

International School of Paris

University Counseling Handbook 2020-2021



International School of Paris
Educating *for* complexity

Contents

Introduction to University Counseling	3
Choosing a Country and an Academic System:	5
Introduction to UK Universities	8
Introduction to US Universities	9
Introduction to Canadian Universities	9
Other English Speaking Universities.....	10
Selecting “Best Fit” Universities	10
Defining your Own University Selection Criteria.....	12
Resources for Researching Courses and Universities	13
Interviewing with Universities	14
Standardized Admission Tests.....	15
Applying to Universities in the UK.....	17
UK University Applications Grade 11 Timeline	20
UK University Applications Grade 12 Timeline	20
Applying to Universities in Ireland	23
Applying to Colleges and Universities in the US.....	24
US University Applications: Grade 11 Timeline	28
Grade 12 Timeline.....	29
Applying to Canadian Universities.....	32
Applying to Japanese or Korean Universities	33
Appendix: Frequently Asked Questions	34
College Background Information: Student Profile	37
Teacher Recommendation Questionnaire.....	39
Information Directory	41

Introduction to University Counseling

Selecting university choices is a challenging and revealing experience which gives our students a chance to embrace the important process of self-discovery in looking at who they are, what they value, and what they want to pursue in life. A key element in a student-centered approach to university counseling is the clear expectation that the student will take control of the process and is ultimately responsible for the self-evaluation, research, and application writing that is essential to selecting good choices. The International School of Paris helps students build upon their academic and social development experiences at ISP to gain admission into colleges and universities all over the world. ISP counselors help guide, support, and counsel students and parents as you research schools, make choices, select and visit universities, and complete applications.

In supporting these objectives, ISP's university counselors have developed the following guide. We hope you will use this as a resource throughout Grades 9 through 12 since it addresses many issues related to the university application process in general and very specifically to different systems and countries.

We wish you all the best as you start a new journey and *bon courage* as you begin another of life's adventures!

The ISP University Counselors

ISP's Counseling Services

Our comprehensive counseling program guides and supports students throughout the university application process, formally beginning in Grade 11 and continuing throughout Grade 12. Some highlights of the program include:

- A general university evening organized for all interested parents and students that provides a general overview of the university application process.
- A university presentation for Grade 11 students and parents detailing all aspects of the university application process.
- Initial individual student consultations in Semester 2 of Grade 11 followed by meetings with both students and parents in Grade 11 and throughout Grade 12.
- Consultations with students to discuss their choice of countries and the different academic systems in them, as well as the selection of schools, university courses and/or disciplines, depending on the system.
- Providing information and materials such as university brochures, catalogs, guides, and the ISP counseling webpage as resources for students in their university search.
- Offering the PSAT (Preliminary SAT) at ISP to Grade 10 and 11 students every October.
- Advice on standardized testing, including the SAT (Scholastic Aptitude/Assessment Test), the ACT (American College Test), the TOEFL (Test of English as a Foreign Language), and the IELTS (International English Language Testing System).
- Identifying schools that are a good fit depending on the student's interests, academic strengths, athletic skills, and other factors relevant to the student.
- Assistance and guidance in preparation of applications including personal statements, essays, mock interviews, and contact with university representatives.
- Counselor/referee letters of recommendation that strongly support student's candidature to appropriate universities.

- Workshops in Semester 2 of Grade 11 and Semester 1 of Grade 12 on conducting university research and selection as well as workshops on preparing applications, personal statements, and essays.
- Advice on extracurricular and summer activities.
- Counsel on how students can effectively communicate with universities in all aspects of the application process.
- Guidance on financial aid, if requested.
- Maintaining relationships with universities and contacting representatives to support individual applications.
- Organization of ISP university visits from admissions representatives in the UK, continental Europe, US, Canada, Japan, and other countries.
- Assistance with the annual Paris College Day, where students and parents can attend and meet with admissions officers from over 100 institutions from the UK, US, Canada, and continental Europe.
- Taking interested students to the annual ECIS British tour in Paris.
- “Best Fit” advice after conditional offers and acceptances in the spring.
- Advice on Wait List situations in the US and Canada.
- Guidance on “Clearing” and “Adjustment” in the UK system.

Student Responsibilities in the University Application Process

For students in Grades 11 and 12, the university application process is the first step towards individual independence. It is a complicated, demanding and time-consuming process. It can also be an exciting and revealing experience. You will have to do a lot of research and spend a lot of time filling out applications and writing personal essays. However, this will give you a chance to look at who you are, what you value, and what you might want to do with your life. You will have to make some important decisions, develop self-reliance and confidence, and perhaps for the first time think about life on your own, outside the environment of your family life.

The ISP counselors emphasize that the student is the focus and in control of the university application process, supported by a team of counselors, teachers, and of course, parents. Wherever you decide to apply in the world, we agree with the Dean of Admissions to the University of Pennsylvania, Eric J Furda, that “selecting the ideal college (university) requires a good deal of hard work. You should think about your goals and aspirations. It is important for you to assess the elements of an education that will assure your success. It is an active process that requires you to read and to question and to visit various campuses.”

In working towards these goals, you—the student—must accept the following responsibilities:

- [Take the time to reflect and evaluate your goals and values](#), assess your academic strengths, your special talents, skills and other aspects that distinguish you. This assessment is necessary in determining schools that offer an excellent university environment in which you will be most productive and happy (and therefore, successful).
- [Research appropriate courses](#), programs, and schools so that your applications are effective and fulfill your specific academic, athletic, musical, social interests and any other elements that are important to you, as well as your future objectives.
- [Be aware of the academic profiles required by highly selective colleges and universities](#). If the student does not have the academic record necessary to be competitive for acceptance, ISP will not be able to fully support the student’s candidature to the university.

- **Meet application deadlines both for universities and ISP** when submitting application materials and requesting letters of recommendation and transcripts. Please note that universities have different deadlines depending on countries and application systems.
- **Be aware of any required tests.** Register online with respect to the deadlines for taking standardized tests, such as the BMAT, UCAT, LNAT, SAT, ACT, TOEFL, or IELTS.
- **Submit all required forms** and request all testing organizations to submit official standardized test results to universities.
- **Verify your correct name** on all official documents and use the same name on all documents (the name on your passport).
- **Notify schools of any changes** in your home address or email address as well as maintain an email address that is appropriate for applications.
- **Notify counselors of your application results and your final choice.** Complete any necessary final forms requested by the counselor or IB coordinator in order to have your final transcript sent as well as your IB results accessible to your university.

How ISP prepares students for university

GRADE 9:

This is the year to develop and pursue your intellectual interests, concentrate on your academics, build strong study habits and participate in extracurricular activities and interests that enrich your life. Homeroom teachers and the well-being team help students explore their interests and develop their community outlook with diverse programs and activities. Students will have the opportunities to:

- Participate in the sustainable development project
- Develop your focus in mindfulness sessions
- Initiate a service as action support
- Mature through the well-being program
- Participate in the work experience program
- Explore and get involved in extra-curricular activities
- Attend university presentations and visits

GRADE 10:

Students continue developing their academic skills and interests as well as remaining invested in your studies. In addition, this is the year for you to:

- Continue to explore extra-curricular interests, becoming more committed to several activities
- Take the PSAT in October, if required by schools where you may apply
- Attend Paris College Day in September
- Participate in SAT prep classes at ISP in the spring, if needed
- Begin using the ISP university counseling website as a resource
- Attend Diploma choices presentations, interviews, and meetings
- Participate in the Diploma step-up program
- Attend university visits and presentations at ISP and in Paris
- Participate in counselor advisory assemblies and meetings

- Select interesting and engaging summer activities, such as summer courses, community service, internships
- Visit some universities in the summer, if possible

GRADE 11:

In Grade 11, students will be concentrating on doing well in the first year of their IB Diploma programme. The grades you receive in Grade 11 are a very important element of your university applications, whether the universities where you are applying are looking at IB predicted grades or your semester grades. As well as making sure that you adjust well to the challenges of the Diploma, this is the year that students will focus on researching the choices available to you and the university courses, systems, and schools that interest you. More specific timelines for each month in Grade 11 can be found under the UK and US university sections. Engagement in the following activities is important to finding the right fit school and course for you.

- Take active roles in extracurricular activities and initiate activities at ISP and outside school that interest you
- Research universities and courses, using resources such as the ISP university counseling website as well as university research sources
- Attend Paris College Day in September
- Actively participate in university visits and presentations at ISP and outside school
- Attend student university chats
- Participate in advisory assemblies
- Begin your Creativity Activity Service
- Take the PSAT in October, if needed
- Attend the mandatory Grade 11 parent & student university evening in January
- Participate in SAT prep classes at ISP in the spring, if interested
- Attend the ECIS UK tour fair in the spring in Paris
- Begin attending individual counseling sessions throughout the second semester
- Start planning summer activities and university visits
- Play an active part in Career Day
- Attend application workshops and essay writing workshops
- Take standardized tests, if appropriate
- Register your application accounts for UCAS and/or the Common Application

GRADE 12:

This is the time you complete your university applications and/or plan for your gap year. Make sure you are well organized and thorough in meeting deadlines, writing essays, and submitting university applications for schools that are a great fit for your academic and personal needs. More specific timelines for each month in Grade 12 can be found under the UK and US university sections. This is the time for you to:

- Meet regularly with your counselor to discuss your choices, finalize your list of schools/courses, get feedback on essays along with your online applications
- Provide counselors with in-depth information on your Student Background Questionnaire, if references are necessary

- Attend all sessions and workshops for applications
- Attend your final Paris College Day
- Continue to meet with visiting university representatives and attend presentations
- Stay focused on your studies
- Continue your involvement in extra-curricular pursuits
- Keep informed and connected to all counseling communications
- Meet all university deadlines, standardized testing requirements, and submit all necessary financial information
- Discuss your final choices with counselors and respond to acceptance offers

What criteria colleges and universities use to assess students

In general, universities around the world use some or all of the following criteria to assess your application:

- Rigorous curriculum
- Grades: IB predicted grades/transcript grades
- IB subjects – if course-based
- Standardized testing (if required) SAT/ACT/BMAT/UCAT/IELTS/TOEFL
- Personal essays
- Community Service
- Extra-curricular activities
- Demonstrated interest
- Counselor and teacher recommendations, which will focus on:
 - Character: open-minded, international
 - Critical and creative thinking skills
 - Communication skills
 - Self-motivated learning

Choosing a Country and an Academic System

“Where do you want to study?”

When asking this question, students should first realize that the IB Diploma is a rigorous and demanding program that provides them with a first-class preparation for their future after ISP. Students follow a course of study with a global reputation for academic excellence, and universities throughout the world recognize the IB Diploma as an entrance qualification to higher education degree courses. In some countries, such as the United States and Canada,

the IB Diploma qualifies students for advance placement or academic credits; furthermore, students with the IB Diploma are accepted at a higher rate at selective US universities than those with other qualifications. In general, European universities prefer the IB Diploma for entrance over IB Diploma Programme (DP) courses results or the high school diploma. European and Canadian universities may require a standardized test (SAT), if a student only has the high school diploma or the high school diploma with DP course results.

Being at ISP has probably also made you aware that there is a world of opportunity waiting for you after you receive your IB Diploma. You have so many university choices that it may be difficult to know where to begin. While the majority of ISP graduates attend UK universities, many go to Canada, the US, Japan, continental Europe, and Korea. The following provides a brief overview of the university systems in the UK, the US, and Canada. Many other systems throughout the world follow some form of the “course” based system of the UK or the liberal arts approach of the US and Canada. Additional information and helpful links can be found on the ISP university counseling website: <http://www.isparis.edu/page.cfm?p=282>

Finally, students and parents should consider if subject choices in their Diploma Programme meet specific university entrance requirements for the country in which students may plan to apply, since some countries have very specific requirements. Students should research their options and make sure they meet each country’s individual requirements, if any.

Introduction to UK Universities

The academic system in higher education in the UK is course (subject) based. Students apply for a specific course to pursue at university, such as English, and focus solely on the one or combined subject program they have selected to study. The majority of the undergraduate degree programs in the UK (except for Scotland) take three years to complete. Within this system, there are no general education requirements and few elective subjects outside of the course area. If you have a specific interest in a subject area and are certain this is the subject you would like to study at university, then the UK system is a good choice. If you would also like to focus in one or two areas of study and not have to take classes in other areas, this system provides that opportunity. Some of the course areas are more open to an interdisciplinary approach than others, such as Liberal Arts and European Studies or combined honours programs.

In Scotland, courses are four-year degree programs and have a more general approach that also allows the student to study more elective subjects. While students still apply for a course, the system is more multi-disciplinary and allows for greater flexibility in changing courses.

Applications to all UK public universities are completed through the UCAS system (www.ucas.com). Students may select a total of five courses, which could include several courses at the same university. Usually, conditional offers are based only on IB predicted grades that are submitted by the counselor to UCAS. Every course from each university lists the entry requirement for IB predicted grades that are required for acceptance into the course. The UCAS application system is very straightforward, with clear explanations of the entry points required, specific courses offered at every university, suggestions for writing the personal statement, and a tracking system for following university offers. This system is advantageous for students who did not perform well academically until Grades 11 and 12 and whose predicted IB grades are much stronger than their semester grades. For this subject-based system the students need to choose their six IB subjects carefully in order to ensure that they select courses at High Level which are related to the course they plan to pursue at university. In most cases, students’ applications are accepted by the tutors in specific departments at the university after being reviewed by the general admissions.

UK universities have several tuition structures: UK and EU students generally pay the same fees (except for Scotland) while international students pay a much higher tuition. With the UK leaving the EU, it is still anticipated that EU fees will probably remain the same as UK fees in the near future. At this date, post Brexit, the UK government has not changed the fee structure for EU students.

More detailed information on applying to UK universities is under the [UK section of this guide](#).

Introduction to US Universities

In the US, students apply to schools as part of a general admissions process, not to departments within schools. The terms “college” and “university” are used interchangeably when referring to US institutions. Usually, college refers to an institution devoted primarily to undergraduate education. The standard undergraduate program lasts four years and students graduate with a degree (Bachelor of Arts or Bachelor of Science). A university is usually a larger institution offering a combination of undergraduate and graduate (Master’s or Doctorate) degrees. Typically, universities are committed to research as well as teaching. Both institutions are equal in providing excellent academic programs and both offer four-year bachelor’s degrees.

Universities and colleges in the US are based on a liberal arts system in which students choose the institution and study a broad range of subjects during the first two years before selecting a final subject as a major for the final two years. Except for certain majors, such as engineering and other professional programs, most students take a variety of courses that provide a general, broad education. The “core” requirements of a liberal arts education help ensure all students have a breadth of knowledge when they graduate, in addition to their specialized area. This academic approach is great for students who are not sure what course or major they would like to study.

The application process in the US is somewhat more complicated than other systems, such as the UK and Canada. Universities and colleges in the US set their own criteria for determining who gets admitted. Although many schools take the Common Application which allows students to fill out one form to submit online to schools, most competitive schools also have supplemental essays. In addition, schools have a variety of deadlines and set their own policies regarding standardized testing requirements and other required materials. For this reason, it is very important for you to keep track of what each school requires and to be very organized with your applications.

Acceptance to US schools is based on a holistic evaluation of many aspects of the student – grades, predicted grades, talents, extracurricular activities, leadership skills, recommendations from teachers and a counselor, student essays, and standardized test scores (if required). However, since US universities think the best predictor of college success is academic performance in secondary school (Grades 9 through 12), the grades earned on semester reports (the transcript) and the rigor of the courses taken are the most important factors considered. The IB Diploma is well recognized in US institutions as a highly challenging, pre-university program that is an excellent preparation for success at university. Students should choose their IB subjects in their areas of strength. IB predicted grades are also included in the application materials sent to schools.

Since the university application process in the US requires students to complete very personalized, thoroughly researched applications and essays in order to maximize positive results, ISP strongly recommends limiting the number of applications from six to eight institutions, unless a student depends on a financial aid award. In addition, you are strongly encouraged to make yourself known to admissions officers through personal contact and indicate why you have a strong interest in attending a particular school.

Private US colleges and universities make no distinction in the tuition structure between US residents and international students, whereas, public institutions have a fee structure for in-state students and another for out-of-state students.

Please see [the Applying to Colleges and Universities in the US section](#) of this guide for more information.

Introduction to Canadian Universities

Canada offers a great academic system for studying at university and has developed an education system with high standards and academic credentials valued the world-over. The academic approach is closer to the liberal arts than the course-based system, although students apply to general programs or faculties within the university. In addition, the

application process is amazingly simple – it is academic-based, so acceptances are evaluated on transcripts (semester grades) and predicted IB grades. Most universities place emphasis on Grades 10, 11, and 12, although some schools may require Grade 9 grades as well. For most applications, essays are not required nor teacher or counselor recommendations, or standardized tests. For students who have completed only DP courses results, standardized tests (SAT/ACT) may be required from some schools. Students apply on-line for an academic program or faculty at the institution, for example the Applied Sciences program, or the Faculty of Humanities. Each university in Canada has its own policy regarding admission requirements and indicates on its website the IB Diploma points the school seeks in a candidate, although both the transcript and the predicted IB grades are equally important. Students with an IB Diploma are accepted at McGill University and some other schools into the second year, and therefore the undergraduate degree programs are three years. Since students apply for a faculty, you should be aware of the requirements for your general area of study. For example, in the Sciences and Math Faculties, IB Mathematics: applications and interpretation SL may not be acceptable, although it is for the Humanities Faculties.

In the Canadian system, there is a distinction between a university and a college. Universities offer academic degrees at all levels, from bachelors to advanced degrees, whereas colleges only focus on technical training and applied arts, similar to a community or vocational college.

Canadian universities make a distinction between Canadian and international students regarding the tuition structure. An interesting benefit for French students is the Quebec policy on granting them the same university fee status as Canadian residents.

Please see [the Canadian section](#) in this guide for more information.

Other English Speaking Universities

Every year, students apply to other English speaking universities all over the world including India, Australia, Japan, South Africa, Hong Kong, and Singapore. The IB Diploma is accepted at English speaking schools around the world and therefore, students submit their IB results for admission. Students must notify the IB Coordinator to request that the IB makes their results available to the university. The counselor will help prepare your application and gather all necessary supporting documents, wherever you decide to apply. Usually, the student's application section is completed online and paid for with a credit card. The school will send paper copies of transcripts and recommendations, unless an online system is available. The countries in the southern hemisphere have school years that begin later (usually around February) so the applications are usually submitted from July to November, after the student has already graduated. Students are responsible for submitting all the required documents for admission within the deadlines. [For further information, check the ISP University Counseling site](#) for links to universities as well as the specific university websites for undergraduate admissions.

Selecting “Best Fit” Universities

The key to finding the best university for you is knowing what you want... and knowing what you want requires you to know who you are. This important piece of self-knowledge applies wherever you decide to study in the world. Remember, you are at the center of the university application process; you are the person deciding what are the best “fit” universities for you. Selecting your schools first requires a self-assessment of your academic standing, educational values and goals, interests, talents, and aspirations. Once you know what is important to you, then you will be able to research universities to select the systems and schools that fit your criteria.

Some questions to ask:

The following categories of assessments and questions may help you in starting to think about what interests you as well as what distinguishes you from other students. Self-assessment will help you know what to look for when researching and selecting universities. These questions

are just a beginning to start thinking about you and how you will decide your best fit universities.

- **What are my goals and values?**
 - How do I spend my time when I'm not studying?
 - Am I an independent, intellectually curious learner?
 - What kind of students would I like to have around me?
 - What are the focus of discussions with friends and family?
 - Do I challenge myself academically?
 - How do I define success?
- **Academic related considerations**
 - What do I choose to learn on my own?
 - Do my grades reflect my ability and potential? Why or why not?
 - What are my academic strengths and weaknesses?
 - What are my favorite courses? (They should be the HL courses)
 - Do I strive to be academically challenged? Does my academic profile correspond to a highly, rigorous course or university – how do I evaluate my academic standing with the demands of a specific course or university?
- **Activities, Interests, and Character**
 - What activities do I enjoy the most?
 - In what extra-curricular activities do I participate and how involved and/or committed am I?
 - Do I take a leadership role or do I just like participating?
 - Am I an extrovert or an introvert in activities and in the classroom?
 - Do I feel passionate about a cause, a subject, an activity?
 - Do I have a special talent or interest? (Playing music, singing, chess, etc.)
 - Do I have any athletic skills or actively participate in a sport?
 - Am I an independent individual who is able to organize myself and take initiative?

Defining your Own University Selection Criteria

Once you have evaluated yourself, it now becomes clearer what considerations you may be looking for at university. While you are researching courses and universities as well as visiting or talking with representatives, the following list of considerations may help you compare your findings with your criteria. You may think of many other concerns that are important to you when looking at universities.

University Characteristics

- Appearance of campus
- Size of student body, number of undergraduate students and graduate students
- Atmosphere: satisfaction level of current students with undergraduate experience. Student retention rate and graduation percentage
- Facilities: library, sports, dormitories
- Public or private
- Degree of selectivity in admissions
- Diversity of students
- Geographic location: Specific country and area of country as well as urban versus rural or suburban: enclosed campus versus an open-city integrated setting
- Climate
- Proximity to family or friends

Academic Environment

- Degree of competitiveness and intensity
- Quality and availability of faculty; class size - student/faculty ratio; teaching faculty or teaching assistants
- Courses and programs offered
- Degree requirements
- Special interest or honors programs
- Flexibility in course selection
- Credit/advanced standing for IB diploma
- International study opportunities
- Internships and research opportunities
- Specific academic facilities

Student Life/Campus Culture

- Students (caliber, diversity); number of international students
- Housing facilities (availability, quality, variety)
- Food options (variety, meal plans)
- Support services (counseling, ESL, career services)
- Campus activities: social organizations, clubs
- Cultural opportunities
- Athletic programs

- Social life and activities: How do students spend their time outside of class, what issues are important to them?
- Security

Expenses

- Costs: tuition and fees, room/board, books and supplies, travel expenses
- Availability of scholarships, bursaries, financial aid

Entrance requirements

Can I get in? Do I have the academic record or special talents (if applying to art or music schools) that are competitive with the specific university student profile. Do an objective appraisal to determine if you are an eligible candidate. Although ISP counselors are your advocates, we will not be able to fully support your application to universities that are not a good fit for you academically. For example, Oxford and Cambridge courses require a minimum of 38 and 41+ IB predicted points, respectively, for entry consideration.

Life after Graduation

- Job placement record for graduates
- General academic reputation
- Alumni accomplishments
- Admission to graduate programs
- Career planning and placement program

Resources for Researching Courses and Universities

Web Resources

The ISP University Counseling webpage

Our ISP website has extensive information on the university application process with links to university-related sites and resources. <http://www.isparis.edu/page.cfm?p=282>

The official UCAS (Universities and Colleges Admissions Services) site

Students applying to UK universities must apply through the UCAS site (www.ucas.com) for most courses (except for Art Foundation and other Foundation Year courses). This site has all the information students need to research courses, universities, get advice for writing the personal statements, and more.

University Websites

Every college and university maintains its own website offering all information on courses, programs, course and application requirements, and even virtual tours of the campus.

Facebook, Youtube, and Twitter

Universities offer social networks with current students as well as videos and other forms of communication for prospective students to gather more information about schools.

Reference Materials

The school maintains a university reference section in the school library and the counseling office which includes college catalogues, university brochures, and university guidebooks.

ISP Counselors are always available to advise and counsel students on their university choices.

Admission Office Representatives

Each year ISP hosts many college and university representatives to our school. Students should take advantage of these visits to learn more about university life and the application process in

general as well as the specific school. Representatives from the US and some European universities are usually the person reading your application and deciding to admit you, therefore it is extremely important to attend the visits.

College Fairs

The Paris College Day is scheduled every year at the end of September. More than 100 universities throughout the world are represented at this event where students meet representatives, ask questions, and gather information. There are other university tours visiting ISP, such as the London World Class Tour of Imperial, LSE, UCL, and Kings College in October.

Summer and School Vacation Visits

Students should plan to visit schools where they have an interest in applying. This is an excellent way to help narrow your choices. In the UK, Open Day – when the university departments open their doors to introduce prospective students to the facilities, tutors, and programs – is an excellent way to learn more about the course and university. Universities list their Open Days on their websites as well as under Open Days on the UCAS site. Most schools also offer daily tours or self-guided walks.

Other resources

Teachers, alumni, family friends, and current students are all great sources for discussing your university choices.

Interviewing with Universities

There will be many opportunities for students to meet with university representatives and gather information which will help you in deciding where to apply. Each year, ISP hosts university representatives from around the world; in addition, students may also meet with university alumni who live in Paris. If you are being considered as a candidate for Oxford or Cambridge, you will be invited for an interview (please be aware that ISP provides mock interviews for Oxbridge). Other courses in the UK, such as medicine and some art programs may also require interviews. Few schools in the US require interviews for admittance and many may not offer them on campus, however, students are still encouraged to schedule interviews, if given the opportunity. Except the interview process for Oxbridge, UK medical schools, Art courses, and several other programs, the interview will not make or break your chances for acceptance; the purpose of these interviews is to give the interviewer an idea of the candidate's suitability for the university and also to provide information to the candidate about the school and program. For example, many US schools offer students interviews with alumni living in Paris, which is an opportunity for students to gather more information about the school.

Here are some general suggestions to think about when meeting with university representatives, whether it is a university visit at ISP, meeting with alumni, or an interview at a university.

- Be on time.
- If on a university visit, remain standing until you are invited to sit down.
- Be respectful: Do not chew gum, slouch, or use "informal, inarticulate language", turn off your cell phone and do not text messages.
- Look directly at the representative during your conversation or presentation. If it's a college visit at ISP and the representative hands out brochures, do not read the brochure and stop paying attention to the presentation!
- Research the college or university, be aware of requirements, programs of study and be prepared to state why you are interested in the school.
- Try not to have vague questions such as, "Tell me about your university." Be specific with questions, such as, "Could you tell me about class spirit? Can you give me examples of some campus traditions? In my first semester what will my class sizes

probably be? What is the college's greatest asset? How would you describe the student body?" and any other questions regarding courses, financial aid, scholarships, or student life that are important to you.

- Be sincere in your answers, questions, and attitudes. You don't want to be boastful, but don't be over-modest either. Speak to the point concisely and completely without monopolizing the conversation.
- Practice answering questions, such as, "Why do you want to attend this university/college? What is your intended area of study, why? What do you like to read? Whom do you admire? What do you enjoy doing outside of your academic work?"
- Wait for the interviewer to begin, listen attentively without interrupting, and answer all questions tactfully, firmly, honestly, and to the best of your ability. Don't be afraid to ask questions that you feel are important. Don't be afraid to say you don't know the answer to a question you may be asked.
- Whether it is an ISP school visit or an interview at university, always thank your interviewers for their time and interest.
- Within 48 hours of the interview, write a thank-you note!

Standardized Admission Tests

Standardized tests refer to the college entrance examinations used by universities in an attempt to measure general aptitude and serve as a benchmark for differing academic systems. Currently, many universities throughout the world use standardized tests (mostly the SAT) as an entry requirement. If students are not taking the IB Diploma, the SAT may be required for admission to some Canadian and UK universities as well as other European schools. Other university systems, such as in Korea, Singapore, and Hong Kong, may also require SAT scores. Standardized tests are optional at many colleges and universities in the US (please see the US section). With all of these different requirements at schools all over the world, it is important for students to check individual university standardized test requirements. The following offers a brief explanation of these admission tests.

The SAT and the ACT are both accepted by US colleges and universities. The SAT is more widely accepted by other university systems, such as the UK and other European and Asian schools. Students register online for all standardized admission tests at the test center where they prefer. (ISP is not a test center, except for the PSAT.) When you take an SAT, ACT, or TOEFL, you are the person who receives and "owns" the scores. Universities require that test scores be "officially" sent, which means that you must request the testing agency to send your scores to the schools. Many schools are now accepting self-reported scores sent by the student and only request official scores when accepted. You may pay to have your scores sent at the time you register for the test online at the testing website; you may also request additional test scores to be sent through your login at any time. Please remember your user name and password to access your account and to get your scores.

PSAT – the preliminary SAT is available for ISP students in Grade 10, who would like to practice, and Grade 11 who are interested in applying to US schools or to other countries/schools requiring the SAT. US citizens who take the test in Grade 11 might qualify as National Merit Scholars for US schools. The PSAT is given once a year in October at ISP.

The **SAT** is administered by the College Board and created by Educational Testing Service (ETS). The SAT has sections on Reading, Writing and Language, and Math, with an optional essay. It takes three hours to complete plus fifty minutes for the optional essay. It is highly recommended students complete the essay section when taking the SAT. The test is designed to measure skills and knowledge more aligned to high school subjects (similar to the ACT). The best time to take the test is in May of Grade 11. You can retake the SAT again, if you would like, in the fall (October to December) of Grade 12. www.collegeboard.org.

SAT Subject Tests are one-hour tests on a variety of subjects studied in school (math, literature, biology, chemistry, physics, US history, world history, and languages). They are

required by more selective universities. For those schools that do require subject tests, generally math and a second exam of your choice are requested. Only a very few highly selective schools require a third exam. You cannot take the SAT and SAT Subject Tests on the same test day. Students usually take the Subject tests in June in Grade 11 or in the fall of Grade 12 (October, November, and December).

The ACT (American College Testing) is a subject based, three-hour test that consists of four sections: English, Mathematics, Reading Comprehension, and Science Reasoning. Scores range from 1 to 36 for each of the subtests, with a final average or composite score. An optional 30-minute writing test is part of the ACT-Plus Writing test. It is highly recommended that students complete the Writing/Essay test, if they take the ACT. www.act.org

Test Optional US Schools – Every year more colleges and universities change their standardized testing requirements. For a list of test optional schools, please refer to www.fairtest.org. Some schools have also established testing alternatives, such as submitting predicted IB scores instead of standardized tests. Students must check school websites for all testing requirements and options!

IELTS – The International English Language Testing System is another standardized test for English language proficiency developed in the UK and accepted by schools all over. www.ielts.org. The IELTS is offered through the British Council in Paris.

TOEFL – Test of English as a Foreign Language is another accepted standardized test for English language skills. If students have not been in an English speaking school for at least three years, if they don't take English HL, or if they score low on the SAT or ACT, the TOEFL or IELTS may be required at English speaking universities. www.toefl.org

Applying to Universities in the UK

The country known as the United Kingdom (UK) is comprised of England, Scotland, Wales, and Northern Ireland. Universities in all four of these lands are subject to the same government regulations and processes, but the system of education in Scotland is different from that in the other parts of the UK. Thus the application process is consistent throughout Great Britain, but what you experience as a student would be different, depending on whether you enroll in Scotland or elsewhere in the UK. Most degrees in the UK can be completed in three years, whereas in Scotland, the usual length is four years.

What to Study?

If you are applying in the UK, you are required to indicate your course of study at the time you apply. Unlike the US, where students can apply without having decided about their major, there is no such thing as “undecided” at UK universities. If you like the idea of studying in the UK, you must be prepared to launch into quite a specific course of study, and to stay with it for three years until you complete your degree. The word “course” is used to describe the subject of study, including all the specific classes that a student will take over the three or four years of enrollment. In England, Wales and Northern Ireland, the course of study is usually quite specific—for example, “Psychology” at the University of Durham, or a joint course such as “Business Management with French” at Queen Mary University. Once your studies begin, all courses relate to that subject area, or two subject areas in a joint degree. If you change your mind about your course, you have to reapply to a different course, and unless it’s a closely related field, you may have to begin your degree over from the beginning. For this reason, students who are not certain of their interests may not be a good match for studying in England, unless the course is very broad and more multi-disciplinary, such as Liberal Arts or European Studies. Universities in Scotland offer a more liberal arts based program in which students have more electives and flexibility in their courses.

Researching Courses and Universities

The UCAS (Universities and Colleges Admissions Service) website is the best place to begin the research process. Go to the UCAS website at www.ucas.com and click on “Course Search.” You can then enter a search by courses. As you find courses of interest, you will notice that all the universities offering a specific course will be listed. You can click on the specific university to find more information about the course as well as the “entry requirements” required for the course. Each university listing contains information about why one would study a course, what are the key skills and qualities sought in applicants (which are important as you write your personal statement!), where to obtain more information, and what academic qualifications are needed. The required predicted points for the IB Diploma indicate what is needed to be given an offer for the course. In addition, the information under each university as well as the university’s website will indicate exactly what classes you will be required to take during each year of the course, which will help you decide if this subject is realistic for you.

Once you’ve decided on a course, you could consult Unistats, www.unistats.com a website that allows you to compare a particular course – for example, Advertising, at all universities in the UK that offer it. You also have access to student satisfaction data, based on a survey of students in their final year of the course. Finally, Unistats also reports the percentage of graduates who are employed or enrolled in post-graduate degree courses within six months of graduation.

There are numerous other resources available for investigating courses. Many students have found the Higher Education League Tables, published by the major British newspapers such as *The Guardian* and *Times* to be very helpful.

Application Process

UCAS serves as the central clearinghouse for university applications in the UK. Applicants fill out a single online form, a reference is added, and once the form is submitted, UCAS forwards the application to the universities that the student has indicated. Each university then makes a decision about the application, forwards that information to UCAS, and it is then posted in the

student's UCAS account, under TRACK. The UCAS application limits you to a maximum of five courses, or four choices in clinical areas such as medicine or dentistry. These course choices could be at five different universities, or two courses or more could be chosen at the same university (e.g., one course called Psychology and another called Social Psychology at University College of London would make up two course choices).

Starting the Application

ISP students apply through our school's section of the UCAS website, www.ucas.com/students/apply. The **school buzzword for the class of 2021** is "isparis2021".

Once you have set up an account (registration begins in June), you can begin completing the UCAS form. It requests demographic information, a list of courses to which you are applying, a list of your IB courses with a pending completion date of July 2021, and a one page personal statement which is described below. You pay the application fee online by credit card when you submit your form. After submission the referee (counselor) checks and approves the data you entered, provides your IB predicted grades, and completes the reference, which will be written by the counselor with input from your teachers in your IB High Level subjects. The counselor then submits your application to UCAS, which forwards it to your chosen universities. An admissions tutor determines whether your background, ability, and examination scores suggest success in your intended course of study.

Since the UCAS application deadline is January 15, our school deadline for your completed application is December 1, so the reference can be added and the application submitted before school closes for the winter holiday. It is highly recommended that students complete their applications by early November.

There are earlier deadlines for specific universities and courses. Students applying to Oxford or Cambridge or medicine and veterinary courses must submit the UCAS form by October 15 to UCAS. If you plan to apply to Oxford or Cambridge, discuss this with the counselor during the second semester of Grade 11 in order to begin planning for submission of the work samples and tests which are often required by these two institutions. Students applying for OxBridge as well as for Medicine, Dentistry, Veterinary Science, and Veterinary Medicine courses must complete their applications by October 1 in order for the reference to be completed and the application to be sent to UCAS by the October 15 deadline. Interviews are required for candidates to OxBridge as well as most clinical courses.

Personal Statement

Your personal statement is your chance to make a convincing case for your admission. The personal statement can be no longer than 47 lines or 4,000 characters, including spaces, and should focus on why you have chosen to study the courses you have listed, and what interests you about your subject. Details about what you have studied, read, or experienced in relation to your course will help the admissions tutors assess your suitability for admission. Tutors are looking for intellectual ability, potential, commitment and determination as it relates to your selected course. The UCAS website has a section on writing the personal statement. University websites also offer advice on what they are looking for in candidates for specific courses.

UCAS is very serious about detecting plagiarized personal statements. Each incoming personal statement is checked against a library of personal statements from previously submitted applications and sample statements on websites and in paper publications. After your application is processed, your personal statement will also become part of the library of statements. Any statements showing a potential level of similarity of 10% or greater will be reviewed closely.

The Reference

Since you apply for a particular course of study at UK universities, the UCAS reference should specifically concentrate on your suitability for the proposed course of study, and will include predicted IB exam results as reported by your teachers. The counselor will write your UCAS reference and will include content or quotations from relevant teachers to emphasize how you are suited to study the course for which you are applying. In order to write a detailed, effective reference, the counselor will need background information from you. Students who have

decided to apply to UK universities are therefore required to complete the "Student Background Questionnaire" available on the ISP ManageBac.

After Applying

After your application has been reviewed, you will be informed of your admission decisions through a section of the UCAS website called "Track." at www.ucas.com/students/track/.

Instead of an outright acceptance, UK universities give "offers" of admission which are usually contingent upon meeting specific conditions. An offer requires certain IB diploma exam results. The more popular the course of study, the higher examination scores needed. Some universities will make an offer contingent upon IB exam scores in particular subjects. For example, if you apply for a chemistry course, you would need to be taking Chemistry HL and Math HL or SL and earn particular scores on both exams.

Each time a UK university makes a decision on one of your applications, UCAS will post the offer in your Track account, including all the details. You will also eventually receive a formal offer in the mail. You cannot respond to any offers until you receive all of them. When the last decision is posted, discuss your choices with the counselor and then use your Track account to reply to your offers. You will be asked to code all of your offers (you could have as many as five) as "Firm," "Insurance" or "Decline." Choose one firm and one insurance offer; all others must be declined. Since most offers are conditional upon examination scores and you will not have received the exam results, this can be a difficult decision, so please be sure to select an "Insurance" choice that requires less points than your "Firm". Please discuss your choices with your counselor, if you have any concerns.

If you did not receive any offers, you can participate in a process in February called "Extra" in which you can apply one at a time to additional courses until you receive an offer. See the counselor for help with this process. Students who receive offers, but do not make the scores required by their firm or insurance offer can enter a process called "Clearing" in which they can compete for available places based on their actual IB scores. Clearing begins in mid-August, when the British A Level results are received. Universities have also developed "Adjustment", a system for allowing students who have performed higher on their IB diploma than predicted to re-apply for a course that they may now qualify. If students are eligible for Adjustment, UCAS will contact them directly through TRACK on the UCAS site.

Mock Interviews

Students who are invited to an interview for Oxbridge, Medicine, Art, or other areas are encouraged to participate in the mock interviews offered by ISP teachers. Please let the counselor know when you have an interview and she will help arrange mock interviews with appropriate subject teachers. We also keep notes and feedback from previous interviews which may be helpful for students applying to those courses.

For further information about UK universities, review materials in ISP's library, meet with the counselor, research courses on the UCAS website, and check the links on the ISP counseling site: www.isparis.edu

Interesting Research Links for UK Universities

www.ucas.com – The universities and colleges admissions service website for the UK

www.isparis.edu – The ISP website that has useful links for your university searches

www.unistats.com – Course comparisons at universities

<http://www.guardian.co.uk/education/universityguide> - *The Guardian* online newspaper with UK university rankings and other useful information

http://www.timesonline.co.uk/tol/life_and_style/education/gooduniversity_guide/ - *The Times* online newspaper with UK university information

<http://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/recognition---international-student-guide-uk--march2016---eng.pdf.pdf> - The IB Guide for IB Students Applying to UK Institutions.

UK University Applications Grade 11 Timeline

First Semester

- Focus on your studies and perform to the best of your abilities.
- Plan and pursue your CAS activities.
- Participate and be involved in extended curricular activities in areas of interest to you.
- Attend the Paris College Day fair in September.
- Participate in meetings with UK university admissions representatives who visit ISP.

Second Semester

- Continue to concentrate on your studies and be engaged in your classes and activities.
- Attend the University Presentation for Grade 11 at ISP.
- Attend the UK Tour of Higher Education in the spring.
- Schedule an individual university counselor meeting and a parent/student counselor meeting.
- Explore personal qualities, abilities, academic goals, and special interests.
- Research specific universities. Learn about the UCAS admission process and specific course requirements. Sources include: <http://www.ucas.com/>, university websites, ISP website, publications, and catalogues in the ISP library, ISP teachers, alumni, friends, relatives, and contacts.
- Develop an initial list of potential universities.
- Register on UCAS.
- Write your Extended Essay on a topic related to your course area for which you plan to apply.
- Plan summer university visits, check Open Days on the UCAS site, and consider taking summer programs or other enriching activities related to your course area.
- Notify the counselor if you are interested in applying to Oxford, Cambridge, or courses in medicine, dentistry, veterinary science, and veterinary medicine, which must be submitted to UCAS by October 15.
- Attend the Personal Statement Writing Workshops to begin writing your personal statement.

Summer

- Visit schools, if possible, and continue researching courses and universities.
- Attend "taster courses" offered by some universities or summer programs.
- Check the Course Search for on UCAS universities and any requirements for the course, such as special tests or interviews.
- Continue working on the draft of your personal statement.
- Pursue activities or internships related to your course interests, especially if you are applying for medicine courses, which require practical experience.
- Prepare coursework required in your subjects along with the Extended Essay.

UK University Applications Grade 12 Timeline

September

- Bring a draft of your personal statement to counselor meetings and your list of universities.
- Attend workshops/meetings for applicants.
- Complete and submit the "[Student Background Questionnaire](#)" by September 15.
- Check the Managebac calendar and message board to see if schools that interest you will be visiting ISP. Attend these sessions.

- Attend Paris College Day Fair in September.
- Students applying to Oxbridge or courses in medicine, dentistry, veterinary science, and veterinary medicine, must meet with the counselor the first two weeks of school.

October

- Applications for OxBridge and medicine, dentistry, veterinary science courses must be completed on UCAS along with any required supplements by October 1. The UCAS submit deadline is October 15.
- Check if there are any special tests or written work that must be submitted for courses.
- Meet periodically with the counselor over the next few months.
- Complete your final personal statement and put on your UCAS application before the end of October. Your reference cannot be started until your personal statement is completed.
- Complete your course research and finalize your university choices.
- Work on your UCAS application and discuss it with the counselor. All applications must be completed by December 1st.

November and December

- The ISP deadline for submitting all UCAS applications is December 1. Although the UCAS deadline is January 15, due to the winter holidays, you must finish your UCAS application by December 1. For very competitive courses and universities, it is strongly recommended to complete your UCAS application in October or November, if possible. After you have checked and completed all sections, you may pay the fees by credit card and then send to the referee (the counselor) online.
- Students who have applied to OxBridge or medical courses may be invited for interviews.
- Students invited to interviews should schedule mock interviews with ISP faculty. See the counselor for advice on arranging mock interviews.
- Plan to visit universities you have applied to, if possible, during the vacation breaks.
- Talk with visiting ISP alumni, friends, and teachers about their university experiences.

March and April

- Universities usually are expected to have sent all decisions by March 31st. You cannot give your response until you have received all offers, unless you delete the course from your choices.
- The UCAS "Extra" begins in February. If you have not received any offers, you may use Extra to select additional courses.
- Discuss your choices with your counselor and others and select your Firm, Insurance, and Declined choices. Your deadline for accepting offers is one month after you have heard from all your course choices.
- Fill in any forms regarding finance and accommodations as soon as possible.
- Focus on your studies and prepare for the IB examinations. Your acceptance is contingent upon completing your IB diploma at the level of your offer.

May

- Indicate your Firm, Insurance, and Declined choices on the UCAS Track website no later than the first week in May (your deadline will be indicated by UCAS). The earlier you can respond the better for your choices of accommodations.
- Take the IB examinations.
- Make sure you arrange with the IB Coordinator to have your IB Diploma results sent to UCAS to forward to the universities.

July

- Get your IB examination results and hope that you have met your offers (Firm, or if necessary, Insurance). If you met your offer(s), you are automatically confirmed to attend the university.
- If you do not make your offers, you can contact the course admissions departments and see if they will still accept you. Also, contact the counselor and we will write letters to support your candidature. If you miss by one or two points they may still accept you, although if the course is very competitive, they may not. You may have to wait until mid-August after the British A-level results are released to have a confirmation on your acceptance.
- If your IB results are higher than predicted, you may qualify for Adjustment, a procedure where you are able to apply for higher predicted courses. If you qualify, UCAS will automatically contact you through Track. Make sure you continue to look on Track!

August

- Mid-August is the start of vacancy information for courses, known as CLEARING, if you did not meet your IB points for your Firm or Insurance offer. Also, check if you have been offered Adjustment to trade up your course selection.
- Late September is the last date for receipt of applications for 2021 university entry.

Applying to Universities in Ireland

Studying in Ireland

The universities in Ireland offer state-of-the-art education and training through a broad range of Honors Bachelor's, Master's and PhD programs. These universities are attractive destinations for Irish, European and international students, reflecting the unique combination which a quality education and an exciting cultural experience offers to students studying and undertaking research in Ireland.

The Irish university application process is relatively simple, requiring students to register for the course of study in an online process through the CAO (Central Applications Office) <http://www.cao.ie/>. The CAO lists all the courses on offer and gives information on how to apply. Entry requirements for courses may vary from year to year, depending on the number of places available and the number of applicants, thus there exists a great deal of competition for the more sought after programs. Students will know if they are accepted once their IB results are available and the universities have reviewed all applicants, usually in late August. The online discounted closing date for applications is usually around January 20.

Before submitting your application it is essential to gather as much information as possible about:

- The course of study you are planning to take
- The [institution](#) you are planning to attend.
- [Student Visa](#)
- [Funding](#)
- [Accommodation](#)

How to apply to a higher education institution in Ireland depends on whether you are an [EU or a non-EU candidate](#). Once you are happy with your choices you will need time to gather the necessary paperwork, arrange [accommodation](#), [visa](#), and [funding](#).

For more details on courses and the application process for applying to universities in Ireland, visit the following sites:

<http://www.cao.ie/> - The Central Application Office, the online registration site for undergraduate courses.

<http://www.educationireland.ie/index.php/irish-colleges/universities> - Education in Ireland

<http://www.universitiesireland.ie/> - Universities Ireland: Promoting Irish Universities

<http://www.iua.ie/> - The Irish University Association

Applying to Colleges and Universities in the US

There are approximately 4,500 institutions of post-secondary education in the US, about 1,500 of which are bona fide 4-year schools offering bachelor's degrees. Even considering only the "top level" schools, there are still at least 150 or more institutions from which to choose. Making the right choice of schools to apply to is probably the most important part of the application process. Amongst all of these institutions, there will be many, perhaps hundreds which would be appropriate schools for you. However, you do not have the time to apply to 100 schools, not even 50 or 20. So the problem is not to choose six to eight schools out of 3000, but out of 100. Going from 3,000 to 100 is much easier than you might think. To help you eliminate many schools which would not interest you, review the criteria listed in this guide on Selecting "Best Fit" Universities. Think about them when researching schools and making your list and when you meet with the counselor, your choices of the criteria will help you to shorten the list of schools.

Normally, students should apply to six to eight institutions (ten, if requiring financial aid): two "likely admit" schools which you are an extremely strong candidate; two to four "possible" schools – those that generally accept students with profiles similar to yours; and one to two "reach" schools – colleges that normally accept students with grades and test scores higher than yours or that are highly competitive even if you have the grades/test scores. Because of the large numbers of outstanding students applying to the most selective schools, many acceptance decisions will be made based on extremely subjective distinctions.

A few very important points:

- ISP strongly encourages students to limit the number of applications to a maximum of eight. This policy, which is common among college preparatory schools in the US and overseas, is designed to maximize the chances for all of our students. Your list should include "eight first choices" of schools that you have researched and know you want to go there. Applying to more than eight suggests you have not done your research well.
- The US application process is very time-consuming and requires a lot of effort in filling out forms and completing essays. Your applications will be much stronger if you concentrate on a reasonable number to produce excellent results. In addition, you need to keep up with your school work which may be difficult if you are not well organized and are spending too much time filling out applications.
- ISP teachers and counselors are required to indicate the level of academic skills and achievements of the student as well as indicating the level at which they would recommend the student for a particular university. If students do not meet the university's academic profile, ISP may not be able to strongly support the student's candidature.
- Schools admit students who are likely to enroll. This means you need to show you are interested in attending the university by attending ISP school visits, requesting information, visiting the campus, and writing the admissions officers with thoughtful questions about academics, extra-curricular activities, sports, campus life, and any other areas you are interested. You need to have a correspondence - a relationship - with the admissions officer of each school where you are interested in applying! After you have submitted your applications, be sure to check the status of your application on your student account. Your account will indicate that your application is complete or if any documents are missing. Some schools check to see if you have accessed your account – it shows you are interested and engaged!

How an applicant is assessed for admission

This is the question that many students and parents ask: "How does a US college or university decide who gets admitted?" Admittance to US institutions is much more complicated than for other systems. Each college may ask for a different set of information and each one weighs

application components differently. The following is a list of most schools' decision-making criteria. The US takes a holistic approach in reviewing each applicant and no single factor is considered in isolation.

Academic Record

All university admission officers give major importance to your semester grades as recorded on the transcript. Your grades are the best predictor of college success, and therefore, colleges look at grades achieved since Grade 9. Of course, admissions are impressed with an improvement in grades over the years with Grade 11 and Semester 1 of Grade 12 being the most important. Schools are interested if the student is taking the most challenging courses and the IB provides the rigorous pre-university program universities value. ISP does not rank students or calculate an overall GPA, which is typical of many independent and international schools. In any case, each university has its own system of calculating a GPA or reviewing grades.

Standardized Tests

Most universities are interested in standardized test scores, although they are evaluated in the total context of a student's school performance and make up one part of your application. The more selective the institutions, the more interest there seems to be on scores since all of the applicants have top grades. There are more than 300 universities that have made standardized tests optional (see www.fairtest.org for the list). In addition, colleges and universities may not require standardized tests from students attending high school outside of the US. Or, some schools have testing alternatives. Make sure to check the testing policy of each school!

Extra-curricular Involvement

Schools are looking for students who are members of a learning community and get involved outside the classroom. Quality of involvement, commitment, and leadership in activities are important.

Community Service

Service is highly recommended and valued as a sign the student will contribute to the university community and beyond. CAS credits help strengthen the student's application.

Essays

College essays allow the student to come alive and show who you are, how you write, and what distinguishes you. The essay can make the difference in your application!

Counselor and Teacher Recommendations

These recommendations have an impact on your chance of admission. Make sure you select teachers who know you well and provide both the counselor and teacher with the requested background forms (Student Questionnaire and Teacher Questionnaire). Of course, your motivation to learn, class involvement, and positive, polite behavior will make it easier to write about you.

Individual Factors

Admission officers also look at individual factors that can play a role in acceptance, such as unusual talents or achievements, alumni affiliations or other special considerations.

Character

Never underestimate the role that character plays in your application and how you distinguish yourself. Does your application have evidence that you possess individuality, responsibility, a concern for others, and self-reliance?

The Application

Most colleges and universities encourage online applications. The student begins an online application by creating an account—make sure you remember your password and user name!

The Common Application, used by many colleges and universities, is available at www.commonapp.org. Answer all questions accurately, with correct spelling and grammar.

A complete application usually includes the following:

- Application form
- Personal essay and for some schools supplemental essays
- Application fee
- Transcript and IB predicted grades
- School profile
- School report (counselor's recommendation) and teacher(s) recommendations
- Proof of finances for international students.

Some helpful tips

Essay questions should be completed off line as word documents, then cut and pasted. The essay is probably the most important element of the student's part of the application. (See the section on "The Essay")

Do not include your standardized test scores on your Common Application if you are applying to test optional schools.

Keep a copy of your online application.

The student is responsible for sending (online) the application form, fee, and essay(s) as well as mailing any additional materials (art portfolio, voice tapes, video, financial statement, etc.).

The school counselor sends online or via mail the transcript, IB predicted grades, school profile, school report, and teacher recommendations (if not completed online). For schools using the Common Application or other online forms, the student must provide the online systems the correct email addresses for the counselor and teachers so that we are linked and have access to completing the online forms.

Students are responsible for the following:

- Making sure teachers have the online access to complete recommendations. Students should clearly indicate to teachers the deadline for applications.
- Providing the counselor and teachers with the appropriate student background questionnaires as well as the application list of schools and deadlines, and required forms (common app or other forms).
- Requesting from the appropriate testing agencies to have their SAT and/or ACT scores officially reported to the universities as well as required English Language Proficiency tests (IELTS or TOEFL), if required. Some schools may accept self-reported SAT/ACT scores and official scores once the student is accepted.
- Requesting all application materials (transcripts, recommendations) at least three weeks before the application deadline (not including school holidays).

The Essay

The Essay is the opportunity for the student to come alive in the application and show who she is as a person. It is a chance to hear the student's voice—to show how you think and write and what is interesting about your "story". You have the choice of a variety of questions and so trust your instincts and choose what interests you and what feels right. There is no set style or subject matter, just make sure the essay is grammatically correct and appropriate. It is

essential to show you are a decent writer and an interesting person with something to say. Give yourself plenty of time to write the essay and several drafts before your final one. More detailed information and samples of successful essays are available in the counseling office and in the essay workshop. Please provide the counselor with your essay draft and get feedback before you submit it to schools.

Important Standardized Test Registration Information

If your Grade 11 scores are not satisfactory, you will want to repeat the SAT and /or the ACT, if applicable. (Remember: the ISP CEEB code is 731668.)

Note that not all Subject Tests are offered at each test administration. For example, language and listening subject tests are only offered in November. Please check the College Board/SAT registration site for testing centers in Paris. Places fill up quickly, so register early!

Students for whom English is a second language should be aware of the TOEFL or the IELTS requirement for all schools to which they are applying (www.toefl.org, www.ielts.org).

To register for the SAT and for all information about the PSAT and SATs: www.collegeboard.org.

For information about the ACT: www.act.org

For information about TOEFL: www.toefl.org

For information about IELTS: www.ielts.org

Financial Aid and Financial Certification for a US Visa

A major concern regarding a US college education is cost. For US citizens, federal financial aid is available, if you demonstrate financial need as determined by a federal formula. Need-based financial aid in the form of grants, low-interest loans, and student work-study programs may be available to qualified students on the basis of the information submitted (online is recommended) on the FAFSA (Free Application for Federal Student Aid—www.fafsa.ed.gov). On the FAFSA, parents provide information concerning their assets, income, and other data from their US income tax forms. This information will be subjected to a formula to determine the amount the family can reasonably be expected to contribute toward education. The difference between your family's contribution and the total college costs is your financial need. To apply for need-based financial aid, your parents complete the FAFSA after January 1 of Grade 12. Most schools also require an additional form such as the CSS/Financial Profile, designed by the College Scholarship Service (CSS) of the Educational Testing Service. The Profile is used by many colleges and universities to award their own private funds (CSS/Financial Profile is available on the College Board site: www.collegeboard.org). These institutions combine Profile and FAFSA information to make their funding decisions. All of the financial aid forms can also be accessed through the university's Financial Aid section on its website.

Schools clearly state their policies toward financial aid, for both US citizens and international students. "Need-blind" means they make decisions that are not based on financial need—they admit qualified students and then provide whatever financial aid they determine the student may need. "Need-aware" schools consider if a student can pay or not, awarding financial aid to those who demonstrate a financial need. With budget cuts and the economic situation, financial need awareness may play a role in some admission cases.

Not all institutions offer financial aid to non-US students. Many colleges and universities expect international students to find their own sources of money and clearly state, if the applicant cannot fund college expenses, do not apply. Universities require financial information for international students as part of the application, although a few ask for it at a later date (International Student Certification of Finances, on the College Board site). Students must provide proof of funds, generally a statement from a bank official proving sufficient funds are available. If schools offer funding for international students, there are specific forms that students requesting aid need to provide, such as the International Student Financial Aid Application or the CSS/Profile. Every university has its own policy on financial aid, the required forms, and the deadlines for forms. All the required forms can be accessed through the

university's Financial Aid section on its website. Students should be aware that financial aid for international students may be very limited and highly competitive.

Since each university determines its own financial aid policy, it is very important that students check the university websites for the financial information required. In addition, there are Financial Aid Administrators or Advisors at each institution to help answer your specific questions. When in doubt, call them!

Non-US citizens are required to obtain a visa from the US Department of Immigration before entering the US to attend college. To be eligible for a visa, you must have sufficient funds to pay for university expenses. After accepting a candidate, the university will issue an I-20 Form. A student visa is issued to the student by the American Embassy upon receipt of the I-20 Form.

US University Applications: Grade 11 Timeline

First Semester

- Focus on your studies and perform to the best of your abilities.
- Plan and pursue your CAS activities.
- Participate and be involved in extra-curricular activities in areas of interest to you.
- Attend Paris College Day Fair in September.
- Make plans to take the PSAT at ISP in October.
- Participate in meetings with university/college admissions representatives who visit ISP.
- Research colleges on websites, publications, university view-books, visits.

Second Semester

- Continue to concentrate on your studies and be engaged in your classes and activities.
- Attend the University Evening Presentation for Grade 11 at ISP.
- Schedule an individual university counselor meeting and a parent/student counselor meeting.
- Register online and take in May the SAT and if required, subject tests in June, and/or the ACT in April or June, and if necessary, TOEFL (Test of English as a Foreign Language), which is scheduled regularly at test centers, or the IELTS at the British Council in Paris, if these tests are required.
- Explore personal qualities, abilities, academic goals, and special interests.
- Research specific colleges and universities. Learn about the admission process and specific requirements. Sources include: college counselor, college websites, ISP website, college visits at ISP, publications: guidebooks and catalogues in ISP library, ISP alumni, friends, relatives, contacts.
- Create a file system to organize your college search, testing, and application information.
- Development an initial list of potential colleges (ideally not more than 12) and contact for additional information.
- Explore financial aid possibilities through internet, counseling, parents' connections (employers, professional organizations, affiliations).
- Plan summer college visits, consider summer programs or other enriching activities, including a summer job or an internship.
- Attend the College Essay Workshops at ISP.

Summer

- Visit campuses, research schools of interest, contact schools with relevant questions and express interest in programs.
- Check requirements and application documents for schools, i.e., Common Application (CA), Supplemental forms, essays, standardized tests.
- Continue working on your drafts of the college essay title you select from the CA and any other required essays.
- Check out the ISP University Counseling Web page.
- Attend a summer program, internship, volunteer, get a job, or actively pursue an interest.
- Read and prepare for Grade 12—Extended Essay and other coursework.

Grade 12 Timeline

September

- Register for the SAT and SAT Subject Tests in October, November (usually Subject Tests only), or December, if you are not satisfied with your previous test scores. If you are taking the ACT, register for the ACT Plus Writing test. Take the TOEFL or IELTS, if necessary.
- Attend Paris College Day Fair and talk with the colleges you are interested in making applications.
- Narrow college choices to a maximum of eight.
- Complete and submit the “Student Background Questionnaire” (available on ManageBac) to the counseling office.
- Bring drafts of your college essays and your list of schools to the Grade 12 US college meetings and workshops.
- Check the ManageBac calendar and messages as well as the ISP weekly newsletter to see if schools that interest you will be visiting ISP or EJM. Attend these sessions.
- Meet frequently with the counselor over the next few months.
- Begin completing applications online, especially if an application is for Early Decision or Early Action, which may have application deadlines as early as November 1st. Notify the counselor of your intention to apply Early Decision or Early Action!

October

- Take the October SAT, SAT Subject tests, or ACT Plus Writing (if you haven’t already).
- Complete the “Teacher Recommendation Questionnaire” form, available on ManageBac and politely ask in person for your teachers to write your recommendation. The TRI will help provide teachers details and information about you to help them write a very supportive letter of recommendation. It is the student’s responsibility to obtain recommendations, often from two teachers. Requests for teacher recommendations should be submitted to teachers *at least three weeks* before the college application deadline (not including vacation days).
- Early Action/Early Decision applications should be finished this month with the appropriate deadlines met for teacher recommendations and counselor report forms.
- Continue to meet college representatives, your counselor, and visit schools.

November

- All applications with deadlines in December and January must be finished and submitted to the counseling office by December 1. *It is the student's responsibility to check and meet deadlines for all colleges, as well as submit all required student forms and materials.* For schools not using the Common Application or using an online system, students must submit a "Final University Form" which lists all documents required (e.g. transcripts, predicted grades, recommendations and individual college forms) by each college along with the deadlines and the admission's mailing address.
- Take the SAT Subject Tests, if necessary. This is the only month the SAT Language with Listening Subject Test is offered.
- Send SAT scores online to meet Early Decision/Early Action deadlines. Some schools allow students to self-report scores.
- Students applying to public universities in California have to submit their applications online only during the month of November!
- Complete CSS/Financial Aid PROFILE, if required, at: www.collegeboard.org/css
- If you will need a student visa (non-US citizen) to attend college in the US, download the financial certification form from each college website and ask your parents to start obtaining the required documents from their bank.

December

- All applications for December and January deadlines are due by December 1.
- Take the December SAT, if needed.
- Talk with visiting ISP alumni about their college experiences.
- Make certain you have the appropriate testing agency send your official SAT, ACT, and/or TOEFL or IELTS scores directly to the colleges.

January and February

- Complete the FAFSA (Free Application for Federal Student Aid) financial aid form if you are a US citizen and will be requesting financial aid. Your parents must figure their US taxes (but they do not need to file their taxes) to complete this form. The FAFSA should be completed online and submitted by the deadline. See www.fafsa.ed.gov
- Continue to complete all applications with later deadlines or with rolling admissions policies.
- Go to the college's web page to see if you can check the status of your application. Check that all supporting documents have been received.
- If you do not receive confirmation that your application was received, contact the college.
- Midyear reports go out in mid-January. The counselor automatically submits the Midyear report to the Common Application system or other online systems.

March and April

- Focus on your studies and prepare for the IB examinations. Your acceptance is contingent upon your completion of Grade 12 with acceptable grades. If your grades drop, your acceptance may be withdrawn.
- Letters of acceptance begin to arrive depending on the schedule used by each college. As you receive decisions, please email your counselor so our files can be updated.
- Review college acceptances and financial aid packages; talk with college financial aid officers.

- You have until May 1 to make your final decision (except in the case of Early Decision applications). Notify the chosen college of your decision to attend and send a deposit to hold your acceptance. If your reply is not postmarked by May 1, your acceptance can be withdrawn.
- Once you have made your decision, notify all of the schools you did not choose, so they can offer admission to others.
- If you are placed on a “waitlist” see your counselor to review your options.

May

- Take the IB examinations.
- Tell your counselor and IB Coordinator what school you have chosen so that your Final Report with your transcript and your official IB Diploma results will be sent to the appropriate university or college.

Interesting research links for the US

www.isparis.edu - The ISP website has many helpful resources.

www.collegeboard.org - Information about SAT's, scholarships, My College QuickStart, and college searches.

www.commonapp.org - The Common Application website

www.princetonreview.com - The Princeton Review site for college information.

www.chronicl.com/students - The Chronicle of Higher Education publication website.

www.nacac.com - The National Association for College Admission Counselors

www.unigo.com - An interesting research website from the students' perspective.

<http://collegeprowler.com> - College guides written by students covering every aspect of college life.

<http://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/recognition---international-student-guide-us--march2016---eng.pdf.pdf> - IB Guide for IB Students Applying to US Institutions.

Applying to Canadian Universities

In Canada, there is a distinction between a university and a college. Universities grant undergraduate bachelors and advanced degrees while colleges focus on vocational and technical training. The academic system takes a liberal arts approach, where students can study across disciplines before deciding on a concentration or major. Most universities are organized within faculties (schools), such as the Faculty of Arts and Social Sciences or the Faculty of Applied Sciences and students make their application to a specific faculty or program.

For students completing the IB Diploma, the application process is very stream-lined and simple. Students apply online directly to the university, except for universities in Ontario. Universities in Ontario use a centralized application process called [Ontario Universities Application Centre](#) (OUAC). Students submit a single application to OUAC, which is then forwarded to students' selected universities.

The universities' online applications request basic background information as well as an online fee payment of approximately 100 CAD. Letters of recommendation and personal statements usually are not required, although the University of British Columbia has short student essay questions and some specific courses may also require writing samples or essays. Some universities, such as McGill and Concordia, request that students upload their transcripts and predicted grades electronically and if accepted the transcripts are then officially sent by ISP. If you are uploading your transcript to the application, please request a copy of your transcript. Other schools require that transcripts and predicted grades be mailed directly by the school, after the student has completed the online application.

Please provide the counselor with a list of the Canadian schools where you are applying along with the correct Admissions Office mailing address, if transcripts and predicted grades need to be sent via mail. Also, please provide your personal student candidate number, such as the OUAC Student ID#, given to you by the university when you apply which is important to include on all documents. Transcripts, predicted IB grades, and a school profile will be sent to Canadian universities in early January and will include the first semester grades from Grade 12. Final transcripts will be sent at the end of the second semester and students should inform the IB Coordinator which university should have access to the final IB Diploma exams.

Deadlines vary for schools so please check each university and program for specific dates. The earliest deadline is January 15 for McGill University, however, students should open their applications and submit in December with their first semester Grade 12 grades.

Canadian universities notify students of acceptances as they make their decisions, any time from three weeks after receiving transcripts and predicted grades to several months, if they are waiting for additional results on which to base their decision.

Interesting research links for Canada

The [Study in Canada](#) site is a useful guide for higher education in Canada.

A [Directory of all Canadian Universities](#) is available from the Association of Universities and Colleges in Canada.

Macleans magazine conducts an [annual ranking](#) and review of Canadian universities.

[Scholarships Canada](#) is Canada's most comprehensive scholarship portal. This extensive database can help find scholarships, student awards, bursaries and grants, in addition to information about student loans, applications and budget planning.

Additional sources for financial aid for international and Canadian students can be found on the [eduPASS site](#) and the [Canlearn interactive site](#).

The Ontario Universities Application Center, <http://www.ouac.on.ca/> is the standard on-line application site for Ontario universities.

<http://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/recognition---international-student-guide-ca--march2016---eng.pdf> - The IB Guide for IB Students Applying to Canadian Institutions.

Applying to Japanese or Korean Universities

The school's Japanese and Korean families are two very important groups of the ISP community, and we have a college counselor dedicated to each. For obvious reasons of language and alphabet, we do not cover these universities in this handbook; however, the school has a wealth of expertise and experience in preparing students for successful entry to Japanese and Korean universities.

Mr Kiyonori Ishimura is our Japanese University Counselor and you should contact him directly (kishimura@isparis.edu) to discuss the application procedure for Japanese universities.

Similarly, Mr Jeong Nam Seo is our Korean University Counselor and you should contact him (jnseo@isparis.edu) to discuss the application procedure for Korean universities.

Appendix: Frequently Asked Questions

How can we find out about the many university options around the world?

There is a wealth of information on educational and university websites which details the requirements and university options in all countries. In addition, embassies and consulates devote departments to providing information on educational opportunities in their countries. To narrow your search, the ISP school website has many research links for schools in the US, Canada, the UK, and continental Europe. The IBO website also has worldwide university information. In addition, our library has a section with university brochures and application information for schools in Europe, Japan, Canada, the US, Australia, the UK, and Korea. ISP has college counselors who specialize in applying to colleges and universities in the UK, Canada, the US, and other English-speaking schools, Japan, Korea, and Continental European universities.

What do families need to consider when they make plans for university?

Planning for university involves many considerations, including financial, academic, social, and geographic. Parents and students need to talk about the choices that are available, the student's interests and needs, and the realistic possibilities.

Financial—The costs of universities vary greatly from country to country. The US is the most expensive (on average \$35,000, as high as \$75,000+), which includes tuition, room, and board; the current cost in the UK for UK/EU nationals is approximately £9,200 (just tuition), with costs for international students ranging from +£10,000 to £35,000 for science/medicine-based courses, while France has minimal fees. Although scholarships are available in many countries, students cannot always depend on them.

Academic—What system of study would be best for the Student? In the UK and Europe, students usually apply directly to a course of study, such as History, English Literature, Physics, while in other countries, including the US and Canada, the academic approach is known as "liberal arts". Students apply to the university without a course of concentration; they study broadly from a wide range of subjects the first two years and then select a major during their junior year. In general, an undergraduate program in the US is four years while in the UK and other European countries it is three years.

Social—What type of educational environment would best suit the student, i.e., a campus setting with sports and social activities, a more academic environment, living at home, living with other students? According to many studies, the greatest predictor of success at university is determined by how comfortable the student is in the school environment – is the university a "good fit" for the student. Students are able to become engaged in their studies when they are comfortable with their environment. Some determining factors in the decision-making process of selecting a university that is a good fit include: gender, religious affiliation, student population, urban vs rural setting, campus setting, campus culture, sports programs, social activities, and international student population.

Geographic—What are the realistic possibilities for both the student and parents? Close to home or far away on the other side of the world? In what environment is the student comfortable and how will it impact his/her engagement in his studies?

How do we research for university and prepare our children?

Research—Discuss with your children their academic, social, and extra-curricular interests. Incorporate your research and preparation for the next level of education as part of your overall approach to preparing your child for life. Listen to your child: what interests them, what are their strengths and passions. Encourage them to read, pursue worthwhile activities, turn off the TV and computer, and get involved in helping others, i.e., community service. If your child is interested in visiting universities, take them for visits when you are in the area.

Understand and discuss the different systems of study—Subject related vs. Liberal arts. Research the various resources available.

Preparation—Parents are often concerned with when and how college preparation begins and if they are already behind in the process. Enrolling students at ISP, even as soon as the Early Years Program is already a beginning in the process. Our students, as IB learners, are already striving to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective—all characteristics that selective universities seek in students. The IB curriculum is a pre-university program that has already put students on a path for university preparation. Even in the PYP and MYP, intellectual inquiry and critical thinking are the basis of the curriculum. Students are supported in pursuing extracurricular activities as well as volunteering for community service. Universities world-wide recognize the rigors and value of the IB program as evidenced by the higher rate of acceptance for IB Diploma students in comparison to other academic programs.

Parent-Child Relationship—Planning for university can be a complex and emotional process. Adolescents are sometimes reluctant to discuss issues with their parents and communication may not always seem open. ISP teachers and counselors are advocates for the students and place them at the center of the process while emphasizing the importance of family involvement. During the application process, parents play a significant role in encouraging their child to take responsibility for university applications as well as listening to their ideas and empowering them to make important decisions.

How do we decide on prospective universities or a specific field of study, e.g., engineering, medicine, law?

Obviously, the student's academic success at ISP is a major factor in determining which universities the student is qualified to attend. Also, the subject areas in which the student excels play a significant role in the specific field of study.

In schools around the world, academic standing determines the level of university opportunities. In the US, schools are primarily interested in the student's transcript, a record of grades from Grade 9 to Semester 1 of Grade 12. In the UK, universities usually only require the predicted grades in the IB Diploma to be considered, while in Canada schools are interested in both predicted IB scores and grades from Grade 10 to 12.

The specific field of study depends on the strengths and interests of the student. To succeed in engineering courses, math and physics skills are required. In some universities, such as the UK and Canada, Math HL/SL and Physics at SL/HL are required. In medicine, an interest and aptitude for chemistry (as well as biology or physics) and math are important. However, in the US an undergraduate degree in any subject, even art, is accepted for medical school as long as chemistry requirements are met.

Additional tests are usually required in most countries to apply for medicine and law.

Other Resources:

CAREER DAY—ISP offers students the opportunity in Grades 10 and 11 to participate in Career Day in order to learn more about a diverse range of professions. In the past three years, Career Day has presented speakers from the Arts, Fashion Design, Medicine, Business, NGOs, Media, Government, Law, and Humanitarian agencies.

College Board—Online American career counseling and college search tools are available for all students who take the PSAT. www.collegeboard.org.

What kind of financial assistance is available for students at universities?

At most universities throughout the world, there is financial assistance available in the form of scholarships and financial aid (funds which do not have to be paid back), bursaries (small funding, not repaid), and loans. Many countries also offer financial assistance to attend universities outside of the home country.

Some US universities offer the most assistance through need-blind financial aid, which may also be available to international students. Need-blind means that if a school accepts the student, it will meet all of the financial needs of the student based on the parent's economic needs. Schools indicate on their websites if they are need-blind. Schools may also offer merit-based scholarships if they are really interested in the student, regardless of the financial needs.

Some Ivy Leagues and highly selective schools in the US provide full funding for accepted students (within a certain income range). Financial aid in the form of Federal loans is available to US citizens applying to US universities.

Canada, the UK and other European universities may also offer some funding for students (from their country as well as international and EU students). Scholarships for IB Diploma students are also available.

Why don't the Counselors start university meetings with students in Grade 9?

ISP feels that during these years of Secondary School, students should concentrate on doing well in an appropriately challenging academic program, and should become involved in extracurricular community activities. The MYP provides an excellent preparation for the university admissions process, developing students who are critical thinkers and independent learners as well as helping them contribute with their community service activities. The school provides initial university and career guidance in Grade 10 and, continues more intensively in Grades 11 and 12 with one-on-one sessions, workshops, university visits, and presentations. By Grade 11, students will be more mature and better equipped, intellectually and emotionally, to make decisions that are right for them.

Shouldn't ISP provide class ranks?

No. Very few private college preparatory secondary schools provide rank-in-class since to do so would put students at a disadvantage. Our grade level class sizes are small and therefore, ranking students is meaningless. In addition, the IB program does not really fit with the concept of ranking. Since there are such a large number of schools like ISP that do not report class ranks, even those universities that appear to "require" class ranks are able to evaluate our students' performances using other criteria.

What does it mean to "send official test scores?"

Colleges require students to send their "official" SAT, ACT, TOEFL, and/or IELTS scores. A score is official if it is sent from the testing agency directly to the college. This can be done through the test company's website. ISP does not have and cannot send official scores for students.

When should students begin taking the SAT/ACT?

Usually, students take the SAT or the ACT during the second semester of Grade 11. Grade 10 and 11 students interested in applying to the US may take the Preliminary SAT (PSAT) in October.

University Background Information: Student Profile

Name:

In order to help you through the college application process and to enable me to write a relevant, thorough recommendation, please answer the following questions as completely as possible. These questions may seem lengthy and time consuming, but they will also help you when you begin filling in applications and serve as a guide in writing your essays. I will need your answers before I can begin writing your recommendations. Thank you.

1. Describe your background, where you lived, went to school and the languages you speak.

2. Describe your strengths and weaknesses as a student. Include not just academic subjects but also your approaches to learning, i.e., study skills, participation in class, interest in learning and willingness to undertake challenges.

3. What have been your contributions to ISP or to previous high schools?

4. What three words would you use to describe yourself? Give examples which illustrate these characteristics.

5. Do you have any special interests, talent, or hobbies? If so, please describe.

6. What do you think you would bring to a university—what would you contribute to the school?

7. What would you most like a university to know about you, or what do you think is your most distinguishing characteristic?

Teacher Recommendation Questionnaire

Students: Please complete this form for the teacher who will write a recommendation for you. In responding to the questions, provide as much detail as you can. You may have a maximum of two teacher recommendations; however, some colleges may require only one. Please check college requirements before requesting a second recommendation. Answering these questions fully can result in a more helpful recommendation and enhance your chances of admission.

Teacher's Name:

Date:

Student's Name:

Email:

I will be applying to an Early Decision or Early Action college.

___yes

___no

(Students must request recommendations at least three weeks prior to deadlines, not including school vacations.)

- 1. I tentatively plan to apply to the following colleges/universities:**

- 2. What subject areas do you think you will study in college?**

- 3. A teacher's recommendation usually concentrates on your academic performance. In general, how did you contribute to this class? More specifically, give two incidents or examples to illustrate your contributions.**

- 4. What out-of-class experiences have you had that are related to this subject area (e.g., summer courses, reading, activities, things you did but weren't required to do for the class, etc.)?**

- 5. Describe a project, paper or activity in this class you were proud of or especially enjoyed?**

- 6. What contributions have you made as an ISP student overall?**

- 7. Have your academic success and grades in this subject been affected by any personal or family obstacle (change of schools, illness, etc.)? If so, also mention how you have managed to overcome any difficulties.**

- 8. What three (positive) adjectives could this teacher use to describe you? Give a concrete example for each of these qualities to illustrate how you display them.**

- 9. Tell this teacher something else that will help him or her write an effective recommendation about you. If there is anything that should be explained, please make sure you also include that information.**

Information Directory

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“Educating *for* **Complexity**”