



# **Application Packet**

## **2018 Admissions**



---

*Serving Clarke County, Culpeper County,  
Fauquier County, Frederick County,  
Rappahannock County, Warren County,  
and Winchester City*



## **2018 Application Packet**

### **Contents**

- Mountain Vista Governor's School At-a-Glance
- Program Offerings
- Student Application Checklist
- Student Application
- Essay
- Application Essay Rubric
- Three Recommendation Forms (to be given to teachers)
- Student Profile (to be given to applicant's guidance counselor)
- Intent to Enroll Form (for private school/out of division students only)

<b>2018-2019</b>	<b>Mountain Vista Governor's School At-a-Glance</b>
<b>Mission</b>	The mission of Mountain Vista Governor's School is to present a research-based, technology-enhanced, integrated program in Mathematics, Science, and the Humanities. The program will challenge students to reach their full potential as independent thinkers capable of assuming leadership roles in a constantly changing global society.
<b>School Day</b>	<ul style="list-style-type: none"> <li>• 4.5 hour Governor's School daily instruction</li> <li>• 7:30 a.m. - 11:00 a.m.- student on-site day</li> <li>• 1 day a week for Focused Learning Experiences (FLEX) e.g. seminars, field experiences, special events</li> <li>• Web-communication systems to provide additional instructional time</li> </ul>
<b>Yearly Schedule</b>	<ul style="list-style-type: none"> <li>• Yearly academic calendar designed for best fit with participating divisions' calendars</li> <li>• Web-communication systems utilized when some students cannot be present due to weather, holidays, or other circumstances</li> </ul>
<b>Number of Students and Grade Levels</b>	<ul style="list-style-type: none"> <li>• Middletown Site—100+ high school students</li> <li>• Warrenton Site—100+ high school students</li> <li>• Includes 10<sup>th</sup> grade program which was added for SY 2016-17</li> </ul>
<b>Site Description</b>	<ul style="list-style-type: none"> <li>• Two sites at Lord Fairfax Community College (LFCC) <ul style="list-style-type: none"> <li>▪ Fauquier Campus to serve Culpeper, Fauquier, and Rappahannock</li> <li>▪ Middletown Campus to serve Clarke, Frederick, Warren, and Winchester City</li> </ul> </li> <li>• Sites connected by technology for two-way interaction among teachers and students</li> <li>• Lab facilities to support project-based and technology-enhanced learning opportunities</li> </ul>
<b>Curriculum Focus</b>	<ul style="list-style-type: none"> <li>• Science, Mathematics, Humanities, Research</li> <li>• Emphasis on interdisciplinary connections</li> <li>• Scholarly research with authentic application</li> <li>• Collaboration among faculty and students with community partnerships</li> <li>• Technology integration in all aspects of learning</li> <li>• Opportunity to earn approximately 45 hours of college credit in 3 years through dual enrollment as well as take selected Advanced Placement Examinations.</li> </ul>
<b>Instructor Qualifications</b>	<ul style="list-style-type: none"> <li>• Content-area expertise with extensive teaching experience</li> <li>• Advanced degrees including gifted education training/endorsement</li> </ul>
<b>Diploma/Transcripts</b>	<ul style="list-style-type: none"> <li>• School Division diploma with Virginia Academic-Year Governor's School Seal</li> <li>• School Division transcript in addition to LFCC transcript for dual enrolled courses</li> </ul>
<b>Guidance Services</b>	<ul style="list-style-type: none"> <li>• College admission and scholarship counseling provided by MVGS counselors in addition to base school counseling support.</li> </ul>
<b>Community Support</b>	<ul style="list-style-type: none"> <li>• Lord Fairfax Community College</li> <li>• MVGS Foundation 501(c)3 and MVPTO (parent support group)</li> </ul>
<b>Summer Programs</b>	<ul style="list-style-type: none"> <li>• New Student Orientation (August 2018)</li> <li>• Summer Enrichment Opportunities</li> </ul>
<b>Distance Learning</b>	<ul style="list-style-type: none"> <li>• Web-communication to expand time for student-teacher interaction</li> <li>• Possible use of on-line courses to meet individual needs</li> <li>• Virtual research experiences to enhance classroom learning environment</li> </ul>
<b>Application/Selection</b>	<ul style="list-style-type: none"> <li>• Standard Application Packet using a multi-criteria format</li> <li>• School divisions' selection committees select students to attend</li> </ul>
<b>Transportation</b>	<ul style="list-style-type: none"> <li>• School divisions provide transportation from base schools to LFCC</li> </ul>

**Mountain Vista Governor's School\* 6480 College Street\* Warrenton, VA 20197  
540-347-6237\*540-868-7238**

**Director: Dr. Rosanne F. Williamson    rwilliamson@mvgshome.org  
Most up-to-date information available at [www.mvgshome.org](http://www.mvgshome.org)**

## For Current 9<sup>th</sup> Graders: MVGS Three Year Program

Rising 10<sup>th</sup> graders will attend MVGS for three years.

Courses will be available to be dual enrolled for college credit through LFCC pending staff endorsements.

Prerequisites: Geometry; Algebra II Honors (prerequisite for Math Analysis)      Co-requisites: General Biology

	Math	Science	Humanities	Research
<b>First Year</b>	<i>MVGS Math Analysis</i>	<i>*MVGS Chemistry</i>	<i>MVGS Humanities 10/English 10</i>	<i>MVGS Research 1: Fundamentals</i>

MVGS offers two science focus options for second and third year students: Physics/Engineering or Biology/Life Science.

### Option I: Physics/Engineering Focus

Prerequisites: Math Analysis

	Math	Science	Humanities	Research and Elective
<b>Second Year</b>	<i>*MVGS Calculus 1 (Prepares students for AP Calculus AB test)</i>	<i>*MVGS Physics 1: Mechanics</i>	<i>*MVGS Humanities 11/English 11 (Prepares for AP Language and Composition test)</i>	<i>*MVGS Computer Science 1 or *MVGS Psychology or *MVGS Economics (offered alternate years) and MVGS Research 2: Individual Research Project</i>
<b>Third Year</b>	<i>MVGS Calculus 2/3: Multivariable (Prepares students for AP Calculus BC test)</i>	<i>*MVGS Physics 2: Electricity and Magnetism</i>	<i>*MVGS Humanities 12/ US Government</i>	<i>*Computer Science 1 or 2 or *MVGS Psychology or *MVGS Economics (offered alternate years) and MVGS Capstone Project</i>

### Option II: Biology/Life Science Focus

Prerequisites: Math Analysis, General Biology, Chemistry

Co-requisites: recommend physics either year

	Math	Science	Humanities	Research and Elective
<b>Second Year</b>	<i>*MVGS Statistics</i>	<i>*MVGS Biology 1: Collegiate Biology</i>	<i>*MVGS Humanities 11 /English 11 (Prepares for AP Language and Composition test)</i>	<i>*MVGS Computer Science 1 or *MVGS Psychology or *MVGS Economics (offered alternate years) and MVGS Research 2: Individual Research Project</i>
<b>Third Year</b>	<i>*MVGS Calculus 1 (Prepares students for AP AB assessment)</i>	<i>MVGS Biology 2: Advanced Topics (Microbiology and Ecology)</i>	<i>*MVGS Humanities 12/ US Government</i>	<i>Computer Science 1 or 2 or *MVGS Psychology or *MVGS Economics (offered alternate years) and MVGS Capstone Project</i>

\*Course prepares students for an AP assessment.

Note: MVGS Economics will fulfill the graduation requirement for Economics and Personal Finance

## Application Checklist

This checklist is provided to assist you in completing your application to The Mountain Vista Governor's School. You are responsible for ensuring that all of your application materials are completed and submitted to your guidance counselor **no later than March 1, 2018.**

- Read and follow all directions.**
- Complete the application fully, clearly, and legibly.
- Make sure all student information is provided on the Student Application:
  - ✓ eighth grade or high school teachers' names
  - ✓ date and signature of applicant
  - ✓ date and signature of parent/guardian
- Provide your guidance counselor with the Student Profile by February 15, 2018.
- Provide the teacher recommendation forms in a timely manner to:
  - ✓ this year's or last year's Math teacher
  - ✓ this year's or last year's Science teacher
  - ✓ this year's or last year's English or Social Studies teacher
- Type your essay, taking the necessary time to organize, compose, revise, and edit. Sign the honor statement.
- Check with your guidance counselor to make sure that your teacher recommendations have been returned prior to February 22, 2018.
- Respectfully remind your guidance counselor to attach the completed Student Profile to the other documents in your application packet before submitting them to the selection committee.
- Relax.** Notification letters will be mailed on April 27, 2018.

### Additional items required for home school, private school, and out-of-county students:

- Your parent must request that your official school transcript be mailed to:
  - Gifted Coordinator
  - Local School Division

The transcript must include:

- ✓ Courses taken and grades in all subjects from 7<sup>th</sup> grade onward, including grades from fall semester 2017
  - ✓ Most recent available standardized test results (ability and achievement). If **ability/achievement test** results are unavailable, contact your county's Gifted and Talented Coordinator who will arrange testing for you.
- Your parent must complete the Certification of Intent to Enroll form and attach it to your application.



### 2018 Student Application

The mission of Mountain Vista Governor’s School is to present a research-based, technology-enhanced, integrated program in mathematics, science, and the humanities. The program will challenge students to reach their full potential as independent thinkers capable of assuming leadership roles in a constantly changing global society.

Please complete your application legibly in ink or type.

Current Base High School \_\_\_\_\_ Current Grade Level \_\_\_\_\_

Name of Applicant \_\_\_\_\_  
Last First Middle Nickname (if any)

Male  Female Date of Birth (mm/dd/yy) \_\_\_\_\_ Student I.D. Number \_\_\_\_\_

Race/Ethnicity (Check all that apply)  American Indian or Alaskan Native  Hispanic or Latino  Asian  Native Hawaiian or Other Pacific Islander  Black or African American  White

Name of Parent(s)/Guardian(s) \_\_\_\_\_

Mailing Address \_\_\_\_\_  
Street City State Zip Code

Home Phone Number \_\_\_\_\_ Work Numbers \_\_\_\_\_

Parent Email(s) \_\_\_\_\_ Student Email(s) \_\_\_\_\_

*Certification of Intent to Enroll* form must accompany the application of any student not currently enrolled in a participating school division.

If not attending a participating division public school:  
 Private  Out-of-County School  Home School  Department of Defense School

Names of the three eighth grade or high school teachers who will complete a recommendation:

Math Teacher Science Teacher English or Social Studies Teacher  
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

The decision to apply to Mountain Vista Governor’s School is my own, and I want to participate fully in the program. The responses contained on all application documents are my own work.

\_\_\_\_\_  
Date Signature of Applicant

I, the parent/guardian of the student above, am aware of and in support of the student’s application to Mountain Vista Governor’s School and give permission for the student’s academic records to be reviewed and for appropriate standardized assessments to be administered by the school’s personnel.

\_\_\_\_\_  
Date Signature of Parent/Guardian

\_\_\_\_\_  
Date Signature of Principal

*Mountain Vista Governor’s School does not discriminate on the basis of race, color, national origin, religion, sex, age, political affiliation, or veteran status in its educational programs or employment.*

2018 Student Application

Essay Prompt

Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

High School: \_\_\_\_\_ School Division: \_\_\_\_\_ Grade: \_\_\_\_\_

Consider the controversial topic of offering **Tackle Football in Middle School** and the accompanying sources of relevant information provided to you. Prepare a 500-word persuasive argument for or against middle school tackle football for presentation to your Superintendent and your School Board at an upcoming School Board meeting. Utilize only the information in the attached article and the graphics (no other sources) to demonstrate your analytical reasoning, your ability to argue persuasively, and your writing ability.

Consider the information being communicated by the article and the graphics attached to this prompt. Using specific examples from that data/text, construct a persuasive argument that is designed to convince your Superintendent of Schools and your School Board to either offer middle school tackle football or decline to offer it. In your essay, you will need to have a clear persuasive purpose, which should be obvious and relevant to the school personnel who will hear your well-supported argument.

1. Write legibly, preferably using a word processing program.
2. Please attach this prompt sheet with signature, the rubric, and your essay to the application. Do not write or type your name on any of the pages of the essay. Do not staple the pages together; use a paper clip.
3. **Your writing will be assessed by your ability to:**
  - Interpret data and patterns accurately
  - Draw logical conclusions about the data
  - Persuasively argue your position on middle school tackle football
  - Make predictions about the positive and negative effects of your position
  - Construct a well-formed argument
  - Organize your response logically
  - Structure your essay formally, communicating clearly and using correct grammar
4. Evidence of advanced analytical reasoning, the quality of your writing, and your originality are more important than the length of your response. Please limit your paper to approximately 500 words.
5. **Sign the following honor statement:**

This essay is my own independent work. I have not received help from anyone with the interpretation of the graphics; the analysis of the data/text; drafting, editing, or revising the paper; or in any other way.

Student signature: \_\_\_\_\_



## **Should You Let Your Kid Play Football?**

**How to balance the benefits of organized sports against the risk of the gridiron.**

By Amir Khan, Staff Writer US News and World Report Nov. 7, 2014, at 12:27 p.m.

You're a huge football fan. Sundays are spent parked in front of the TV watching crushing blow after crushing blow without really thinking about the concussion or other injury risks for the players, except as it pertains to your fantasy team. But what do you do when your son or daughter says they want to play? Sure, they're not going up against 300 pound linebackers, but there are still injury risks – and as a parent, how do you balance the benefits of exercise with the risk of them getting hurt?

Here's a look at some of the pros and cons of allowing them on the field:

### **Pro: Playing football can help kids stay in shape.**

Childhood obesity remains one of the biggest problems facing the country, with more than one-third of kids overweight or obese, according to the Centers for Disease Control and Prevention. A lack of exercise is a major component of this epidemic, says Stanley Herring, a clinical professor in the University of Washington's sports medicine department, so parents should be encouraging kids to get outside and exercise. “A lifelong interest and commitment to health and fitness has never been more important as we face a widespread increase in sedentary lifestyles and childhood obesity,” he says. “Being active as a child correlates with being active as an adult.”

### **Con: Football players are at high risk for concussions.**

The hard hits of football lead not only to sprains, broken bones and other physical injuries, but concussions as well. This brain injury has become a major concern for football players of all ages, and among young players, the problem appears to be getting worse. Between 1997 and 2007, the number of emergency department visits for concussions doubled between 8 and 13 year olds and tripled for older youth, according to the Southwest Athletic Trainers' Association. While part of the spike is likely due to increased surveillance and awareness, it still outlines a major problem in youth sports, says Lori Cook, director of the Pediatric Brain Injury Programs at the University of Texas–Dallas's Center for BrainHealth. “Head injury is an obvious risk of kids playing football,” she says. Between 2001 and 2009, the most recent years of CDC data, football sent about 25,376 kids under age 19 to the emergency room for traumatic brain injury each year, which was second only to bicycling.

### **Pro: Kids who play sports do better in school.**

Organized sports don't just help kids' bodies, but their minds as well, says Kim Gorgens, clinical associate professor in the Graduate School of Professional Psychology at the University of Denver. A study published in the journal *Frontiers in Human Neuroscience* in August found that kids who did more aerobic exercise had more compact white matter in the brain, which is linked to better cognitive function. “We are just beginning to understand the role of aerobic exercise in brain plasticity,” she says. “The findings are incredibly robust for kids. Brain and body fitness appear to be the same thing. Research suggests that physical activity is essential for learning and retention of learned material.”



**Con: Injuries can have long-lasting effects.**

In the short term, concussions cause memory problems, confusion, nausea and vomiting. Over time, repeated concussions have been linked to brain damage – and now, research shows that even one concussion can cause long-lasting issues, Gorgens says. One study, published in the journal *Neurology* in July, found that right after a concussion, study participants performed 25 percent worse on memory and cognition tests when compared to healthy people. And one year later, even though test scores were the same between both groups, those who had a concussion still showed signs of brain damage on imaging scans. "We are beginning to better understand the functional consequences of even a single concussion," Gorgens says. "We see changes in brain function for weeks and months after an injured athlete identifies themselves to be symptom free."

**Pro: Organized sports help teach kids life lessons.**

Joining Pop Warner offers even more benefit than playing a pickup game with your friends, Gorgens says. "Organized sports are a learning lab for life," she says. "They steep kids in everything from frustration management to diplomacy to collaboration, and data suggests that involvement in team sports is associated with higher high school graduation rates."

**Balancing the Risks and Benefits**

The discussion appears to come down to the question of what's the bigger issue – concussions or obesity, but it's really a matter of how much you're willing to risk, Cook says. You can't protect your kids forever, and concussions and other injuries are going to be a risk no matter what sport they play. Instead of trying to shelter children, surround them with people who can identify and handle any problems quickly. "It is important for parents and youth coaches to arm themselves with proper concussion knowledge," she says. "If coached and played with head safety in mind, the benefits of sports participation will likely far outweigh the risk. With proper training, equipment and putting rules in place to protect young athletes, we can make all sports safer."

While kids typically recover within a week from their first concussion, and parents, coaches and doctors have become better at detecting and managing them, Gorgens says some cases don't respond in the typical way – and when your kid is that case, statistics don't matter. "As a neuropsychologist and parent, I am made more cautious by appreciating what we don't know and the not knowing makes a truly informed decision about risk more difficult," she says. "For example, we don't know why a few kids don't recover after a single injury or why even fewer kids have catastrophic outcomes after second injuries."

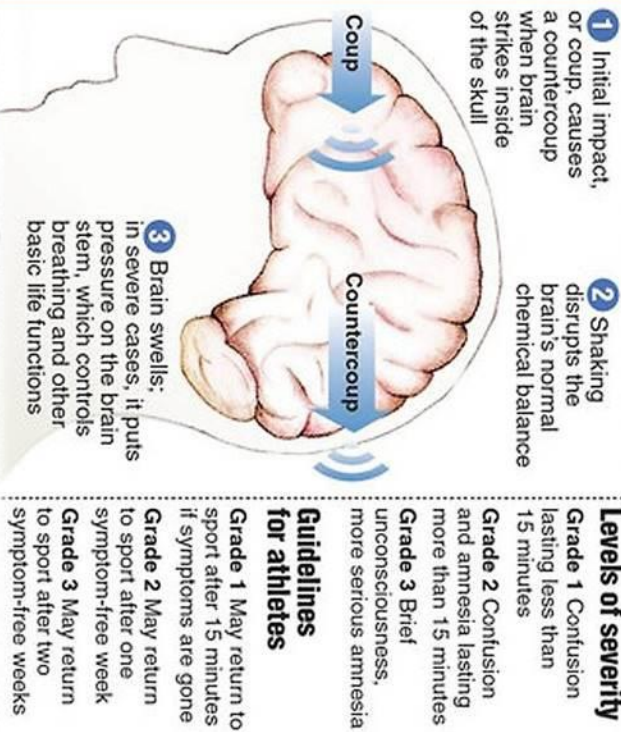
Gorgens, a mother of two, is thankful neither of her children have asked her for permission to play football, and says she'd probably dissuade them from doing so if they asked. "I would be all for flag football and completely opposed to tackle football," she says. "Especially for my junior high school student who, like many boys his age, has had one concussion already."

While Herring says there's no need to prevent your children from playing football, the most important thing is to encourage them to be active. "If football is something your healthy child enjoys, then the benefits outweigh the risks," he says. "This is true for other sports as well, as long as there is proper training of the coaches and a well thought out plan for injury and illness education and management in place. Parents should expect nothing less."

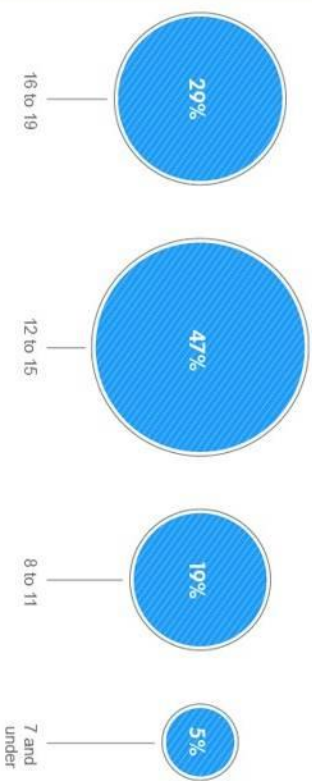
Ultimately, Herring adds, make it a conversation between you and your children, instead of outright forbidding them from exercising. "Help your child pick the right sport for them," he says. "The key is to get them to stay active."

# Concussions

Most often caused by blows to the head, these traumatic brain injuries usually result in temporary disorientation or short-term memory loss, but more serious concussions can do permanent damage.

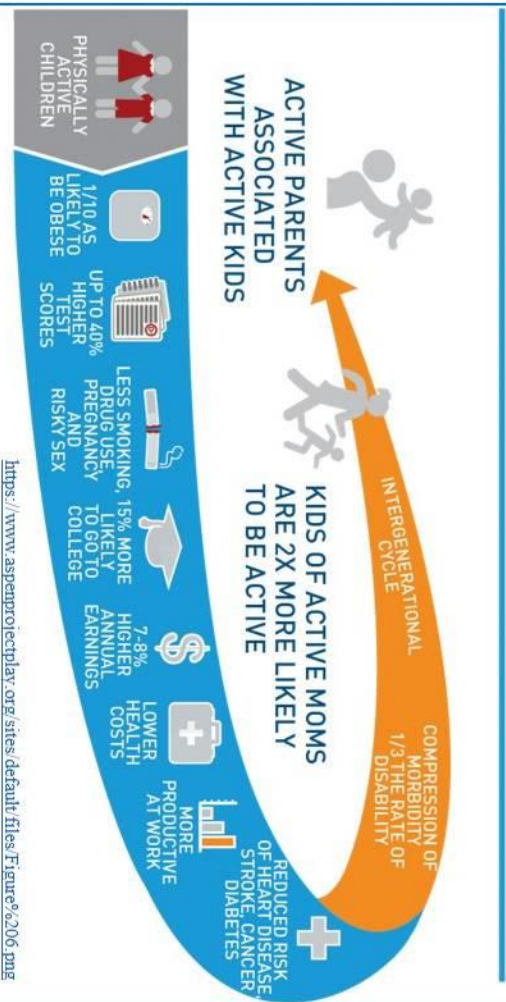


## YOUTH SPORTS-RELATED CONCUSSIONS BY AGE:



# ACTIVE KIDS DO BETTER IN LIFE

## WHAT THE RESEARCH SHOWS ON THE COMPOUNDING BENEFITS



## Concussion rates by sport

The concussion rates per 100,000 athletic exposures (one athlete participating in one practice or game), based on two recent studies published in medical journals.

Football	60-76.8	Girls' basketball	16-18.6
Girls' soccer	33-35	Softball	11-16.3
Boys' lacrosse	30-46.6	Boys' basketball	11-21.2
Girls' lacrosse	20-31	Cheerleading	11.5
Boys' soccer	17-19.2	Girls' volleyball	5-8.6
Wrestling	17-23.9	Baseball	4.6-6

Source: "Sports-Related Concussion in Children and Adolescents," Pediatrics 2010; "Assessment and Management of Sport-Related Concussions in United States High Schools," American Journal of Sports Medicine, 2011.

## 2018 Application Essay Rubric

Student Identification Number \_\_\_\_\_

Criteria	Possible	Reader A	Reader B	Reader C (if needed)	Composite Score
Interpretation of data and patterns	5				
Conclusions about the data	5				
Persuasiveness of argument	5				
Predictions about the effects of my position	3				
Construction and organization of the argument/response	5				
Usage/mechanics	3				
<b>TOTAL</b>	26				

All timed writings will be evaluated by two readers. In the event that an applicant's scores vary by more than three points, a third reader will evaluate the essay. The two highest scores will be recorded. Only the student identification numbers will appear on the essays.



## Science Teacher Recommendation Form for Student Application

**This box is to be completed by the applicant before the form is presented to the teacher (current or past year).**

Student Name: \_\_\_\_\_  
Last First M.I.

**Teacher Directions:**

- Check one box for each criterion, using the following rating scale: BA - Below Average A - Average E - Excellent (top 10%) O - Outstanding (top 5% - one of the best I've ever encountered)
- Mark one (and only one) box for every criterion. DO NOT mark between two categories.  
NOTE: Not following this instruction hurts students in the application process.
- Please add comments in the indicated space below.
- Sign, date, and seal recommendation in envelope and return to \_\_\_\_\_ by February 22, 2018.

Name (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ School: \_\_\_\_\_

Subject(s), Grade Level(s) and Date(s) you taught applicant: \_\_\_\_\_

Criteria	BA	A	E	O
1. Motivation and Initiative: <i>Curious, self-starter, shows initiative</i>				
2. Communication with Peers: <i>Demonstrates sensitivity, respect for others and opposing viewpoints, shares ideas, accepts criticism</i>				
3. Dependability: <i>Consistent, disciplined, supports others, works safely</i>				
4. Perseverance: <i>Demonstrates sustained commitment to problem solving</i>				
5. Class Participation: <i>Participates fully in laboratory work and discussions</i>				
6. Class Preparation: <i>Completes class assignments</i>				
7. Academic Interest: <i>An innovative thinker, intense interest in understanding nature</i>				
8. Academic Ability: <i>High aptitude and potential for success</i>				
9. Quality of Work: <i>Complete, reflective of deep understanding, accurate, creative in terms of planning</i>				
10. Logical Thinking and Questioning				
11. Independence: <i>Demonstrates the ability to solve challenging problems or complete difficult tasks with minimal assistance from adults</i>				
12. Ability to synthesize and apply knowledge				
<b>(For selection committee use only)</b>				

**Comments:** It is **required** that you include comments about this student that will help the selection committee make a decision. You may use the back of this form or attach a separate sheet if needed.

---



---



---





## Mathematics Teacher Recommendation Form for Student Application

**This box is to be completed by the applicant before the form is presented to the teacher (current or past year).**

Student Name: \_\_\_\_\_  
Last First M.I.

**Teacher Directions:**

- Check one box for each criterion, using the following rating scale: BA - Below Average A - Average E - Excellent (top 10%) O - Outstanding (top 5% - one of the best I've ever encountered)
- Mark one (and only one) box for every criterion. DO NOT mark between two categories. NOTE: Not following this instruction hurts students in the application process.
- Please add comments in the indicated space below.
- Sign, date, and seal recommendation in envelope and return to \_\_\_\_\_ by February 22, 2018.

Name (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ School: \_\_\_\_\_

Subject(s), Grade Level(s) and Date(s) you taught applicant: \_\_\_\_\_

Criteria	BA	A	E	O
1. Motivation and Initiative: <i>Curious, self-starter, shows initiative</i>				
2. Problem Solving: <i>Exhibits persistence in solving routine and non-routine problems, synthesizes and applies knowledge</i>				
3. Communication: <i>Justifies and defends mathematical arguments orally and in writing, shares strategies with others</i>				
4. Class Participation: <i>Participates fully in discussions and other activities</i>				
5. Class Preparation: <i>Always does assigned readings and homework</i>				
6. Interest in Mathematics: <i>Demonstrates an intense interest in and appreciation for the beauty of mathematics, makes connections between math topics and between math and other subjects, applies mathematical knowledge to real world problems</i>				
7. Academic Ability: <i>High aptitude in mathematics and potential for success</i>				
8. Quality of Work: <i>Complete, reflective of deep understanding, accurate, and creative in terms of strategies and thinking</i>				
9. Logical Thinking and Questioning: <i>Extends questioning to include next investigation</i>				
10. Independence: <i>Demonstrates the ability to solve challenging problems or complete difficult tasks with minimal assistance from adults</i>				
11. Team Work: <i>Dependable, disciplined, supportive of others, committed to tasks and groups, respectful of others and opposing viewpoints, willing to accept criticism</i>				
12. Ability to synthesize and apply knowledge				
<b>(For selection committee use only)</b>				

**Comments:** It is **required** that you include comments about this student that will help the selection committee make a decision. You may use the back of this form or attach a separate sheet if needed.

\_\_\_\_\_

\_\_\_\_\_



## English or Social Studies Teacher Recommendation Form for Student Application

**This box is to be completed by the applicant before the form is presented to the teacher (current or past year).**

Student Name: \_\_\_\_\_  
Last First M.I.

**Teacher Directions:**

- Check one box for each criterion, using the following rating scale: BA - Below Average A - Average  
E - Excellent (top 10%) O - Outstanding (top 5% - one of the best I've ever encountered)
- Mark one (and only one) box for every criterion. DO NOT mark between two categories.  
NOTE: Not following this instruction hurts students in the application process.
- Please add comments in the indicated space below.
- Sign, date, and seal recommendation in envelope and return to \_\_\_\_\_ by February 22, 2018.

Name (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ School: \_\_\_\_\_

Subject(s), Grade Level(s) and Date(s) you taught applicant: \_\_\_\_\_

Criteria	BA	A	E	O
1. Motivation and Initiative: <i>Curious, self-starter, shows initiative</i>				
2. Communication with Peers: <i>Demonstrates sensitivity, respect for others and opposing viewpoints, shares ideas, accepts criticism</i>				
3. Dependability: <i>Consistent, disciplined, supports others, works safely</i>				
4. Perseverance: <i>Demonstrates sustained commitment to problem solving</i>				
5. Class Participation: <i>Participates fully in laboratory work and discussions</i>				
6. Class Preparation: <i>Completes class assignments</i>				
7. Academic Interest: <i>An innovative thinker, intense interest in understanding nature</i>				
8. Academic Ability: <i>High aptitude and potential for success</i>				
9. Quality of Work: <i>Complete, reflective of deep understanding, accurate, creative in terms of planning</i>				
10. Logical Thinking and Questioning				
11. Independence: <i>Demonstrates the ability to solve challenging problems or complete difficult tasks with minimal assistance from adults</i>				
12. Ability to synthesize and apply knowledge				
<b>(For selection committee use only)</b>				

**Comments:** It is **required** that you include comments about this student that will help the selection committee make a decision. You may use the back of this form or attach a separate sheet if needed.

\_\_\_\_\_  
 \_\_\_\_\_



## Student Profile

To be completed by your Counselor

**Student Name** \_\_\_\_\_ **Student Number** \_\_\_\_\_ **Current Grade** \_\_\_\_\_

**Testing Data** (from the most recent standardized tests). Please copy and attach this sheet for additional tests.

PSAT, SAT	Other Standardized Ability (i.e., Cog AT, I.Q.)	SOL Scores	Other Achievement Test(s) if Available (i.e., Stanford 10, ITBS, CAT, Woodcock Johnson, etc.)
Name _____	Name _____	Algebra I _____	
Date Administered _____	Date Administered _____	Geometry _____	Name _____
Evidence Based Reading Score _____	Grade Level _____	Algebra II _____	Date Administered _____
Evidence Based Reading Percentile _____	Total Quantitative Percentile _____	Biology _____	Grade Level _____
Mathematics Score _____	Total Verbal Percentile _____	Chemistry _____	Total Math Percentile _____
Mathematics Percentile _____	Composite _____	Earth Science _____	Total Science Percentile _____
		English 8 (Writing) _____	Total Reading Percentile _____
		English 8 (Reading) _____	Total Language Percentile _____
		World History I _____	
		World History II _____	

**GPA Data:** Attach a transcript and current grade report to the application. \_\_\_\_\_ GPA (if available)

**Special Data**

\_\_\_\_\_ Gifted Identification  
 \_\_\_\_\_ IEP      \_\_\_\_\_ 504 Plan

**Attendance**

Current Year – First Semester      Previous Year  
 \_\_\_\_\_ Tardies    \_\_\_\_\_ Absences      \_\_\_\_\_ Tardies    \_\_\_\_\_ Absences

\_\_\_\_\_  
 Counselor Name (please print)

\_\_\_\_\_  
 Counselor Signature



