New Town High School

4931 New Town Boulevard
Owings Mills, MD 21117

International Baccalaureate Career-related Programme

2024-2025 Assessment Guidelines

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Eligibility
Applications must be submitted on or before 1 p.m. on Friday, November 3, 2023. Applications can be accessed from the BCPS Magnet Programs' Web site (www.tinyurl.com/BCPSMagnet) beginning at 12:00 noon on Tuesday, September 12, 2023. Late applications are not processed.

Applicants must attend and complete the assessment for the program to which they applied. Failure to do so will disqualify the applicant; and admission into the magnet program will be denied.

Applicants may only assess for the program(s) to which they applied. Assessments completed for a program not selected on the application will not be scored.

Documented testing accommodations, as appropriate to the assessment, will be provided. Education plans for students not currently attending a BCPS school must be submitted with the magnet application.

Assessment Scheduling
Assessments must be scheduled through the online application system when the application is submitted.

Failure to attend an assessment WILL result in disqualification.

If there are scheduling conflicts with other magnet assessments, parents must contact the Magnet Programs' office by no later than November 8, 2023.

It is the responsibility of the parent(s) to:
- ensure the applicant attends the assessment on the scheduled date and time.
- ensure the applicant brings the required materials to the assessment.
- contact the schools immediately if an unforeseen illness or emergency occurs.

Unforeseen Illness or Emergency: If the applicant cannot attend or complete the scheduled assessment due to an unforeseen illness or emergency, **please immediately contact New Town High School at (443) 809-1614.** Please be aware that assessments will not be rescheduled without documentation verifying the illness or emergency. Documentation must be provided to the school within 72 hours of the illness or emergency.

Inclement Weather: If school activities are cancelled due to inclement weather, magnet assessments will be postponed. Postponed assessments will occur on the designated inclement weather date. All emergency closing and cancellation information will be posted on the BCPS automated information line, (443) 809-5555. Closings and cancellation announcements may also be made through local media.

Academic Integrity
By taking the BCPS magnet assessments, applicants agree NOT to participate in any of the following activities. Violation of this agreement may result in disqualification:
- Submitting, copying, or attempting to copy another's work, including plagiarizing another's words or ideas
- Using or attempting to use unauthorized materials and/or technology
- Falsifying information in an academic exercise
- Assisting another in academic dishonesty

New Town High School
International Baccalaureate Career-related Programme
<u>Assessment Overview</u>

Magnet Coordinator(s): Chanell Johnson   (443)-809-1614   cowens2@bcps.org

Assessment Date(s): Thursday, December 14, 2023 @ 5 - 7 p.m.
      Applicants must arrive 15 minutes prior to assessment start time
      Inclement Weather Date: Tuesday, December 19, 2023

      Assessments are by appointment only. Assessments must be scheduled by Nov. 8, 2023.

Assessment Duration: 2 hours

Assessment Description: Applicants will complete a multiple-choice test consisting of math and language arts questions, as well as a timed essay.

<u>On-Site Registration</u>
- **Arrival:** Applicants should arrive 15 minutes prior to the appointment time in the front lobby. Testing will begin promptly. No one will be admitted to the assessment after the asessment start time.

- **Accompaniment Information:** Applicants should be accompanied by at least one parent. Parents may stay during the audition as seating will be available. Parents who choose to leave should return to the school within 2 hours.

- **What to Bring (see Preparing for the Assessment below for details):**
  - Calculator
  - 2 #2 pencils
  - Blue or black ink pen

New Town High School
International Baccalaureate Career-related Programme
Assessment Components & Self Evaluation

Evaluation Component	Scoring	My Information	Point Values
Math Enrollment	Above Grade 8 Math=10 pts Grade 8 Math=5 pts Below Grade 8 Math=0 pts	My current math course is: _____ (record math course here)	___ / 10 pts
Grade Average - Mathematics, Science 2.5 (B) average or higher preferred	2.5 (B) average or higher=10 pts each Less than 2.5 (B) average=0 pts each	Math Avg: ____ Science Avg: ____	___ / 10 pts ___ / 10 pts
Grade Average - English/Language 1.5 (C) average or higher preferred	1.5 (C) average or higher=10 pts Less than 1.5 (C) average=0 pts	English/Lang. Arts Avg: ____	___ / 10 pts
English/Language Arts Test	Applicant may earn up to 20 pts	To be determined on scheduled assessment date	20 pts
Essay	Applicant may earn up to 20 pts	To be determined on scheduled assessment date	20 pts
Math Test	Applicant may earn up to 20 pts	To be determined on scheduled assessment date	20 pts
TOTAL			___ / 100 pts

Academic Evaluation: The Academic Evaluation is conducted by BCPS Magnet Programs staff using the applicant's report cards. See below for a description of the grade calculation method. The chart below is for reference only and should not be submitted with assessment or application materials.

How to Calculate Grade Averages:
Convert marking period letter grades to points (A=4, P=4, B=3, C=2, D=1, E/F=0).
Then divide by the number of marking periods.
Alternate grading scales and/or weighted grades will not be used in calculating Grade Averages.

| Subject	Last year's Report Card 1st marking pd. grade/points	Last year's Report Card 2nd marking pd. grade/points	Last year's Report Card 3rd marking pd. grade/points	Last year's Report Card 4th marking pd. grade/points (if applicable)	Current year's Report Card 1st marking pd. grade/points	Total Points	Total Marking Periods (4 or 5)	Grade Average (Total pts ÷ Total Marking Periods)
English/Lang Arts								
Math								
Science								
Social Studies								

Preparing for the Assessment

Applicants will complete a multiple-choice test consisting of math and language arts questions, as well as a timed essay.

Math Test:
The math assessment will include pre-algebra and basic Algebra I skills that BCPS students are expected to acquire by the end of first quarter of Grade 8.

Math Practice
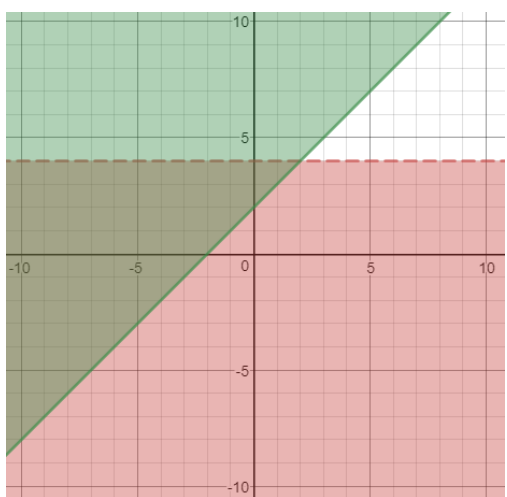
1.

Part A: Which of the following systems represent the graph?

a. $\begin{cases} y > x + 2 \\ x \leq 4 \end{cases}$

b. $\begin{cases} y \geq x + 2 \\ x < 4 \end{cases}$

c. $\begin{cases} y \geq x + 2 \\ y < 4 \end{cases}$

d. $\begin{cases} y \leq x + 2 \\ y > 4 \end{cases}$

Part B:

Name a point in Q1.

Name a point in Q2.

Name a point in Q3.

Name a point in Q4.

2. State the distributive property.

3. Rewrite 3(x + 7) using the distributive property.

4. Simplify the expression by using the distributive property and combining like terms. $x(x+3y) + 4x(3y+2)$

5. Solve: -5x > -15 and graph the solution on a number line.

6. Consider the first four terms of the sequence. -3.5, -3, -2.5, -2, ……. What is the 7th term?

7. Consider the first four terms of the sequence. $-5.1, -4.3, -3.5, -2.7, ...$ Find the sixth term in the sequence.
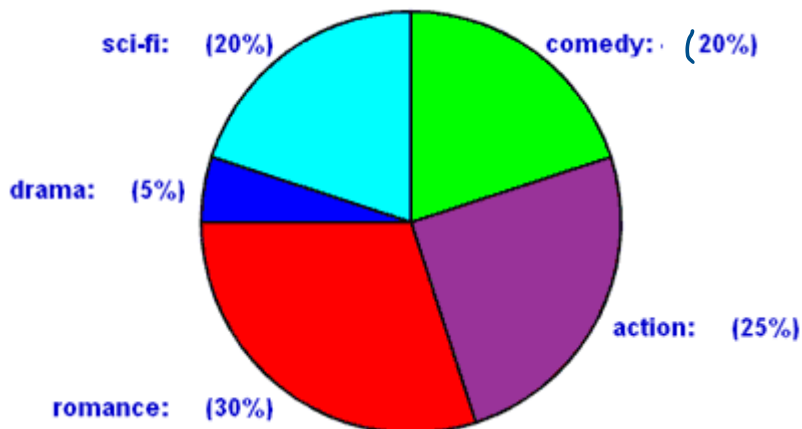
8. Evaluate: $8w - 4x + 2y$, if $w = 5, x = 7, y = 12$

9. Evaluate: $4w + 5x + 7y$, if $w = 4, x = 8, y = 11$

10. Translate "three less than x" into an algebraic expression.

11. Translate "seven more than x" into an algebraic expression.

12. Last year 36,500 Americans were polled about their favorite types of movies to watch. The results are shown on the circle graph below. How many American polled watched comedy movies?

sci-fi: (20%)
comedy: (20%)
drama: (5%)
action: (25%)
romance: (30%)

13. Rob is playing a probability game at a charity event. The wheel is numbered 1 through 50. He will win if he can spin a number divisible by 5. What is the probability that he will win?

14. Katie works at the zoo. Her earnings per day can be determined using the expression $34h$, where h is the number of hours she works. If Katie works $8\frac{1}{2}$ hours on Tuesday, how much money will she earn on that shift?

15. Runaway truck ramps are built on highways with a steep grade. The purpose is to help trucks stop when their brakes become ineffective. A trucker sees a sign that indicates the road ahead has a grade of 15%. The graph shows the vertical drop of the road, in feet, as a function of the horizontal distance, in feet. What is the slope?
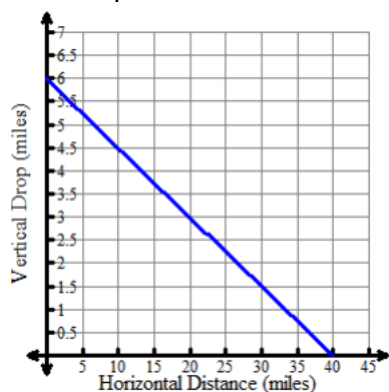
16. Parallel lines have the same _____.

17. Write an equation for a line that is parallel to $y = 2x + 1$ and passes through the point (1, 5).

18. What is the value of the expression $8(9 - 6) - 20$?

19. What is the value of the expression $6(7 - 4) - 18$?

20. Evaluate $\frac{-7wx}{y}$ when $w = -2, x = -9$, and $y = -2$

Math Practice

Answer Key

Q2   Q1

Q3   Q4

Part A: Which of the following systems represent the graph?

a) $\begin{cases} y > x + 2 \\ x \le 4 \end{cases}$

b) $\begin{cases} y \ge x + 2 \\ x < 4 \end{cases}$

c) ⃝ $\begin{cases} y \ge x + 2 \\ y < 4 \end{cases}$

d) $\begin{cases} y \le x + 2 \\ y > 4 \end{cases}$

Part B:

Name a point in Q1.

Name a point in Q2.

Name a point in Q3.

Name a point in Q4.

1.

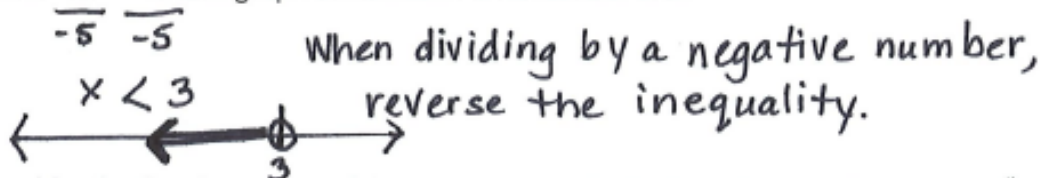2. State the distributive property. $a(b+c)$

3. Rewrite $3(x + 7)$ using the distributive property. $3x + 21$

4. Simplify the expression by using the distributive property and combining like terms. $x(x+3y) + 4x(3y+2)$

$$x^2 + 3xy + 12xy + 8x$$
$$x^2 + 15xy + 8x$$

5. Solve: $-5x > -15$ and graph the solution on a number line.

$$\frac{}{-5} \quad \frac{}{-5}$$

$x < 3$

When dividing by a negative number, reverse the inequality.

6. Consider the first four terms of the sequence. -3.5, -3, -2.5, -2, ... What is the 7th term?

$\ldots -1.5, -1, \boxed{-0.5}$

7. Consider the first four terms of the sequence. $-5.1, -4.3, -3.5, -2.7, \ldots$ Find the sixth term in the sequence.

$\ldots -1.9, \boxed{-1.1}$

8. Evaluate: $8w - 4x + 2y$, if $w = 5, x = 7, y = 12$

$$8(5) - 4(7) + 2(12)$$
$$40 - 28 + 24 = 36$$

9. Evaluate: $4w + 5x + 7y$, if $w = 4, x = 8, y = 11$

$$4(4) + 5(8) + 7(11)$$
$$16 + 40 + 77 = 133$$

10. Translate "three less than x" into an algebraic expression.

$$x - 3$$

11. Translate "seven more than x" into an algebraic expression.

$$x + 7$$

12. Last year 36,500 Americans were polled about their favorite types of movies to watch. The results are shown on the circle graph below. How many Americans polled watched comedy movies?

sci-fi: (20%)   comedy: (20%)
drama: (5%)
action: (25%)
romance: (30%)
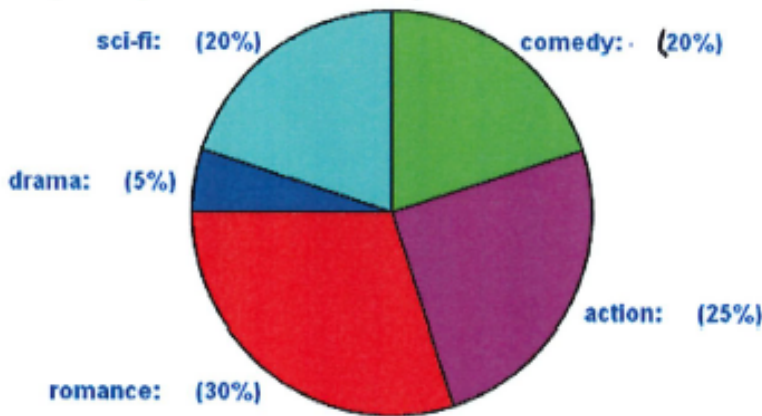
20% of $36,500$

$0.20 (36,500) =$
$\qquad 7,300$ people

13. Rob is playing a probability game at a charity event. The wheel is numbered 1 through 50. He will win if he can spin a number divisible by 5. What is the probability that he will win?

any # divided evenly by 5
5, 10, 15, 20, 25, 30, 35, 40, 45, 50
(10 #s)

$\dfrac{10}{50}$ chance

$\dfrac{1}{5}$ (simplified)

14. Katie works at the zoo. Her earnings per day can be determined using the expression $34h$, where h is the number of hours she works. If Katie works $8\frac{1}{2}$ hours on Tuesday, how much money will she earn on that shift?

$$34 \times 8.5 = \$289$$

15. Runaway truck ramps are built on highways with a steep grade. The purpose is to help trucks stop when their brakes become ineffective. A trucker sees a sign that indicates the road ahead has a grade of 15%. The graph shows the vertical drop of the road, in feet, as a function of the horizontal distance, in feet. What is the slope?
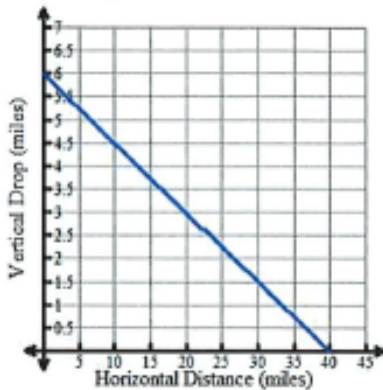
$$\frac{-1.5}{10} = \frac{-15}{100} = \frac{-3}{20}$$

16. Parallel lines have the same __slope__.

17. Write an equation for a line that is parallel to $y = 2x + 1$ and passes through the point (1, 5).

$$5 = 2(1) + b \qquad b = 3$$
$$5 = 2 + b$$
$$3 = b$$
$$y = 2x + 3$$

18. What is the value of the expression $8(9 - 6) - 20$?

$$8(3) - 20$$
$$24 - 20 = 4$$

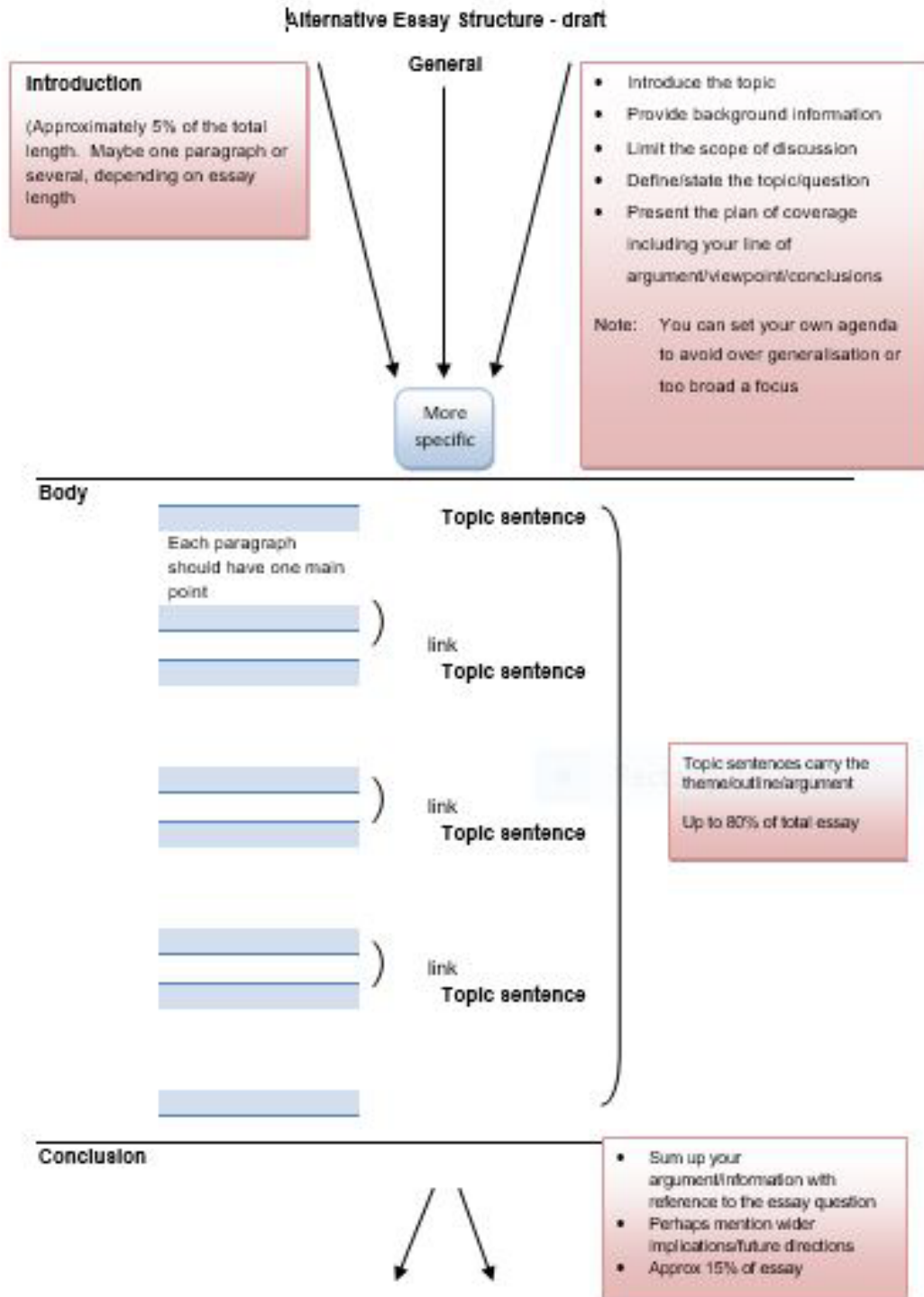19. What is the value of the expression $6(7 - 4) - 18$?

$$6(3) - 18$$
$$18 - 18 = 0$$

20. Evaluate $\frac{-7wx}{y}$ when $w = -2, x = -9$, and $y = -2$

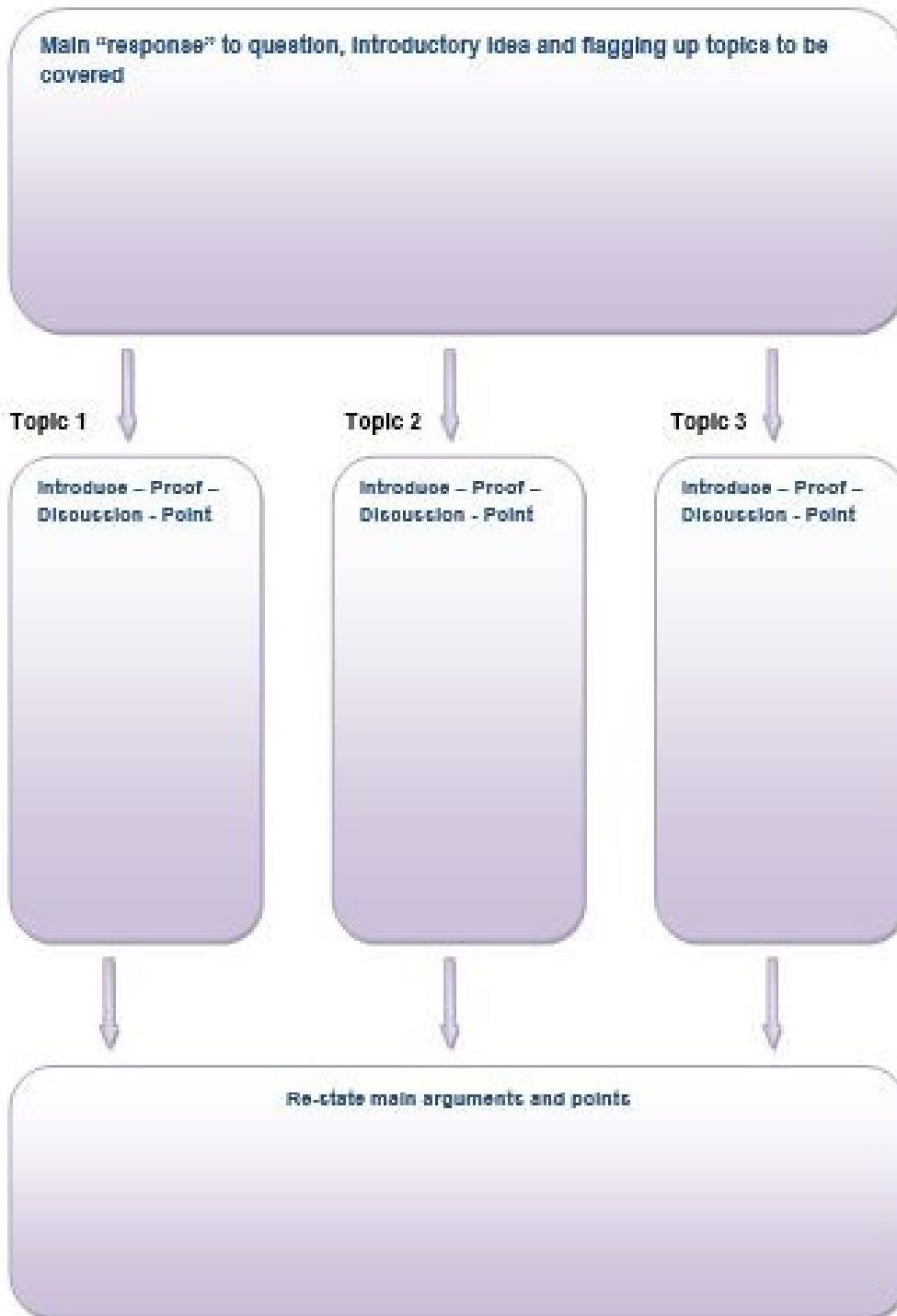$$\frac{-7(-2)(-9)}{-2} = \frac{-126}{-2} = 63$$

Essay:

Applicants will read and respond to an essay prompt, using writing skills learned in middle school. Written responses will be scored using a standard rubric.

Alternative Essay Structure - draft

General

Introduction

(Approximately 5% of the total length. Maybe one paragraph or several, depending on essay length)

- Introduce the topic
- Provide background information
- Limit the scope of discussion
- Define/state the topic/question
- Present the plan of coverage including your line of argument/viewpoint/conclusions

Note: You can set your own agenda to avoid over generalisation or too broad a focus

More specific

Body

Each paragraph should have one main point

Topic sentence

link
Topic sentence

link
Topic sentence

link
Topic sentence

Topic sentences carry the theme/outline/argument

Up to 80% of total essay

Conclusion

- Sum up your argument/information with reference to the essay question
- Perhaps mention wider implications/future directions
- Approx 15% of essay

Five Paragraph Essay

Main "response" to question, Introductory idea and flagging up topics to be covered

Topic 1

Introduce – Proof – Discussion - Point

Topic 2

Introduce – Proof – Discussion - Point

Topic 3

Introduce – Proof – Discussion - Point

Re-state main arguments and points

Language Arts Test:

The critical reading assessment will include selected response questions to assess applicant's reading comprehension. See below, a similar passage and questions.

Hoover: Feeding the Starving Victims of World War I
by Mike Kubic

Herbert Hoover was the 31st President of the United States. Before he served as President, Hoover became famous for creating an organization to provide aid to starving Europeans during World War I who were suffering from food shortages. A major reason for the food shortages was a result of many farmers and distributors of food leaving their jobs to serve in the military. As you read, take notes on the problems Hoover identified and the solutions he created to solve those problems.

[1] World War I, which began in 1914 with the assassination of the heir (1) to the Austro-Hungarian throne, was one of the largest and deadliest conflicts in history. By the time it ended four years later, it had embroiled (2) "14 Allies" including: the U.S., Great Britain, France, Russia, and four "Central Powers" --primarily Austria-Hungary, Germany, and the Ottoman Empire. Nine million combatants (3) and seven million civilians died in the fighting, which ended with Allied Victory.

[2] Many outstanding military leaders and statesman were involved in the wars, including U.S. President Woodrow Wilson, who articulated (4) the Allie's war aims and helped negotiate the ultimate peace treaty. But for millions of Europeans, the iconic hero of the conflict was an American civilian who held no official position and never fired a shot. He was Herbert Hoover, a highly successful American mining engineer and international businessman with a passion for humanitarian (5) work.

[3] An Iowa-born Quaker (6), Hoover set out to save European lives after the war started and Belgium, which was plundered (7) by the German army, began suffering severe food shortages. Using his prestige and global contacts, Hoover established a Commission for Relief in Belgium (CRB) and, operating from London, raised enough donations to maintain an $11 million monthly budget.

[4] With $387 million in support from the U.S. government and nearly matching grant from Britain, Hoover made the CRB an independent (8) entity with its own flag, navy, factories, mills and railroads that distributed over two million tons of food to 10 million war victims. By April 1917, when the U.S. formally entered the war, Hoover had earned such reputation that the British government informally offered him British citizenship and an important official position. He answered that he was ready to help but would not give up his American citizenship.

[5] No longer able to work in the German-occupied Belgium, Hoover returned to the U.S. to take the reins of the U.S. Food Administration, the agency responsible for control of the Allies' food reserves. But as soon as the fighting ended, he launched a massive effort to save lives in Eastern Europe and Russia, where an estimated 20 million people were dying of famine and diseases caused by malnutrition.

[6] With half of the continent to feed, Hoover organized the efforts of the American Friends Service Committee and other charities to ship millions of tons of donated food to Europe. Loaded on hundreds of freight trains, the vital supplies were sent over the rapidly repaired railroad tracks to cities and towns throughout the war-ravaged regions. In Eastern Europe, these mobile food stores were often greeted with flowers, music and an outpouring of gratitude. (9)

[7] In Belgium and Poland, city squares and streets were named after Hoover. And he was showered with honorary university degrees and other high awards. Maxim Gorky, a prominent Russian author, wrote to Hoover, "Your help will enter history as a unique, gigantic, achievement, worthy of the greatest glory, which will long remain in the memory of millions of Russians whom you have saved from death."

[8] But Hoover's greatest honor, which he won in part through his historic relief work, was from his follow Americans. In 1929, they elected him as the 31st President of the United States.

_____

(1) Heir (*noun*) a person who has the right to become a king or queen or to claim a title when the person holding it dies
(2) Embroil *(verb)* to be involved in a conflict
(3) A "combatant" refers to a person that takes part in a war of fighting
(4) Articulate *(verb)* to clearly explain
(5) Humanitarian *(adjective)* relating to or characteristic of people who work to improve the lives and living conditions of other people
(6) Quakers are members of a Christian organization known for its commitment to peace and community service
(7) Plunder (*verb*) to take or steal goods by force
(8) Entity - Organization
(9) Gratitude (noun) a feeling of appreciation or thanks

Text Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Part A: What does the word "prestige" most closely mean as it is used in paragraph [3].
    A. Wealth
    B. Popularity
    C. Precious resources
    D. Religious connections

2. Part B: Which detail from the text best supports the answer to Part A?
    A. "The iconic hero was an American civilian" in paragraph [3]
    B. "Herbert Hoover, a highly successful American mining engineer and international businessman" in paragraph [2]
    C. "An Iowa-born Quaker, Hoover set out to save American lives" in paragraph [3]
    D. "Hoover established a Commission for Relief in Belgium (CRB)" in paragraph [3]

3. Which statement best describes the effect the use of the phrase "an American civilian who held no official position and never fired a shot" in paragraph [2] has on the passage's central idea?
    A. It emphasizes the unpredictable nature of international relations during and after World War I.
    B. It shows that Hoover was the true hero of the war and not the statesman such as President Wilson.
    C. It demonstrates that even though Hoover was not a military leader during World War I, he still had a significant impact on people's lives during and after the war.
    D. It places responsibility for the famine and destruction that resulted from WWI on Hoover.

4. How does the sentence "In Belgium and Poland, city squares and streets were named after Hoover, and he was showered with honorary university degrees and other high awards," contribute to the author's description of Hoover's work after WWI?
   A. It shows how Hoover intentionally used the tragedy of WWI and his fame in Europe to launch his political career in America.
   B. It reveals why Hoover decided to work in Europe instead of in the United States.
   C. It demonstrates Hoover's popularity in Europe at the time.
   D. It reveals the fact that Hoover was an outspoken advocate of American exceptionalism.

5. What is the central idea of the article? Cite specific evidence from the text to support your answer.
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

Answer Key

1. B 2. B 3. C 4. C 5. Answers will vary; students should explain that the central idea of the article is to explain the great humanitarian work by Herbert Hoover during and after WWI. At the beginning of the war, Hoover organized food relief through the Committee for Relief in Belgium to aid Europeans that were starving. This organization was so successful that "Hoover had earned such reputation that the British government informally offered him British citizenship and an important official position." Once the United States entered the war, Hoover worked for the United States Food Administration and organized the distribution of food for people throughout Europe by freight trains. Hoover's widespread appreciation of his work, shown by the fact that "in Belgium and Poland, city squares and streets were named after Hoover, and he was showered with honorary university degrees and other high awards."