

Page 1: Student

1. \* This application is for the TAMS Class of:

2026

2. \* Student's Full Name (Do not use all caps. Leave Middle Name blank if none).

\* First

Middle

\* Last

3. \* Student's Preferred Name

This could be your nickname, or maybe just your first name.

4. \* Phonetec spelling of Student's First Name

Example: Rihanna might be Ree-AH-na.

5. \* Phonetec spelling of Student's Last Name

Example: Mozart might be MOT-zart.

6. \* Student's Birthdate

/  /  (month/day/year)

7. \* Student's Gender

Male  Female

8. \* Select your academic track

Public Health  Math and Science  Computer Science  Engineering  Visual Arts and Design  Music

All applicants will be considered for the Math and Science (default) track. It is recommended that students interested in Music or Visual Arts and Design take the ACT rather than the SAT.

\* fields marked with an asterisk are required

## Page 2: Contact

9. \* Home Telephone

10. \* Student Cellphone Number

11. \* Student's Email Address

Do NOT use your high school email address or your parents email address. This MUST be the same as the email address you used to create your Application Profile. We will use this email address to contact you in the future.

12. \* Home Mailing Address

Street Address

City

State

ZIP

13. \* Texas County

\* fields marked with an asterisk are required

## Page 3: High School

14. \* Current School

\* School Name

\* Mailing Address

Street Address

City

State

ZIP

15. \* School Classification. For public school students, indicate UIL classification (1A - 6A) based on enrollments. If uncertain, ask your counselor.

 Homeschool  Private  1A  2A  3A  4A  5A  6A

1A &lt;105, 2A 105-224, 3A 225-504, 4A 505-1149, 5A 1150-2189, 6A &gt;2189

16. \* CEEB code

You can find your school's CEEB code at the [College Board website](#).

17. \* Is the student a sophomore?

 Yes  No

If not, list grade and explain

\* fields marked with an asterisk are required

18. \* Is the student a U.S. Citizen?  
 Yes  No

19. If the student is not a U.S. citizen, in what country does the student hold citizenship?

20. \* Is English the student's first language?  
 Yes  No  
If not, how long have you spoken English?

21. \* Texas State Representative  
You can find out who your state representative is at the [State of Texas website](#).  
\* Name   
\* House District Number

22. \* Texas State Senator  
You can find out who your state senator is at the [State of Texas website](#).  
\* Name   
\* Senate District Number

23. \* Check adults having immediate supervision over you  
 Mother  Father  Aunt  Uncle  Stepparent  Grandmother  Grandfather  Other

24. \* An adult with whom you live  
\* Title   
\* First Name   
\* Last Name   
\* Relationship   
e.g. Mother, Father, Stepmother  
\* Work Phone   
\* Cell Phone   
\* Email Address   
\* UNT System Employee  Yes  No

25. A second adult with whom you live  
If you only live with one adult, you may leave this question blank.  
Title   
First Name   
Last Name   
Relationship   
e.g. Mother, Father, Stepmother  
Work Phone   
Cell Phone   
Email Address   
UNT System Employee  Yes  No

\* fields marked with an asterisk are required

Page 5: Scores

26. \* Have you taken and sent official scores to UNT for the SAT?

Yes  No

If Yes, please fill the boxes below with your SAT scores.

Date of test    (month/day/year)

SAT Reading Score

SAT Math Score

SAT Reading and Math Total Score

27. \* Have you taken and sent official scores to UNT for the ACT?

Yes  No

If Yes, please fill the boxes below with your ACT scores.

Date of test    (month/day/year)

ACT Math Score

ACT Science Score

ACT English Score

ACT Reading Score

ACT Composite Score

28. \* Did you complete any math course(s) during Summer School or using Credit-by-Exam (CBE)?

Yes  No

If Yes, please indicate which course(s) and the method of completion.

Course 1

SS  CBE

SS or CBE grade for Course 1

Course 2

SS  CBE

SS or CBE grade for Course 2

Course 3

SS  CBE

SS or CBE grade for Course 3

29. \* Are you enrolled in and/or have you completed Precalculus and/or AP Calculus (any level)?

Yes  No

\* fields marked with an asterisk are required

Page 6: Activities

30. \* General Extracurricular Activities

List general extracurricular activities you participated in during the last 2 years only. Indicate the grades during which you participated in each activity.

none	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. \* Math/Science/Engineering/Visual Arts and Design/Music Oriented Extracurricular Activities

List math and science related extracurricular activities you participated in during the last 2 years only. Indicate the grades during which you participated in each activity.

none	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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\* fields marked with an asterisk are required

32. \*Awards and Honors

List individual or team honors and contest recognitions you have received in the last 2 years only. Indicate the grades during which you received them.

none	<input checked="" type="checkbox"/>	8th	<input type="checkbox"/>	9th	<input type="checkbox"/>	10th	<input type="checkbox"/>	11th
	<input type="checkbox"/>	8th	<input type="checkbox"/>	9th	<input type="checkbox"/>	10th	<input type="checkbox"/>	11th
	<input type="checkbox"/>	8th	<input type="checkbox"/>	9th	<input type="checkbox"/>	10th	<input type="checkbox"/>	11th
	<input type="checkbox"/>	8th	<input type="checkbox"/>	9th	<input type="checkbox"/>	10th	<input type="checkbox"/>	11th
	<input type="checkbox"/>	8th	<input type="checkbox"/>	9th	<input type="checkbox"/>	10th	<input type="checkbox"/>	11th
	<input type="checkbox"/>	8th	<input type="checkbox"/>	9th	<input type="checkbox"/>	10th	<input type="checkbox"/>	11th
	<input type="checkbox"/>	8th	<input type="checkbox"/>	9th	<input type="checkbox"/>	10th	<input type="checkbox"/>	11th
	<input type="checkbox"/>	8th	<input type="checkbox"/>	9th	<input type="checkbox"/>	10th	<input type="checkbox"/>	11th

33. \*Offices Held

List officer positions you were elected to or appointed to in the last 2 years only. Be sure to also list the name of the organization/club/etc. This is not a place to list all of the organizations in which you have participated. Indicate the grades during which you held each membership or office.

asfsdf	<input checked="" type="checkbox"/>	8th	<input type="checkbox"/>	9th	<input type="checkbox"/>	10th	<input type="checkbox"/>	11th
	<input type="checkbox"/>	8th	<input type="checkbox"/>	9th	<input type="checkbox"/>	10th	<input type="checkbox"/>	11th
	<input type="checkbox"/>	8th	<input type="checkbox"/>	9th	<input type="checkbox"/>	10th	<input type="checkbox"/>	11th
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	<input type="checkbox"/>	8th	<input type="checkbox"/>	9th	<input type="checkbox"/>	10th	<input type="checkbox"/>	11th
	<input type="checkbox"/>	8th	<input type="checkbox"/>	9th	<input type="checkbox"/>	10th	<input type="checkbox"/>	11th
	<input type="checkbox"/>	8th	<input type="checkbox"/>	9th	<input type="checkbox"/>	10th	<input type="checkbox"/>	11th

Save and continue... \* fields marked with an asterisk are required

34. \*The TAMS Environment

In 250 words or less, describe the most significant interaction you have had with someone from another racial, ethnic, cultural group. Upon reflection, do you wish you had acted or said something differently?

Generating random paragraphs can be an excellent way for writers to get their creative flow going at the beginning of the day. The writer has no idea what topic the random paragraph will be about when it appears. This forces the writer to use creativity to complete one of three common writing challenges. The writer can use the paragraph as the first one of a short story and build upon it. A second option is to use the random paragraph somewhere in a short story they create. The third option is to have the random paragraph be the ending paragraph in a short story. No matter which of these challenges is undertaken, the writer is forced to use creativity to incorporate the paragraph into their writing.

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35. \*Explain ONE topic or issue that most excites you about the academic track/pathway you wish to pursue at TAMS.

(3 to 5 sentences)

asfdasfdasfd

36. Special Circumstances

Describe any special circumstances that could impact your application to and enrolling TAMS/UNT. Feel free to include general information on financial ramifications, your previous educational experience, and/or any other circumstances you feel apply

asfdasfdasfd

37. \*For Parent/Guardian: Please express your viewpoint on your child's decision to apply to TAMS.

Do not skip this question. Parents/Guardians should type their response in this box and NOT email their reply to TAMS officials.

dsfafasfd

Save and continue... \* fields marked with an asterisk are required

38. \* Please select ONE of the essay questions below and respond to it in 500 words or less.
- If you could create your own Mt. Rushmore with the likeness of four significant people, who would you include and why?
  - If you could host a dinner with three people (past or present, real or fictional) who would you invite, what would you talk about, and what would be your menu?
  - You have a ticket in your hand. What is the ticket for? Is anyone else included? Why?
  - If you suddenly had 10 extra hours added to your week, what would you spend them doing? Why?
  - Guinness Book of World Records is sending a representative to verify your World Record attempt. What record are you trying to set/break? Answer either a. or b. a. How did you become interested in this ability? b. How and how long have you trained or prepared?

39. \* Essay  
500 words or less.

How Long is a 500 Word Essay?

I will neglect the risk of turning into a bearded man clad in military garb who goes by the name of Captain Obvious, and state a patently clear thing: 500 word essay length is ... about 500 words. How many pages does it take to write such an essay? When measured in pages, the essay occupies the space of only two. If, however, you write an essay for a scholarship and want to squeeze it into one page, you can do so by selecting the single spaced format in your word processor. Let's tackle another important question: "How to write a good essay?" To this end, you should come up with fresh, challenging, and gripping ideas. Also, it is essential to follow a five paragraphs structure. This type of essay allows the student to present their thoughts in a consistent and logical manner. Here's an example of what a 500 word essay looks like.

Sample of 500 Word Essay on Respect

In this essay, I attempt to discuss infinitely more than just what respect means to me. Because respect is a universally understood concept shared by all people across all cultures. As such, the essay is not about myself, but rather about a language all members of the human species speak fluently – the language of respect. In this 500 word essay integrity takes a prominent role because I would be remiss if I did not mention the importance of character's consistency in the broader topic of self respect. After all, when viewed through the lens of respect, your life experience is the function of your sense of wholeness regardless of the circumstances. There are different modes of behavior suitable for students, for teachers, for yourself, and for others; nonetheless, a person paying due regard to one's and other people's beliefs behaves consistently well and takes responsibility for their actions. That is what people in the military call self control; that is what people occupying leadership positions call good management; that is what I call respect. The aim of this paper is to discuss what is respect and provide a simple definition of the concept. It also attempts to explain why elders should be treated with respect and what respectful behavior entails.

Respect is commonly defined as a proper regard for the feelings, beliefs or desires of others. Put simply, the concept presupposes the acknowledgment of the content of other people's thought. Unfortunately, the mere acknowledgment appears to be an extremely low bar.

In order to find a more apt definition of respect, let us look at the flip side – disrespect. Being disrespectful is displaying disregard of one's beliefs, feelings, or desires. In other words, a disrespectful person violates people's expectations of behavior toward them. Thus, it can be argued that respect is mindfulness of social expectations, which differ across various milieus.

At this point, it is necessary to reintroduce integrity back into the discussion. Even though respect is a heavily-context dependent conce

\* fields marked with an asterisk are required

40. \* Please indicate your ethnicity (for statistical purposes only)
- African American
  - Caucasian
  - Asian
  - East Asian (Korea, Japan, China, Taiwan)
  - Southeast Asian (Vietnam, Cambodia, Laos, Thailand)
  - Sub-continental Asian (India, Bangladesh, Pakistan, Nepal, etc)
  - Hispanic/Latino
  - Native American
  - Interracial
  - Other

41. \* Student's Shirt Size
- S  M  L  XL  2XL

42. \* Did you attend an in-person TAMS Preview Day event?
- Yes  No

43. \* Did you attend any virtual TAMS Preview Day events?
- Yes  No

44. \* Did you attend a TAMS Spend-a-Day ?
- Yes  No

45. \* What influenced you the most to apply to TAMS?
- Teacher or Counselor
  - Parents or siblings
  - TAMS Website
  - Current TAMS student
  - TAMS Outreach Events
  - TAMS Alumni (please enter name of referring alumni):
- TAMS Outreach Events include TAMS correspondence, Preview Day videos and presentations, talking to the TAMS recruiter, visiting TAMS and UNT.

46. If related to a TAMS alumnus or TAMS student (past or present), please provide their name.
- Name
- Relationship
- Class of

\* fields marked with an asterisk are required