Attention

All CTY Young Students in the Individually Paced Mathematics Sequence

The 2011 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 arithmetic through analytic geometry. CTY’s courses are titled Arithmetic, Pre-Algebra, Algebra I, Geometry, Algebra II, Functions, Trigonometry, Discrete Math, and Analytic Geometry. Different schools often use different names for their math courses, especially the more advanced courses. For this reason, it may be helpful for you to send us a list of the math courses taught in your school and a list of the topics covered in your school’s version of the course you intend to study at CTY. Ask your school representative (principal, guidance counselor, mathematics chairperson, or gifted and talented coordinator) to provide you with this information. 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 pages 34-35 of the catalog or visit http://cty.jhu.edu/summer/mathsequence.html for further information. 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):

(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 girls and boys in a section.

Site: ____________________________       Session: _______   Gender: ______

CTY YOUNG STUDENTS
MATHEMATICS QUESTIONNAIRE - 2011
A completed questionnaire and accompanying materials must be
postmarked by Friday, May 20 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 2011: ______________________________________
________________________________________________________________________________________________________

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 Arithmetic, Pre-Algebra, 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 Pre-Algebra, 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 progress chart 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, 2011?    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 I
   ___ Arithmetic   ___ Geometry
   ___ Pre-Algebra   ___ other: _______________________

4. Which school math courses have you already completed? Circle the course(s) you are taking now.
   ___ Arithmetic   FOR NEW YORK STATE STUDENTS
   ___ Pre-Algebra   ___ Math A
   ___ Algebra I   ___ Math B
   ___ Geometry (as a year-long course)   ___ 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.
   ___ Arithmetic   ___ Geometry   ___ Trigonometry
   ___ Pre-Algebra   ___ Algebra II   ___ Discrete Math
   ___ Algebra I   ___ Functions   ___ Analytic Geometry

6. If you complete the course(s) indicated in item #5 this summer, what course will you take at school in the fall?
   ___ Pre-Algebra   ___ Algebra II or Advanced Algebra
   ___ Algebra I   ___ Precalculus
   ___ Geometry   ___ other   _______________________

7. What type of school and math curriculum will you participate in this fall?
   SCHOOL TYPE   MATHEMATICS PROGRAM
   ___ elementary school   ___ Traditional: Arithmetic, Pre-algebra, Algebra, etc.
   ___ middle or junior high school   ___ Unified: Math A, Math B
   ___ home school   ___ other: __________________________________________
   ___ other: ______________________
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 elementary, 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 Pre-Algebra, 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 20, 2011