

**Morris Hills Regional District
Magnet/IB Admissions Testing Information**

All Magnet and IB candidates will take the following two admissions tests on December 5, 2015, starting promptly at 8:30 AM in the Morris Hills High School Cafeteria, 520 West Main St., Rockaway. Check-In begins at 8 AM.

Mathematics: 1 hour and 45 minutes

Language Arts Literacy: 1 hour and 45 minutes

There will be a 15-minute break between tests. Testing will end at approximately 12:15 PM. A waiting area for parents with Wi-Fi access will be provided.

What to Bring:

- Pencils
- An Eraser
- Water and a Snack for Break (if desired)

Students who have any type of electronic device on their person (turned on or off) during testing or the break will have their test voided and will not be permitted to retest. Cell phones must be kept turned off and in a closed bag or backpack during the entire testing period, including the break.

Mathematics

- Accuplacer Exam in Arithmetic and Elementary Algebra (practice questions and additional information can be found at <http://accuplacer.collegeboard.org/students>)
- computer-based test
- scrap paper allowed (will be provided on site)
- calculators are **not** permitted

Language Arts Literacy

- Accuplacer Reading Comprehension (practice questions and additional information can be found at <http://accuplacer.collegeboard.org/students>)
- Persuasive Essay (written on the computer)
 - Scored using a modified version of the NJ Holistic Scoring Guide (enclosed)

Students who have an IEP or 504 Plan and need accommodations for testing should contact Dr. Zoeller immediately.

In case of inclement weather, we will notify you of cancellation via phone using the number you provided on the application and via the district website, www.mhrd.org. The snow date for testing is December 12th.

(Directions to Morris Hills below)

DIRECTIONS TO MORRIS HILLS HIGH SCHOOL

ROCKAWAY, NEW JERSEY

520 W. Main St.

Access from Route 46 (East of Rockaway)

If you drive on Route 46, you will pass the Town of Denville on your right. Continue on Route 46 for about three miles. Take the first right turn past the large *Harmon's* sign (just before you approach the red light) and proceed to "Stop" sign. Bear left and cross West Main Street onto Swede Mine Road. Continue up hill and take first right onto Overlook Drive. This leads to the school. Parking areas are available to your left.

Access from Route 46 (West of Rockaway)

If you drive east on Route 46, continue through Dover. About a mile from Dover you will pass ShopRite and a Stewart's Root Beer Stand on the right. Before the next traffic light, turn right at the sign which reads *All turns and Rockaway*, turn left at the "Stop" sign and go through a traffic light. Take first left past light to proceed up hill (*Swede Mine Road*). Take next right onto Overlook Drive. This leads directly to the school. Parking areas are available on your left as you approach the school.

Access from I-80

Whether you are coming east or west on Interstate 80, exit at *Hibernia-Rockaway exit* (Exit 37) and turn right onto Route 513. Follow this road marked with a double yellow one half (1/2) mile until it dead ends in the center of Rockaway. Turn right at the bank onto West Main Street, which again is Route 513. Follow West Main Street for approximately 1.2 miles. As you approach the first traffic light (West Main Street and Route-46). Just before this light, turn right onto Swede Mine Road. Proceed one block and turn right onto Overlook Drive. This leads directly to the school. Parking areas are available on your left as you approach the school.

Access from Route 10 (Traveling West)

Proceed through seven traffic lights beyond intersection of Route 10 and I-287 (the first one is just beyond the Howard Johnson Motel as you exit I-287). Take the next right onto Salem Street and at the second traffic light make a right turn onto Franklin Road. Go about 1/2 mile. Turn left onto Rockaway Road. Cross Route 46 and make immediate left turn onto Swede Mine Road. Take next right onto Overlook Drive. This leads directly to the school. Parking areas are available on your left as you approach the school.

Access from I-287 - NJ Turnpike or Garden State Parkway

Proceed on I-287 until intersection of I-287 and I-80. Take I-80 west and follow access from I-80 (refer to #3). Access from NJ Turnpike or Garden State Parkway--Exit onto I-287 Northbound until intersection of I-287 and I-80. Take I-80 west and follow access from I-80 (refer to #3)

RUBRIC FOR THE ASSESSMENT OF WRITING

	<u>General Effect</u> the degree to which the writing demonstrates attention to audience, task & topic	<u>Creativity and Voice</u> the degree to which the writing demonstrates attention to creativity & voice	<u>Organization</u> the degree to which the writing demonstrates attention to order, structure & point of view	<u>Supportive Details</u> the degree to which the writing demonstrates attention to specific & relevant detail	<u>Writing Mechanics</u> the degree to which the writing demonstrates attention to conventions such as grammar, spelling, & sentence structure.
Superior Command	<ul style="list-style-type: none"> clear awareness of audience and task deals with subject in a confident manner thorough understanding of topic 	<ul style="list-style-type: none"> attention-grabbing and / or original approach distinctive voice tone / word choice well-matched to audience and task expressive and articulate use of language 	<ul style="list-style-type: none"> purposeful organization strong and consistent focus well-developed controlling idea / thesis expert transitions between ideas powerful opening thought-provoking closing 	<ul style="list-style-type: none"> rich and interesting supportive details elaborate details demonstrate thorough understanding of topic details are unique and / or thought-provoking 	<ul style="list-style-type: none"> no spelling, capitalization, punctuation or grammatical errors correct and varied sentence structure rich and interesting vocabulary suitable for audience and task
Very Good Command	<ul style="list-style-type: none"> awareness of audience and task deals with subject in an appropriate manner clear understanding of topic 	<ul style="list-style-type: none"> interesting approach tone / word choice appropriate for audience and task articulate use of language 	<ul style="list-style-type: none"> few lapses in order, focus or structure clear focus developed controlling idea / thesis skillful paragraphing skillful transitions clear opening & closing 	<ul style="list-style-type: none"> specific and relevant details details demonstrate clear understanding of topic many details are valuable observations 	<ul style="list-style-type: none"> few spelling, capitalization, punctuation or grammatical errors minor errors in sentence structure vocabulary suitable for audience and task
Adequate Command	<ul style="list-style-type: none"> general awareness of audience and task deals with subject in a vague manner general understanding of topic 	<ul style="list-style-type: none"> conventional or predictable approach tone / word choice generally appropriate communicates main ideas clearly functional use of language 	<ul style="list-style-type: none"> inconsistent or predictable organization vague focus partially-developed controlling idea / thesis shifts in verb tense / pov confusing paragraphing generic transitions lacks a clear opening or closing 	<ul style="list-style-type: none"> adequate details demonstrate general understanding of topic details are general, vague, or repetitive some details lack elaboration some details are missing 	<ul style="list-style-type: none"> several spelling, capitalization, punctuation or grammatical errors several run-ons, fragments and / or unclear sentences emerging vocabulary with some awareness of audience and task lacks evidence of careful proofreading
Limited Command	<ul style="list-style-type: none"> vague awareness of audience and task deals with subject in a haphazard manner unclear or incomplete understanding of topic 	<ul style="list-style-type: none"> unfocused or confusing approach tone / word choice is, at times, inappropriate for audience or task inconsistent use of language 	<ul style="list-style-type: none"> thought patterns are difficult to follow frequent shifts in focus attempted controlling idea / thesis frequent shifts in verb tense / pov illogical paragraphing awkward transitions lacks a clear opening and closing 	<ul style="list-style-type: none"> too few details details demonstrate limited understanding of topic details are obvious observations many details lack elaboration important details are missing 	<ul style="list-style-type: none"> many spelling, capitalization, punctuation or grammatical errors frequent sentence errors interfere with communication of ideas simplistic or inappropriate vocabulary for audience and task lacks evidence of proofreading
Inadequate Command	<ul style="list-style-type: none"> little awareness of audience and task deals with subject in a nominal manner inadequate understanding of topic 	<ul style="list-style-type: none"> approach is restatement of task tone / word choice is inappropriate for audience and task confusing use of language 	<ul style="list-style-type: none"> little evidence of organization too brief to demonstrate organization no controlling idea / thesis attempted lacks an opening and closing 	<ul style="list-style-type: none"> virtually no details details demonstrate inadequate understanding of topic incorrect details 	<ul style="list-style-type: none"> errors make communication of ideas impossible
Not Scored	<ul style="list-style-type: none"> inappropriate response does not meet assignment criteria plagiarized 		<p>Notes on plagiarism...</p> <ul style="list-style-type: none"> A pupil is guilty of plagiarism whether he or she is the person who gives or receives the plagiarized text. A pupil found guilty of plagiarism may be subjected to a full range of penalties including, but not limited to, disciplinary consequences and loss of credit for all of the work that is plagiarized. 		

