



THE
INDIANA ACADEMY
FOR SCIENCE, MATHEMATICS, AND HUMANITIES

CLASS OF 2014

APPLICATION FOR ADMISSION



www.bsu.edu/academy/admissions

INSTRUCTIONS AND INFORMATION

Applicant Instructions

- Please read through the entire application packet before completing or distributing any portion of it. Take particular note of instructions that pertain not only to you as an applicant but also to those who will serve as your references.
- Register to take either the SAT, PSAT, PLAN, or ACT (with Writing) during your sophomore year. See your guidance counselor for assistance in signing up for a national test date or call 1-800-316-3163 to inquire about institutional testing offered on the Academy campus. (NOTE: Scores from tests taken at the Academy will be used solely for the purpose of the Indiana Academy application process. They may not be used for any other program, scholarship, or college.) Test scores must be from a test taken within 6 months of your application.
- If you take the SAT with Educational Testing Services/The College Board at a national test site, be certain to request that your test scores be sent directly to the Indiana Academy by using the appropriate code: **5731**.
- Request that an official transcript from grades nine through the first semester of grade ten be sent directly to the Indiana Academy. A transcript issued to you is not acceptable unless it is in a sealed school letterhead envelope with your school counselor's or registrar's signature across the flap. Any high school classes that you completed during middle school must be on your high school transcript as earning high school credit in order to be counted for high school credit.
- Solicit recommendations from the appropriate teachers and administrators. Any additional references will be included in your file but are not required. Each recommendation form may be sent directly to the Indiana Academy from the person who completes it or may be given to the student in a sealed school letterhead envelope with the submitter's signature across the flap.
- Use black or blue ink to print or type all information requested on the application and essays. Check your work for accuracy and completeness. Correct spelling and grammar are very important. Make a file copy of all correspondence and materials you send to the Indiana Academy. All materials should be mailed to:
The Indiana Academy for Science, Mathematics, and Humanities
Academy House - Office of Admissions
Ball State University
Muncie, IN 47306-0655.
- Call the Office of Admissions if you have any questions at 1-800-316-3163 or visit our website at www.bsu.edu/academy.

The Application

Indiana residents who are eligible to attend public high school may apply for admission to the Indiana Academy. Students should start and complete the application process during their sophomore year in high school. Students must submit an application form, essays, parent letter, transcripts, four recommendations, and either the SAT, PSAT, PLAN, or ACT (with writing). Continuance in the Academy program is dependent upon satisfactory academic performance and compliance with all Academy expectations including residential and academic life policies.

Equal Opportunity Statement

The Indiana Academy for Science, Mathematics, and Humanities does not discriminate on the basis of sex, race, color, religion, creed, national origin, or household income. The purpose for gathering the information contained in this application is to enable the Admissions File Review Team of the Indiana Academy to base admission decision on information relevant to the curriculum and residential life programs, to ascertain the effectiveness of recruitment efforts in reaching all segments of the population, and to ensure that proper facilities are available to serve all students.

Application Deadline

Priority Deadline: **February 1, 2012**
Primary Deadline: **March 15, 2012**
Final Deadline: **May 15, 2012**



The Indiana Academy for Science, Mathematics, and Humanities
Academy House - Office of Admissions • Ball State University • Muncie, IN 47306
Toll-Free: 800.316.3163 • Local: 765.285.6608 • Fax: 765.285.2665

Please see the reverse side.

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Additional Information

- If you have “D” or lower on your high school transcript in a core class for a semester grade, you may be ineligible to receive the Core 40 with Honors Diploma. Please contact the Office of Admissions for additional information if this pertains to you.
- The Admissions File Review Team may ask you to submit additional information. **This does not indicate a problem with your application.** They may do this to supplement the information already received.
- Qualified students are admitted as long as there is space available in the class. Students are encouraged to start and complete their applications early in their sophomore year for the optimum probability of class space availability.
- Once space in the class is filled, qualified students will be admitted to a Waiting List. Waiting List students will be invited to attend Summer Orientation. The Waiting List will be kept active until the end of the first full week of school in August. Students will be called up from the Waiting List as space in the class becomes available.
- The Executive Admissions Committee will automatically review a student’s file if that student has not completed the state requirements for the End of Course Assessments (ECA). Admission to the Indiana Academy is contingent upon the outcome of this review. Since the ECA scores may not be released until the spring of each school year, do not delay in completing your application.
- Admission offers and enrollment are contingent upon completing the sophomore year in accordance with Academy standards.
- Every effort will be made to advise you periodically of the status of your application. You are welcome to contact the Office of Admissions any time to determine if your file is complete or if you have any questions. You may e-mail us via the Academy web site at www.bsu.edu/academy or call toll-free at 1-800-316-3163.
- It is your responsibility to ensure that your application is complete by the deadline for which you are applying.
- The Indiana Academy’s admission process gives every applicant the right to appeal the original admissions decision. Written requests to initiate an appeal should be filed by the students and the custodial parent(s) or legal guardian(s) no later than ten working days after the receipt of the admissions decision. Please contact the Office of Admissions for details.
- Summer Orientation will be held in June. If you are admitted to the class or admitted to the Waiting List you will be expected to attend.

Checklist

Have you:

- Turned in the Admissions Application and Essays
- Turned in the Parent Letter
- Distributed Recommendations:**
 - School Official
 - English or Social Studies Instructor
 - Mathematics Instructor
 - Science Instructor
- Requested that transcripts from grades nine through the first semester of grade 10 be sent
- Submitted a copy of your 10th grade schedule
- Signed-up for and/or taken either the SAT, PSAT, PLAN, or ACT (with Writing)

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ADMISSIONS APPLICATION

I am applying for: Residential Program Nonresidential Program (NECP) NECP only if Residential is unavailable

Applicant Information

Full Legal Name: _____
Home Address: _____ City: _____ State: _____ Zip: _____
Home Phone: (_____) _____ - _____ Gender: Male Female Birthdate: ____/____/____
E-mail Address: _____

Residency

Birthplace (City, State): _____ U.S. Citizen: Yes No
Indiana County of Residence: _____ Are you a permanent resident of Indiana? Yes No
Is English your first language? Yes No If not, explain the circumstances establishing your eligibility to
If not, how long have you spoken English? _____ attend an Indiana Public School: _____
If not, what is your first language? _____

Educational Background

Current School (full name and address): _____
School Phone: (_____) _____ - _____ School Type: Public Private Boarding
Principal's Name: _____ Guidance Counselor's Name: _____

Please list all schools attended during grades 7 - 10. (Official transcripts should be sent directly from your current school.)

School	City/State	Dates Attended
_____	_____	_____
_____	_____	_____

Have you taken or are you now enrolled in any of the following classes? (Check all that apply.)

Algebra II Geometry World History/Civilization Geography/History of the World

Number of semesters of one foreign language at the end of this school year? _____ semesters

Student Filing Status

Current Grade Level: _____ Anticipated year of high school graduation: _____

Family Information

Name(s) of parent(s) or legal guardian(s) with whom you live:

Name: _____	Name: _____
Address: _____	Address: _____
City: _____ St.: _____ Zip: _____	City: _____ St.: _____ Zip: _____
Cell Phone: _____	Cell Phone: _____
Email Address: _____	Email Address: _____
Relationship to you: _____	Relationship to you: _____

Optional Information

Has your sibling/parent attended the Indiana Academy? If yes, what years: _____ Name: _____

Have you participated in an Academy related program? Yes (Explain: _____) No

Ethnic information is requested so that the Indiana Academy can demonstrate compliance with federal requirements.

Failure to respond will not affect this application. If you choose to answer, please check the appropriate space.

Do you consider yourself to be of Hispanic/Latino origin? Yes No

If no, which of the following groups describe your race? American Indian or Alaska Native Asian Black or African American
 Native Hawaiian or Other Pacific Islander White

Please complete the reverse side.

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How You Spend Your Time

In order to thoroughly evaluate your application, we need to know more about you than we can learn through your grades, test scores, and recommendations alone. **On a separate sheet of paper**, please list your achievements from grades seven through ten. You may also list significant items for grades prior to seven. Examples include music, drama, debate, student government, athletics (in-school and community-based), school publications, religious activities, 4-H, school or community-sponsored clubs or activities, etc. Please use the following as headings.

- **School Activities with which you have participated**
- **Awards and Honors you have received**
- **Leadership positions you have held**
- **Community activities with which you have participated**
- **Employment you have held**
- **Other**

Short Answer & Essay

Please type your responses on a separate sheet of paper. Your responses should be concise yet thorough. They will be evaluated for content as well as mechanics.

1. Describe how you handle stressful situations.
2. Discuss your time management skills.
3. Discuss an adjective that best describes you.
4. Describe the most challenging academic course you have taken and how you met the challenge.
5. Are there any special circumstances, background information, or other factors (positive or negative) that have affected your performance in high school?
6. Discuss reasons why the Indiana Academy would be an appropriate educational opportunity for you. Include a description of your educational interests and objectives.
7. Select a personal accomplishment (other than grades) you have achieved in school or in a community organization. Describe that accomplishment, the actions you took to achieve it, and why you think the accomplishment is important.
8. The Indiana Academy is committed to the development of ethical leaders. Please describe a situation from your experience that required you to make an ethical decision about your behavior. Also tell us what decision you made, why you made it, and the impact it has had on your life and/or those around you.
9. Please list in chronological order any major or important events that have occurred in your life from pre-school until now.
10. What should we have asked you? Please list and answer.

The following questions should be answered by Residential Program applicants only.

11. Describe how you feel about living away from home.
12. Please describe your personality and pet peeves. Then describe the personality and characteristics that you would like your roommate to have and explain why.

Parent/Guardian Letter

On a separate sheet of paper, please address the areas of maturity, time management, and motivation that you have observed in your student during the past year. When you have completed the letter, please be sure both your name and your student's name are printed on the essay. Your signature will attest that parent/guardian letter is your authentic work.

If there are special circumstances, you may have someone other than a parent/guardian write this letter. However, you need to contact the Office of Admissions for approval prior to doing so.

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Keep a photocopy and return the original form.

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SIGNATURES AND RELEASES

The information given herein is true and accurate. If the applicant is accepted for admission to the Indiana Academy for Science, Mathematics, and Humanities we agree to adhere to the rules and regulations now in existence and those that may be established in the future by the school. We understand that withholding pertinent information requested in this application or giving false information will make the student ineligible for admission to the Indiana Academy for Science, Mathematics, and Humanities. We permit information in the application and other records resulting from applying to and attending the Indiana Academy to be made available on a confidential basis to the applicant's home school, and to persons designated by the Indiana Academy to review the candidate's application file. All application documents are retained by the Indiana Academy. Further, we understand admission decisions are based on multiple criteria including subjective judgments regarding academic and leadership potential, motivation, and demographic representation along with grades and test scores. In addition we authorize the applicant's current school officials to provide to the Indiana Academy any information requested by this application concerning the applicant. Finally, by signing below we acknowledge that the applicant essays and parental letter submitted are the respective individuals' own authentic and original work.

Applicant Signature

Date Parent/Guardian Signature

Date

Parental Acknowledgement

By signing below, I acknowledge my support of my student's admission application. I believe that my student will be successful, academically and residentially, at the Indiana Academy. I understand that my student may withdraw his/her application at any time and that should my student not complete his/her application by May 30 his/her file will be withdrawn from the application process. I understand that the file may be reactivated by calling the Office of Admissions.

Parent/Guardian Signature

Date

Information Release

As a parent/guardian of the named student, I grant permission to release all school data in support of my son/daughter's application to the Indiana Academy for Science, Mathematics, and Humanities.

Parent/ Guardian Signature

Date

As parent/ guardian of the named student, I waive my right to review any comments or information included in any supporting documents. (Optional)

Parent/ Guardian Signature

Date

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Please complete the reverse side.

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Orientation

As parent/guardian of the named student, I acknowledge that should my student be admitted or placed on the waiting list, he/she and parent(s)/guardian(s) will be expected to attend orientation during the month of June. The student will be given the registration information and process in their Admit or Waiting List letter.

Parent/ Guardian Signature

Date

Recommendations

Please list the names and schools of the school official, English or Social Studies teacher, Mathematics teacher, and Science teacher who will be filling out the recommendation forms.

Name Subject or Title School

Name Subject or Title School

Name Subject or Title School

Name Subject or Title School

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School Official Recommendation Form

Applicant's Name: _____

Applicant's Home Address: _____

Applicant: Please complete this section before giving this form to your school official (principal, guidance counselor, etc.). Ask the person completing the recommendation to either mail it to the address on the back side of this form, fax it to the telephone number indicated, or return it to you in a sealed envelope with his or her signature across the flap.

Under the terms of the Family Educational Rights and Privacy Act, I _____ waive _____ do not waive any right of access to this recommendation.

Applicant Signature _____ Date _____ Parent/Guardian Signature _____ Date _____

Honors and AP Courses

Please indicate whether your school offers the following classes and whether this applicant is enrolled in or has completed them.

Classes:	Offers	Enrolled	Completed
Honors Algebra I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honors Algebra II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honors Geometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honors English 9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honors English 10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honors Biology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honors Chemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honors World History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honors European History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Honors Courses:			
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Humanities Credit Verification

Applicant has completed:

_____ credits in World History/Civilization
 _____ credits in Geography/History of the World

End of Course Assessment

Please indicate with a checkmark the ECA's this applicant has completed.

- Algebra Biology English
 Scores are on the attached transcript.
 Scores currently unavailable. Will be mailed on: _____

Absences and Tardies

	Number of Absences		Number of Tardies	
	Excused	Unexcused	Excused	Unexcused
9th Grade	_____	_____	_____	_____
10th Grade	_____	_____	_____	_____

Dual Enrollment / College Courses / AP Courses

List all dual enrollment or college courses this applicant has taken or has in progress.

Please list any Advanced Placement classes taken.

Class	Year	AP Score
_____	_____	_____
_____	_____	_____

Course Completion

Is this student on the Core 40 with Honors track?

- Yes No

Has this student enrolled in the most rigorous academic pathway available at your school for his/her grade level?

- Yes No

Comment: _____

Grade Point Average

_____ based on a _____ point scale.

Academic Rank

- Number _____ out of _____ students.
 Our school does not assign ranks.

Disciplinary Actions

Has this applicant been subject to any disciplinary actions in the last two years? If yes, please explain.

Additional Comments

Information Checklist

Please confirm that the following information is included with this completed form:

- 9th grade transcript
- 10th grade transcript to date
- Copy of all official SAT, PSAT, PLAN or ACT with Writing scores
- School profile (if available)
- Explanation of school's grading system (if available)

Standardized Test Scores

Please include an official copy of all of the student's SAT, PSAT, PLAN or ACT with Writing test score reports/labels with the transcript.

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Keep a photocopy and return the original form.

English or Social Studies Recommendation Form

Applicant's Name: _____

Applicant's Home Address: _____

Applicant: Please complete this section before giving this form to your English or Social Studies teacher. Ask the person completing the recommendation to either mail it to the address on the back side of this form, fax it to the telephone number indicated, or return it to you in a sealed envelope with his or her signature across the flap.

Under the terms of the Family Educational Rights and Privacy Act, I _____ waive _____ do not waive any right of access to this recommendation.

Applicant Signature

Date

Parent/Guardian Signature

Date

English or Social Studies Teacher

Print your name: _____ Date: _____

Course that you taught this student: _____

School Name: _____ City: _____

E-mail Address: _____ Signature: _____

Please complete and sign this form. Then either mail it to the address listed on the back of this form, fax it to 765.285.2665, e-mail a PDF version to iaadmissions@bsu.edu, or return it to the student in a sealed school letterhead envelope with your signature across the flap.

Your professional judgment about the applicant's academic abilities and personal characteristics will help us conduct an evaluation that takes into account considerably more than grades, standardized test scores, and specific awards and activities. We believe that reports from teachers and other school officials that include anecdotal information or descriptions of specific behaviors are most helpful. Your recommendation, along with those written by colleagues in the disciplines of Mathematics and Science will be combined with the student's completed application form and other information for review by the Admissions File Review Team.

Please attach an additional page if necessary. We are interested in the degree to which the student:

- Seeks clarity, precision, and coherence in oral and written communications:
- Demonstrates fluency in diction and variety in sentence structure:
- Demonstrates skill in analysis and criticism:
- Recognizes relevant information, including the identification of patterns:
- Deals in an orderly manner with the parts of a complex whole:
- Exhibits critical thinking abilities, including the ability to derive general principles from particular instances and draw conclusion from the premises:
- Demonstrates originality and imagination in communications:
- Reads actively and reflectively:

Please complete the reverse side.

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Among the students I have encountered in my _____ years of teaching, in terms of reading and writing skills, this student ranks in the (Choose One):

- Upper 1-2%
 Top 5%
 Top 10%
 Top 25%
 Top 50%
 Lower 50%
 N/A

Assess this student's oral and written communication skills. (Choose One.)

- Outstanding
 Above Average
 Average
 Below Average
 Poor

Please assess the student in each of the following areas.

	Excellent	Above Average	Average	Below Average	Poor	No Basis for Judgement
Ability to stay focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completion of assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work in groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maturity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenge acceptance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional stability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire to be challenged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactions with adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance in group activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactions with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to follow class/school rules and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How does this student handle failure and/or criticism? (Check all that apply.)

- Learning Tool
 Seriously Considers
 Becomes Defensive
 Becomes Argumentative
 Ignores It

How does this student handle viewpoints other than his/her own? (Check all that apply.)


- Learning Tool
 Seriously Considers
 Becomes Defensive
 Becomes Argumentative
 Ignores It

Please rate this student's interest and enthusiasm for English and/or Social Studies. (Check one.)

- Very Interested/Enthusiastic
 Somewhat Interested/Enthusiastic
 Slightly Interested/Enthusiastic

Identify any strengths and/or weaknesses that would assist or impede this student's transition to a rigorous academic program at the Indiana Academy.

Comments: Please attach a separate sheet to provide any additional information that the Admissions File Review Team should consider when evaluating this student's application, such as any obstacles this student has had to overcome in pursuing his/her educational goals.



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Mathematics Recommendation Form

Applicant's Name: _____

Applicant's Home Address: _____

Applicant: Please complete this section before giving this form to your Mathematics teacher. Ask the person completing the recommendation to either mail it to the address on the back side of this form, fax it to the telephone number indicated, or return it to you in a sealed envelope with his or her signature across the flap.

Under the terms of the Family Educational Rights and Privacy Act, I _____ waive _____ do not waive any right of access to this recommendation.

Applicant Signature

Date

Parent/Guardian Signature

Date

Mathematics Teacher

Print your name: _____ Date: _____

Course that you taught this student: _____

School Name: _____ City: _____

E-mail Address: _____ Signature: _____

Please complete and sign this form. Then either mail it to the address listed on the back of this form, fax it to 765.285.2665, e-mail a PDF version to iaadmissions@bsu.edu, or return it to the student in a sealed school letterhead envelope with your signature across the flap.

Your professional judgment about the applicant's academic abilities and personal characteristics will help us conduct an evaluation that takes into account considerably more than grades, standardized test scores, and specific awards and activities. We believe that reports from teachers and other school officials that include anecdotal information or descriptions of specific behaviors are most helpful. Your recommendation, along with those written by colleagues in the disciplines of Science and English or Social Studies will be combined with the student's completed application form and other information for review by the Admissions File Review Team.

Please attach an additional page if necessary. We are interested in the degree to which the student:

- Seeks precision in responding to questions:
- Recognizes concepts communicated through symbols:
- Strives for accuracy in data analysis:
- Makes predictions or forms hypotheses based on theoretical understanding:
- Recognizes relevant information including the identification of patterns:
- Deals in an orderly manner with the parts of a complex whole:
- Communicates mathematical content appropriately:
- Exhibits critical thinking abilities, including the ability to analyze, integrate, and evaluate data:

Please complete the reverse side.

Among the students I have encountered in my _____ years of teaching, in terms of mathematical skills, this student ranks in the (Choose One):

- Upper 1-2%
 Top 5%
 Top 10%
 Top 25%
 Top 50%
 Lower 50%
 N/A

Please rate this student's interest and enthusiasm for Mathematics. (Check one.)

- Very Interested/Enthusiastic
 Somewhat Interested/Enthusiastic
 Slightly Interested/Enthusiastic

Please assess the student in each of the following areas.

	Excellent	Above Average	Average	Below Average	Poor	No Basis for Judgement
Ability to stay focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completion of assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work in groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maturity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenge acceptance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional stability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire to be challenged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactions with adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance in group activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactions with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to follow class/school rules and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How does this student handle failure and/or criticism? (Check all that apply.)

- Learning Tool
 Seriously Considers
 Becomes Defensive
 Becomes Argumentative
 Ignores It


How does this student handle viewpoints other than his/her own? (Check all that apply.)

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Describe this student's style of preparation, such as homework or classroom discussions.

Identify any strengths and/or weaknesses that would assist or impede this student's transition to a rigorous academic program at the Indiana Academy.

Comments: Please attach a separate sheet to provide any additional information that the Admissions File Review Team should consider when evaluating this student's application, such as any obstacles this student has had to overcome in pursuing his/her educational goals.



The Indiana Academy for Science, Mathematics, and Humanities
 Academy House - Office of Admissions • Ball State University • Muncie, IN 47306
 Toll-Free: 800.316.3163 • Local: 765.285.6608 • Fax: 765.285.2665

Science Recommendation Form

Applicant's Name: _____

Applicant's Home Address: _____

Applicant: Please complete this section before giving this form to your Science teacher. Ask the person completing the recommendation to either mail it to the address on the back side of this form, fax it to the telephone number indicated, or return it to you in a sealed envelope with his or her signature across the flap.

Under the terms of the Family Educational Rights and Privacy Act, I _____ waive _____ do not waive any right of access to this recommendation.

Applicant Signature

Date

Parent/Guardian Signature

Date

Science Teacher

Print your name: _____ Date: _____

Course that you taught this student: _____

School Name: _____ City: _____

E-mail Address: _____ Signature: _____

Please complete and sign this form. Then either mail it to the address listed on the back of this form, fax it to 765.285.2665, e-mail a PDF version to iaadmissions@bsu.edu, or return it to the student in a sealed school letterhead envelope with your signature across the flap.

Your professional judgment about the applicant's academic abilities and personal characteristics will help us conduct an evaluation that takes into account considerably more than grades, standardized test scores, and specific awards and activities. We believe that reports from teachers and other school officials that include anecdotal information or descriptions of specific behaviors are most helpful. Your recommendation, along with those written by colleagues in the disciplines of Mathematics and English or Social Studies will be combined with the student's completed application form and other information for review by the Admissions File Review Team.

Please attach an additional page if necessary. We are interested in the degree to which the student:

- Seeks precision in responding to questions:
- Recognizes concepts communicated through symbols:
- Strives for accuracy in observations and data analysis:
- Makes predictions or forms hypotheses based on theoretical understanding:
- Recognizes relevant information including the identification of patterns:
- Deals in an orderly manner with the parts of a complex whole:
- Communicates scientific content appropriately:
- Exhibits critical thinking abilities, including the ability to analyze, integrate, and evaluate data:

Please complete the reverse side.

Among the students I have encountered in my _____ years of teaching, in terms of data analysis and scientific reasoning, this student ranks in the (Choose One):

- Upper 1-2%
 Top 5%
 Top 10%
 Top 25%
 Top 50%
 Lower 50%
 N/A

Please rate this student's interest and enthusiasm for Science. (Check one.)

- Very Interested/Enthusiastic
 Somewhat Interested/Enthusiastic
 Slightly Interested/Enthusiastic

Please assess the student in each of the following areas.

	Excellent	Above Average	Average	Below Average	Poor	No Basis for Judgement
Ability to stay focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completion of assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work in groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maturity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenge acceptance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional stability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire to be challenged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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