



# Assessment Information

## On the Day of the Assessment

Sudbrook Magnet Middle School's assessment date is **Saturday, January 23, 2010**. Assessment times, reminders, and directions will be mailed to all applicants. Students should arrive 15 minutes prior to the scheduled time. **If a student arrives more than 15 minutes after the scheduled start time of the assessment, they will not be able to participate in the assessment.** All parents/guardians must remain on-site during the assessment. The assessment will take approximately an hour and a half

**If problems or issues arise on the day of the assessment, please contact Sudbrook at 410-887-6720 or 410-887-1254.**

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

### Part I – Essay (10 points)

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

All students applying to Sudbrook Magnet Middle 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) Select One of the Magnets Below:

#### ENVIRONMENTAL AND EARTH/SPACE SCIENCE MAGNET

Environmental and Earth/ Space Science Magnet offers an intensive study of environmental and earth/space science, with extensive reading assignments, hands-on labs, and computer technology. It is imperative that students in this magnet have an interest in science. In addition, students need to show proficiency in both reading and math to expect success in the magnet science courses, which offer high school credit.

#### Assessment Process

**Please bring** – No additional items needed.

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

Students 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.

In part one, students will read a description of an elementary science investigation. The students will analyze and evaluate the experiment. They will be asked to describe parts of the experiment that were done well. They will also describe changes that would improve the experiment.

In part two, students will view data displayed from an elementary science investigation. They will be asked to describe and explain features of graphs and/or tables that were done well, and describe improvements that should be made where appropriate.

## PERFORMING ARTS MAGNET

In the Performing Arts magnet, 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. The Performing Arts magnet is designed to give students flexibility and choices. Students choose an assessment component and a secondary component from the following fields: Band, Dance, Strings, Theatre Arts, and Vocal Music. 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.

### **Please bring**

- Band – 1) Instrument, 2) *Standard of Excellence* Band Book I
- Dance – 1) Dance attire
- Strings – 1) Instrument, 2) Strings method book
- Theatre Arts – 1) No additional items needed
- Vocal Music – 1) Prepared song

### **Assessment Process – Band**

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 1. 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.

### **Assessment Process – Strings**

At the time of the assessment, students should bring their instrument and their strings method book. The students will be asked to play a one octave D major scale on their instrument. The students will then play their chosen prepared piece from their method book. The scale and prepared piece will be scored on pitch, rhythm, and musical accuracy.

Following the performance of the D major scale and the prepared piece, the students will be asked to sight read a short melodic exercise to be played on their instrument. The students will be given time to look at and prepare the sight-reading before performing. The melodic sight-reading will be scored on pitch and rhythmic accuracy. After the sight-reading of the melodic exercise, the students will be asked to sight-read and clap a short rhythmic exercise. The student will be given time to view and prepare the rhythmic exercise before performing. The rhythmic sight-reading will be scored on rhythmic accuracy.

Also, the student will be required to perform a tonal memory exercise. The students will match a pitch on their instrument to a pitch played by the instructor. Tonal memory will be scored according to tonal accuracy.

### **Assessment Process – Dance**

At the time of the assessment, female students should dress in a solid color leotard and tights, with the hair neatly pulled off and away from their face and neck. Male students should wear a T-shirt (traditional fit) and shorts. Ballet slippers or bare feet are acceptable. No students will be assessed if they are not properly attired.

All movements will be demonstrated. Students should not prepare a solo, as it will not be assessed. Students will be scored for their performance of basic positions, jumping skills, traveling skills, flexibility, and overall performance quality and coordination.

At the time of the assessment, students will be asked to perform barre exercises, including plie, tendu, relevé and passé. They will be asked to perform footwork exercises, jumps (traveling and stationary), and stretching.

### **Assessment Process – Theatre Arts**

The assessment for the Theatre Arts Magnet is a non-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 read a short monologue (a speech presented by one actor) from a given script. This common theatre audition procedure is called a cold-reading. The student will be allowed to pre-read the monologue before his or her presentation.

**Improvisation Activity:** Applicants will draw a simple question or statement from "the hat" and will have one minute to tell a story or present a character in a situation (with relation to the selected question or statement) without the use of a script. Improvisation provides the opportunity for an impromptu portrayal of a character or a scene without any prior rehearsal or preparation.

**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 actions and facial expressions, what type of fruit they have selected.

### **Assessment Process – Vocal Music**

Students should come prepared to sing a song of their choice (a cappella or with their own pre-recorded accompaniment). This performance will be scored on the student's ability to demonstrate proper intonation, tone quality, energy, diction, phrasing, and melodic accuracy.

After 30-second study period, students will sight-read a simple melodic pattern acappella (a neutral syllable of solfege may be used) and a rhythmic reading (clap, say, or sing syllables). The rhythmic sight-reading will be scored on accuracy of rhythm and flow. The melodic reading will be scored on pitch, rhythm, and flow. Students will be asked to echo sing (use la) various pitch patterns after hearing them played on the piano. They will be scored on pitch and pattern accuracy.

## **VISUAL ARTS MAGNET**

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**

**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.

## **WORLD LANGUAGES MAGNET**

### **Demonstration of Interest**

Students in the World Languages Magnet Program will study the target language for 90 minutes each day during their three years at Sudbrook. As all World Languages magnet courses offer high school credit, students will be working at the high school level. For students with no prior experience or study, we offer French I, Japanese I, and Spanish I classes. In addition, for students coming to Sudbrook with extensive French background (i.e. elementary immersion program or its equivalent), we offer Intermediate and Advanced Immersion French classes.

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, as students must memorize and review vocabulary and, in the case of Japanese, three new alphabets.

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 are challenged to think critically about culture and the ways people communicate. Students who are successful in our program have strong reading and writing skills in their native language and an interest in Language Arts and Social Studies.

### **Assessment Process**

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

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 our French, Japanese, and Spanish classes.

On Assessment Day, a rubric will be used to score student assessments. An assessor will introduce new vocabulary words (French, Spanish) or new vocabulary words with characters (Japanese). If students are applying to the Immersion French program, the assessor will introduce new vocabulary and assess students entirely in French.

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.