

*Student: Please ask two teachers who know you well, but whom you will not ask to write a letter of recommendation, to complete this form. This form will be returned directly to the counselor.*

**WOODBIDGE HIGH SCHOOL  
COUNSELING OFFICE  
REQUEST FOR FACULTY INPUT FOR COLLEGE RECOMMENDATIONS**

TO \_\_\_\_\_  
(Place name of teacher here)

FROM: \_\_\_\_\_, COUNSELOR  
(fill in counselor name)

Re: **STUDENT** \_\_\_\_\_  
(Place your name here)

**PLEASE RETURN THIS FORM DIRECTLY TO** \_\_\_\_\_ **BY** \_\_\_\_\_  
(Fill in counselor name) (List the date of your appointment)

*Student: Please ask two teachers who know you well, but whom you will not ask to write a letter of recommendation, to complete this form. This form will be returned directly to the counselor.*

Because I have never been this student's classroom teacher, I need information from you. Could you please describe any specific examples or instances that you may recall about this student? I strongly appreciate and prefer anecdotal information over checks on the charts!

Your input will be combined with that of other faculty members. Any information you provide will be kept strictly confidential.

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**ACADEMIC CONTRIBUTIONS**

Please mention any specific events or unusual circumstances which could provide insight into the student's academic strengths. Or, please add a brief statement about this student from which I may quote.

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and / or

please evaluate this student using the chart below.

	<b>Below Average</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>	<b>No Basis for Judgment</b>
<b>Motivation</b>					
<b>Creative Qualities</b>					
<b>Self-Discipline</b>					
<b>Growth Potential</b>					

**PERSONAL QUALITIES**

Please comment about this student's leadership and interactions with peers and other school personnel on the lines below, from which I may quote.

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and / or  
please evaluate this student using the chart below

	<b>Below Average</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>	<b>No Basis for Judgement</b>
<b>Leadership</b>					
<b>Self Confidence</b>					
<b>Warm Personality</b>					
<b>Sense of Humor</b>					
<b>Concern for Others</b>					
<b>Energy</b>					
<b>Emotional Maturity</b>					
<b>Personal Initiative</b>					
<b>Reaction to Setbacks</b>					

**This student seems to be respected by his / her peers for**

- |  |   |
|--|---|
| <input type="checkbox"/> SUPERIORITY IN STUDIES    | <input type="checkbox"/> INTEREST IN OTHERS       |
| <input type="checkbox"/> ACCOMPLISHMENT/ACTIVITIES | <input type="checkbox"/> LEADERSHIP IN ACTIVITIES |
| <input type="checkbox"/> SUCCESS IN ATHLETICS      | <input type="checkbox"/> PERSONALITY              |

Please give an example that demonstrates respect from peers:

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**OR This student seems to lack the respect of his / her peers because of**

- |  |  |
|--|--|
| <input type="checkbox"/> ATTITUDE TOWARDS ACADEMICS  | <input type="checkbox"/> LACK OF INTEREST IN OTHER |
| <input type="checkbox"/> SENSE OF SUPERIORITY        | <input type="checkbox"/> NOT WELL KNOWN            |
| <input type="checkbox"/> CONCEIT                     | <input type="checkbox"/> PERSONALITY               |
| <input type="checkbox"/> MANNERS AND PERSONAL HABITS |  |

Please give an example that demonstrates lack of respect from peers:

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