



DOVER HIGH SCHOOL

HONORS LEARNING COMMUNITY

Application

Applicants: Please complete the following:

Student Name: _____

Address: _____

Phone: _____ Email: _____

Current School: _____

Parent/Guardian Name: _____

Parent/Guardian Daytime Phone: _____

Are you currently enrolled in Algebra I? (Please circle) yes no

Each of the following will be assigned a weighted score. The students with the highest combined scores will be considered for the program.

- **Team Recommendation**
- **Honor Roll**
- **Standardized Test Results**
- **Student Essay**
- **Mathematics Problem**

Application Deadline: Friday, November 17, 2017

EXTRA-CURRICULAR ACTIVITIES, AWARDS, AND LEADERSHIP POSITIONS

In the space below, please list all extra-curricular activities in which you have been active, any awards or honors you have received, and any leadership positions you have held in the past three years.

Dover High School
Learning Community Grade 9
Application Essay Topic
(2018-2019 Application)

Choose **one** of the following topics and write a specific essay of 350-500 words. This essay must be **typed**.

- Describe a character in fiction, a historical figure, or a creative work (as in art, science, etc.) that has had an influence on you, and explain that influence.
- If you were an algebraic function/equation, what function/equation would you be and why? How does this algebraic function/equation reflect you?
- Discuss an issue of personal, local, national, or global significance, which you find important. Explain why you believe this is an important issue.
- All honors students must be academically accomplished; however, they must also possess other qualities. Describe the qualities, outside of academics, that honor students must possess to be successful. What is the most important quality? Explain.
- Belonging to the Dover High School Learning Community is a convergence, which includes personal perspectives, and life experiences. Given your personal background, describe an experience or quality that illustrates what you will bring to the “community” educational mix of the Learning Community.

**DOVER HIGH SCHOOL
LEARNING COMMUNITY GRADE 9
APPLICATION ESSAY GRADING RUBRIC**

POINTS	CRITERIA
4	A four-point response clearly demonstrates an understanding of the writing task. The response completes all required sections of the task and provides examples of several global concerns as well as solutions to address those concerns. A four-point response includes a clearly defined personal statement regarding citizenship of the world. Additionally, a four-point response links or extends outside learning experiences to the current task.
3	A three-point response demonstrates understanding of the task. The response completes all sections of the task, and provides some examples of global concerns as well as some solutions to address those concerns. A three-point response includes a personal statement regarding citizenship of the world. Additionally, a three-point response may link some outside learning experiences to the current task.
2	A two-point response may address all of the requirements but demonstrates only a partial understanding of the task. The response may provide some examples of global concerns and solutions, but does so incorrectly or with limited success, resulting in inconsistent or flawed explanation. A two-point response may include some outside experiences relating to the learning task, but does not clearly define those experiences or how they relate to the current task.
1	A one-point response demonstrates minimal understanding of the task and does not complete the requirements. A one-point response provides only minimal examples of global concerns and solutions, and does so incorrectly or with limited success. A one-point response provides no outside experiences as related to the current task.
0	A zero-point response is irrelevant or off-topic.

Dover High School
Learning Community Grade 9
Application Mathematics Question
(2018-2019 Application)

As part of the Learning Community application, answer completely the following question. The score you receive is based on the quality and completeness of your explanation.

I. Who Weighs What?



The Problem:

Hungry Horace likes to save money whenever he can (so that he's got plenty left to buy more food). When he went swimming with some of his friends, he had a clever idea to use the weighing machine to weigh him and his two friends for only one 10¢ coin!

Once the weight machine has shown a reading, the dial can only go down to a lower weight. So this is what Horace did. He and his two friends sorted themselves out in order of weight (they knew that Horace was the heaviest and that Tiny Tim was the lightest), and then followed this plan:

Hungry Horace and Curly Kate put the 10¢ in and got on the scales.
The dial showed 85 kg.

Tiny Tim got on and Curly Kate got off.
The dial went down to 75 kg.

Curly Kate got back on and Hungry Horace got off.
The dial went down to 60 kg.

Find the correct individual weights of Hungry Horace, Curly Kate and Tiny Tim.
Write a description of your plan and how you solved the problem.

Choose one of the following questions to complete the mathematics portion of the Learning Community application. Your score on this question is based on the completeness and quality of your response.

II.

In my piggy bank, 70% of the coins were dimes. Your piggy bank had three times as many coins as mine, and 75% of them were dimes. When the contents were combined, what percent of the coins were dimes? Write a description of your plan and how you solved the problem.

III.

I was paid for 8 hours of work at a victory party, but the host added 20% as my tip and gave me \$120. What was my hourly wage, with no tip? Write a description of your plan and how you solved the problem.

**DOVER HIGH SCHOOL
LEARNING COMMUNITY GRADE 9
MATHEMATICS GRADING RUBRIC**

POINTS	CRITERIA
3	The response shows complete understanding of the problem's essential mathematical concepts. Procedures are executed completely, and relevant responses given to all parts of the task. The response contains few minor errors, if any, as well as a clear, effective explanation of how the problem was solved.
2	The response shows nearly complete understanding of the problem's essential mathematical concepts. The student executes nearly all procedures completely and gives relevant responses to most parts of the task. The response may have minor errors. The explanation detailing how the problem was solved may not be clear.
1	The response shows some limited understanding of the problem's essential mathematical concepts. The response and procedures may be incomplete and/or may contain major errors. An incomplete explanation of how the problem was solved may contribute to questions as to why certain decisions were made.
0	The response shows insufficient understanding of the problem's essential mathematical concepts. The procedures, if any, contain major errors. There may be no explanation of the solution.