



Recommendation Form

AT LEAST ONE RECOMMENDATION MUST BE FROM A HIGH SCHOOL TEACHER, PREFERABLY IN THE AREA OF NOMINATION

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Student's Name \_\_\_\_\_ Nomination Area \_\_\_\_\_

School \_\_\_\_\_ School System \_\_\_\_\_

Subjects you have taught this nominee if you are a teacher:

(preferably in the student's area of nomination)

9th grade \_\_\_\_\_ 10th grade \_\_\_\_\_ 11th grade \_\_\_\_\_

How long have you known this student? \_\_\_\_\_

Circle the numbers in Sections A, B & C that indicate your perception of this student. Please give specific details or examples related to your numerical responses in the space provided. We are interested in knowing what is unique about this student. Omit any numbered items that do not apply to your subject or course or for which you do not have adequate information to make a judgment.

1=Poor 2=Acceptable 3=Good 4=Very Good 5=Superior

A. What do you consider this student's particular strengths, weaknesses, and potential as a student?

To what degree does this student demonstrate:

- 1. High level of interest in and commitment to the subject of nomination 1 2 3 4 5
2. High level of ability in this subject 1 2 3 4 5
3. Openness to new ideas and challenging material 1 2 3 4 5
4. Curiosity about this subject 1 2 3 4 5
5. Ability to synthesize ideas 1 2 3 4 5
6. Ability to grasp underlying principles 1 2 3 4 5
7. Capacity to examine multiple ideas or solutions to problems or questions 1 2 3 4 5
8. Ability to work on a task with independence and commitment for an extended period of time 1 2 3 4 5
9. Ability to set goals and evaluate progress in accomplishing tasks 1 2 3 4 5
10. Capacity and willingness to examine assumptions 1 2 3 4 5
11. Work of high quality 1 2 3 4 5
12. Creativity 1 2 3 4 5
13. Motivation 1 2 3 4 5
14. Is this student inquisitive, serious, and flexible enough to entertain speculative questions and to push intellectual boundaries? (Circle) YES NO

Responses and comments:



1=Poor	2=Acceptable	3=Good	4=Very Good	5=Superior
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**B. What is this student's attitude toward peers, teachers, and others?  
To what degree does the student demonstrate:**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Cooperation with teachers and others   | 1 | 2 | 3 | 4 | 5 |
| 2. Character and integrity, as exemplified by honesty, helpfulness, consideration of others | 1 | 2 | 3 | 4 | 5 |
| 3. Ability to listen to and interact with classmates  | 1 | 2 | 3 | 4 | 5 |
| 4. Empathy for other classmates   | 1 | 2 | 3 | 4 | 5 |

Responses and comments:

**C. How would you evaluate this student's stability, character, and maturity?  
To what degree does the student demonstrate:**

- |                                   |   |   |   |   |   |
|-----------------------------------|---|---|---|---|---|
| 1. Social and emotional maturity  | 1 | 2 | 3 | 4 | 5 |
| 2. Individual responsibility      | 1 | 2 | 3 | 4 | 5 |
| 3. Potential for growth           | 1 | 2 | 3 | 4 | 5 |
| 4. Adaptability in new situations | 1 | 2 | 3 | 4 | 5 |

Responses and comments:

**D. Are you confident that this student can independently function at a high level for six weeks away from home in a challenging academic and residential environment? (Circle)**      YES      NO

Responses and comments:

Signature \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_

*The information provided is confidential and will be read only by persons responsible for student selection and faculty and staff of the Governor's School.*