



Chesapeake Bay Governor's School for Marine and Environmental Science

Please note: Completed applications for
selected students should be submitted to the
CBGS Main Office by March 2, 2016

P.O. Box 1410
Tappahannock, VA. 22560
Phone: (804) 443-0267
Fax: (804) 443-4039
Website: www.cbgs.k12.va.us

SCHOOL COUNSELOR / COORDINATOR
APPLICATION PACKET
2015 – 2016
(for school year 2016-17)

Chesapeake Bay Governor's School Student Selection

Minimum Requirements for Students Interested in Applying to CBGS:

- 85th percentile or higher composite/total score on a standardized achievement with an 85th percentile or higher score on a math quantitative subtest
- “B” average for the current and previous school years (based on local grading scale)
- Successful completion of the following courses prior to attending CBGS:
 - Algebra I
 - Geometry
 - Two (2) high school credits in Science for juniors and one (1) for sophomores (Earth Science suggested)

Selection criteria will include:

- Measures of Academic Progress (MAP) Math (Reading & Science may be administered for data collection, possible inclusion in future selection criteria revision)
- Science Article Analysis/Writing Prompt
- Science Faculty Recommendation (with revised form)
- Math Faculty Recommendation (with revised form)
- Local Optional Interview (required to use standardized questions and rubric if local interview option is used)

Weighting of selection criteria:

Standard Application Weighting (Without interview)	Application with Interview
• MAP Math 30%	• MAP Math 30%
• Writing Prompt 20%	• Writing Prompt 20%
• Science Recommendation 15%	• Science Recommendation 10%
• Math Recommendation 15%	• Math Recommendation 10%
• GPA 20%	• GPA 20%
	• Interview/Interest 10%

Virginia Placement Test: (VPT scores are not used to determine CBGS eligibility.)

If selected for CBGS, students must complete the VPT. In order to receive dual enrollment credit for CBGS courses, the student must meet the scoring guidelines for the VPT set forth by the Virginia Community College System (VCCS) and Rappahannock Community College (RCC). Students must qualify for English 111 and pass a minimum of Math Modules 1-5. (Math Modules 1-9 are required by the second semester of the sophomore year.) Acceptable scores that may be used in place of the VPT are listed below:

:

	PSAT	SAT	ACT
English/Writing	50	500	18
Reading	50	500	18
Mathematics	52	520	22

Applications are available in the Guidance Office or at www.cbgs.k12.va.us

Chesapeake Bay Governor's School

Overview of Program, Location, and Courses: The Chesapeake Bay Governor's School provides an educational option for high-ability and gifted students interested in or with an aptitude for math, science, and technology. Sophomores, juniors and seniors from fourteen participating school divisions in the Middle Peninsula and Northern Neck regions in Virginia attend the Governor's School during the morning at one of three sites: Rappahannock Community College-Glenns Campus, Rappahannock Community College-Warsaw Campus or Bowling Green High School in Caroline County.

Mission: The Chesapeake Bay Governor's School for Marine and Environmental Science provides a community of learners the opportunity to explore connections among the environment, math, science, and technology, and develops leaders who possess the research and technical skills, global perspective, and vision needed to address the challenges of a rapidly changing society.

Participating School Divisions:

RCC-Warsaw

Colonial Beach
Essex
Lancaster
Northumberland
Richmond County
Westmoreland

RCC-Glenns

Gloucester
King & Queen
Mathews
Middlesex
New Kent

Bowling Green HS

Caroline
King George
King William

Courses Offered:

Sophomore-10 th Grade	Junior-11 th Grade	Senior- 12 th Grade
Biology	Chemistry	Physics
College Algebra and Pre-Calculus I	Pre-Calculus II and Statistics	Calculus I
Foundations of Science	Marine & Environmental Science I	Marine & Environmental Science II
Outdoor Adventures – Required Field Studies program		



Chesapeake Bay Governor's School

for Marine and Environmental Science

Student Profile

Student Name: _____ School: _____

To be completed by Counselor

1. Compiled Data

Science Writing Prompt Score _____

Teacher Recommendation Scores: Math _____ Science _____

MAP Math Score _____

GPA Score _____

Interview Score (optional) _____

2. Testing Information

A. Achievement Scores (from most recent standardized tests using NPCT)

PSAT _____ Verbal _____ Quantitative _____ Date: _____

SAT _____ Verbal _____ Quantitative _____ Date: _____

MAP _____ Math _____ Science _____ Total Composite _____ Date: _____

B. Additional Testing Information

SOLs _____ Algebra II _____ Earth Science _____ Biology _____ Chemistry _____

Virginia Placement Test _____ (Math) Qualifies for _____

_____ (Reading) Qualifies for _____

_____ (Writing) Qualifies for _____

(Acceptable scores English 111 / Math Modules 1-5 or higher)

3. Grade Point Average (high school credit courses)

_____ GPA ☐ Weighted ☐ Unweighted

4. Transcript

Please attach a copy of the student's transcript, test scores, and any supporting materials (SAT, PSAT, etc.). Transcript must include most recent semester grades. Also, include a copy of the student's most recent report card.

X _____
Counselor's Signature

Date



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Student Selection Form (without interview)

Student Name: _____

Science Writing Prompt (20%)

Reader A

(0-10)

Reader B

(0-10)

Teacher Recommendations (30%)

15 14 13 12 11 9 7 5 3 1 0
Math (15%) (132-129) (128-124) (123-118) (117-111) (110-103) (102-94) (93-84) (83-73) (72-61) (60-48) (48 - ↓)

(0-15)

15 14 13 12 11 9 7 5 3 1 0
Science (15%) (132-129) (128-124) (123-118) (117-111) (110-103) (102-94) (93-84) (83-73) (72-61) (60-48) (48 - ↓)

(0-15)

Measures of Academic Progress (MAP) (30%)

30 25 20 15 10 5 0
Math Achievement (99) (98) (97-96) (95-93) (92-89) (88-85) (84 - ↓)
(%ile rank)

(0-30)

Grade Point Average (20%)

20 18 16 14 12 10 8 6 4 2 0
GPA (4.0 - ↑) (3.99-3.97) (3.96-3.92) (3.91-3.85) (3.84-3.76) (3.75-3.65) (3.64-3.52) (3.51-3.37) (3.36-3.20) (3.19-3.00) (2.99 - ↓)

(0-20)

Total: _____
(100)



Chesapeake Bay Governor's School

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Student Selection Form (with interview)

Student Name: _____

Science Writing Prompt (20%)

Reader A

(0-10)

Reader B

(0-10)

Teacher Recommendations (20%)

	10	9	8	7	6	5	4	3	2	1	0	
Math (10%)	(132-129)	(128-124)	(123-118)	(117-111)	(110-103)	(102-94)	(93-84)	(83-73)	(72-61)	(60-48)	(48 - ↓)	_____ (0-10)

	10	9	8	7	6	5	4	3	2	1	0	
Science (10%)	(132-129)	(128-124)	(123-118)	(117-111)	(110-103)	(102-94)	(93-84)	(83-73)	(72-61)	(60-48)	(48 - ↓)	_____ (0-10)

Measures of Academic Progress (MAP) (30%)

	30	25	20	15	10	5	0	
Math Achievement (%ile rank)	(99)	(98)	(97-96)	(95-93)	(92-89)	(88-85)	(84 - ↓)	_____ (0-30)

Grade Point Average (20%)

	20	18	16	14	12	10	8	6	4	2	0	
GPA	(4.0 - ↑)	(3.99-3.97)	(3.96-3.92)	(3.91-3.85)	(3.84-3.76)	(3.75-3.65)	(3.64-3.52)	(3.51-3.37)	(3.36-3.20)	(3.19-3.00)	(2.99 - ↓)	_____ (0-20)

Interview (10%)

Student Panel Interview

(0-10)

Total: _____
(100)



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Student Interview Rubric (*optional*)

Student Name: _____

Directions for Interviewers:

Please rate this candidate for each category when comparing him or her to other applicants. Please use the rating scale provided below, with 0 indicating a low level of demonstration of the characteristic and 2 indicating the highest level of demonstration of the characteristic. *Suggested interview questions are attached.*

TIME MANAGEMENT

Able to meet deadlines for multiple tasks, plans ahead

0	1	2
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INTEREST IN THE PROGRAM

Has a strong desire to attend CBGS

0	1	2
---	---	---

COMMITMENT

Demonstrates follow-through, successfully navigates obstacles to a task, shows perseverance

0	1	2
---	---	---

COLLABORATION/TEAM WORK

Contributes to the team whether in a supporting or leadership role, values and respects the contributions of others

0	1	2
---	---	---

POTENTIAL TO BENEFIT FROM THE OPPORTUNITY

Academic and/or social-emotional needs are not being met in the traditional classroom setting

0	1	2
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TOTAL SCORE: _____

Interviewer Name: _____

Date: _____

Chesapeake Bay Governor's School for Marine & Environmental Science

Suggested Interview Questions (Optional)*

1. Tell me about a book (or movie) that made a strong impression on you. Why did it have such a strong impact on you?
2. What is it about the Governor's School that interests you?
3. What are your strengths and interests that you feel would be better addressed at CBGS? How do you see yourself contributing to the CBGS community of learners?
4. If I wanted to look you up in ten years, what would you be doing and where would you be? How do you plan to get there?
5. Describe a time when you worked as part of team. What was your contribution to the team?
6. If you saw someone cheating, how would you handle it? Why would you choose to handle it in that manner?
7. If cost was no object and time was available, what special project – school or personal, would you like to create or devote your time to? Why?
8. If you had \$1000 to give away, who would you give it to and why?
9. What would you do if you scored a D on your report card? How would your parents react? What would you do about it?
10. Most successful people point to a teacher or mentor in their lives who made a huge impact on the adult they became. Can you think of a teacher or mentor who has made a big difference in your life? Describe the person and the impact on your life.
11. How would you describe your typical school day? Weekend days?
12. If selected to attend CBGS, what do you think will be your greatest challenge?
13. If you could be any fictional character, who would you choose and why?
14. Sometimes we set goals for ourselves that are difficult to reach. Give an example of a goal that you set for yourself and you really had to persevere in order to achieve that goal.
15. If you could pick a character from one of three fairy tales, who would it be and why? The three fairy tale choices are: The Three Little Pigs; Beauty and the Beast; or The Three Bears.

*The interview is an optional component of the selection process. School divisions that opt for the interview may select questions from this suggested list.



Chesapeake Bay Governor's School

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Writing Prompt

Student Name: _____

Directions for Student:

Please choose one of the science articles attached, read it carefully, and then compose an essay that includes answers to the following questions:

1. What is the major theme of the article?
2. In your own words, explain the meaning and significance of the environmental issue presented.
3. What inferences can be drawn from the information presented in the article?
4. What additional research might you want to conduct that could build on the information presented in the article?

Your essay will be evaluated using the following rubric:

<i>Points</i>	<i>Descriptor</i>
0	Provides no response or a response inappropriate to the article
4	Limited, vague, inaccurate, confusing, may quote from article, but not in meaningful sense
6	Simplistic, literal statements; only presents part of the issue
8	Meets expectations, addresses the issue and offers support; uses article ideas well
10	Exceeds expectations; insightful response that offers fluent, substantial support; research ideas are valid

**CHESAPEAKE BAY GOVERNOR'S SCHOOL
COUNSELOR'S CHECKLIST**

APPLICANT'S NAME _____ SCHOOL _____

APPLICATION PACKET	Date Requested	Date Completed
Signed Application		
Student Essay		
Dual Enrollment Application		
Science Faculty Recommendation Name:		
Mathematics Faculty Recommendation Name:		
Interview or Interest statement (local decision)		
National Normed Achievement Test		
Virginia Placement Test Scheduled		
Student Profile Form		
Other Information		

ACTION SUMMARY

Identification/Placement Committee Meeting Date: _____

_____ The ID/Placement Committee believes that the applicant qualifies for acceptance in the Chesapeake Bay Governor's School for Marine and Environmental Science.

_____ The ID/Placement Committee believes that the applicant qualifies for acceptance, but will be placed on a waiting list (pool of applicants). Due to limited slots, there is currently no space available.

_____ The ID/Placement Committee believes that the applicant does not qualify for acceptance in the Chesapeake Bay Governor's School for Marine and Environmental Science.

COMMITTEE MEMBER

POSITION

COMMITTEE MEMBER

POSITION
