

IBMYP APPLICATION
For students
entering the 7th or 8th Grade
during the 2010-2011 school year.

Application Deadline: Friday, January 29, 2010
Interviews/Writing Sample: Friday, February 5, 2010



International Baccalaureate Middle Years Programme

Century Middle School

Adams Twelve Five Star Schools

13000 Lafayette Street

Thornton, Colorado 80241

School Telephone : 720-972-5240 FAX: 720-972-5279

IBMYP Coordinator: Jennifer.Viers@Adams12.org

International Baccalaureate Middle Years Programme Century Middle School

Please make sure to read through both sides of this sheet for important information regarding the application process for Century's IBMYP.

What is IBMYP?

IBMYP (International Baccalaureate Middle Years Programme) is an academic program for highly motivated students who have demonstrated *solid* academic skills and a high degree of personal responsibility. The curriculum will follow guidelines set forth by the International Baccalaureate Organisation (IB).

The educational aim of the programme is to awaken the intelligence of students and teach them to relate the content of the classroom to the realities of the world outside school. Combined with their knowledge and critical thinking, students will engage in enriching and challenging experiences that emphasize the ideals of international understanding and citizenship.

Application Process

All new students to Century Middle School may apply for admission to this programme. Completed applications, which include a Recommendation Form from the student's current language arts and math teachers, and the Letter of Intent (optional), are due at Century Middle School no later than **Friday, January 29, 2010. Because of course scheduling and staffing requirements, no late applications will be accepted!** All completed applications will be reviewed by the MYP selection committee.

Applicants should give the teacher recommendation forms, included in the application, to the appropriate teachers as soon as possible. These forms are confidential and will be returned directly to Century Middle School *by the teachers*. We are not able to confirm by phone or email whether or not all application materials have been received. We will notify you on February 5, 2010 if any part of the application is incomplete.

All applicants are welcome to include in their application additional materials (e.g., copies of CSAP scores, grade reports, examples of community service, etc.) to help the selection committee in making its decision. This is *not* a requirement for the applicant!

Since this is a five-year programme, we are looking to first accept students who both meet the criteria of an MYP student *and* are willing to commit to the entire duration of this program. Therefore, we have included a "Letter of Intent" to be filled out by those students who are *honestly* considering continuing the program to its logical conclusion at Thornton High School. We respectfully request that you consider very carefully the decision to fill out this form.

Please see other side for important information

All applicants will be **required** to come to Century to participate in a brief interview and to complete a short writing sample as part of the application. The entire process should take around 30 minutes to complete (it depends on how long a student takes for the writing sample). For the writing sample, students should come prepared with a sharpened pencil and a piece of notebook paper. They will be completing two paragraphs in a "rough draft" format. Both the interview and the writing sample will be in a very student-friendly atmosphere. There is nothing that the student will be asked that requires any advance knowledge or preparation. No additional information regarding this process will be given.

The schedule for the interviews and writing sample is as follows:

Friday, February 5, 2010 (This is a district-wide release day)

Last Name

A-F 8:15-8:45

G-K 8:45-9:15

L-P 9:15-9:45

Q-U 9:45-10:15

V-Z 10:15-10:45

If you cannot make an earlier time, please report at 10:15. Check in for interviews will close at 10:30.

If unforeseen circumstances arise on the day of the interview and you are unable to make it, we must receive a phone call or email before 10:30 a.m.

If you are unable to attend any of the times listed above, please contact Jennifer Viers by email (Jennifer.Viers@Adams12.org) as soon as possible to schedule a different time. Otherwise, you do not need to call. If we are missing any part of the application, we will notify you when you come to the interview.

Because of course scheduling and staffing requirements, absolutely no interviews will be granted after February 5, 2010.

Each applicant will be notified by mail of his/her status regarding the programme before spring break. Those students accepted into the programme will be invited to attend an induction ceremony on Thursday, May 6, 2010, at 6:00 p.m. at Century Middle School.

***PLEASE KEEP THIS SHEET OF PAPER
AS THIS IS THE ONLY NOTICE YOU
WILL RECEIVE REGARDING YOUR
STUDENT'S INTERVIEW.***



The International Baccalaureate Programme Learner Profile

IB Programmes aim to develop students who are striving to become:

Inquirers	Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas, and issues, which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.
Critical Thinkers	They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communications.
Risk-takers	They approach unfamiliar situations with confidence and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. They are courageous and articulate in defending those things in which they believe.
Principled	They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others.
Open-minded	Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.
Well-balanced	They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline.
Reflective	They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner.

Century Middle School Adams 12 Five Star Schools IBMYP Guidelines

I. Performance level within the IBMYP

A. Student Grades/ Probation

1. All IBMYP students must maintain passing grades (C or better).
2. If an IBMYP student has a grade lower than a C during any grading period in any one class, he/she will be notified that he/she is on academic probation. The student will receive counseling with the core team or other staff member to assist the student in developing a plan to improve his/her performance.
3. If an IBMYP student continues to receive failing grades, he or she may be asked to exit the programme. The student may be moved to a different core rotation or a different core for the remainder of the year.
4. Students who show marked academic improvement after exiting the programme may reapply to the IBMYP for the following year.

B. Community Service

1. The IBMYP student will be expected to perform an established amount of Community Service per year (6th grade – 20 hours, 7th grade – 30 hours, 8th grade – 40 hours).
2. Students may begin to accumulate the required Community Service hours the summer preceding the academic year.
3. The Community Service Passport must be completed during the experience.
4. If the IBMYP student fails to complete the required Community Service by the published deadline, he/she will receive a notification of probation. The student will receive counseling to assist in developing a plan to complete the missing Community Service before the end of the school year.
5. If a student does not complete the required amount of Community Service for the year or the Community Service Packet, the student will not be allowed to continue with the programme for the following academic year.

II. Exiting and Reentering the IBMYP

A. When a student exits the programme, he/she will be excluded for the remainder of that school year.

B. If a student's circumstances change and he/she wishes to reenter the programme, he/she would have to reapply to the programme for the next school year. Acceptance back into the programme would depend on available space and academic progress.

C. A student who applies to IBMYP and is accepted into the programme, but chooses not to attend during the school year he/she was selected, would have to reapply the next year or any subsequent year.

III. Acceptance into the Programme

A. Applicants must submit their paperwork **on time** and attend the interview and writing sample by the published deadline to have their applications reviewed for the subsequent school year. Applications will be evaluated by MYP teachers and administrators on the selection committee. **No late applications will be accepted. No interviews will be granted or writing samples administered after the published deadline.**

B. Students and parents will be notified by letter, email or phone call of the student's acceptance or non-acceptance into the programme. A student will receive a composite score based upon the application process. The number of students accepted in the programme at each grade level will be based on staffing, facilities, budget, and materials. Priority consideration will be given to those students who complete a Letter of Intent to complete the MYP sequence at Thornton High School.

C. If a student is not accepted into the programme, he/she may appeal by notifying the IBMYP Coordinator of his/her desire to appeal. Please note, however, that submission of a late application or failing to attend the interview/writing sample will **not** be grounds for an appeal. This notification must be *in writing* no later than ten (10) days after the official notification date published at the time of application.

D. An appeal committee will be formed consisting of an administrator, the IBMYP Coordinator, and at least one other IBMYP teacher. The committee will review the original application. The parent/guardian and student will present their appeal, either verbally or in writing, to the committee. The committee will make a decision within 3-5 school days and notify all parties involved of its decision. Decisions of the committee will be final.

Incoming 7th and 8th Grade IBMYP Application

(To be completed by parent/guardian-please print legibly)

Date _____

Student Name _____
(Last) (First) (Middle)

Birth date ____/____/____ Age ____ Male ____ Female ____

Please list language(s) other than English spoken at home _____

#1. Parent/Guardian(s) Name _____
(Last) (First) (relationship to student)

Address _____ Apt.# _____

City _____ State _____ Zip code _____

Home phone _____ Work Phone _____ E-mail _____

#2. (Optional) Parent/Guardian(s) Name _____
(Last) (First) (relationship to student)

Address _____ Apt.# _____

City _____ State _____ Zip code _____

Home phone _____ Work Phone _____ E-mail _____

School student presently attends and grade level: _____

_____ This student has/had a sibling in the IBMYP or DP at CMS/THS or another school

Activities outside of school in which student participates are: _____

***Please note that ALL students must complete a writing sample and interview at Century. The dates and times for these activities are listed on a separate sheet accompanying this application. Please contact Century Middle School if you do not have this information. All applications are due by Friday, January 29, 2010. No interviews will be granted after February 5, 2010, unless the student has just moved into the school's attendance area.

By signing below, you acknowledge these deadlines and understand that because of scheduling and staffing requirements, no late applications or interviews will be allowed.

Student Signature _____ **Date** _____

Parent/Guardian Signature _____ **Date** _____



International Baccalaureate Middle Years Programme (IBMYP)
Letter of Intent to Continue Program at Thornton High School (THS)

One of the characteristics we look for in MYP students is that they are principled and have a strong sense of integrity. Therefore, all parties should carefully consider this decision and be *honest and forthright* in their commitment to continue at THS.

I/We understand the following:

- The MYP Levels 4 and 5 are offered in grades 9 and 10 at Thornton High School.
- There is an opportunity to continue into the IB Diploma Program (DP) at grades 11 and 12 at Thornton High School, provided the student completes appropriate MYP tasks in Levels 4 and 5. While admission to the DP is not guaranteed, successful performance Level 5 on the Personal Project, MYP assessment tasks, and passing grades in all MYP classes, would likely serve as continuation criteria provided adequate space is available.
- By signing this agreement, this student will receive preferential placement in the MYP at Century Middle School if this letter is signed by the MYP application deadline of the previous school year. This form may be returned or modified any time during the student's enrollment in the MYP at Century Middle School
- The student will have to meet all other requirements to be placed in the program.
- Completion of this form signifies that this student is *truly* committed to pursuing the MYP at Thornton High School.
- During Level 3 of MYP, students continuing with the MYP should attend all pre-registration events at THS.

Please consider carefully this commitment before signing and submitting this letter as we consider it to be an *honest* reflection of this student's intent. It is awkward and difficult for all parties when students have completed this form and then come to school and announce their intentions to attend another high school.

This form should be returned along with the student's original application to the MYP.

(student's name - please print legibly)

My child, _____, will be attending Thornton High School.

My child, _____, will *not* be attending Thornton High School.

My child, _____, has not yet decided on what high school to attend, but Thornton High School will be considered as a possible option.

Signature of Student

Date

Signature of Parent/Guardian

Date

Parent/Guardian Evaluation

Instructions: Please check only one box. Additional comments may be written on a separate sheet.	Always	Usually	Sometimes	Never	Comments
1) Does your child consistently try to show his/her best work on class assignments, tests and projects?					
2) Does your child turn in homework and outside class projects on time ?					If not always, please comment:
3) Does your child complete homework and outside class projects to the best of his/her ability?					
4) Does your child usually understand new ideas easily ?					
5) Does your child try to find out more information learned in school?					
6) Does your child like to read outside of school?					
7) Does your child like learning new things?					
8) 15) Does your child show strong organizational skills?					
9) Does your child do his/her homework most of the time without being told ?					
10) Does your child balance outside responsibilities and school demands without complaint ?					Please elaborate:
11) Do you believe your child behaves appropriately ? Please comment.					
12) Do you believe your child performs well academically ?					
13) Does your child show excitement and enthusiasm for learning ?					
14) Does your child demonstrate time management skills?					

Other things you would like us to know about your student that would help us in making our decision regarding placement in the MYP:

Parent/Guardian Signature

Date

Century Middle School

International Baccalaureate Middle Years Programme

Language Arts Teacher Recommendation Form

Student Name (please print) _____
(Last) (First) (Middle)

School Student Currently Attends: _____

Teacher Name (please print) _____

TO THE STUDENT: Please fill out the information on the three lines above and then give this form directly to the teacher you see the most during a typical day. It is *your* responsibility to get this form to the teacher well in advance of the January 29, 2010, deadline. Teachers need to have time to fill this out! When your teacher has completed this form, he/she will return it directly to Century MS.

TO THE TEACHER: The above named student is applying to the IBMYP (International Baccalaureate Middle Years Programme) at Century Middle School. This program is designed for **highly motivated students and students who have a positive attitude toward learning, solid academic skills, and a good sense of personal responsibility.** Please complete the questionnaire below by checking the box which best describes the student. Additional comments that you think will be helpful to our selection committee may be written on the back of this form. Your *time* and professional *judgment* in completing this form are appreciated. **This form will remain confidential.** Please return this form by Friday, January 29, 2010. If you are in the Adams 12 Five Star Schools, please pony the form to Jennifer Viers at Century Middle School. All others, please return this form directly to:

Jennifer Viers, IBMYP Coordinator
 Century Middle School
 13000 Lafayette Street
 Thornton, CO 80241
 FAX: 720-972-5279

What are the first three words that come to mind to describe this student:

1. _____ 2. _____ 3. _____

- | | | | | |
|---|---|---|--|--|
| 1. Academic achievement | <input type="checkbox"/> below expectations | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> outstanding |
| 2. Ability to work in a group | <input type="checkbox"/> has great difficulty | <input type="checkbox"/> sometimes has difficulty | <input type="checkbox"/> usually effective | <input type="checkbox"/> always works well |
| 3. Ability to work alone | <input type="checkbox"/> has great difficulty | <input type="checkbox"/> needs help frequently | <input type="checkbox"/> needs help occasionally | <input type="checkbox"/> always works well |
| 4. Classroom conduct | <input type="checkbox"/> frequent disruptions | <input type="checkbox"/> occasional misconduct | <input type="checkbox"/> usually good behavior | <input type="checkbox"/> good conduct |
| 5. Attendance | <input type="checkbox"/> frequently absent | <input type="checkbox"/> occasional absences | <input type="checkbox"/> minimal absences | <input type="checkbox"/> excellent |
| 6. Written expression | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 7. Oral expression | <input type="checkbox"/> limited | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> good | <input type="checkbox"/> exceptional |
| 8. Reading comprehension | <input type="checkbox"/> limited | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> good | <input type="checkbox"/> exceptional |
| 9. Math competency | <input type="checkbox"/> poor | <input type="checkbox"/> average | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 10. Willingness to take intellectual risks | <input type="checkbox"/> not willing | <input type="checkbox"/> rarely willing | <input type="checkbox"/> usually willing | <input type="checkbox"/> enjoys taking risks |
| 11. Daily preparation for class | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 12. Use of time | <input type="checkbox"/> poor | <input type="checkbox"/> occasionally wastes | <input type="checkbox"/> usually uses well | <input type="checkbox"/> always uses effectively |
| 13. Consistency in completing assigned work | <input type="checkbox"/> poor | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> has occasional problems | <input type="checkbox"/> always completes work |
| 14. Consistency in turning in assigned work on time | <input type="checkbox"/> poor | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> has occasional problems | <input type="checkbox"/> work is always on time |

Continued on the other side

- | | | | | |
|--|--|---|--|---|
| 15. Follows directions | <input type="checkbox"/> rarely | <input type="checkbox"/> needs much explanation | <input type="checkbox"/> occasionally needs help | <input type="checkbox"/> quickly & effectively |
| 16. Critical thinking | <input type="checkbox"/> limited | <input type="checkbox"/> fair | <input type="checkbox"/> frequently perceptive | <input type="checkbox"/> exceptionally perceptive |
| 17. Seeks help when needed | <input type="checkbox"/> rarely | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 18. Effort/drive | <input type="checkbox"/> limited | <input type="checkbox"/> sporadic | <input type="checkbox"/> usually good | <input type="checkbox"/> maximum |
| 19. Attention span | <input type="checkbox"/> easily distracted | <input type="checkbox"/> occasionally distracted | <input type="checkbox"/> usually good | <input type="checkbox"/> exceptionally good |
| 20. Initiative | <input type="checkbox"/> never initiates | <input type="checkbox"/> rarely shows initiative | <input type="checkbox"/> occasionally initiates | <input type="checkbox"/> often initiates |
| 21. Stability | <input type="checkbox"/> easily frustrated | <input type="checkbox"/> seeks much attention | <input type="checkbox"/> somewhat tense | <input type="checkbox"/> stable |
| 22. Curiosity | <input type="checkbox"/> limited | <input type="checkbox"/> occasional | <input type="checkbox"/> frequent | <input type="checkbox"/> consistent |
| 23. Integrity | <input type="checkbox"/> questionable | <input type="checkbox"/> usually trustworthy | <input type="checkbox"/> trustworthy | <input type="checkbox"/> highly developed |
| 24. Maturity in comparison with others of the same age | <input type="checkbox"/> well below average | <input type="checkbox"/> below average | <input type="checkbox"/> average | <input type="checkbox"/> above average |
| 25. Consideration of others | <input type="checkbox"/> rarely considerate | <input type="checkbox"/> sometimes considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> always thoughtful |
| 26. Social adjustment w/peers | <input type="checkbox"/> relates poorly | <input type="checkbox"/> has occasional problems | <input type="checkbox"/> usually relates well | <input type="checkbox"/> healthy relationships |
| 27. Sense of humor | <input type="checkbox"/> rarely laughs or smiles | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> delightful |
| 28. Self-confidence | <input type="checkbox"/> needs much reassurance | <input type="checkbox"/> appears overly confident | <input type="checkbox"/> needs some support | <input type="checkbox"/> positive self image |
| 29. Reaction to setbacks | <input type="checkbox"/> cannot handle setbacks | <input type="checkbox"/> poor reaction | <input type="checkbox"/> takes setbacks well | <input type="checkbox"/> setbacks are opportunities |
| 30. Parent expectations | <input type="checkbox"/> unknown | <input type="checkbox"/> unrealistic | <input type="checkbox"/> realistic | <input type="checkbox"/> other |

31. Overall recommendation:

- cannot recommend**
 recommend w/reservation
 recommend
 highly recommend

Please comment if you marked recommend with reservation or cannot recommend:

Most recent reading CSAP scores if available (substitute other tests if appropriate)

Unsatisfactory
 Partially Proficient
 Proficient
 Advanced

Most recent writing CSAP scores if available (substitute other tests if appropriate)

Unsatisfactory
 Partially Proficient
 Proficient
 Advanced

Most recent SRI or grade level reading equivalent if available _____

Additional comments regarding this student:

***** If you believe it to be important in our consideration of this student, please include any diagnostic or standardized testing scores or any other relevant materials.**

Teacher Signature _____

Date: _____

Century Middle School

International Baccalaureate Middle Years Programme

Math Teacher Recommendation Form

Student Name (please print) _____
(Last) (First) (Middle)

School Student Currently Attends: _____

Teacher Name (please print) _____

TO THE STUDENT: Please fill out the information on the three lines above and then give this form directly to the teacher you see the most during a typical day. It is *your* responsibility to get this form to the teacher well in advance of the January 29, 2010, deadline. Teachers need to have time to fill this out! When your teacher has completed this form, he/she will return it directly to Century MS.

TO THE TEACHER: The above named student is applying to the IBMYP (International Baccalaureate Middle Years Programme) at Century Middle School. This program is designed for **highly motivated students and students who have a positive attitude toward learning, solid academic skills, and a good sense of personal responsibility**. Please complete the questionnaire below by checking the box which best describes the student. Additional comments that you think will be helpful to our selection committee may be written on the back of this form. Your *time* and professional *judgment* in completing this form are appreciated. **This form will remain confidential.** Please return this form by Friday, January 29, 2010. If you are in the Adams 12 Five Star Schools, please pony the form to Jennifer Viers at Century Middle School. All others, please return this form directly to:

Jennifer Viers, IBMYP Coordinator
 Century Middle School
 13000 Lafayette Street
 Thornton, CO 80241
 FAX: 720-972-5279

What are the first three words that come to mind to describe this student:

1. _____ 2. _____ 3. _____

- | | | | | |
|---|---|---|--|--|
| 1. Academic achievement | <input type="checkbox"/> below expectations | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> outstanding |
| 2. Ability to work in a group | <input type="checkbox"/> has great difficulty | <input type="checkbox"/> sometimes has difficulty | <input type="checkbox"/> usually effective | <input type="checkbox"/> always works well |
| 3. Ability to work alone | <input type="checkbox"/> has great difficulty | <input type="checkbox"/> needs help frequently | <input type="checkbox"/> needs help occasionally | <input type="checkbox"/> always works well |
| 4. Classroom conduct | <input type="checkbox"/> frequent disruptions | <input type="checkbox"/> occasional misconduct | <input type="checkbox"/> usually good behavior | <input type="checkbox"/> good conduct |
| 5. Attendance | <input type="checkbox"/> frequently absent | <input type="checkbox"/> occasional absences | <input type="checkbox"/> minimal absences | <input type="checkbox"/> excellent |
| 6. Written expression | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 7. Able to express ideas orally | <input type="checkbox"/> limited | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> good | <input type="checkbox"/> exceptional |
| 8. Reading comprehension | <input type="checkbox"/> limited | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> good | <input type="checkbox"/> exceptional |
| 9. Math competency | <input type="checkbox"/> poor | <input type="checkbox"/> average | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 10. Willingness to take intellectual risks | <input type="checkbox"/> not willing | <input type="checkbox"/> rarely willing | <input type="checkbox"/> usually willing | <input type="checkbox"/> enjoys taking risks |
| 11. Daily preparation for class | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 12. Use of time | <input type="checkbox"/> poor | <input type="checkbox"/> occasionally wastes | <input type="checkbox"/> usually uses well | <input type="checkbox"/> always uses effectively |
| 13. Consistency in completing assigned work | <input type="checkbox"/> poor | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> has occasional problems | <input type="checkbox"/> always completes work |
| 14. Consistency in turning in assigned work on time | <input type="checkbox"/> poor | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> has occasional problems | <input type="checkbox"/> work is always on time |

Continued on the other side

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|--|--|---|--|---|
| 15. Follows directions | <input type="checkbox"/> rarely | <input type="checkbox"/> needs much explanation | <input type="checkbox"/> occasionally needs help | <input type="checkbox"/> quickly & effectively |
| 16. Critical thinking | <input type="checkbox"/> limited | <input type="checkbox"/> fair | <input type="checkbox"/> frequently perceptive | <input type="checkbox"/> exceptionally perceptive |
| 17. Seeks help when needed | <input type="checkbox"/> rarely | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 18. Effort/drive | <input type="checkbox"/> limited | <input type="checkbox"/> sporadic | <input type="checkbox"/> usually good | <input type="checkbox"/> maximum |
| 19. Attention span | <input type="checkbox"/> easily distracted | <input type="checkbox"/> occasionally distracted | <input type="checkbox"/> usually good | <input type="checkbox"/> exceptionally good |
| 20. Initiative | <input type="checkbox"/> never initiates | <input type="checkbox"/> rarely shows initiative | <input type="checkbox"/> occasionally initiates | <input type="checkbox"/> often initiates |
| 21. Stability | <input type="checkbox"/> easily frustrated | <input type="checkbox"/> seeks much attention | <input type="checkbox"/> somewhat tense | <input type="checkbox"/> stable |
| 22. Curiosity | <input type="checkbox"/> limited | <input type="checkbox"/> occasional | <input type="checkbox"/> frequent | <input type="checkbox"/> consistent |
| 23. Integrity | <input type="checkbox"/> questionable | <input type="checkbox"/> usually trustworthy | <input type="checkbox"/> trustworthy | <input type="checkbox"/> highly developed |
| 24. Maturity in comparison with others of the same age | <input type="checkbox"/> well below average | <input type="checkbox"/> below average | <input type="checkbox"/> average | <input type="checkbox"/> above average |
| 25. Consideration of others | <input type="checkbox"/> rarely considerate | <input type="checkbox"/> sometimes considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> always thoughtful |
| 26. Social adjustment w/peers | <input type="checkbox"/> relates poorly | <input type="checkbox"/> has occasional problems | <input type="checkbox"/> usually relates well | <input type="checkbox"/> healthy relationships |
| 27. Sense of humor | <input type="checkbox"/> rarely laughs or smiles | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> delightful |
| 28. Self-confidence | <input type="checkbox"/> needs much reassurance | <input type="checkbox"/> appears overly confident | <input type="checkbox"/> needs some support | <input type="checkbox"/> positive self image |
| 29. Reaction to setbacks | <input type="checkbox"/> cannot handle setbacks | <input type="checkbox"/> poor reaction | <input type="checkbox"/> takes setbacks well | <input type="checkbox"/> setbacks are opportunities |
| 30. Parent expectations | <input type="checkbox"/> unknown | <input type="checkbox"/> unrealistic | <input type="checkbox"/> realistic | <input type="checkbox"/> other |

31. Overall recommendation:

- cannot recommend**
 recommend w/reservation
 recommend
 highly recommend

Please comment if you marked recommend with reservation or cannot recommend:

Most recent math CSAP scores if available (substitute other tests if appropriate)

_____ Unsatisfactory
 _____ Partially Proficient
 _____ Proficient
 _____ Advanced

Students joining MYP in 7th or 8th grade will be participating in an accelerated class using the Connected Mathematics Program. Please comment on this students' ability to participate in the accelerated class and also on his/her ability to work at "catching up" with the other students who have already had a year of acceleration.

Additional comments:

Teacher Signature _____

Date: _____