

# **Ranchview High School's International Baccalaureate Diploma Programme**



**Student Application Packet  
2016-2017**

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Ranchview High School  
Carrollton-Farmers Branch Independent School District**

**Ranchview High School**  
**International Baccalaureate Diploma Programme**  
**Student Application – Fall 2016**

Acceptance into the IB Diploma Programme is based on information from the following areas: current report card, permanent record/transcript, attendance record, test scores, teacher recommendations, quality of student essay, and agreement to the IB Diploma Programme Candidate Readiness Agreement. Therefore completion and enclosure of the following items are mandatory for consideration of your application:

- ◇ Three Teacher recommendations
- ◇ Two Student essays\*
- ◇ IB Diploma Programme Candidate Readiness receipt/signature page

\* **Essays:** Please use the space provided in the packet to respond to both of the questions. Essays must be **handwritten in blue or black ink.**

\_\_\_\_\_  
**Student's Last Name**

\_\_\_\_\_  
**Student's First Name**

\_\_\_\_\_  
**Address**

\_\_\_\_\_  
**City**

\_\_\_\_\_  
**Zip**

(\_\_\_\_\_) \_\_\_\_\_  
**Home Phone**

\_\_\_\_\_  
**Student's E-mail Address**

\_\_\_\_\_  
**Current School**

\_\_\_\_\_  
**Grade Level**

\_\_\_\_\_  
**CFB ID #**  
(If applicable)

\_\_\_\_/\_\_\_\_/\_\_\_\_  
**Date of Birth**  
(Month/Day/Year)

\_\_\_\_\_  
**Parent/Guardian (1)**

\_\_\_\_\_  
**Best Phone Number**

\_\_\_\_\_  
**E-mail Address**

\_\_\_\_\_  
**Parent/Guardian (2) If Applicable**

\_\_\_\_\_  
**Best Phone Number**

\_\_\_\_\_  
**E-mail Address**





# Ranchview High School

## International Baccalaureate Diploma Programme

### Candidate Readiness Agreement

The intent of Ranchview High School is to make IB classes available to a wide range of students. While the RHS IB Diploma Programme Application requires that interested students submit evidence of their academic readiness to pursue these courses, the reviewers of the applications are prioritizing **student motivation** as one of the most determinant factors in appropriate placement. However, this inclusive approach is tempered by certain concerns. First, the admission reviewers do not want to set students up for failure academically. Second, we must be sensitive to the problems created for IB teachers when classes contain an unmanageable range of academic abilities. While we endeavor to welcome any student who is truly committed to the Diploma Programme, we must balance this ideal with the reality that ill-advised or thoughtless placement of students into these courses can be very detrimental to students and teachers alike. We want to create a classroom environment wherein students will be challenged to stretch, not condemned to drown. While the application process is intended to illuminate student readiness and motivation, there is no set formula to ensure that every student entering an IB class is appropriately placed. However, we ask students and parents to consider the following suggestions.

- ❖ **Student motivation** – Both students and parents should be aware that probably the most important element for success in IB courses is the student's desire to grow intellectually succeed. This motivation must originate within the student and be supported by the parents.
- ❖ **Making intelligent choices** – Students and parents must be willing to make the sometimes difficult time management decisions that will maximize the student's performance in advanced classes.
- ❖ **Teacher Recommendations** – Students and parents should recognize the validity of a teacher's opinion of a student's potential for success in a future IB class. The teacher recommendation, therefore, should be a key factor when students and parents consider entrance into advanced courses.
- ❖ **Reading Level** – Since most IB courses require more reading at increasingly challenging comprehension levels, students and parents should realize that students' reading abilities should be at least at grade level. Students with reading difficulties or aversions would very likely find these advanced courses prohibitively frustrating.
- ❖ **Written Capabilities** – Students in IB courses are required to regularly demonstrate their knowledge in writing. Across the core areas, IB assessment generally requires that a student be able to clearly and academically express their learning in written form. Further, this assessment method is incredibly prevalent in collegiate coursework, which is the future academic path of IB students. Therefore, students who struggle with writing should be prepared to work diligently and continuously on improving those skills both in class and outside of it.
- ❖ **Acceptable grades** – While there is no official minimum GPA for entrance into an IB course, students and parents should realize that if a student is consistently achieving below average to poor grades in a given subject area, then entering an advanced course at the next level is probably not a wise decision.

**Ranchview High School**  
**International Baccalaureate Diploma Programme**  
**Candidate Readiness Agreement**

(continued)

**Responsible and Ethical Behavior Expectations**

Students are expected to act in a responsible and ethical manner throughout their participation in IB coursework. According to CFBISD policy, *academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, considering written material, observation or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. Such action shall be determined jointly by the teacher and campus administrator.*

Students must avoid any form of dishonesty, or what IB terms *malpractice*. While advanced coursework tends to bring with it higher student stress levels, it is imperative that students realize the punitive consequences for unethical behavior. Specifically, the IBO dictates that evidence of malpractice would result loss of IB assessment/examination privileges (essentially keeping a student from receiving any kind of IB credit for their coursework) leading up to a revocation of the IB Diploma or Certificate in progress (or received previously).

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Printed Student Name

As a **potential IB student**, I acknowledge the importance of the information presented herein. Moreover, I recognize that it is my responsibility to be an advocate for myself and to proactively seek the counsel and aid of my teachers and the IB Diploma Programme Coordinator when needed. Ultimately, I am responsible for the degree of my success in this program.

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Student Signature

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Date

As a **parent of this student**, I acknowledge the importance of the information presented herein. I have discussed the above information with my child, and I recognize that it is my responsibility to support my student in his/her ethical pursuit of this advanced coursework.

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Parent Signature

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Date

# Teacher Recommendation # 1

Current Course Level

(circle one)

Regular

Pre-AP/Honors

G/T or ACE

Student Name: \_\_\_\_\_ Subject: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Teacher E-mail \_\_\_\_\_

**\*\*To the teacher:** This form is to be completed by the student's current teacher.

Please return to Ranchview High School through intercampus mail, addressed to Leslie Yager - IB Coordinator.\*\*

## Cognitive Ability:

**Analytical Thinking:** How well does the student separate a problem into its components and apply methods to construct an understanding of its parts?

- Has excellent analytical judgment
- Has above average analytical judgment
- Has average analytical judgment
- Has poor analytical judgment

**Creative Thinking:** To what extent does the student demonstrate original thought when completing a task or solving a problem?

- Generates creative, original ideas frequently
- Generates creative, original ideas occasionally
- Adapts other ideas
- Does not demonstrate creative thinking

**Depth of Understanding:** Grades do not always reflect "flair" for a subject. How does the student grasp the essential structure of the subject matter beyond factual mastery?

- Excellent insight; shows unusual appreciation for the "fine points"
- Good understanding; manipulates concepts with ease
- Some insight; understands but cannot manipulate concepts easily
- Little insight; aware but does not fully grasp basic concept.

## Communication:

**Ability to Communicate in Writing:** To what extent does the student demonstrate the ability to organize written thoughts in a logical and cohesive manner?

- Has superior writing skills
- Has good writing skills
- Has average writing skills
- Has weak writing skills

**Ability to Communicate Verbally:** To what extent does the student clearly and effectively express an understanding of concepts?

- Has superior verbal skills
- Has good verbal skills
- Has average verbal skills
- Has weak verbal skills

**Ability to Communicate Creatively:** To what extent does the student demonstrate originality of thought in the presentation and/or performance of ideas?

- Has superior creative skills
- Has good creative skills
- Has average creative skills
- Has poor creative skills

## Quality of Work:

**Involvement in Classroom Activities:** A student may be involved, even though oral participation is minimal. Describe the student's usual degree of involvement in class activities- lectures, group projects, individual projects done in class, etc.

- Very high; alert and attentive throughout the class period; expresses interest in all activities
- Active involvement; usually shows some sign of genuine interest during class sessions
- Mild; is politely attentive but seldom exhibits any real interest or enthusiasm
- Distracted; attention wanders frequently

**Evenness of Performance:** How even has the quality of the student's work been over various class assignments and examinations?

- Exceptionally consistent; work never varies significantly
- Even; quality of work never varies more than one mark
- Slightly uneven; often varies one mark and occasionally more
- Uneven; often varies two full marks and occasionally more.

**Task Commitment:** To what extent does the student demonstrate initiative in beginning a task or solving a problem and following through to a timely completion regardless of obstacles encountered?

- Follows through on all assignments; is a self starter
- Follows through on most assignments; works with little help/supervision
- Follows through on some assignments; requires some urging
- Discourages easily and rarely completes assignments; wastes time consistently

## Character and Personal Qualities:

**Personal Responsibility:** To what extent does the student accept personal responsibility for his/her course work and classroom behavior?

- Willingly assumes responsibility
- Occasionally assumes new responsibilities
- Rarely assumes new responsibilities
- Sometimes refuses and attributes responsibility elsewhere

**Consideration of Others:** To what extent does the student show genuine consideration for the rights, feelings, and thoughts of others, especially in a group setting?

- Always considerate of others
- Usually considerate of others
- Courteous but little evidence of genuine consideration
- Sometimes inconsiderate

**How has this student achieved good grades in your course? Check as many as apply.**

- Consistent hard work
- Grade consciousness
- Virtue of memory
- Brilliance of mind
- Other \_\_\_\_\_

**If you would like to provide any additional information about the student, please do so in the space below:**

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_



## Teacher Recommendation # 2

Current Course Level

(circle one)

Regular

Pre-AP/Honors

G/T or ACE

Student Name: \_\_\_\_\_ Subject: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Teacher E-mail \_\_\_\_\_

**\*\*To the teacher:** This form is to be completed by the student's current teacher.

Please return to Ranchview High School through intercampus mail, addressed to Leslie Yager - IB Coordinator.\*\*

### Cognitive Ability:

**Analytical Thinking:** How well does the student separate a problem into its components and apply methods to construct an understanding of its parts?

- Has excellent analytical judgment
- Has above average analytical judgment
- Has average analytical judgment
- Has poor analytical judgment

**Creative Thinking:** To what extent does the student demonstrate original thought when completing a task or solving a problem?

- Generates creative, original ideas frequently
- Generates creative, original ideas occasionally
- Adapts other ideas
- Does not demonstrate creative thinking

**Depth of Understanding:** Grades do not always reflect "flair" for a subject. How does the student grasp the essential structure of the subject matter beyond factual mastery?

- Excellent insight; shows unusual appreciation for the "fine points"
- Good understanding; manipulates concepts with ease
- Some insight; understands but cannot manipulate concepts easily
- Little insight; aware but does not fully grasp basic concept.

### Communication:

**Ability to Communicate in Writing:** To what extent does the student demonstrate the ability to organize written thoughts in a logical and cohesive manner?

- Has superior writing skills
- Has good writing skills
- Has average writing skills
- Has weak writing skills

**Ability to Communicate Verbally:** To what extent does the student clearly and effectively express an understanding of concepts?

- Has superior verbal skills
- Has good verbal skills
- Has average verbal skills
- Has weak verbal skills

**Ability to Communicate Creatively:** To what extent does the student demonstrate originality of thought in the presentation and/or performance of ideas?

- Has superior creative skills
- Has good creative skills
- Has average creative skills
- Has poor creative skills

## Quality of Work:

**Involvement in Classroom Activities:** A student may be involved, even though oral participation is minimal. Describe the student's usual degree of involvement in class activities- lectures, group projects, individual projects done in class, etc.

- Very high; alert and attentive throughout the class period; expresses interest in all activities
- Active involvement; usually shows some sign of genuine interest during class sessions
- Mild; is politely attentive but seldom exhibits any real interest or enthusiasm
- Distracted; attention wanders frequently

**Evenness of Performance:** How even has the quality of the student's work been over various class assignments and examinations?

- Exceptionally consistent; work never varies significantly
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**Task Commitment:** To what extent does the student demonstrate initiative in beginning a task or solving a problem and following through to a timely completion regardless of obstacles encountered?

- Follows through on all assignments; is a self starter
- Follows through on most assignments; works with little help/supervision
- Follows through on some assignments; requires some urging
- Discourages easily and rarely completes assignments; wastes time consistently

## Character and Personal Qualities:

**Personal Responsibility:** To what extent does the student accept personal responsibility for his/her course work and classroom behavior?

- Willingly assumes responsibility
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- Rarely assumes new responsibilities
- Sometimes refuses and attributes responsibility elsewhere

**Consideration of Others:** To what extent does the student show genuine consideration for the rights, feelings, and thoughts of others, especially in a group setting?

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**How has this student achieved good grades in your course? Check as many as apply.**

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- Grade consciousness
- Virtue of memory
- Brilliance of mind
- Other \_\_\_\_\_

**If you would like to provide any additional information about the student, please do so in the space below:**

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

## Teacher Recommendation # 3

Current Course Level

(circle one)

Regular

Pre-AP/Honors

G/T or ACE

Student Name: \_\_\_\_\_ Subject: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Teacher E-mail \_\_\_\_\_

**\*\*To the teacher:** This form is to be completed by the student's current teacher.

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### Cognitive Ability:

**Analytical Thinking:** How well does the student separate a problem into its components and apply methods to construct an understanding of its parts?

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**Creative Thinking:** To what extent does the student demonstrate original thought when completing a task or solving a problem?

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### Communication:

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- Has good writing skills
- Has average writing skills
- Has weak writing skills

**Ability to Communicate Verbally:** To what extent does the student clearly and effectively express an understanding of concepts?

- Has superior verbal skills
- Has good verbal skills
- Has average verbal skills
- Has weak verbal skills

**Ability to Communicate Creatively:** To what extent does the student demonstrate originality of thought in the presentation and/or performance of ideas?

- Has superior creative skills
- Has good creative skills
- Has average creative skills
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## Quality of Work:

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Date \_\_\_\_\_