

Proposed Grading System and its relation to the State
distribution on Survey Tests.

	G. S. W.C.	g.pt.	State
g.pt. 3	A 8.0%	9	A/ 1.2%
		8	A 2.8
		7	B/ 4.0
		7	B/ 2.4
2.	B 14.5	6	B 12.1
1.5-	C/ 17.5	5	C/ 17.5
1.	C 20.0	4	C 20.0
		3	C-D/ 17.5
		2	D 12.1
	D 14.5		F 2.4
			F 8.0
	F 8.0		

see state
 g.pt.
 3 A 9%
 2 B 18%
 1. C 45%
 30 D 20%
 1 F 10%

40%

5

30



EXAMINATION QUESTIONS.

- I. Original Nature:
 1. Types of original responses.
 2. Characteristics of original responses.
 3. How can instincts be modified?
- II. Non-social Instincts.
 1. Name of non-social instincts.
 2. How do children gain control of movements.
 3. Pedagogical principles involved?
- III. Social Instincts.
 1. Name the principle social instincts.
 2. Value and danger of rivalry.
 3. Value of imitation?
- IV. Feeling and Emotion:
 1. Meaning of: (1) Readiness, (2) Satisfaction, (3) Annoyance.
 2. Relation between instinct and emotion.
 3. How may emotions be directed?
- V. Attention:
 1. Meaning of attention?
 2. Kinds of attention.
 3. Value of forced or voluntary attention?
- VI. Perception:
 1. Meaning and basis of perception.
 2. Common sense defects?
 3. Training possible and necessary for observation.
- VII. Memory:
 1. (a) Meaning, (b) Factors of memory?
 2. Best methods of memorizing.
 3. Causes of defective memory?
- VIII. Thinking:
 1. Why is children's thinking inaccurate?
 2. How can children be trained to think?
- IX. Habit:
 1. Basis of habit.
 2. Laws of habit formation.
 3. Value of habit.
- X. Play:
 1. Meaning of play.
 2. Distinguish between work, play and drudgery.
 3. Educative value of play?

Faculty Meeting 1/25/40

An Analysis of Junior College Grades Given Fall 1939

Grade equivalents used by State for Survey Courses

Grade equivalents used at G. S. W. C.

<u>Grade</u>	<u>Per Cent</u>
A/	1.2
A	2.7
B/	6.5
B	12.1
C/	17.5
C	20.0
C-	17.5
D	12.1
F	10.5

22.5

<u>Grade</u>	<u>Per Cent</u>
A	10 8
B	12.5 14.5
C/	17.5
C	20.0
C-	17.5
D	12.5 14.5
F	10 8

22.5

Grades made on Survey Tests:

Final Grades given in same courses:

<u>Grade</u>	<u>Number</u>	<u>Per Cent</u>
A/	4	.87
A	9	1.97
B/	28	6.11
B	61	13.31
C/	88	19.21
C	102	22.27
C-	87	18.99
D	67	14.65
F	12	2.62
<hr/>		458

22.26

<u>Grade</u>	<u>Number</u>	<u>Per Cent</u>
A	26	5.68
B	79	17.25
C/	77	16.81
C	113	24.65
C-	89	19.42
D	66	14.41
F	8	1.80
<hr/>		458

22.93

Grades given on all non-survey courses except P.E.

Grades given in academic non-survey courses:

<u>Grade</u>	<u>Number</u>	<u>Per Cent</u>
A	47	12.77
B	134	36.41
C/	29	7.88
C	77	20.92
C-	32	8.70
D	41	11.14
F	8	2.18
<hr/>		368

---too many?---

<u>Grade</u>	<u>Number</u>	<u>Per Cent</u>
A	37	12.66
B	103	35.27
C/	20	6.85
C	68	23.28
C-	20	6.85
D	37	12.67
F	7	2.40
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Grades given on specialized individual work, as piano, art:

Physical Education grades in all classes:

<u>Grade</u>	<u>Number</u>	<u>Per Cent</u>
A	10	13.16
B	31	40.79
C/	9	11.85
C	9	11.85
C-	12	15.79
D	4	5.26
F	1	1.34
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<u>Grade</u>	<u>Number</u>	<u>Per Cent</u>
A	53	17.10
B	126	40.65
C/	86	27.74
C	30	9.68
C-	8	2.58
D	2	.64
F	5	1.61
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Mrs. Thomas

Report Form A
 Freshman-Sophomore Scholarship Analysis
 Expectancies, Examination and Course Marks, Sophomore
 Comprehensives

College-Georgia State Womans College Year-Fall 1939.

Table 1. Tally of Freshman Expectancies

	9 A+	8 A	7 B+	6 B	5 C+	4 C	3 C-	2 D	0 F	Total	Mean
Exp.	3	3	12	30	41	29	23	19	6	166	4.48
Exp.%	1.81	1.81	7.22	18.06	24.64	17.46	13.85	11.44	3.61		
Norm %	1.3	2.8	6.6	12.1	17.5	19.7	17.5	12.1	10.6		

Table 2. Tally for Survey Courses - Freshman

	9 A+	8 A	7 B+	6 B	5 C+	4 C	3 C-	2 D	0 F	Total	Mean
Exam.	4	5	10	30	54	68	68	54	10	303	3.89
Exp.	4	3	17	54	74	66	38	35	12	303	4.36
Mark	3	10	38	51	64	55	6			303	4.02
Exam.%	1.32	1.65	3.30	9.90	17.82	22.44	22.44	17.82	3.30		5.273
Exp.%	1.32	.99	5.61	17.82	24.42	21.78	12.54	11.55	3.96		Diver- % gence
Mark %		5.94	19.80		16.83	25.08	21.12	18.15	1.98		5.255
		5.61	11.22		7.59	3.30	8.58	6.60	1.98		
		.33	8.58								

Table 3. Tally for Non-Survey Courses - Freshmen

	9 A+	8 A	7 B+	6 B	5 C+	4 C	3 C-	2 D	0 F	Total	Mean
Exp.	3	3	12	24	35	22	18	18	5	140	4.51
Mark		13		53	6	26	8	16	6	128	4.78
Exp.%		10	20	25.	15.71	18.83	12.83		3.57		% Divergence
Mark %		10.16	41.41	4.61	20.31	6.25	12.50	4.61			
		.16	21.41	20.39	4.60	6.58	.33	1.04			11.63

An analysis of the comparative responses to reading and factual questions on survey courses by high and low groups of students.

The following table shows the number of questions devoted to each part of the examination, the average per cent of the high group responding to each, the average per cent of the low group responding to each, and the mean of the differences of the response to each question

No. of Questions	Average % High Group	Average % Low Group	Mean of Differences	
Math				
44 Reading	58.68	31.16	27.52	S.D. (Mean) = 1.83
				S.D. (Difference of means) = 2.52
106 Factual	61.56	27.98	32.45	S.D. (Mean) = 1.38
Contemporary Georgia				
55 Reading	82.35	70.24	30.71	
95 Factual	51.47	49.10	20.10	
Humanities I				
46 Reading	69.61	38.37	31.35	
104 Factual	71.18	43.51	27.67	
Physical Science I				
34 Reading	66.76	39.68	27.10	
116 Factual	66.12	36.26	36.24	
Human Biology I				
39 Reading	64.59	40.10	27.36	
111 Factual	63.27	31.94	31.32	

An Analysis of Junior College Grades Given Fall 1939

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Grade equivalents used at G. S. W. C.

<u>Grade</u>	<u>Per Cent</u>
A/	1.2
A	2.7
B/	6.5
B	12.1
C/	17.5
C	20.0
C-	17.5
D	12.1
F	10.5

<u>Grade</u>	<u>Per Cent</u>
A	10
B	12.5
C/	17.5
C	20.0
C-	17.5
D	12.5
F	10

Grades made on Survey Tests:

Final Grades given in same courses:

<u>Grade</u>	<u>Number</u>	<u>Per Cent</u>
A/	4	.87
A	9	1.97
B/	28	6.11
B	61	13.31
C/	88	19.21
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	<u>458</u>	

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F	8	1.80
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A	2.7
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B	12.1
C/	17.5
C	20.0
C-	17.5
D	12.1
F	10.5

<u>Grade</u>	<u>Per Cent</u>
A	10.8
B	14.5
C/	17.5
C	20.0
C-	17.5
D	14.5
F	10.8

Grades made on Survey Tests:

Final Grades given in same courses:

<u>Grade</u>	<u>Number</u>	<u>Per Cent</u>
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A	9	1.97
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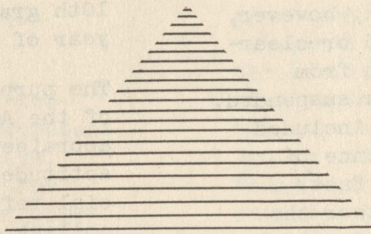
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Names	S	W	S	W	S	W	S	W	S	W	S	W	S	W	A	T	O	P
	14	18	21	23	28	2	5	9	12	16	19							
Mrs. Bently, Ben		A	A	A	B	A	C	C	C						80	75	72	
Miss Bawn, Marie ✓	a	A	A		A		A	A	A						85	87	86	
✓ Cannon, Bertha	a	A	A	A	A	A	A	A	A						85	80	87	
" Elrod, Sara	a	B+	A	A	A	A	A								70	80	75	
" Findley, Nebraska	a	a	a	a														
Mrs. Goto, E. A. ✓	A	A	A	A	A	A	A	A	A						A	A	94	
Miss Hartfield, Nancy	A	A	A	A	A		A	A	A						84	88	86	
" Martin, Lona																		
Mrs. Varnedoe, S. M.	A	A	A	2	A	A	A	A	A						B+	B+	88	
Miss Wells, Carrie ✓	A	A	A	A	A	A	A	A	A						A	A	97	
" " Leila ✓	A	A	A	a	A	A	✓	A	A						A	A	95	
✓ " Swilley, Claude	A	A	B	a	a	A	A	A	A						78	80	79	



N O R M S

FOR

GEORGIA - SOUTH CAROLINA

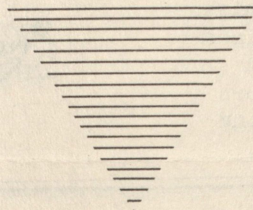
COLLEGE APTITUDE EXAMINATIONS

SOUTHEASTERN PROBLEMS AND PROSPECTS

SOCIAL STUDIES AND ENGLISH

MATHEMATICS BIOLOGY

PHYSICAL SCIENCE



OCTOBER 1938

DESCRIPTIVE ACCOUNT OF EXAMINATIONS

SOUTHEASTERN PROBLEMS AND PROSPECTS consists of a series of paragraphs, each in length of from one to three hundred words and each built around a general formula nowhere slavishly followed. In every paragraph, however, a topic sentence has been expressed or clearly implied as a controlling thought from which the subsequent development is suspended. Examples of the key idea have been included to bear out the inescapable dependence of generalizations upon substance and fact. Comparisons are used to bring together the cumulative weight of examples. Contrasts between facts in alignment with the central idea and those pulling in an adverse direction are invoked for their tonic effect; and analogies are allowed occasional play for the emotional force inherent in them and also for illuminating the dangers of the weakest of the logical processes. Iteration of the topical thought has not been overlooked. Following each block of reading material are questions that can be answered from an understanding of the content of the paragraph. These questions cover such points as central idea, word meanings, discrimination among facts, the application of principles, and reasoning by analogy. Additional tests constructed on similar principles include ENGLISH, MATHEMATICS, BIOLOGY, PHYSICS AND ASTRONOMY, CHEMISTRY AND GEOLOGY. The paragraphs are not based upon any curriculum or course of study but upon general fields of knowledge common to the junior college and high school. The purpose of such tests is to supply scales for measuring with reasonable accuracy inherent ability plus learning. Learning in this sense does not distinguish between what has been acquired through independent study and what has been acquired through formal instruction. Collaborators from many different colleges, representing

GEORGIA PROGRAM

Basic Testing Program. Booklet No. 1, Southeastern Problems and Prospects, Social Studies, English; Booklet No. 2, Mathematics, Biology, Physics and Astronomy, Chemistry and Geology.

Participating Colleges. Abraham Baldwin Agricultural College, Agnes Scott College, Georgia School of Technology, Georgia Southwestern College, Georgia State College for Women, Georgia State Womans College, Armstrong Junior College, Bessie Tift College, Georgia Military College, Gordon Military College, Emory University, Emory Junior College at Oxford, Emory Junior College at Valdosta, LaGrange College, Middle Georgia College, North Georgia College, West Georgia College, The University of Georgia, South Georgia College, South Georgia Teachers College, Extension Center Junior College, Rabun Gap-Nachoochee Junior College, Piedmont College, Shorter College, Wesleyan College, Georgia State College, State Teachers and Agricultural College.

subject matter specialists in each of the fields have made the tests possible. Each item in each test has been given careful statistical analysis and painstaking revision. The effective range of each test has been experimentally demonstrated from the 10th grade of high school through the senior year of college.

The purpose of the PSYCHOLOGICAL EXAMINATION of the American Council on Education is to appraise what has been called scholastic aptitude or general intelligence, with special reference to the requirements of most college curricula. In the 1938 edition, two subscores are provided, namely, a subscore for three linguistic tests, and another subscore for three quantitative tests.

NORMS FOR GEORGIA - SOUTH CAROLINA COLLEGE APTITUDE EXAMINATIONS

Percentile norms for entering freshmen have been prepared from distributions of scores made by students at the Georgia and South Carolina colleges participating in their respective state programs. These percentile norms are offered for their immediate use in connection with the problems of student guidance in these colleges and also for their implications toward a regional program of educational guidance.

State and regional programs the country over have certain noteworthy characteristics in common. In all these programs the tests used are based not upon any particular curriculum

or any special course of studies. Instead they have their roots in general fields of knowledge. Their chief purpose is not to test accomplishment in a subject as taught by one teacher or one department but to help that teacher or department to assemble the students who will profit most from given college courses of study.

Scores derived from state or regional programs are very reliable, since they represent the performance of large, representative, heterogeneous populations. The norms for such populations, therefore, become of service in selection and guidance and in curricular revision, in a way impossible to equal when a class of a given teacher or school is used for the same purpose. It is, of course, essential that a basic program be followed by a large number of schools and that each in turn supplement this program for special needs. The Georgia and South Carolina state programs are each a case in point.

It is but a relatively simple logical step to extend the basic features of a state program to influence a region and to bring about the combined efforts of the states comprising a region in studying their common problems and in effecting solutions. Here, again, the Georgia and South Carolina programs are to be cited as they have united their efforts in using tests on Southeastern social studies and English in common.

A further common characteristic for state and regional programs is that the tests are of the ladder type. They can be used in

more than one and often for several grades or classes. This feature reveals the sometimes distressing fact that a few high school pupils are better off intellectually than many college students. But this overlapping, in turn, brings into clear relief the very great need for guidance. And a further development of this thesis is illustrated by the curriculum study of the University System of Georgia where over a period of years since the introduction of curricula reform at the junior college level it has been consistently found that greater gains are evidenced in the sciences and in social studies, on the one hand, than in mathematics and English usage, on the other hand. The tests comprising the basic program for Georgia had already been given to a large number of college sophomores in May, 1938. The same test booklets, or comparable tests, may be given in May, 1939, by participating colleges in order to measure junior college average achievement in the several subject matter fields.

Tables of percentile norms for Georgia and South Carolina freshmen and for Georgia sophomores, tables of scaled scores for various tests and national percentiles for the Georgia English Commission test, correlational data, and an analysis of sex differentials are included in this bulletin.

This bulletin is being distributed by the directors of personnel of the participating Georgia and South Carolina colleges, by the Georgia English Commission, and by the Committee on College Testing Program of the South Carolina Association of Collegiate Registrars. Inquiries should be directed to: F. S. Beers, Memorial Hall, Athens, Georgia; or to Wm. D. Nixon, State Department of Education, Columbia, South Carolina.

SOUTH CAROLINA PROGRAM

Basic Testing Program. Booklet No. 1, Southeastern Problems and Prospects, Social Studies, English; American Council on Education Psychological Examination, 1938 edition, machine scorable (separate answer sheet) form.

Supplementary Program. Cooperative Literary Comprehension Test, Form O; Cooperative Elementary Algebra Test, Form O; Cooperative Elementary French Test, Form O.

Participating Colleges. Anderson College, The Citadel, Clemson College, Coker College, Converse College, Erskine College, Furman University, Greenville Womans College, Lander College, Limestone College, Newberry College, Presbyterian College, University of South Carolina, Winthrop College, Wofford College, Columbia Bible College.

Table 1. Georgia-South Carolina College Freshman Percentile Norms.

Examination	Southeast S. Studies	English	Math.	Biology	Physics & Astronomy	Chemistry & Geology	General Science	1938 Psychological**				
								Total	Q	L		
No. Colleges	29	35	24	20	20	20	20	12	12	12		
No. Students	6591	7349	4800	4305	4105	4005	4005	2991	2991	2991		
Mean	47.7	77.2	17.9	18.1	21.5	25.3	64.4	61.0	18.9	42.8		
Sigma	19.8	28.4	9.9	9.7	11.1	13.2	28.3	21.5	8.5	15.6		
Freshman Percentiles	100	114	140	54	54	59	64	134	139	49	104	100
	99	91	132	46	44	47	53	124	118	39	82	99
	98	88	129	43	41	44	51	121	109	37	76	98
	96	84	125	39	38	41	48	117	101	35	72	96
	94	81	122	36	35	39	45	111	96	33	69	94
	92	78	119	33	33	38	44	106	93	32	66	92
	88	73	113	30	30	35	41	98	87	29	61	88
	84	68	109	28	28	33	39	94	82	27	58	84
	79	64	102	25	25	30	36	89	78	25	54	79
	73	60	96	23	23	28	34	83	73	24	51	73
	68	55	89	21	21	26	31	75	68	22	48	68
	68	50	83	19	18	23	28	68	63	20	45	58
	50	46	77	16	16	21	25	63	59	18	41	50
	42	41	70	14	14	19	23	58	54	15	38	42
	34	38	63	12	13	16	19	52	50	14	35	34
	27	34	58	10	11	14	16	44	46	12	32	27
	21	31	52	9	9	12	13	38	42	11	29	21
	16	27	47	7	8	10	10	33	39	10	27	16
	12	24	42	6	7	8	7	28	36	9	25	12
	8	21	37	5	5	6	5	23	32	8	22	8
	6	19	33	4	4	4	4	20	29	7	20	6
	4	16	28	3	3	3	3	17	27	6	17	4
	2	11	21	2	2	2	2	14	23	5	13	2
	1	7	12	1	1	1	1	10	20	3	10	1

Note: Each score in each column shows the upper limit of the percentile indicated to the right and to the left of the table above. The percentile range has been altered to correspond roughly to a sigma scale, so that vertical distances are approximately comparable.

*The general science score is obtained by adding the part scores on Biology, Physics, and Chemistry.

**Percentiles for the Psychological examination are based on the 1938 machine scorable form (separate answer sheet) and as such do not apply to the manually scored form. The preliminary norms released by Dr. Thurstone are presumed to apply only to the latter booklet.

Table 2. Scaled score equivalents for Raw Scores on 1938 Georgia-South Carolina English, General Mathematics, and General Science Examinations.

Scaled Score	Raw Scores			Scaled Score
	English	Mathematics	Science	
82	142	-	-	82
80	140	-	-	80
78	137	-	-	78
76	135	-	-	76
74	132	-	-	74
72	130	-	-	72
70	127	-	-	70
68	125	-	120	68
66	122	43	107	66
64	119	41	100	64
62	115	37	91	62
60	107	32	88	60
58	98	24	86	58
56	92	22	82	56
54	84	19	75	54
52	81	18	70	52
50	79	16	67	50
48	75	13	63	48
46	69	12	57	46
44	66	10	51	44
42	62	9	45	42
40	55	8	38	40
38	48	7	31	38
36	40	6	25	36
34	36	5	23	34
32	34	4	-	32
30	31	3	-	30
28	30	2	-	28
26	27	1	-	26

Note: Scaled Score equivalents are furnished in order that college administrators may avail themselves of national norms furnished by the Cooperative Test Service. Equivalences supporting this table have been prepared from combined Georgia and South Carolina college data.

Table 4. Sophomore Percentile Norms.*

Examination	Southeast S. Studies	English	Math.	Biol.	Phys. & A	Chem. & G	General Science
No. Colleges	11	12	11	12	12	12	11
No. Students	1684	1988	1923	2003	2003	2003	1923
Mean	63.5	88.9	25.5	26.8	28.4	33.8	---
Sigma	20.1	25.9	11.0	11.3	11.8	14.3	---
100th %ile	116	140	56	57	58	63	---
90th %ile	89	123	37	42	41	50	125
75th %ile	79	111	30	35	35	44	109
50th %ile	63	90	22	26	28	35	85
25th %ile	48	69	15	18	19	24	65
10th %ile	37	53	11	12	10	11	45
1st %ile	20	20	3	3	2	2	---

*Norms are based on students in University System of Georgia colleges.

Table 5. Intercorrelations between placement tests.

	Southeast S. Studies	English	Math.	Science	Psyc.	Lit.	Iowa Comp. Reading
Southeastern Social Studies	---	.63	.51	.69	.73	.72	.72
English	.63	---	.53	.71	.62	.67	.78
Mathematics	.51	.53	---	.67	.68	---	.49
General Science	.69	.71	.67	---	.76	---	.61
Psychological	.73	.62	.68	.76	---	.71	.72
Literary Comp.	.72	.67	---	---	.71	---	---
Silent Reading Comprehension	.72	.78	.49	.61	.72	---	---

Note: The correlation coefficients above are distinctly higher than those reported for previous batteries of placement tests. This fact may be due, in part, to the loading of reading comprehension in subject matter tests. From this and other analyses, it may be resolved that the 1938 placement examinations are each about equally loaded with the subject matter which they represent and with specific reading comprehension; and it may be noted that, as usual, the examinations are significantly loaded with the factor of general intelligence.

Table 3. National Norms* for Entering Freshmen on 1938 English Test.

Scaled Score	Raw Score	TYPE** OF COLLEGE		
		III	II	I
		Percentiles***		
82	142	-	-	99
80	140	-	-	98
78	137	-	-	97
76	135	-	99	96
74	132	-	98	93
72	130	-	96	90
70	127	99	94	85
68	125	98	91	80
66	122	97	87	73
64	119	95	82	66
62	115	93	75	57
60	107	90	68	49
58	98	85	60	40
56	92	80	52	32
54	84	73	43	25
52	81	66	35	18
50	79	58	27	13
48	75	50	21	9
46	69	41	15	6
44	66	33	11	4
42	62	26	7	2
40	55	19	5	1
38	48	14	3	-
36	40	10	2	-
34	36	7	1	-
32	34	4	-	-
30	31	3	-	-
28	30	2	-	-
26	27	1	-	-

*Percentile norms are in terms of Scaled Scores and Raw Scores on the 1938 English test. Georgia test score equivalents are inserted into the table furnished by the Cooperative Test Service of the American Council on Education. The percentile values in the table are those closest to the actual Scaled Scores listed. Interpolation may be used to obtain the closest percentile of odd numbered Scaled Scores.

**The basis for defining the three types of norms reported is the performance of college freshmen on the American Council on Education Psychological Examination. Possibly the best single designation of Type I would be pre-professional college students; Type II may be thought of as most appropriate for students in typical liberal arts colleges; Type III is representative of students found in many junior colleges and teachers colleges.

***The procedure for interpreting an average score of entering freshmen in terms of both Southeastern and national college norms is illustrated as follows: If the freshmen entering college X have averaged 78.49 on the English test, it is found by interpolation in Table 1 that the corresponding Southeastern percentile rank is 52. In other words, the average freshman in college X exceeded 52% of the 7349 Southeastern college freshmen whose score on English form the basis of the percentile norms. Similarly by means of Table 3, it is found that the 78.49 average on English corresponds to a percentile rank of 57 among freshmen entering Type III colleges of the nation, to a percentile of 26 for Type II colleges, and to a percentile of 12 for Type I colleges. Thus, it is found that the average freshman in college X is fully up to normal for Southeastern college entering freshmen, is superior to the average among Type III college freshmen over the nation, but is distinctly inferior to the typical freshman in the colleges of either Type II or Type I.

Table 6. Sex Differences as indicated by average scores and the standard deviation of representative groups of men and women students.

Examination	Men		Women		No. of cases	
	Mean	Sigma	Mean	Sigma	Men	Women
Southeastern Social Studies	49.4	20.4	49.9	18.6	415	842
English	68.2	26.1	85.9	25.6	415	842
Mathematics	16.3	8.9	15.8	7.7	427	826
Biology	18.3	9.3	18.4	8.8	427	826
Physics & Astronomy	21.4	10.8	19.8	8.8	427	826
Chemistry & Geology	22.3	13.3	25.2	11.4	427	826
General Science	59.9	28.6	68.0	27.5	427	263
Psychological	65.0	21.3	57.4	20.3	581	724

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 TENTATIVE PERCENTILE TABLES, 1938 FRESHMAN PLACEMENT EXAMINATIONS
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Sigma Score	Fresh %ile	Freshman Placement Examinations						Fresh %ile
		Social Studies	English	Math	Biol	Phys	Chem	
--	100	109	144	54	54	59	64	100
	72	91	131	43	44	44	51	99
+2 σ	70	87	128	38	41	42	49	98
	68	82	124	33	37	39	45	96
	66	94	79	119	31	34	37	94
	64	92	76	116	29	33	35	92
	62	88	72	111	26	30	33	88
+1 σ	60	84	68	105	24	28	31	84
	58	79	64	96	22	26	29	79
	56	73	59	91	20	23	27	73
	54	66	55	85	18	21	25	66
	52	58	50	78	16	19	23	58
M	50	50	46	71	14	17	21	50
	48	42	42	65	13	15	19	42
	46	34	38	59	12	14	17	34
	44	27	34	53	10	12	14	27
	42	21	31	50	9	11	12	21
-1 σ	40	16	28	44	8	9	10	16
	38	12	25	39	7	8	9	12
	36	8	22	33	6	7	7	8
	34	6	18	30	5	6	6	6
	32	4	16	25	4	5	4	4
-2 σ	30	2	13	14	2	3	2	2
--	1	1	10	8	1	2	1	1

Note: Each score in each column shows the upper limit of the percentile indicated to the right and to the left of the table above. The percentile range has been altered to correspond roughly to a sigma scale, so that vertical distances are approximately comparable. The sigma scale is derived from the percentile scale.

University System of Georgia
 TENTATIVE PERCENTILE TABLES, 1938 FRESHMAN PLACEMENT EXAMINATIONS
 September 28, 1938

		Freshman Placement Examinations							
	Sigma Score	Fresh %ile	Social Studies	English	Math	Biol	Phys	Chem	Fresh %ile
	--	100	109	144	54	54	59	64	100
	72	99	91	131	43	44	44	51	99
+2 σ	70	98	87	128	38	41	42	49	98
	68	96	82	124	33	37	39	45	96
	66	94	79	119	31	34	37	43	94
	64	92	76	116	29	33	35	41	92
	62	88	72	111	26	30	33	39	88
+1 σ	60	84	68	105	24	28	31	37	84
	58	79	64	96	22	26	29	35	79
	56	73	59	91	20	23	27	33	73
	54	66	55	85	18	21	25	31	66
	52	58	50	78	16	19	23	29	58
M	50	50	46	71	14	17	21	26	50
	48	42	42	65	13	15	19	23	42
	46	34	38	59	12	14	17	21	34
	44	27	34	53	10	12	14	19	27
	42	21	31	50	9	11	12	16	21
-1 σ	40	16	28	44	8	9	10	13	16
	38	12	25	39	7	8	9	10	12
	36	8	22	33	6	7	7	8	8
	34	6	18	30	5	6	6	7	6
	32	4	16	25	4	5	4	5	4
-2 σ	30	2	13	14	2	3	2	3	2
	--	1	10	8	1	2	1	2	1

Note: Each score in each column shows the upper limit of the percentile indicated to the right and to the left of the table above. The percentile range has been altered to correspond roughly to a sigma scale, so that vertical distances are approximately comparable. The sigma scale is derived from the percentile scale.