

# Weekend College for High School Students Teacher Recommendation Form

**TO THE TEACHER:**

This student is applying for admission to The University of Mississippi's Weekend College for High School Students. Your candid evaluation of the student will be considered by the admission committee to determine the student's eligibility for the program. Please return this form to your school official who will mail all forms together.

STUDENT'S NAME \_\_\_\_\_  
Last First Middle

Student's signature here waives his/her right to review this recommendation: \_\_\_\_\_

1. What words come to your mind to describe the student's academic ability?
  
  
  
  
  
  
  
  
  
  
2. What have you seen in the student's work that would suit him/her for a gifted/talented program? Cite specific projects, interests, or abilities.
  
  
  
  
  
  
  
  
  
  
3. What specific strengths and weaknesses have you seen in the student?
  
  
  
  
  
  
  
  
  
  
4. How long have you known the student?
  
  
  
  
  
  
  
  
  
  
5. In what classes have you taught the student?  
How would you describe the student's work in your class(es)?

Teacher's Name (print) \_\_\_\_\_ (signature) \_\_\_\_\_

Position \_\_\_\_\_

Address \_\_\_\_\_

Please check the appropriate blanks, based on the following evaluations.

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic to a considerable degree.
4. If you have observed this characteristic almost all of the time.
5. No basis for rating.

**1      2      3      4      5**

- |   |       |       |       |       |       |
|---|-------|-------|-------|-------|-------|
| 1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.   | _____ | _____ | _____ | _____ | _____ |
| 2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age).  | _____ | _____ | _____ | _____ | _____ |
| 3. Has quick mastery and recall of factual information.   | _____ | _____ | _____ | _____ | _____ |
| 4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from information or factual questions); wants to know what makes things (or people) "tick." | _____ | _____ | _____ | _____ | _____ |
| 5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.   | _____ | _____ | _____ | _____ | _____ |
| 6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc., than others.  | _____ | _____ | _____ | _____ | _____ |
| 7. Reads a great deal on his/her own; usually prefers adult-level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.   | _____ | _____ | _____ | _____ | _____ |
| 8. Tries to understand complicated material by separating it into respective parts; reasons things out for himself/herself; sees logical and common sense answers.  | _____ | _____ | _____ | _____ | _____ |

- |   |       |       |       |       |       |
|---|-------|-------|-------|-------|-------|
| 1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic.) | _____ | _____ | _____ | _____ | _____ |
| 2. Is easily bored with routine tasks.  | _____ | _____ | _____ | _____ | _____ |
| 3. Needs little external motivation to follow through in work that initially excites him.   | _____ | _____ | _____ | _____ | _____ |
| 4. Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products.   | _____ | _____ | _____ | _____ | _____ |
| 5. Prefers to work independently; requires little direction from teachers.  | _____ | _____ | _____ | _____ | _____ |
| 6. Is interested in many "adult" problems such as religion, politics, sex, race...more than usual for age.  | _____ | _____ | _____ | _____ | _____ |
| 7. Often is self-assertive (sometimes even aggressive); stubborn in his/her beliefs.  | _____ | _____ | _____ | _____ | _____ |
| 8. Likes to organize and bring structure to things, people, and situations.   | _____ | _____ | _____ | _____ | _____ |
| 9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.  | _____ | _____ | _____ | _____ | _____ |

(Abbreviated Renzulli-Hartman Scale)