



TEACHER RECOMMENDATION FORM

Applicant's name _____ Candidate for ____ grade in _____ 20__

Applicant's current school name _____ Telephone _____

Teacher's Name _____ How long have you known the applicant? _____

What grade/level did you teach the applicant and when? _____

St. Benedict Preparatory School is a Catholic, coeducational, college prep school. Admission is without restriction for reasons of race or creed. Selection is based upon academic potential, maturity, imagination, and ability to function well as a member of the faith-based school community. We look for students who can benefit from a nurturing yet challenging environment.

Please give a summary appraisal of the candidate; assessing academic promise as a student personal qualities. Check here if you prefer to attach a letter.

RECOMMENDATION

	NOT RECOMMENDED	WITHOUT ENTHUSIASM	FAIRLY STRONGLY	STRONGLY	ENTHUSIASTICALLY
For Academic Potential:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For Character and Personal Promise:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Recommendation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Athletic abilities, special interests, talents, etc.: _____

Significant limitations (physical, social) : _____

Your judgments are used solely for our admissions process, are held in strictest confidence, and do not become a part of a student's permanent record. Although we are unable to acknowledge each recommendation individually, we are well aware of how much time and thought this evaluation requires. We thank you in advance for the help your comments will provide us.

(over please)

Thank you for taking the time to fill out this checklist. St. Benedict Preparatory School places varying levels of emphasis on the qualities listed below and we are interested in the descriptive profile of your student, which this checklist provides.

- | | | | | |
|--|--|--|---|---|
| 1. Academic achievement: | <input type="checkbox"/> below expectations | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> outstanding |
| 2. Ability to work in a group: | <input type="checkbox"/> has great difficulty | <input type="checkbox"/> sometimes has difficulty | <input type="checkbox"/> usually effective | <input type="checkbox"/> always works well |
| 3. Ability to work alone: | <input type="checkbox"/> has great difficulty | <input type="checkbox"/> needs help frequently | <input type="checkbox"/> needs help occasionally | <input type="checkbox"/> always works well |
| 4. Participation in discussion: | <input type="checkbox"/> rarely contributes | <input type="checkbox"/> wants to dominate | <input type="checkbox"/> contributes occasionally | <input type="checkbox"/> joins in readily |
| 5. Classroom conduct: | <input type="checkbox"/> frequent disruptions | <input type="checkbox"/> occasional misconduct | <input type="checkbox"/> usually good behavior | <input type="checkbox"/> good conduct |
| 6. Written expression: | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 7. Ability to express ideas orally: | <input type="checkbox"/> limited | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> good | <input type="checkbox"/> exceptional |
| 8. Daily preparation: | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 9. Use of time: | <input type="checkbox"/> uses poorly | <input type="checkbox"/> occasionally wastes | <input type="checkbox"/> usually uses well | <input type="checkbox"/> uses effectively |
| 10. Follows directions: | <input type="checkbox"/> rarely | <input type="checkbox"/> needs much explanation | <input type="checkbox"/> occasionally needs help | <input type="checkbox"/> quickly & effectively |
| 11. Critical thinking: | <input type="checkbox"/> limited | <input type="checkbox"/> fair | <input type="checkbox"/> frequently perceptive | <input type="checkbox"/> exceptionally perceptive |
| 12. Seeks help when needed: | <input type="checkbox"/> rarely | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 13. Effort/drive: | <input type="checkbox"/> limited | <input type="checkbox"/> sporadic | <input type="checkbox"/> usually good | <input type="checkbox"/> maximum |
| 14. Attention span: | <input type="checkbox"/> easily distracted | <input type="checkbox"/> occasionally distracted | <input type="checkbox"/> usually good | <input type="checkbox"/> exceptionally good |
| 15. Leadership potential: | <input type="checkbox"/> a follower | <input type="checkbox"/> leads when given responsibility | <input type="checkbox"/> seeks opportunities (and uses them well) | <input type="checkbox"/> a natural leader |
| 16. Initiative: | <input type="checkbox"/> never initiates | <input type="checkbox"/> rarely shows initiative | <input type="checkbox"/> occasionally initiates | <input type="checkbox"/> often initiates |
| 17. Curiosity: | <input type="checkbox"/> limited | <input type="checkbox"/> occasional | <input type="checkbox"/> frequent | <input type="checkbox"/> consistent |
| 18. Imagination: | <input type="checkbox"/> little | <input type="checkbox"/> fair | <input type="checkbox"/> active | <input type="checkbox"/> highly developed |
| 19. Integrity: | <input type="checkbox"/> questionable | <input type="checkbox"/> usually trustworthy | <input type="checkbox"/> trustworthy | <input type="checkbox"/> highly developed |
| 20. Consideration of others: | <input type="checkbox"/> rarely considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> considerate | <input type="checkbox"/> extremely thoughtful |
| 21. Social adjustment with peers: | <input type="checkbox"/> relates poorly | <input type="checkbox"/> has occasional problems | <input type="checkbox"/> usually relates well | <input type="checkbox"/> healthy relationships |
| 22. Sense of humor: | <input type="checkbox"/> rarely laughs or smiles | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> delightful |
| 23. Self-confidence: | <input type="checkbox"/> needs much reassurance | <input type="checkbox"/> appears overly confident | <input type="checkbox"/> needs some support | <input type="checkbox"/> positive self-image |
| 24. Parent participation in child's education: | <input type="checkbox"/> rarely involved | <input type="checkbox"/> overly involved | <input type="checkbox"/> sometimes involved | <input type="checkbox"/> appropriately involved |
| 25. Parent cooperation: | <input type="checkbox"/> unknown | <input type="checkbox"/> uncooperative | <input type="checkbox"/> fair | <input type="checkbox"/> good |
| 26. Parent expectations: | <input type="checkbox"/> unknown | <input type="checkbox"/> unrealistic | <input type="checkbox"/> realistic | <input type="checkbox"/> other |

Check here if you would like us to call you to discuss this student in greater detail.

Please print your name _____

Signature _____ Date _____



ADMINISTRATOR RECOMMENDATION FORM

Applicant's name _____ Candidate for ____ grade in _____ 20__

Applicant's current school name _____ Telephone (_____) _____

Name and title of person completing this form _____

How long have you known the applicant? _____ Date _____

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(over please)

Thank you for taking the time to fill out this checklist. St. Benedict Preparatory School places varying levels of emphasis on the qualities listed below and we are interested in the descriptive profile of your student, which this checklist provides. If you do not feel that you are the appropriate person to complete this form, please sign below and pass it on to the guidance counselor or other administrator. Similar forms will be required of the student's homeroom teacher.

APPLICANT INFORMATION

- 1. Academic Achievement: below expectations better than tests good outstanding
- 2. Conduct: poor occasional misconduct usually good behavior good conduct
- 3. Integrity: questionable usually trustworthy trustworthy highly developed
- 4. Consideration for others: rarely considerate usually considerate considerate extremely thoughtful
- 5. Social adjustments with peers: relates poorly has occasional problems usually relates well healthy relationships

FAMILY INFORMATION

- 1. Communication with school: rarely sometimes usually always
- 2. Attendance at school functions: rarely sometimes usually always
- 3. Cooperation with your school rules: rarely sometimes usually always
- 4. Cooperation with faculty/administration: rarely sometimes usually always
- 5. Fulfillment of financial responsibilities: n/a sometimes usually always
- 6. Participation in school community: never seldom when given opportunity very helpful
- 7. Participation in child's education: rarely involved sometimes involved appropriately involved overly involved
- 8. Parental expectations for student: unknown unrealistic realistic other _____

Check here if you would like us to call you to discuss this student in greater detail.

Please print your name _____

Signature _____ Date _____