

Instructions for Raters

In making the following ratings, please keep in mind that they will be used to compare this student with other very capable students. If you feel that this student is a worthy scholarship candidate, it is expected that you will want to rank him/her as favorably on all questions as you conscientiously can. The rating scales have been designed very finely at the upper extreme so that distinctions can be made among such talented students.

This form will be used so that no single unfavorable rating will automatically disqualify any candidate. While one purpose of the scholarship awards is to encourage "well rounded" development, it is recognized that an extremely gifted young person who holds promise of making a really worthwhile contribution to society often, at least in his/her early development, does not show up well in all areas. It is extremely promising youth above all else that the scholarship program desires to encourage.

In rating the student, please circle one number on each of the four rating scales which indicates the most favorable rating, with evidence available to you seems to justify.

In making these ratings do not attempt to allow for unpredictable events.

It is important that specific examples be cited in support of each of your ratings. These will be extremely valuable to the Committee in assessing the candidate's qualifications and unique assets.

If the student is assured sufficient financial support and enters a college of high standards, how good are his/her chances of graduating in the highest 25 of his/her college graduating class?

1	2	3	4	5	6	7	8	9
<i>likely</i>		<i>some likelihood</i>		<i>unlikely</i>		<i>very unlikely</i>		<i>extremely unlikely</i>

Why do you think so?

Considering only the student's interests, work habits and life goals, what are the chances that he/she will be motivated to take full advantage of the educational opportunities that would be available to him in a good college?

1	2	3	4	5	6	7	8	9
<i>likely</i>		<i>some likelihood</i>		<i>unlikely</i>		<i>very unlikely</i>		<i>extremely unlikely</i>

What are your reasons?

In comparison with other students who possess sufficient ability to profit from a college education, how would you describe this student with regard to the expression of new, original or ingenious ideas and points of view either in his/her class work or in other school activities?

1	2	3	4	5	6	7	8	9
<i>likely</i>		<i>some likelihood</i>		<i>unlikely</i>		<i>very unlikely</i>		<i>extremely unlikely</i>

Please cite specific examples to support your rating:

What are the chances that this student will have personal, emotional, and/or social problems which will prevent him/her from doing college work in line with his capabilities?

1	2	3	4	5	6	7	8	9
<i>likely</i>		<i>some likelihood</i>		<i>unlikely</i>		<i>very unlikely</i>		<i>extremely unlikely</i>

Why do you think so?

Has this student given any strong evidence of leadership ability?

Yes

No

Please cite specific examples:

Has the student shown exceptional talent in any specific field such as: music, science, literature, mathematics, industrial arts, and so forth? Yes No Please cite specific examples **(Note: The Committee would be especially pleased if the teacher or teachers most familiar with the student's special projects would briefly describe the projects on a separate sheet and comment on their significance):**

What is the candidate's principal weakness, if any?

Is there any area in which you feel the candidate may need special guidance?

What is the candidate's relationship to his/her contemporaries?
How is this shown?

Well-liked and strongly influential
 Tolerated

Respected
 Disliked

Sometimes special circumstances should be considered when evaluating a student's achievement record and test scores. If, in your opinion, this student may have been handicapped by any such circumstances, please specify.

What size is the community in which your school is located?

Less than 500 500-1000 1500-5000 5000-25,000 25,000-100,000 over 100,000

What economic or social conditions characterize your community or the occupation of most of the parents represented in your school? (e.g., farming area, mill town, university town) _____

Approximately what percentage of graduates from your high school go to college? _____

How many students are taught in the average classroom (i.e. instructional group) in your high school? (Exclude physical education classes.) _____

Date

Signature

Title

Please have Secondary School Record (on the back page) completed before form is returned.