3.17
0.1	1.21	1.34	1.48	1.62	1.76	1.89	2.03	2.17	2.31	2.45	2.58	2.72	2.86	3.00	3.13

Based on freshman class research for the academic year 1964-65, N = 63

Correlation with Freshman Grades: HSGPA .56 Test Score .43 Multiple R .572

Relative Prediction Weights: HSGPA .47 Test Score .15

Standard Error of Estimate: .80

PREDICTING FRESHMAN SCHOLARSHIP IN SALT LAKE TRADE TECHNICAL INSTITUTE
AUTOMOTIVE, ELECTRICAL, MACHINE SHOP, DIESEL
MECHANICS, WOOD, METAL AND PRINTING TRADES

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	3.49	3.57	3.66	3.75	3.83	3.92	4.01	4.10	4.19	4.27	4.36	4.45	4.53	4.62	4.71
99.8	3.40	3.48	3.57	3.66	3.74	3.83	3.92	4.01	4.10	4.18	4.27	4.36	4.44	4.53	4.62
99.6	3.32	3.40	3.49	3.58	3.66	3.75	3.84	3.93	4.02	4.10	4.19	4.28	4.36	4.45	4.54
99.4	3.24	3.32	3.41	3.50	3.58	3.67	3.76	3.85	3.94	4.02	4.11	4.20	4.28	4.37	4.46
99.0	3.15	3.23	3.32	3.41	3.49	3.58	3.67	3.76	3.85	3.93	4.02	4.11	4.19	4.28	4.37
98.0	3.06	3.14	3.23	3.32	3.40	3.49	3.58	3.67	3.76	3.84	3.93	4.02	4.10	4.19	4.28
96-97	2.98	3.06	3.15	3.24	3.32	3.41	3.50	3.59	3.68	3.76	3.85	3.94	4.02	4.11	4.20
94-95	2.90	2.98	3.07	3.16	3.24	3.33	3.42	3.51	3.60	3.68	3.77	3.86	3.94	4.03	4.12
91-93	2.81	2.89	2.98	3.07	3.15	3.24	3.33	3.42	3.51	3.59	3.68	3.77	3.85	3.94	4.03
87-90	2.72	2.80	2.90	2.99	3.07	3.16	3.25	3.34	3.43	3.51	3.60	3.69	3.77	3.86	3.95
82-86	2.64	2.72	2.81	2.90	2.98	3.07	3.16	3.25	3.34	3.42	3.51	3.60	3.68	3.77	3.86
77-81	2.56	2.64	2.73	2.82	2.90	2.99	3.08	3.17	3.26	3.34	3.43	3.52	3.60	3.69	3.78
70-76	2.47	2.55	2.64	2.73	2.81	2.90	2.99	3.08	3.17	3.25	3.34	3.43	3.51	3.60	3.69
63-69	2.38	2.46	2.55	2.64	2.72	2.81	2.90	2.99	3.08	3.16	3.25	3.34	3.42	3.51	3.60
55-62	2.30	2.38	2.47	2.56	2.64	2.73	2.82	2.91	3.00	3.08	3.17	3.26	3.34	3.43	3.52
46-54	2.22	2.30	2.39	2.48	2.56	2.65	2.74	2.83	2.92	3.00	3.09	3.18	3.26	3.35	3.44
38-45	2.13	2.21	2.30	2.39	2.47	2.56	2.65	2.74	2.83	2.91	3.00	3.09	3.17	3.26	3.35
31-37	2.04	2.13	2.22	2.31	2.39	2.48	2.57	2.66	2.75	2.83	2.92	3.01	3.09	3.18	3.27
25-30	1.96	2.04	2.13	2.22	2.30	2.39	2.48	2.57	2.66	2.74	2.83	2.92	3.00	3.09	3.18
19-24	1.88	1.96	2.05	2.14	2.22	2.31	2.40	2.49	2.58	2.66	2.75	2.84	2.92	3.01	3.10
14-18	1.79	1.87	1.96	2.05	2.13	2.22	2.31	2.40	2.49	2.57	2.66	2.75	2.83	2.92	3.01
10-13	1.70	1.78	1.87	1.96	2.04	2.13	2.22	2.31	2.40	2.48	2.57	2.66	2.74	2.83	2.92
7-9	1.62	1.70	1.79	1.88	1.96	2.05	2.14	2.23	2.32	2.40	2.49	2.58	2.66	2.75	2.84
5-6	1.54	1.62	1.71	1.80	1.88	1.97	2.06	2.15	2.24	2.32	2.41	2.50	2.58	2.67	2.76
3-4	1.45	1.53	1.62	1.71	1.79	1.88	1.97	2.06	2.15	2.23	2.32	2.41	2.49	2.58	2.67
2.0	1.36	1.44	1.53	1.62	1.70	1.79	1.88	1.97	2.06	2.14	2.23	2.32	2.40	2.50	2.59
1.0	1.28	1.36	1.45	1.54	1.62	1.71	1.80	1.89	1.98	2.06	2.15	2.24	2.32	2.41	2.50
0.6	1.20	1.28	1.37	1.46	1.54	1.63	1.72	1.81	1.90	1.98	2.07	2.16	2.24	2.33	2.42
0.4	1.11	1.19	1.28	1.37	1.45	1.54	1.63	1.72	1.81	1.89	1.98	2.07	2.15	2.24	2.33
0.2	1.02	1.10	1.19	1.28	1.36	1.45	1.54	1.63	1.72	1.80	1.89	1.98	2.06	2.15	2.24
0.1	.94	1.02	1.11	1.20	1.28	1.37	1.46	1.55	1.64	1.72	1.81	1.90	1.98	2.07	2.16

Based on freshman class research for the academic year 1964-65, N = 130

Correlation with Freshman Grades: HSGPA .41 Test Score .45 Multiple R .532

Relative Prediction Weights: HSGPA .30 Test Score .36

Standard Error of Estimate: .64

PREDICTING FRESHMAN SCHOLARSHIP IN UTAH TRADE TECHNICAL INSTITUTE

BUSINESS AND SECRETARIAL SCIENCE

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	2.73	2.86	2.98	3.10	3.22	3.35	3.47	3.59	3.71	3.83	3.96	4.08	4.20	4.32	4.45
99.8	2.68	2.81	2.93	3.05	3.17	3.30	3.42	3.54	3.66	3.78	3.91	4.03	4.15	4.27	4.40
99.6	2.63	2.76	2.88	3.00	3.12	3.25	3.37	3.49	3.61	3.73	3.86	3.98	4.10	4.22	4.35
99.4	2.58	2.71	2.83	2.95	3.07	3.20	3.32	3.44	3.56	3.68	3.81	3.93	4.05	4.17	4.30
99.0	2.53	2.66	2.78	2.90	3.02	3.15	3.27	3.39	3.51	3.63	3.76	3.88	4.00	4.12	4.25
98.0	2.48	2.61	2.73	2.85	2.97	3.10	3.22	3.34	3.46	3.58	3.71	3.83	3.95	4.07	4.20
96-97	2.42	2.55	2.67	2.79	2.91	3.04	3.16	3.28	3.40	3.52	3.65	3.77	3.89	4.01	4.14
94-95	2.37	2.50	2.62	2.74	2.86	2.99	3.11	3.23	3.35	3.47	3.60	3.72	3.84	3.96	4.09
91-93	2.32	2.45	2.57	2.69	2.81	2.94	3.06	3.18	3.30	3.42	3.55	3.67	3.79	3.91	4.04
87-90	2.27	2.40	2.52	2.64	2.76	2.89	3.01	3.13	3.25	3.37	3.50	3.62	3.74	3.86	3.99
82-86	2.22	2.35	2.47	2.59	2.71	2.84	2.96	3.08	3.20	3.32	3.45	3.57	3.69	3.81	3.94
77-81	2.17	2.30	2.42	2.54	2.66	2.79	2.91	3.03	3.15	3.27	3.40	3.52	3.64	3.76	3.89
70-76	2.12	2.25	2.37	2.49	2.61	2.74	2.86	2.98	3.10	3.22	3.35	3.47	3.59	3.71	3.84
63-69	2.07	2.20	2.32	2.44	2.56	2.69	2.81	2.93	3.05	3.17	3.30	3.42	3.54	3.66	3.79
55-62	2.02	2.15	2.27	2.39	2.51	2.64	2.76	2.88	3.00	3.12	3.25	3.37	3.49	3.61	3.74
46-54	1.97	2.10	2.22	2.34	2.46	2.59	2.71	2.83	2.95	3.07	3.20	3.32	3.44	3.56	3.69
38-45	1.92	2.05	2.17	2.29	2.41	2.54	2.66	2.78	2.90	3.02	3.15	3.27	3.39	3.51	3.64
31-37	1.86	1.99	2.11	2.23	2.35	2.48	2.60	2.72	2.84	2.96	3.09	3.21	3.33	3.45	3.58
25-30	1.81	1.94	2.06	2.18	2.30	2.43	2.55	2.67	2.79	2.91	3.04	3.16	3.28	3.40	3.53
19-24	1.76	1.89	2.01	2.13	2.25	2.38	2.50	2.62	2.74	2.86	2.99	3.11	3.23	3.35	3.48
14-18	1.71	1.84	1.96	2.08	2.20	2.33	2.45	2.57	2.69	2.81	2.94	3.06	3.18	3.30	3.43
10-13	1.66	1.79	1.91	2.03	2.15	2.28	2.40	2.52	2.64	2.76	2.89	3.01	3.13	3.25	3.38
7-9	1.61	1.74	1.86	1.98	2.10	2.23	2.35	2.47	2.59	2.71	2.84	2.96	3.08	3.20	3.33
5-6	1.56	1.69	1.81	1.93	2.05	2.18	2.30	2.42	2.54	2.66	2.79	2.91	3.03	3.15	3.28
3-4	1.51	1.64	1.76	1.88	2.00	2.13	2.25	2.37	2.49	2.61	2.74	2.86	2.98	3.10	3.23
2.0	1.46	1.59	1.71	1.83	1.95	2.08	2.20	2.32	2.44	2.56	2.69	2.81	2.93	3.05	3.18
1.0	1.40	1.53	1.65	1.77	1.89	2.02	2.14	2.26	2.38	2.50	2.63	2.75	2.87	2.99	3.12
0.6	1.35	1.48	1.60	1.72	1.84	1.97	2.09	2.21	2.33	2.45	2.58	2.70	2.82	2.94	3.07
0.4	1.30	1.43	1.55	1.67	1.79	1.92	2.04	2.16	2.28	2.40	2.53	2.65	2.77	2.89	3.02
0.2	1.25	1.38	1.50	1.62	1.74	1.87	2.00	2.11	2.23	2.35	2.48	2.60	2.72	2.84	2.97
0.1	1.20	1.33	1.45	1.57	1.69	1.82	1.94	2.06	2.18	2.30	2.43	2.55	2.67	2.79	2.92

Based on freshman class research for the academic year 1964-65, N = 54

Correlation with Freshman Grades: HSGPA .66 Test Score .53 Multiple R .733

Relative Prediction Weights: HSGPA .54 Test Score .34

Standard Error of Estimate: .51

PREDICTING FRESHMAN SCHOLARSHIP IN UTAH TRADE TECHNICAL INSTITUTE

PRACTICAL NURSING CURRICULUM

Test %ile Rank in Grade	High School Average in Four Basics: Egnlish, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	3.06	3.16	3.26	3.37	3.47	3.57	3.67	3.77	3.87	3.97	4.08	4.18	4.28	4.38	4.48
99.8	2.98	3.08	3.18	3.29	3.39	3.49	3.59	3.69	3.79	3.89	4.00	4.10	4.20	4.30	4.40
99.6	2.90	3.00	3.10	3.21	3.31	3.41	3.51	3.61	3.71	3.81	3.92	4.02	4.12	4.22	4.32
99.4	2.81	2.91	3.01	3.12	3.22	3.32	3.42	3.52	3.62	3.72	3.83	3.93	4.03	4.13	4.23
99.0	2.73	2.83	2.93	3.04	3.14	3.24	3.34	3.44	3.54	3.64	3.75	3.85	3.95	4.05	4.15
98.0	2.64	2.74	2.84	2.95	3.05	3.15	3.25	3.35	3.45	3.55	3.66	3.76	3.86	3.96	4.06
96-97	2.56	2.66	2.76	2.87	2.97	3.07	3.17	3.27	3.37	3.47	3.58	3.68	3.78	3.88	3.98
94-95	2.48	2.58	2.68	2.79	2.89	2.99	3.09	3.19	3.29	3.39	3.50	3.60	3.70	3.80	3.90
91-93	2.39	2.49	2.59	2.70	2.80	2.90	3.00	3.10	3.20	3.30	3.41	3.51	3.61	3.71	3.81
87-90	2.31	2.41	2.51	2.62	2.72	2.82	2.92	3.02	3.12	3.22	3.33	3.43	3.53	3.63	3.73
82-86	2.22	2.32	2.42	2.53	2.63	2.73	2.83	2.93	3.03	3.13	3.24	3.34	3.44	3.54	3.64
77-81	2.14	2.24	2.34	2.45	2.55	2.65	2.75	2.85	2.95	3.05	3.16	3.26	3.36	3.46	3.56
70-76	2.06	2.16	2.26	2.37	2.47	2.57	2.67	2.77	2.87	2.97	3.08	3.18	3.28	3.38	3.48
63-69	1.97	2.07	2.17	2.28	2.38	2.48	2.58	2.68	2.78	2.88	2.99	3.09	3.19	3.29	3.39
55-62	1.89	1.99	2.09	2.20	2.30	2.40	2.50	2.60	2.70	2.80	2.91	3.01	3.11	3.21	3.31
46-54	1.80	1.90	2.00	2.11	2.21	2.31	2.41	2.51	2.61	2.71	2.82	2.92	3.02	3.12	3.22
38-45	1.72	1.82	1.92	2.03	2.13	2.23	2.33	2.43	2.53	2.63	2.74	2.84	2.94	3.04	3.14
31-37	1.64	1.74	1.84	1.95	2.05	2.15	2.25	2.35	2.45	2.55	2.66	2.76	2.86	2.96	3.06
25-30	1.55	1.65	1.75	1.86	1.96	2.06	2.16	2.26	2.36	2.46	2.57	2.67	2.77	2.87	2.97
19-24	1.47	1.57	1.67	1.78	1.88	1.98	2.08	2.18	2.28	2.38	2.49	2.59	2.69	2.79	2.89
14-18	1.38	1.48	1.58	1.69	1.79	1.89	1.99	2.09	2.19	2.29	2.40	2.50	2.60	2.70	2.80
10-13	1.30	1.40	1.50	1.61	1.71	1.81	1.91	2.01	2.11	2.21	2.32	2.42	2.52	2.62	2.72
7-9	1.22	1.32	1.42	1.53	1.63	1.73	1.83	1.93	2.03	2.13	2.24	2.34	2.44	2.54	2.64
5-6	1.13	1.23	1.33	1.44	1.54	1.64	1.74	1.84	1.94	2.04	2.15	2.25	2.35	2.45	2.55
3-4	1.05	1.15	1.25	1.36	1.46	1.56	1.66	1.76	1.86	1.96	2.07	2.17	2.27	2.37	2.47
2.0	.96	1.06	1.16	1.27	1.37	1.47	1.57	1.67	1.77	1.87	1.98	2.08	2.18	2.28	2.38
1.0	.88	.98	1.08	1.19	1.29	1.39	1.49	1.59	1.69	1.79	1.90	2.00	2.10	2.20	2.30
0.6	.80	.90	1.00	1.11	1.21	1.31	1.41	1.51	1.61	1.71	1.82	1.92	2.02	2.12	2.22
0.4	.71	.81	.91	1.02	1.12	1.22	1.32	1.42	1.52	1.62	1.73	1.83	1.93	2.03	2.13
0.2	.63	.73	.83	.94	1.04	1.14	1.24	1.34	1.44	1.54	1.65	1.75	1.85	1.95	2.05
0.1	.54	.64	.74	.85	.95	1.05	1.15	1.25	1.35	1.45	1.56	1.66	1.76	1.86	1.96

Based on freshman class research for the academic years 1963-65, N = 71

Correlation with Freshman Grades: HSGPA .60 Test Score .61 Multiple R .708

Relative Prediction Weights: HSGPA .41 Test Score .42

Standard Error of Estimate: .53

PREDICTING FRESHMAN SCHOLARSHIP IN UTAH TRADE TECHNICAL INSTITUTE
DRAFTING, ELECTRONICS, DIESEL MECHANICS, REFRIGERATION
AND AIR CONDITIONING, AND ELECTRICAL TECHNOLOGY

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	2.45	2.61	2.77	2.93	3.10	3.26	3.42	3.58	3.74	3.90	4.06	4.22	4.38	4.55	4.71
99.8	2.41	2.57	2.73	2.89	3.06	3.22	3.38	3.54	3.70	3.86	4.02	4.18	4.34	4.51	4.67
99.6	2.37	2.53	2.69	2.85	3.02	3.18	3.34	3.50	3.66	3.82	3.98	4.14	4.30	4.47	4.63
99.4	2.33	2.49	2.65	2.81	2.98	3.14	3.30	3.46	3.62	3.78	3.94	4.10	4.26	4.43	4.59
99.0	2.28	2.44	2.60	2.76	2.93	3.09	3.25	3.41	3.57	3.73	3.89	4.05	4.21	4.38	4.54
98.0	2.24	2.40	2.56	2.72	2.89	3.05	3.21	3.37	3.53	3.69	3.85	4.01	4.17	4.34	4.50
96-97	2.20	2.36	2.52	2.68	2.85	3.01	3.17	3.33	3.49	3.65	3.81	3.97	4.13	4.30	4.46
94-95	2.16	2.32	2.48	2.64	2.81	2.97	3.13	3.29	3.45	3.61	3.77	3.93	4.09	4.26	4.42
91-93	2.12	2.28	2.44	2.60	2.77	2.93	3.09	3.25	3.41	3.57	3.73	3.89	4.05	4.22	4.38
87-90	2.07	2.23	2.39	2.55	2.72	2.88	3.04	3.20	3.36	3.52	3.68	3.84	4.00	4.17	4.33
82-86	2.03	2.19	2.35	2.51	2.68	2.84	3.00	3.16	3.32	3.48	3.64	3.80	3.96	4.13	4.29
77-81	1.99	2.15	2.31	2.47	2.64	2.80	2.96	3.12	3.28	3.44	3.60	3.76	3.92	4.09	4.25
70-76	1.95	2.11	2.27	2.43	2.60	2.76	2.92	3.08	3.24	3.40	3.56	3.72	3.88	4.05	4.21
63-69	1.91	2.07	2.23	2.39	2.56	2.72	2.88	3.04	3.20	3.36	3.52	3.68	3.84	4.01	4.17
55-62	1.86	2.02	2.18	2.34	2.51	2.67	2.83	2.99	3.15	3.31	3.47	3.63	3.79	3.96	4.12
46-54	1.82	1.98	2.14	2.30	2.47	2.63	2.79	2.95	3.11	3.27	3.43	3.59	3.75	3.92	4.08
38-45	1.78	1.94	2.10	2.26	2.43	2.59	2.75	2.91	3.07	3.23	3.39	3.55	3.71	3.88	4.04
31-37	1.74	1.90	2.06	2.22	2.39	2.55	2.71	2.87	3.03	3.19	3.35	3.51	3.67	3.84	4.00
25-30	1.70	1.86	2.02	2.18	2.35	2.51	2.67	2.83	2.99	3.15	3.31	3.47	3.63	3.80	3.96
19-24	1.65	1.81	1.97	2.13	2.30	2.46	2.62	2.78	2.94	3.10	3.26	3.42	3.58	3.75	3.91
14-18	1.61	1.77	1.93	2.09	2.26	2.42	2.58	2.74	2.90	3.06	3.22	3.38	3.54	3.71	3.87
10-13	1.57	1.73	1.89	2.05	2.22	2.38	2.54	2.70	2.86	3.02	3.18	3.34	3.50	3.67	3.83
7-9	1.53	1.69	1.85	2.01	2.18	2.34	2.50	2.66	2.82	2.98	3.14	3.30	3.46	3.63	3.79
5-6	1.49	1.65	1.81	1.97	2.14	2.30	2.46	2.62	2.78	2.94	3.10	3.26	3.42	3.59	3.75
3-4	1.44	1.60	1.76	1.92	2.09	2.25	2.41	2.57	2.73	2.89	3.05	3.21	3.37	3.54	3.70
2.0	1.40	1.56	1.72	1.88	2.05	2.21	2.37	2.53	2.69	2.85	3.01	3.17	3.33	3.50	3.66
1.0	1.36	1.52	1.68	1.84	2.01	2.17	2.33	2.49	2.65	2.81	2.97	3.13	3.29	3.46	3.62
0.6	1.32	1.48	1.64	1.80	1.97	2.13	2.29	2.45	2.61	2.77	2.93	3.09	3.25	3.42	3.58
0.4	1.28	1.44	1.60	1.76	1.93	2.09	2.25	2.41	2.57	2.73	2.89	3.05	3.21	3.38	3.54
0.2	1.23	1.39	1.55	1.71	1.88	2.04	2.20	2.36	2.52	2.68	2.84	3.00	3.16	3.33	3.49
0.1	1.19	1.35	1.51	1.67	1.84	2.00	2.16	2.32	2.48	2.64	2.80	2.96	3.12	3.29	3.45

Based on freshman class research for the academic year 1964-65, N = 62

Correlation with Freshman Grades: HSGPA .62 Test Score .32 Multiple R .658

Relative Prediction Weights: HSGPA .59 Test Score .24

Standard Error of Estimate : .59

PREDICTING FRESHMAN SCHOLARSHIP IN UTAH TRADE TECHNICAL INSTITUTE
AUTOMOTIVE, ELECTRICAL, MACHINE
SHOP, WOOD, AND METAL TRADES

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	2.92	3.09	2.26	3.44	3.61	3.78	3.95	4.12	4.29	4.46	4.63	4.80	4.97	5.14	5.32
99.8	2.85	3.02	3.19	3.37	3.54	3.71	3.88	4.05	4.22	4.39	4.56	4.73	4.90	5.07	5.25
99.6	2.78	2.95	3.12	3.30	3.47	3.64	3.81	3.98	4.15	4.32	4.49	4.66	4.83	5.00	5.18
99.4	2.72	2.89	3.06	3.24	3.41	3.58	3.75	3.92	4.09	4.26	4.43	4.60	4.77	4.94	5.12
99.0	2.66	2.83	3.00	3.18	3.35	3.52	3.69	3.86	4.03	4.20	4.37	4.34	4.71	4.88	5.06
98.0	2.59	2.76	2.93	3.11	3.28	3.45	3.62	3.79	3.96	4.13	4.30	4.47	4.64	4.81	4.99
96-97	2.52	2.69	2.87	3.05	3.22	3.39	3.56	3.73	3.90	4.07	4.24	4.41	4.58	4.75	4.93
94-95	2.46	2.63	2.80	2.98	3.15	3.32	3.49	3.66	3.83	4.00	4.17	4.34	4.51	4.68	4.86
91-93	2.40	2.57	2.74	2.92	3.09	3.26	3.43	3.60	3.77	3.94	4.11	4.28	4.45	4.62	4.80
87-90	2.33	2.50	2.67	2.85	3.02	3.19	3.36	3.53	3.70	3.87	4.04	4.21	4.38	4.55	4.72
82-86	2.26	2.43	2.60	2.78	2.95	3.12	3.29	3.46	3.63	3.80	3.97	4.15	4.32	4.49	4.67
77-81	2.20	2.37	2.54	2.72	2.89	3.06	3.23	3.40	3.57	3.74	3.91	4.08	4.25	4.42	4.60
70-76	2.14	2.31	2.48	2.66	2.83	3.00	3.17	3.34	3.51	3.68	3.85	4.02	4.19	4.36	4.54
63-69	2.07	2.24	2.41	2.59	2.76	2.93	3.10	3.27	3.44	3.61	3.78	3.95	4.12	4.29	4.47
55-62	2.00	2.17	2.34	2.52	2.69	2.86	3.03	3.20	3.37	3.54	3.71	3.88	4.05	4.22	4.40
46-54	1.94	2.11	2.28	2.46	2.63	2.80	2.97	3.14	3.31	3.48	3.65	3.82	3.99	4.16	4.34
38-45	1.88	2.05	2.22	2.40	2.57	2.74	2.91	3.08	3.25	3.42	3.59	3.76	3.93	4.10	4.28
31-37	1.81	1.98	2.15	2.33	2.50	2.67	2.84	3.01	3.18	3.35	3.52	3.69	3.86	4.03	4.21
25-30	1.74	1.91	2.08	2.26	2.43	2.60	2.77	2.94	3.11	3.29	3.46	3.63	3.80	3.97	4.15
19-24	1.68	1.85	2.02	2.20	2.37	2.54	2.71	2.88	3.05	3.22	3.39	3.56	3.73	3.90	4.08
14-18	1.62	1.79	1.96	2.14	2.31	2.48	2.65	2.82	2.99	3.16	3.33	3.50	3.67	3.83	4.01
10-13	1.55	1.72	1.89	2.07	2.24	2.41	2.58	2.75	2.92	3.09	3.26	3.43	3.60	3.77	3.95
7-9	1.48	1.65	1.82	2.00	2.17	2.34	2.51	2.68	2.85	3.02	3.19	3.36	3.53	3.70	3.88
5-6	1.42	1.59	1.76	1.94	2.11	2.28	2.45	2.62	2.79	2.96	3.13	3.30	3.47	3.64	3.82
3-4	1.36	1.53	1.70	1.88	2.05	2.22	2.39	2.56	2.73	2.90	3.07	3.24	3.41	3.58	3.76
2.0	1.29	1.46	1.63	1.81	1.98	2.15	2.32	2.49	2.66	2.83	3.00	3.17	3.34	3.51	3.69
1.0	1.22	1.39	1.56	1.74	1.91	2.08	2.25	2.42	2.59	2.76	2.93	3.10	3.27	3.45	3.63
0.6	1.16	1.33	1.50	1.68	1.85	2.02	2.19	2.36	2.53	2.70	2.87	3.04	3.21	3.38	3.56
0.4	1.10	1.27	1.44	1.62	1.79	1.96	2.13	2.30	2.47	2.64	2.81	2.98	3.15	3.32	3.50
0.2	1.03	1.20	1.37	1.55	1.72	1.89	2.06	2.23	2.40	2.57	2.74	2.91	3.08	3.25	3.43
0.1	.96	1.13	1.30	1.48	1.65	1.82	1.99	2.16	2.33	2.50	2.67	2.84	3.01	3.18	3.36

Based on freshman class research for the academic year 1964-65, N = 68

Correlation with Freshman Grades: HSGPA .63 Test Score .54 Multiple R .703

Relative Prediction Weights: HSGPA .48 Test Score .35

Standard Error of Estimate: .60

PREDICTING FRESHMAN SCHOLARSHIP IN UTAH'S UNIVERSITIES

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	1.71	1.84	1.96	2.09	2.21	2.35	2.48	2.61	2.73	2.86	2.99	3.12	3.25	3.38	3.50
99.8	1.66	1.78	1.90	2.03	2.16	2.29	2.42	2.55	2.67	2.80	2.93	3.06	3.19	3.32	3.44
99.6	1.60	1.73	1.85	1.98	2.11	2.24	2.37	2.50	2.62	2.75	2.88	3.01	3.14	3.27	3.39
99.4	1.55	1.68	1.80	1.93	2.06	2.19	2.32	2.45	2.57	2.70	2.83	2.96	3.09	3.22	3.34
99.0	1.49	1.62	1.74	1.87	2.00	2.13	2.26	2.39	2.51	2.64	2.77	2.90	3.03	3.16	3.28
98.0	1.44	1.57	1.69	1.82	1.95	2.08	2.21	2.34	2.46	2.59	2.72	2.85	2.98	3.11	3.23
96-97	1.39	1.52	1.64	1.77	1.90	2.03	2.16	2.29	2.41	2.53	2.67	2.80	2.93	3.06	3.18
94-95	1.33	1.46	1.58	1.71	1.84	1.97	2.10	2.23	2.35	2.48	2.61	2.74	2.87	3.00	3.12
91-93	1.28	1.41	1.53	1.66	1.79	1.92	2.05	2.18	2.30	2.43	2.56	2.69	2.82	2.95	3.07
87-90	1.23	1.35	1.47	1.60	1.73	1.86	1.99	2.12	2.24	2.37	2.50	2.63	2.76	2.89	3.01
82-86	1.17	1.30	1.42	1.55	1.68	1.81	1.94	2.07	2.19	2.32	2.45	2.58	2.71	2.84	2.96
77-81	1.12	1.25	1.37	1.50	1.63	1.76	1.89	2.02	2.14	2.27	2.40	2.53	2.66	2.79	2.91
70-76	1.06	1.19	1.31	1.44	1.57	1.70	1.83	1.96	2.08	2.21	2.34	2.47	2.60	2.73	2.85
63-69	1.01	1.14	1.26	1.39	1.52	1.65	1.78	1.91	2.03	2.16	2.29	2.42	2.55	2.68	2.80
55-62	.96	1.08	1.20	1.33	1.46	1.59	1.72	1.85	1.97	2.10	2.23	2.36	2.49	2.62	2.74
46-54	.90	1.03	1.15	1.28	1.41	1.54	1.67	1.80	1.92	2.05	2.18	2.31	2.44	2.57	2.69
38-45	.85	.98	1.10	1.23	1.36	1.49	1.62	1.75	1.87	2.00	2.13	2.26	2.39	2.52	2.64
31-37	.80	.92	1.04	1.17	1.30	1.43	1.56	1.69	1.81	1.94	2.07	2.20	2.33	2.46	2.58
25-30	.74	.87	.99	1.12	1.25	1.38	1.51	1.64	1.76	1.89	2.02	2.15	2.28	2.41	2.53
19-24	.69	.82	.94	1.07	1.20	1.33	1.46	1.59	1.71	1.84	1.97	2.10	2.23	2.36	2.48
14-18	.63	.76	.88	1.01	1.14	1.27	1.40	1.53	1.65	1.78	1.91	2.04	2.17	2.30	2.42
10-13	.58	.71	.83	.96	1.09	1.22	1.35	1.48	1.60	1.73	1.86	1.99	2.12	2.25	2.37
7-9	.53	.65	.77	.90	1.03	1.16	1.29	1.42	1.54	1.67	1.80	1.93	2.06	2.19	2.31
5-6	.47	.60	.72	.85	.98	1.11	1.24	1.37	1.49	1.62	1.75	1.88	2.01	2.14	2.26
3-4	.42	.55	.67	.80	.93	1.06	1.19	1.32	1.44	1.57	1.70	1.83	1.96	2.09	2.21
2.0	.36	.49	.61	.74	.87	1.00	1.13	1.26	1.38	1.51	1.64	1.77	1.90	2.03	2.15
1.0	.31	.44	.56	.69	.82	.95	1.08	1.21	1.33	1.46	1.59	1.72	1.85	1.98	2.10
0.6	.26	.39	.51	.64	.77	.90	1.03	1.16	1.28	1.41	1.53	1.67	1.80	1.93	2.05
0.4	.20	.33	.45	.58	.71	.84	.97	1.10	1.22	1.35	1.48	1.61	1.74	1.87	1.99
0.2	.15	.28	.40	.53	.66	.79	.92	1.05	1.17	1.30	1.43	1.56	1.69	1.82	1.94
0.1	.09	.22	.34	.47	.60	.73	.86	.99	1.11	1.24	1.37	1.50	1.63	1.76	1.88

Based on freshman class research for the academic year 1964-65, N = 2892

Correlation with Freshman Grades: HSGPA .60 Test Score .52 Multiple R .658

Relative Prediction Weights: HSGPA .46 Test Score .31

Standard Error of Estimate: .61

Freshman Grade Point Averages: Mean 2.28, Standard Deviation .81
High School Grade Point Averages: Mean 2.72, Standard Deviation .72
ACT Composite Test Scores: Mean 20.6, Standard Deviation 4.6

PREDICTING FRESHMAN SCHOLARSHIP IN UTAH'S COLLEGES

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	1.84	1.97	2.11	2.24	2.37	2.50	2.63	2.76	2.89	3.02	3.16	3.29	3.42	3.55	3.68
99.8	1.80	1.93	2.07	2.20	2.33	2.46	2.59	2.72	2.85	2.98	3.12	3.25	3.38	3.51	3.64
99.6	1.76	1.89	2.03	2.16	2.29	2.42	2.55	2.68	2.81	2.94	3.08	3.21	3.34	3.47	3.60
99.4	1.72	1.85	1.99	2.12	2.25	2.38	2.51	2.64	2.77	2.90	3.04	3.17	3.30	3.43	3.56
99.0	1.68	1.81	1.95	2.08	2.21	2.34	2.47	2.60	2.73	2.86	3.00	3.13	3.26	3.39	3.52
98.0	1.64	1.77	1.91	2.04	2.17	2.30	2.43	2.56	2.69	2.82	2.96	3.09	3.22	3.35	3.48
96-97	1.60	1.73	1.87	2.00	2.13	2.26	2.39	2.52	2.65	2.78	2.92	3.05	3.18	3.31	3.44
94-95	1.56	1.69	1.83	1.96	2.09	2.22	2.35	2.48	2.61	2.74	2.88	3.01	3.14	3.27	3.40
91-93	1.52	1.65	1.79	1.92	2.05	2.18	2.31	2.44	2.57	2.70	2.84	2.97	3.10	3.23	3.36
87-90	1.48	1.61	1.75	1.88	2.01	2.14	2.27	2.40	2.53	2.66	2.80	2.93	3.06	3.19	3.32
82-86	1.44	1.57	1.71	1.84	1.97	2.10	2.23	2.36	2.49	2.62	2.76	2.89	3.02	3.15	3.28
77-81	1.40	1.53	1.67	1.80	1.93	2.06	2.19	2.32	2.45	2.58	2.72	2.85	2.98	3.11	3.24
70-76	1.36	1.49	1.63	1.76	1.89	2.02	2.15	2.28	2.41	2.54	2.68	2.81	2.94	3.07	3.20
63-69	1.32	1.45	1.59	1.72	1.85	1.98	2.11	2.24	2.37	2.50	2.64	2.77	2.90	3.03	3.16
55-62	1.28	1.41	1.55	1.68	1.81	1.94	2.07	2.20	2.33	2.46	2.60	2.73	2.86	2.99	3.12
46-54	1.24	1.37	1.51	1.64	1.77	1.90	2.03	2.16	2.29	2.42	2.56	2.69	2.82	2.95	3.08
38-45	1.20	1.33	1.47	1.60	1.73	1.86	1.99	2.12	2.25	2.38	2.52	2.65	2.78	2.91	3.04
31-37	1.16	1.29	1.43	1.56	1.69	1.82	1.95	2.08	2.21	2.34	2.48	2.61	2.74	2.87	3.00
25-30	1.12	1.25	1.39	1.52	1.65	1.78	1.91	2.04	2.17	2.30	2.44	2.57	2.70	2.83	2.96
19-24	1.08	1.21	1.35	1.48	1.61	1.74	1.87	2.00	2.13	2.26	2.40	2.53	2.66	2.79	2.92
14-18	1.04	1.17	1.31	1.44	1.57	1.70	1.83	1.96	2.09	2.22	2.36	2.49	2.62	2.75	2.88
10-13	1.00	1.13	1.27	1.40	1.53	1.66	1.79	1.92	2.05	2 18	2.32	2.45	2.58	2.71	2.84
7-9	.96	1.09	1.23	1.36	1.49	1.62	1.75	1.88	2.01	2.14	2.28	2.41	2.54	2.67	2.80
5-6	.92	1.05	1.19	1.32	1.45	1.58	1.71	1.84	1.97	2.10	2.24	2.37	2.50	2.63	2.76
3-4	.88	1.01	1.15	1.28	1.41	1.54	1.67	1.80	1.93	2.06	2.20	2.33	2.46	2.59	2.72
2.0	.84	.97	1.11	1.24	1.37	1.50	1.63	1.76	1.89	2.02	2.16	2.29	2.42	2.55	2.68
1.0	.80	.93	1.07	1.20	1.33	1.46	1.59	1.72	1.85	1.98	2.12	2.25	2.38	2.51	2.64
0.6	.76	.89	1.03	1.16	1.29	1.42	1.55	1.68	1.81	1.94	2.08	2.21	2.34	2.47	2.60
0.4	.72	.85	.99	1.12	1.25	1.38	1.51	1.64	1.77	1.90	2.04	2.17	2.30	2.43	2.56
0.2	.68	.81	.95	1.08	1.21	1.34	1.47	1.60	1.73	1.86	2.00	2.13	2.26	2.39	2.52
0.1	.64	.77	.91	1.04	1.17	1.30	1.43	1.56	1.69	1.82	1.96	2.09	2.22	2.35	2.48

Based on freshman class research for the academic year 1964-65, N = 1636

Correlation with Freshman Grades: HSGPA .61 Test Score .48 Multiple R .646

Relative Prediction Weights: HSGPA .49 Test Score .24

Standard Error of Estimate: .63

Freshman Grade Point Averages: Mean 2.33, Standard Deviation .82
High School Grade Point Averages: Mean 2.45, Standard Deviation .77
ACT Composite Test Scores: Mean 17.5, Standard Deviation 5.0

PREDICTING FRESHMAN SCHOLARSHIP IN UTAH'S BUSINESS COLLEGES

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	2.22	2.35	2.48	2.60	2.73	2.86	2.99	3.12	3.25	3.38	3.51	3.64	3.77	3.90	4.02
99.8	2.17	2.30	2.43	2.55	2.68	2.81	2.94	3.07	3.20	3.33	3.46	3.59	3.72	3.85	3.97
99.6	2.12	2.25	2.38	2.50	2.63	2.76	2.89	3.02	3.15	3.28	3.41	3.54	3.67	3.80	3.92
99.4	2.07	2.20	2.33	2.45	2.58	2.71	2.84	2.97	3.10	3.23	3.36	3.49	3.62	3.75	3.87
99.0	2.02	2.15	2.28	2.40	2.53	2.66	2.79	2.92	3.05	3.18	3.31	3.44	3.57	3.70	3.82
98.0	1.97	2.10	2.23	2.35	2.48	2.61	2.74	2.87	3.00	3.13	3.26	3.39	3.52	3.65	3.77
96-97	1.92	2.06	2.18	2.30	2.44	2.56	2.70	2.82	2.96	3.08	3.22	3.34	3.48	3.61	3.72
94-95	1.88	2.01	2.14	2.26	2.39	2.52	2.65	2.78	2.91	3.04	3.17	3.30	3.43	3.56	3.68
91-93	1.83	1.96	2.09	2.21	2.34	2.47	2.60	2.73	2.86	2.99	3.12	3.25	3.38	3.51	3.63
87-90	1.78	1.91	2.04	2.16	2.29	2.42	2.55	2.68	2.81	2.94	3.07	3.20	3.33	3.46	3.58
82-86	1.73	1.86	1.99	2.11	2.24	2.37	2.50	2.63	2.76	2.89	3.02	3.15	3.28	3.41	3.53
77-81	1.68	1.81	1.94	2.06	2.19	2.32	2.45	2.58	2.71	2.84	2.97	3.10	3.23	3.36	3.48
70-76	1.63	1.76	1.89	2.01	2.14	2.27	2.40	2.53	2.66	2.79	2.92	3.05	3.18	3.31	3.43
63-69	1.58	1.71	1.84	1.96	2.09	2.22	2.35	2.48	2.61	2.74	2.87	3.00	3.13	3.26	3.38
55-62	1.53	1.66	1.79	1.91	2.04	2.17	2.30	2.43	2.56	2.69	2.82	2.95	3.08	3.21	3.33
46-54	1.48	1.61	1.74	1.86	1.99	2.12	2.25	2.38	2.51	2.64	2.77	2.90	3.03	3.16	3.28
38-45	1.44	1.56	1.70	1.82	1.94	2.08	2.20	2.34	2.46	2.60	2.72	2.86	2.98	3.12	3.24
31-37	1.39	1.52	1.65	1.77	1.90	2.03	2.16	2.29	2.42	2.55	2.68	2.81	2.94	3.07	3.19
25-30	1.34	1.47	1.60	1.72	1.85	1.98	2.11	2.24	2.37	2.50	2.63	2.76	2.89	3.02	3.14
19-24	1.29	1.42	1.55	1.67	1.80	1.93	2.06	2.19	2.32	2.45	2.58	2.71	2.84	2.97	3.09
14-18	1.24	1.37	1.50	1.62	1.75	1.88	2.01	2.14	2.27	2.40	2.53	2.66	2.79	2.92	3.04
10-13	1.19	1.32	1.45	1.57	1.70	1.83	1.96	2.09	2.22	2.35	2.48	2.61	2.74	2.87	2.99
7-9	1.14	1.27	1.40	1.52	1.65	1.78	1.91	2.04	2.17	2.30	2.43	2.56	2.69	2.82	2.94
5-6	1.09	1.22	1.35	1.47	1.60	1.73	1.86	1.99	2.12	2.25	2.38	2.51	2.64	2.77	2.89
3-4	1.04	1.17	1.30	1.42	1.55	1.68	1.81	1.94	2.07	2.20	2 33	2.46	2.59	2.72	2.84
2.0	.99	1.12	1.25	1.37	1.50	1.63	1.76	1.89	2.02	2.15	2.28	2.41	2.54	2.67	2.79
1.0	.94	1.08	1.20	1.32	1.46	1.58	1.72	1.85	1.98	2.10	2.24	2.36	2.50	2.62	2.74
0.6	.90	1.03	1.16	1.28	1.41	1.54	1.67	1.80	1.93	2.06	2.19	2.32	2.45	2.58	2.70
0.4	.85	.98	1.11	1.23	1.36	1.49	1.62	1.75	1.88	2.01	2.14	2.27	2.40	2.53	2.65
0.2	.80	.93	1.06	1.18	1.31	1.44	1.57	1.70	1.83	1.96	2.09	2.22	2.35	2.48	2.60
0.1	.75	.88	1.01	1.13	1.26	1.39	1.52	1.65	1.78	1.91	2.04	2.17	2.30	2.43	2.55

Based on freshman class research for the academic year 1964-65, N = 419

Correlation with Freshman Grades: HSGPA .58 Test Score .47 Multiple R .631

Relative Prediction Weights: HSGPA .46 Test Score .27

Standard error of Estimate: .62

Freshman Grade Point Averages: Mean 2.42, Standard Deviation .80
High School Grade Point Averages: Mean 2.32, Standard Deviation .72
ACT Composite Test Scores: Mean 16.0, Standard Deviation 4.5

PREDICTING FRESHMAN SCHOLARSHIP IN UTAH'S TRADE-TECHNICAL INSTITUTES

Test %ile Rank in Grade	High School Average in Four Basics: English, Science, Social Studies, Math														
	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
99.9	2.67	2.81	2.95	3.08	3.22	3.36	3.49	3.63	3.77	3.91	4.04	4.18	4.32	4.45	4.59
99.8	2.62	2.76	2.90	3.03	3.17	3.31	3.44	3.58	3.72	3.86	3.99	4.13	4.27	4.40	4.54
99.6	2.57	2.71	2.85	2.98	3.12	3.26	3.39	3.53	3.67	3.81	3.94	4.08	4.22	4.35	4.49
99.4	2.52	2.66	2.80	2.93	3.07	3.21	3.34	3.48	3.62	3.76	3.89	4.03	4.17	4.30	4.44
99.0	2.47	2.61	2.75	2.88	3.02	3.16	3.29	3.43	3.57	3.71	3.84	3.98	4.12	4.25	4.39
98.0	2.41	2.55	2.69	2.82	2.96	3.10	3.23	3.37	3.51	3.65	3.78	3.92	4.06	4.19	4.33
96-97	2.36	2.50	2.64	2.77	2.91	3.05	3.18	3.32	3.46	3.60	3.73	3.87	4.01	4.14	4.28
94-95	2.31	2.45	2.59	2.72	2.86	3.00	3.13	3.27	3.41	3.55	3.68	3.82	3.96	4.09	4.23
91-93	2.26	2.40	2.54	2.67	2.81	2.95	3.08	3.22	3.36	3.50	3.63	3.77	3.91	4.04	4.18
87-90	2.21	2.35	2.49	2.62	2.76	2.90	3.03	3.17	3.31	3.45	3.58	3.72	3.86	3.99	4.13
82-86	2.16	2.30	2.44	2.57	2.71	2.85	2.98	3.12	3.26	3.40	3.53	3.67	3.81	3.94	4.08
77-81	2.11	2.25	2.39	2.52	2.66	2.80	2.93	3.07	3.21	3.35	3.48	3.62	3.76	3.89	4.03
70-76	2.05	2.19	2.33	2.46	2.60	2.74	2.87	3.01	3.15	3.29	3.42	3.56	3.70	3.83	3.97
63-69	2.00	2.14	2.28	2.41	2.55	2.69	2.82	2.96	3.10	3.24	3.37	3.51	3.65	3.78	3.92
55-62	1.95	2.09	2.23	2.36	2.50	2.64	2.77	2.91	3.05	3.19	3.32	3.46	3.60	3.73	3.87
46-54	1.90	2.04	2.18	2.31	2.45	2.59	2.72	2.86	3.00	3.14	3.27	3.41	3.55	3.68	3.82
38-45	1.85	1.99	2.13	2.26	2.40	2.54	2.67	2.81	2.95	3.09	3.22	3.36	3.50	3.63	3.77
31-37	1.80	1.94	2.08	2.21	2.35	2.49	2.62	2.76	2.90	3.04	3.17	3.31	3.45	3.58	3.72
25-30	1.75	1.89	2.03	2.16	2.30	2.44	2.57	2.71	2.85	2.99	3.12	3.26	3.40	3.53	3.67
19-24	1.70	1.84	1.98	2.11	2.25	2.39	2.52	2.66	2.80	2.94	3.07	3.21	3.35	3.48	3.62
14-18	1.64	1.78	1.92	2.05	2.19	2.33	2.46	2.60	2.74	2.88	3.01	3.15	3.29	3.42	3.56
10-13	1.59	1.73	1.87	2.00	2.14	2.28	2.41	2.55	2.69	2.83	2.96	3.10	3.24	3.37	3.51
7-9	1.54	1.68	1.82	1.95	2.09	2.23	2.36	2.50	2.64	2.78	2.91	3.05	3.19	3.32	3.46
5-6	1.49	1.63	1.77	1.90	2.04	2.18	2.31	2.45	2.59	2.73	2.86	3.00	3.14	3.27	3.41
3-4	1.44	1.58	1.72	1.85	1.99	2.13	2.26	2.40	2.54	2.68	2.81	2.95	3.09	3.22	3.36
2.0	1.39	1.53	1.67	1.80	1.94	2.08	2.21	2.35	2.49	2.63	2.76	2.90	3.04	3.17	3.31
1.0	1.34	1.48	1.62	1.75	1.89	2.03	2.16	2.30	2.44	2.58	2.71	2.85	2.99	3.12	3.26
0.6	1.29	1.43	1.57	1.70	1.84	1.98	2.11	2.25	2.39	2.53	2.66	2.80	2.94	3.07	3.21
0.4	1.23	1.37	1.51	1.64	1.78	1.92	2.05	2.19	2.33	2.47	2.60	2.74	2.88	3.01	3.15
0.2	1.18	1.32	1.46	1.59	1.73	1.87	2.00	2.14	2.28	2.42	2.55	2.69	2.83	2.96	3.10
0.1	1.13	1.27	1.41	1.54	1.68	1.82	1.95	2.09	2.23	2.37	2.50	2.64	2.78	2.91	3.05

Based on freshman class research for the academic year 1964-65, N = 502

Correlation with Freshman Grades: HSGPA .56 Test Score .42 Multiple R .601

Relative Prediction Weights: HSGPA .47 Test Score .24

Standard Error of Estimate: .66

Freshman Grade Point Averages: Mean 2.44, Standard Deviation .82
High School Grade Point Averages: Mean 1.67, Standard Deviation .70
ACT Composite Test Scores: Mean 14.0, Standard Deviation 3.8

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