



Junior 4th and 5th Grade Application (only)

University of Virginia

2014 Summer Enrichment Program

*SEP offers an on-line application available through our web site at <http://curry.virginia.edu/sep>. We strongly encourage you to apply on line though we will gladly accept paper applications in lieu of.

Each applicant should read all directions carefully and fill out the application completely. **This application form is for students who are currently in grades four and five.** We are also offering programs for students who are currently in grades six through ten. If you are interested another program, please return to the appropriate application on the web site at: <http://curry.virginia.edu/sep> or request one by emailing curry-sep@virginia.edu or calling the program office at 434-924-3182. Tuition for 2015 is \$1300 and there is an application fee of \$25.00. However, pay only the application fee now. Limited financial aid is offered based on need. The financial aid form is attached.

DEADLINE: Please note that the deadline for applying is (postmarked) **February 15, 2015**. Qualifying applications postmarked after February 15 will automatically be placed on our waiting list. Acceptances will be emailed on or before **April 15, 2015**.

DIRECTIONS: 1) This information page is to be completed by the student and a parent/guardian. 2) The student should review the writing prompt and prepare their response. Attach the completed response to this form. 3) There is a \$25 application fee which can be paid by check or money order made payable to University of Virginia. Please write the name of the student on the check or money order. 4) The Teacher Recommendation Form must be completed by school personnel. Please include it with your application in a sealed envelope signed by the teacher across the flap. **ALL parts of this application MUST be submitted by February 15, 2015 for the application to be considered for acceptance.**
Mailing address:

Summer Enrichment Program
University of Virginia Curry School of Education
P.O. Box 400264
Charlottesville, VA 22904-4264

INFORMATION PAGE:

Student's Name _____ Nickname _____ Gender _____ DOB ____/____/____
First MI Last MM DD YY

Mailing Address _____
Street City State Zip

Parent/Guardian Name: _____ email address _____

Parent/Guardian Name _____ email address _____

Parent/Guardian: (____) ____-____ Primary contact number (____) ____-____ Alternate contact number

Parent/Guardian: (____) ____-____ Primary contact number (____) ____-____ Alternate contact number

How did you hear about SEP? _____

Grade student is CURRENTLY in: (Circle one): **4 5**

Name and grade of sibling who is also applying, if any: _____

Rank the following sessions by placing a 1 beside your first choice, a 2 beside your second choice, and a 3 beside your third choice. If you cannot attend a session, draw a line through those dates. Students will only be accepted to attend one session.

- ____ Session I June 21st – July 3rd, 2015
- ____ Session II July 5th – July 16th, 2015
- ____ Session III July 19th – July 30th, 2015

Rank the following classes by placing a 1 beside your first choice, a 2 beside your second, and so on. Each class is described on the next page.

- () Forensics' Tools; Humanities' Interests
- () Explorations in Neuroscience!
- () BIG Physics!
- () Designing and Financing Your Dwelling

4th and 5th Grade: Four Morning Course Choices for 2015

Forensics' Tools; Humanities' Interests

Explorations in Neuroscience!

BIG Physics!

Designing and Financing Your Dwelling

Forensics' Tools; Humanities' Interests

Forensic Scientists work behind the scenes in our justice system, using chemistry, biology, and physics, to help determine innocence and guilt. But this is no secret, thanks in large part to shows like CSI and NCIS. However, what you might not know is how much the same methods are used by anthropologists, archeologists, historians, and others in their efforts towards unraveling the mysteries of humanity and its past. In this program we will get hands-on experience with the tools and processes that forensic scientists use, but will learn how they are applied in a much broader context and in unexpected ways. In this class, we will learn a little about ourselves, our history, and our tools for discovery.

Explorations in Neuroscience!

What does your brain do? How does it work? In this class, we will investigate the form and function of the human brain. By focusing on connections in the brain and how the parts of the brain work together, we will explore neuroscience. We will also examine what happens when the brain does not work properly. We will delve into our five senses, and dissect cow eyes (an optional activity), to further examine how the human eye works. Visiting neurologists will teach us about the latest brain research, and we will teach each other by creating our own brain research lesson. Finally, we will share our presentations with another SEP class in a culminating research conference.

BIG Physics!

Projectile objects. Powerful payloads. Strong arms. These are all part of the science and design class called BIG Physics! In this class, you'll work in groups competing against others in a series of physical science activities. In one activity, your group will be challenged to make small objects fly the farthest. In another activity, your group will need to create a structure that sustains the heaviest load. The class will conclude with your group firing your protective "egg" contraption from our 6-foot sling-shot made of wood and harpoon rubber bands. Welcome to BIG Physics!

Designing and Financing Your Dwelling

Would you like to live in a mansion or ultra-modern cliff-dwelling? Perhaps a cabin in the woods is more your style? Join us to examine the intersection of taste, design, and budget. In this class we will explore the decisions that are necessary to make when designing and building a dwelling. We will learn the different types and required elements of house design, draw specific floor plans, construct models, and make decisions considering the costs of construction, materials, and loans. We will complete every detail including appliances and furnishings to create an affordable dwelling ready to inhabit.

4th and 5th Grade Prompt

2015 SEP Writing Prompt

Cavalier School is rewriting its curriculum, and the administration is trying to figure out how they should measure students' progress. Many people think that there should be a lot of testing in order to track students' progress. They argue that this will also help students prepare for end-of-year standardized testing. Others say that that is too much pressure on the students, and that there should be just a few tests, with most of the assessing happening through classroom activities, group discussions, and student participation. They also ask why all the time testing isn't spent learning... or is it? Still others believe that there should be some mix between the two options.

The school administrators are also trying to figure out how to deal with students far above and below average expectations, and how they should be assessed (in relation to their advanced or novice class, or in relation to the grade average, or another solution).

In thinking about this issue, please address the following aspects fully and in-depth. Your responses will be rated on your ability to think and respond critically and creatively. Responses will be judged against others of the same age and grade and are not expected to be competitive with students of older groups.

Consider multiple perspectives or points of view on community service (for example, from students, families, and teachers to administrators, community members and researchers). In a format of your choice that you feel best suits your information, represent and describe what you consider to be the key or most important perspectives on this issue. What issues are important? Not important? Are some issues more important than others? Why? These are some of the questions you can begin to ask. Feel free to consider other relevant questions as well. Please include a list of where you got your information (interviews you conducted, research articles you read, etc.)

Thinking about all of these perspectives, construct what you believe is the most effective school policy regarding assessment. Be sure your policy is described in detail so that the students, parents, principal, and district administrators will really understand what you mean. Please describe your reasoning. How did you design this policy? What were your reasons for including what you did? What makes this policy effective?

Sometimes applicants have questions about what outside help is allowed when working on an SEP application prompt. Part of adequately responding to this prompt does require talking with people, listening to their ideas and input, and discussing your own ideas with other people. Responding to this prompt also requires you to spend a substantial amount of time thinking, researching, and writing on your own. It is a good idea to have someone proofread your response before you submit it. The final product that you submit to us should be the result of your own work to synthesize the information and ideas you have researched and discussed with other people.

Please note the SEP online application system will only accept ONE uploaded file, so please consider this when responding to the prompt. If your response is not in a format that you can upload online, you should call us at 434-924-3182 for assistance.

University of Virginia Summer Enrichment Program FREQUENTLY ASKED QUESTIONS

How are students selected for the program?

The application has been designed to give us as complete a picture as possible of each applicant. Each application is rated by two independent raters who are experienced educators. All rated parts of the application are reviewed: the student's response to the writing prompt, test results, and the teacher's recommendation. The student's response to the writing prompt is the most important part of the rating process and should reflect the applicant's best effort. Please make sure that the work is entirely the student's own. The writing prompt is directed toward the goals of our program: problem solving, critical inquiry, task commitment and creativity. The test information is a good indicator of a child's exceptional ability in a variety of areas and the teacher's recommendation gives us insight into how the child performs in a classroom setting. The teacher's recommendation is confidential and will not be shared with the applicant. The ratings are computed and the selection process begins by placing the highest rated students in their first choices of session and area. Sometimes it is necessary to use a second or third choice of session or class in order to place qualifying students. Therefore, the more flexibility you can give us the better the chance a qualified student may be placed. We start with a clean slate each year in our rating process (i.e., no consideration given to previous acceptance) so that every student has the same opportunity to be accepted.

What test scores should be submitted with my application?

Please list scores of **ONE** of the following below (do not mail in actual documents and records please). 1) Nationally normed achievement test data within the past two years reported in national percentiles (Stanford 9; ITBS). 2) Aptitude test scores (Cognitive Abilities Test, OLSAT, WISC, PSAT/SAT, etc.). Please submit the most recent test scores. 3) Most recent achievement scores on a state standardized test (SOL for Virginia).

What are the chances that siblings will be accepted to the same session?

If siblings have received ratings which qualify them for the program, we make every effort to place them in the same session if requested on the application. However, it sometimes happens that one sibling is accepted and the other is either placed on the waiting list or not accepted. We understand that this may be a problem for some families, but our rating process is blind to this issue as well as to previous application or attendance in the program.

After submitting the application, can I change my choices of session or class?

The electronic application allows you to change your preference of session and class until our admission process begins at the end of March/beginning of April. Once we receive your paper application, we will create an electronic record for you. After April 15, if you are accepted and wish to attend, but must attend a different session, please contact our office with your request and we will make every effort to make the requested change.

How many students apply relative to the number accepted?

We have a total capacity of around 800 students across all three sessions and all age groups. Our selection process is competitive. For the past several years we have had approximately 500 more students apply as we have spaces available. We generally receive more applications from girls than boys.

Will I automatically receive an application for the next summer?

You will receive notification from us in December that applications are available on our website for the following year's Summer Enrichment Program. This year we will mail a postcard and send an email.

Additional information regarding our program can be viewed at our website at:

<http://currv.virginia.edu/sep>



University of Virginia Summer Enrichment Program Teacher Recommendation

Please submit this recommendation form in a sealed envelope signed by school personnel across the flap. The student should include the sealed recommendation with their full application.

PART I *To be completed by a parent/guardian*

Parents/Guardians: you must PROVIDE one test score below, and SIGN the form giving your child's school permission to answer the questions on the back of this form:

Child's full name

Child's current grade

Full name of school

1. Parents, please enter the score of ONE of the following:

- Nationally normed achievement test data within the past two years reported in national percentiles (Standford 9; ITBS.) OR:
- Aptitude test scores (Cognitive Abilities Test, OLSAT, WISC, PSAT/SAT, etc.) Please submit the most recent test scores. OR:
- Most recent achievement scores on a state standardized test (SOL for Virginia.)

Name of Test

Date of Test

Score

2. I hereby authorize my child's teacher or other school official to submit a confidential recommendation for my child in support of his/her application to the UVa Summer Enrichment Program.

Parent/Guardian signature

Date

PART II To be completed by a teacher or other school official

B) TEACHER RECOMMENDATION: Your comments are always confidential, so please give us your honest assessment of this student. Thank you.

Please rank the following:

	Not at all		Moderate		Superior
	1	2	3	4	5
Enjoys the challenge of new tasks & experiences					
Pursues interests to understand or satisfy curiosity; wants to know the 'how and why'					
Generates questions of his/her own; questions the common, ordinary, or unusual					
Comprehends in-depth and complex ideas					
Enjoys self-directed learning – highly motivated to pursue own goals					
Sees a problem through in assigned tasks					
Divergent thinking – preference for the unusual, original, and creative responses					

Please give examples or comment on the following:

SOCIAL-EMOTIONAL DEVELOPMENT/MATURITY:

TASK COMMITMENT:

ABILITY TO WORK INDEPENDENTLY:

ABILITY TO WORK COOPERATIVELY:

INTELLECTUAL RISK TAKING:

___ Highly recommend ___ Recommend ___ Recommend with reservations ___ Do not recommend

School Personnel Signature

In what capacity have you worked with this student?



**University of Virginia Summer Enrichment Program
Financial Aid Form**

This is an application for financial assistance if accepted to the program not an application for admission to the Summer Enrichment Program.

The distribution of financial aid for this program will be based solely on need. Anyone at any income level may apply for financial aid, but due to limited funds, financial assistance has often not been available for families earning over \$40,000 per year. The information requested below will be used to help us make judgments about the relative need of accepted students. All information will be considered strictly confidential. Do not wait until notification of acceptance to submit this form. In order to be considered for financial aid, **THIS FORM MUST BE PRINTED**, filled out, signed and postmarked no later than March 1, 2015. Mail this form **AND** a copy of your **2014 W-2 Form(s)** to:

**Summer Enrichment Program
University of Virginia
P.O. Box 400264
Charlottesville, VA. 22904-4264**

Child's Name _____ Current Grade level _____

Parent/Guardian Name _____ Profession _____

Parent/Guardian Name _____ Profession _____

Address _____
Street City State Zip

INCOME STATEMENT FOR 2014: Total family income (BEFORE DEDUCTIONS) including welfare payments, wages of all working members, social security, dividends, child support payments, interest, veterans benefits, and all other income for 2014. You must indicate your total yearly income in the space at the right **and attach a COPY of your W-2 form** in order to be considered for financial aid. \$ _____

SAVINGS: \$ _____

NUMBER OF DEPENDENTS (Please use IRS guidelines i.e. children, persons over 65 for whom you are financially responsible not including yourself) _____

EXTRAORDINARY COSTS/CIRCUMSTANCES FOR 2014: YES NO
On an additional sheet please list and explain any extraordinary costs/circumstances you have occurred.

CHECK ONE:
 It would be impossible for my child to attend without financial aid. We would need \$ _____ in support.
 It would be possible for us to pay full tuition, but it would be a great financial hardship.

STATEMENT OF RESPONSIBILITY: I hereby certify that all of the above information is true and correct to the best of my information and belief. I understand that submitting this form does not guarantee financial aid.

Signature of Parent/Guardian Date



