

Individually Paced Mathematics Sequence Students CTY - 7th Grade and Above

The 2012 Math Questionnaire

Attached is a questionnaire designed to give us information about your mathematics background and your future plans for mathematics. The information you and your school provide on the questionnaire, together with the results of an on-site diagnostic test, will enable CTY instructors to develop an appropriate plan for your CTY experience and to place you with a group of students who will be studying similar material.

Individualizing the Course Content

The courses in CTY's Individually Paced Mathematics Sequence cover topics which comprise the traditional school math curriculum from algebra through analytic geometry. CTY's courses are titled Algebra I, Geometry, Algebra II, Functions, Trigonometry, Discrete Math, and Analytic Geometry. Different schools often use different names for their math courses, especially for the more advanced courses. Additionally, courses with the same name frequently vary in content. For this reason, it is important for us to share information before you arrive. We provide information about CTY's math curriculum in our Mastery Checklists, available at:

<http://cty.jhu.edu/summer/mathsequence.html>

These forms list the objectives for each course within Math Sequence. So that we may adapt our curriculum to meet the requirements of your school, please print out the appropriate Mastery Checklist and share it with your school representative (principal, guidance counselor, mathematics chairperson, or gifted and talented coordinator). If there are topics covered in your school's version of the course not listed on the Mastery Checklist, please have your school representative make a note of these topics in item #11 on the questionnaire.

You should mail to CTY your completed Math Questionnaire, along with any additional curricular information from your school. This information will help your CTY instructor make an appropriate recommendation for your further study when you return to school in the fall.

Credit and Placement

The CTY Summer Program catalog includes discussions of several important issues. It is important to understand the difference between credit and placement. If you are seeking credit or placement, please read carefully page 11 of the catalog or, for further information, visit <http://cty.jhu.edu/summer/mathsequence.html>. We have found that students who make arrangements with schools before they attend CTY and who return to school with the required documentation often succeed in securing appropriate credit and/or placement. We cannot overemphasize how important it is to meet with a representative of the school you will be attending next fall.

**REMOVE THIS PAGE BEFORE MAILING YOUR QUESTIONNAIRE TO CTY, BUT
PLEASE DO NOT SEPARATE THE PAGES OF THE ACTUAL QUESTIONNAIRE.**

Print the student's full name and CTY Student ID number (found on the Course Assignment Packet):

IS

(Name) Last First Middle CTY Student ID

Print the name of the site where the student is registered to participate in the Individually Paced Mathematics Sequence at CTY this summer. We also request the gender of the student in order to balance the number of males and females in a section.

Site: JHU (Baltimore) Session: _____ Gender: _____

CTY MATH QUESTIONNAIRE - 2012
A completed questionnaire and accompanying materials
must be postmarked by Friday, May 18 to:

CTY Registration
Center for Talented Youth
McAuley Hall
5801 Smith Avenue, Suite 400
Baltimore, MD 21209

INSTRUCTIONS FOR COMPLETING THE MATH QUESTIONNAIRE:

Meet with a school representative (principal, guidance counselor, mathematics chairperson, or gifted and talented coordinator) at your school or the school you will be attending in the fall and ask for his or her assistance in completing this questionnaire. Please ask this representative to list his or her name below:

Name: _____ Title: _____

Print the name and address of the school you will be attending in the fall of 2012: _____

NOTE TO SCHOOL REPRESENTATIVE:

Thank you for your efforts on behalf of this student. The information you and the student provide on this questionnaire will help the student's CTY instructor plan the most appropriate summer mathematics program. The Individually Paced Mathematics Sequence has an inherent flexibility which allows CTY instructors to adapt the student's summer course work to reflect the priorities of your school's math curriculum. However, to accomplish this, we need information about your school's math program. In order to ensure that the student's program of study at CTY meets the requirements of your school, please review the appropriate Mastery Checklist. If a copy of the appropriate Mastery Checklist form is not included in these materials, please print one from <http://cty.jhu.edu/summer/mathsequence.html>. Please note in item #11 of the questionnaire any topics covered in your school's version of the course not listed on the Mastery Checklist. The student should send to CTY the completed Math Questionnaire, as well as any additional curricular information from your school.

CTY's Individually Paced Mathematics Sequence includes courses in Algebra I, Geometry, Algebra II, Functions, Trigonometry, Discrete Math, and Analytic Geometry. The sequence follows a linear, rather than spiral, curriculum and is based upon a modified mastery learning model. Small class sizes, flexible pacing, and individualized instruction enable each student to master new material at an appropriate pace.

CTY documents that a student has mastered the material in a course only when the student passes a comprehensive final exam. Nationally-normed, standardized tests are also available for Algebra I, Geometry, Algebra II, and Trigonometry. If your school requires a standardized test score from CTY in addition to the final exam score, please indicate this on item #10 of the questionnaire. Final evaluation materials are mailed to the student's family from the CTY office. These materials include a narrative evaluation of the student's performance and a checklist illustrating the scope of achievement during the session. The student's family is expected to present copies of these documents to the school.

PLEASE DO NOT SEPARATE PAGES

CTY MATH SEQUENCE QUESTIONNAIRE

(Please use blue or black ink to complete this form.)

NAME: _____ CTY Student ID: _____

1. What are your age and grade as of April 1, 2012? age: _____ grade: _____
2. Have you attended CTY summer programs before?
 No, this will be my first summer with CTY.
 Yes. (Previous CTY course work: _____)
3. Which math courses in CTY's Individually Paced Mathematics Sequence have you completed?
 I have not previously taken CTY's Math Sequence Algebra II
 Arithmetic Trigonometry
 Pre-Algebra Functions
 Algebra I Analytic Geometry
 Geometry Discrete Math
4. Which school math courses have you already completed? Circle the course(s) you are taking now.
 Pre-Algebra **FOR NEW YORK STATE STUDENTS**
 Algebra I Math A
 Geometry (as a year-long course) Math B
 Algebra II or Advanced Algebra
 Trigonometry
 Advanced Math or Precalculus
 other (please list): _____
5. What course(s) do you intend to study at CTY this summer? If there is a course that your school has asked you not to study while at CTY this summer, please draw a line through that course.
 Algebra I Functions Analytic Geometry
 Geometry Trigonometry
 Algebra II Discrete Math
6. If you complete the course(s) indicated in item #5 this summer, what course will you take at school in the fall?
 Algebra I Advanced Math or Precalculus
 Geometry Calculus
 Algebra II
 other: _____
7. What type of school and math curriculum will you participate in this fall?

SCHOOL TYPE	MATHEMATICS PROGRAM
<input type="checkbox"/> middle or junior high school	<input type="checkbox"/> Traditional: Algebra, Geometry, Algebra II, etc.
<input type="checkbox"/> high school	<input type="checkbox"/> Unified: Math A, Math B
<input type="checkbox"/> home school	<input type="checkbox"/> other: _____
<input type="checkbox"/> other: _____	

NAME: _____ CTY Student ID: _____

8. **“Placement”** means that when you return to your school, you will be placed in the next appropriate course and not retake the course you took at CTY.

- Which statement most accurately describes your situation?
- I do not plan to ask for placement.
 - My school will follow CTY’s recommendation.
 - My school will place me if I pass a test when I return.
 - My school may place me after they review my progress.
 - My school will not grant placement based on my work at CTY.

9. **“Credit”** means that when you return to your school, you will be placed in the next appropriate course and not retake the course you took at CTY. Furthermore, you will receive high school credit and be allowed to count your CTY course among your high school graduation requirements.

- Which statement most accurately describes your situation?
- I do not plan to ask for credit.
 - I am in middle or junior high school and can’t get high school credit.
 - I will get credit if I pass a test when I return.
 - I may get credit after my school reviews my performance.
 - My high school will not give credit for my work at CTY.

10. CTY documents that a student has mastered the material in a course only when the student passes a comprehensive final exam. A small number of schools require additional documentation in the form of a nationally-normed, standardized test. These tests are available for Algebra I, Geometry, Algebra II, and Trigonometry, and will only be administered to students whose schools require it.

- Which statement most accurately describes your situation?
- My school requires that I take a nationally-normed, standardized test administered at CTY in addition to a comprehensive course final exam.
 - My school will not require the results of a nationally-normed, standardized test.
 - I am not sure if my school will require the results of a nationally-normed, standardized test.

11. What, if any, adaptations need to be made to the CTY curriculum? _____

Additional comments: _____

RETURN YOUR COMPLETED QUESTIONNAIRE BY MAY 18, 2012.