

# Deer Park Magnet Middle School

9830 Winands Road Randallstown, MD 21133

Main Office: 410-887-0726

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## 2010-2011 Assessment Guidelines

**BCPS Magnet EXPO!:**                      **Saturday, October 3, 2009**                      **10:00 a.m. - 2:00 p.m.**  
**Crowne Plaza Timonium**

**Open House:**                              **October 28, 2009**                      **6:00 – 8:00 p.m.**                      **Deer Park Middle**

**Application Deadline:**                      **November 30, 2009**

Application packets are available at [www.bcps.org/offices/omp](http://www.bcps.org/offices/omp). Applications must be received or postmarked on or before November 30, 2009. Late applications are not processed.

*Applications MUST be mailed to:*

**Middle School Magnet Application  
Office of Magnet Programs  
6901 Charles Street  
Towson, MD 21204**

It is the parent's/guardian's responsibility to submit a complete application and a copy of all report card grades for the 2008-2009 school year.

**Assessment reminders will be mailed to all applicants.**

*Parents/Guardians of applicants who have NOT received notification at least five (5) days prior to the assessment date **MUST** contact the school to verify/schedule an appointment.*

**Assessment:**                              **January 9, 2010**                              *All Assessments by Appointment*

Applicants must attend the school-based assessment for the program to which they applied. Students *will be invited* to the school for the *on-site* assessment. All students will be contacted by mail regarding a specific appointment date and time. Assessment appointments on January 9, 2010 may be scheduled between 9:00 a.m. and 5:00 p.m. Any applicant who has a scheduling conflict with another magnet school can receive an alternate time by contacting the schools directly.

***Failure to attend an assessment WILL result in disqualification.***

**Inclement Weather:** In the event that schools are closed due to inclement weather, weeknight magnet assessments will be postponed. Weekend magnet assessments will be postponed if the snow emergency plan is put into effect for Baltimore County. Postponed assessments will occur on the designated inclement weather date.

**Inclement Weather Date:** January 16, 2010.

### **Directions to Deer Park Middle Magnet School:**

I-695 west  
Exit 18 B West (Liberty Road /Rte.26) to Randallstown  
Travel on Liberty Road for 5 miles  
Turn Right on Marriottsville Road and travel 0.5miles  
Turn Right on Winands Road school is on the left

# Assessment Information

## On the Day of the Assessment

Assessment times, reminders, and directions will be mailed to all applicants. Students should arrive 15 minutes prior to the scheduled time. Parents/guardians are expected to remain on-site during the assessment. **Students who arrive fifteen minutes beyond their scheduled assessment time will not be admitted into the assessment.**

**If problems or issues arise on the day of the assessment, please contact Deer Park at 410-887-0726.**

**Failure to attend an assessment will result in disqualification.**

### Part I - Essay (10 points)

**Please bring** – Two #2 pencils and an eraser.

All students applying to Deer Park Middle Magnet School will complete a written essay on Assessment Day. Please do not prepare an essay before the Assessment Day. The essay will be scored using a standard rubric and will be factored into the selection process.

### Part II – Magnet Assessment (50 points) See Magnets Below

#### Fine Arts Magnet: Dance

In the Dance Magnet program, concepts and skills are developed through performance, where students will learn and grow as they experience the entire creative process from the infancy of an idea to the fruition of a production. Students are encouraged to take risks and are challenged to problem-solve by working individually and with an ensemble. Appreciation and analysis of performance are stressed within all the fields to increase students' understanding of all art forms. It is imperative that students follow directions and work both independently and cooperatively to complete a challenging task or project.

#### Magnet Assessment Process

##### *Please bring – Dance Wear*

At the time of the assessment, female students should dress in a solid color leotard preferably black with convertible tights. Hair should be neatly secured off the face and neck into a bun. Male students should wear a white fitted t-shirt and black jazz pants or ballet tights. At the time of the assessment, students will be asked to perform Ballet exercises in the center, including plie, tendu, degage, releve and passé. In the center, they will be asked to perform footwork exercises including jumps (traveling and stationery). Students will be asked to demonstrate correct alignment and be able to show their flexibility through floor stretches.

Students will learn a modern combination and be asked to perform the sequence including elements of balance, spiral and traveling movements. All movements will be demonstrated by the teacher. Do **not** prepare a solo. We will not see any prepared solos. Students will be scored for their performance of basic positions, body alignment, jumping skills, traveling skills, flexibility, overall performance quality, coordination and on how well they apply corrections to their bodies.

## **Fine Arts Magnet: Instrumental Music**

Instrumental Music gives students the opportunity to perform in our award winning magnet band. The band has performed around the state, including, the Naval Academy and the White House. Prior experience with a band instrument is required for the instrumental music program. Appreciation and analysis of performance is stressed to increase students' understanding of all art forms.

### **Magnet Assessment Process**

#### ***Please bring –Instrument and Standard of Excellence Book 1***

At the time of the appointment, students should bring their instrument and band book. Students will be asked to perform the Bb concert scale which is located on page 22 of the Standard of Excellence Book I. Percussion will be asked to perform both the mallet and snare part. This book is part of the fifth grade curriculum in Baltimore County. Students will be asked to perform one selection of their choosing from the Standard of Excellence method book. If students choose a long selection, they may be asked to stop at any time due to time constraints.

Students will be given a rhythm chart to sight-read (perform without practice). This chart will include rhythm up through eighth notes.

## **Fine Arts Magnet: Theatre Arts**

In the Performing Arts program, concepts and skills are developed through performance, where students will learn and grow as they experience the entire creative process from the infancy of an idea to the fruition of a production. Students are encouraged to take risks and are challenged to problem-solve by working individually and with an ensemble. Appreciation and analysis of performance are stressed within all the fields to increase students' understanding of all art forms. It is imperative that students follow directions and work both independently and cooperatively to complete a challenging task or project.

### **Magnet Assessment Process**

#### ***No additional items needed.***

The assessment for the Drama Magnet is a prepared assessment. The student applicant will be assessed on enunciation, projection, vocal quality, creativity, energy, and focus toward the discipline of Drama and the Theatre Arts.

Monologue Presentation: Students will be asked to perform a short monologue (a speech presented by one actor) of their choice. Students may locate monologue skits by visiting their local library or Barnes and Noble bookstore. Useful resources include *Monologues for Teens or Audition Monologues for Student Actors*. The monologue should be a minimum of 60 seconds and a maximum of 90 seconds. Students should bring a copy of the monologue to the audition.

Original Pantomime: Applicants will “act without words” as they select a piece of fruit from the “Magic Fruit Basket” and demonstrate non-verbally, through their use of gestures, body movements and facial expressions, what type of fruit they have selected.

## **Fine Arts Magnet: Visual Arts**

The Visual Arts Magnet offers a stimulating experience in the arts through a performance based program that develops concepts and skills. Students participate in rigorous, in-depth activities in drawing, painting, sculpture, printmaking, computer graphics, and photography. Art appreciation, aesthetics, and art criticism of the art process and product are explored in each area of concentration. This intensive study requires skills in reading and writing, and the ability to work independently when developing a personal sketchbook, journal, and a portfolio that reflects artistic growth. Students who are successful in this

program think critically, enjoy creative problem solving, and have a passion for expressing themselves visually.

### **Assessment Process**

On Assessment Day, students will independently complete a two-part assessment.

Students will be required to read, respond in writing, and complete an observational drawing.

NOTE: Student portfolios of previous art work are not required and will not be considered in the evaluation process.

In part one, students will analyze a figurative artwork in order to respond in writing to questions concerning the composition, the figure placement, the use of color and the use of other art elements in the piece. The completed questions will be kept on file as part of the assessment record of each applicant.

In part two, students will be asked to complete a still-life drawing based on an arrangement that will be set up in an art room. Each student may work as long as, but no more than, 45 minutes to do the drawing using pencil. Paper and drawing boards will be supplied. The drawing will be scored on the student's ability to communicate a focal point, an accurate size relationship of objects, and the use of art elements to create variety in the composition. The completed drawing will be kept on file as part of the assessment record of each applicant.

### **Assessment Process**

**Please bring** – TWO sharpened #2 pencils with eraser

On Assessment Day, students will independently complete a two-part assessment.

Students will be required to read, respond in writing, and complete an observational drawing.

In part one, students will analyze a figurative artwork in order to respond in writing to questions concerning the composition, the figure placement, the use of color and the use of other art elements in the piece. The completed questions will be kept on file as part of the assessment record of each applicant.

In part two, students will be asked to complete a still-life drawing based on an arrangement that will be set up in an art room. Each student may work as long as, but no more than, 45 minutes to do the drawing using pencil. Paper and drawing boards will be supplied. The drawing will be scored on the student's ability to communicate a focal point, an accurate size relationship of objects, and the use of art elements to create variety in the composition. The completed drawing will be kept on file as part of the assessment record of each applicant.

## **Fine Arts Magnet: Vocal Music**

Vocal music gives students the opportunity to perform in our prestigious magnet chorus, which performs at several music festivals throughout the year. Prior choral experience is **recommended** for the vocal music program. Appreciation and analysis of performance is stressed to increase students' understanding of all art forms.

### **Magnet Assessment Process**

**Please bring** – *Accompanying Music*

Students should come prepared to sing from memory, a two – three minute musical selection of their choice. This performance will be scored on the student's ability to demonstrate proper intonation, tone quality, energy, diction, phrasing, and melodic accuracy. All students must bring their own accompanying music on tape or CD. The accompanying music should be an instrumental track only and should not have vocals.

Students will be asked to echo sing (using la) various pitch patterns after hearing them played on the piano. They will be scored on pitch and pattern accuracy.

## **Earth / Space Science Magnet**

The Earth Science magnet offers students a technological platform for increasing their skills in math and science. Students learn to use computers as tools for learning and reporting information, conducting scientific experiments, and collecting, analyzing, and reporting data. Students learn how to use and create spreadsheets, databases, multimedia presentations, and web pages. Additionally, they learn to use scanners, digital cameras, and other peripherals. All computers have Internet access with a 2:1 student computer ration in each class. Seventh grade Earth Science students begin earning one high school science credit during the final quarter of the seventh grade year. Eighth grade Earth Science students will continue with Earth and Space Science. Earth Science students who successfully pass the course and final exam will earn one high school science credit toward high school graduation.

### **Magnet Assessment Process**

*Please bring – two sharpened pencils and a metric ruler*

On Assessment Day, students will independently complete an assessment during which they will read, analyze, and evaluate the scientific processes used in an elementary science investigation. The skills required for completing the assessment align with the fourth and fifth grade Maryland Voluntary State Curriculum for Scientific Inquiry.

Students will be presented with experimental problems in which they will need to make accurate measurements using the metric ruler, use prior knowledge about plants and the sun and read simple maps in order to solve problems.

## **Mass Communication Magnet**

This writing intensive program focuses on student's ability to write, speak, and listen in a professional setting. In addition, students receive thorough instruction in the use of communications technology. Beginning students learn fundamentals of public speaking, speech and business writing, script writing, and Internet research. Students work with video cameras, digital editing equipment, and professional presentation software to enhance their speeches. Advanced students use desktop publishing, photo manipulation, and illustration software to produce a variety of print and Internet publications, including website design. Students build a sense of teamwork as they produce a variety of radio and television broadcasts.

### **Magnet Assessment Process**

*No additional items needed*

On Assessment Day, students will be given a short script to read as a speech delivered as part of a broadcast. Students will be recorded as part of this process. Students will be judged on standard public speaking elements such as volume, pronunciation, enunciation, and body language. Students should practice reading aloud at home prior to attending the audition. Do **not** prepare a written speech prior to the assessment.

## **Spanish Language Magnet**

Students in the Spanish Magnet Program will study the Spanish language daily during their three years at Deer Park. This intensive study requires a great amount of interest in the pursuit of language study and a great commitment on the part of the student to the daily practice required for successful language learning. Home study is a vital component of learning a language and is imperative for success in this program. Magnet students are also involved in in-depth exploration of the geography, culture, and history of the countries in which the target language is spoken. Students who have strong ability and interest in

Language Arts and Social Studies are good candidates for our program. Students who successfully complete this course will be eligible for high school credit.

### **Magnet Assessment Process**

#### ***No additional items needed***

Students will be evaluated using a Language Aptitude Task, which assesses the four essential skills for success in language study: listening, speaking, reading, and writing. Students must employ all of these skills on a daily basis in their Spanish classes.

On Assessment Day, a rubric will be used to score student assessments. An assessor will introduce new Spanish vocabulary words. Using techniques that are part of our daily magnet instruction, mnemonic devices, or clues will be integrated into the introduction to help students learn the new vocabulary or characters. Students will then be asked to recall, pronounce, identify, and utilize new vocabulary in four tasks that involve listening, speaking, reading, and writing skills.