

**NAME OF STUDENT BEING EVALUATED:** \_\_\_\_\_

**NAME OF EVALUATOR:** \_\_\_\_\_ **DEPARTMENT:** \_\_\_\_\_

**PART I:** Answer the following questions with a "yes (Y)" or "no (N)"; place your answer in the space provided in front of the item number. If yes, provide the requested information.

\_\_\_\_ 1. Have you had this student in one or more classes? Indicate the courses by name and note your overall evaluation of the person while in your class.

\_\_\_\_ 2. Have you had opportunity to interact significantly with the student besides the student/teacher relationship (e.g., lab assistant, Tri-S group, Social Club, socially, etc.)? State circumstance of the experience.

(CONTINUE ON BACK IF NEEDED)

\_\_\_\_ 3. Have you ever had the occasion to question the honesty or integrity of the student? If so, please describe below (and/or on attached pages) the circumstances and resolution of the problem.

(CONTINUE ON BACK IF NEEDED)

\_\_\_\_ 4. Are you aware of any project, research, activity, travel, etc. the student has undertaken during his/her tenure here? Please describe the experience below.

(CONTINUE ON BACK IF NEEDED)

\_\_\_\_ 5. If you have answered both items 1 and 2 negatively, do you feel that there have been other experiences that have given you enough insight to continue the evaluation? If yes, please describe below. If not, then return this form and do not continue.

**PART II:** Please evaluate this student as to how she/he ranks compared with all other pre-professional students that you have known. Remember you are comparing this person *to other pre-health professional students you have known and NOT to the general student body (IT IS UNLIKELY THAT THEY ARE ALL FIVE'S!)*. Also, **if you do not have a specific memory of a student's performance in a certain area**, it probably doesn't mean that you don't have enough information to evaluate them; it probably means that they should be ranked as a "3" in this category; i.e. the performance was pretty much as you expected it to be and was neither exceptionally good or bad. **I include with each evaluation summary I send out to professional schools the same description of the evaluation scale as you see below. I also state in the cover letter that the students are being compared to all previous pre-professional students and not to the general student body and remind them that our "3" is still a recommendation to accept the student.**

You might be interested in the fact that 100% of all students that we have recommended with out reservation (**Category 5**) or strongly recommended (**Category 4**) have been accepted to professional schools of their choosing. I think if you will follow the above suggestions, we can continue our history of identifying those students that are exceptionally qualified to go to professional school. So, please do not inflate your evaluations.

- 5 = **TOP 10 PERCENT** of the pre-professional students I have taught; one of the BEST STUDENT I HAVE KNOWN; excellent; unreserved support and/or agreement; RECOMMEND WITHOUT RESERVATION
- 4 = **TOP 11 TO 25 PERCENT** of the pre-professional students I have taught; clearly ABOVE the AVERAGE PRE-PROFESSIONAL student; strong agreement or support; STRONGLY RECOMMEND ACCEPTANCE.
- 3 = **TOP 50 PERCENT** of the pre-professional students I have taught; AVERAGE PRE-PROFESSIONAL STUDENT; agree and support; RECOMMEND ACCEPTANCE.
- 2 = **TOP 75 PERCENT** of the pre-professional students I have taught; clearly BELOW AVERAGE pre-professional student but with evidence of improvement and PROBABILITY OF IMPROVEMENT GOOD with increase in experience; reserved agreement or support; RECOMMEND WITH RESERVATIONS.
- 1 = **LOWER 25 PERCENT**; FAR BELOW STANDARDS for pre-professional with little or no evidence of improvement; strongly disagree, CANNOT RECOMMEND.
- 0 = **I HAD NO ASSIGNMENT OR OPPORTUNITY TO EVALUATE THIS STUDENT IN THIS AREA.** (Remember, if you can't recall specifically the student's performance in an area (e.g. writing) and this area was covered (lab reports, essay questions on tests, article summaries, etc.) in your course, you should score the student as a "3" and not a "0".)

**INSTRUCTIONS:** Please circle the number that best fits your evaluation of the student. If you wish you may mark intermediate values by circling two adjacent numbers (e.g. if you wanted to give a student a 4.5, you would draw a circle around the 4 and the 5.).

- |   |             |
|---|-------------|
| 1. Ability to communicate in writing.   | 5 4 3 2 1 0 |
| 2. Ability to express him/herself verbally.   | 5 4 3 2 1 0 |
| 3. Ability to present a direct, concise, logical argument when he/she knows subject matter  | 5 4 3 2 1 0 |
| 4. Ability to speak in front of peers/instructors.  | 5 4 3 2 1 0 |
| 5. Academic ability.  | 5 4 3 2 1 0 |
| 6. Academic potential at professional level.  | 5 4 3 2 1 0 |
| 7. Ability to obtain pattern and trends given numerical data in tables and/or figures.      | 5 4 3 2 1 0 |
| 8. Ability to discern relevant from irrelevant information during problem solving sessions. | 5 4 3 2 1 0 |
| 9. Familiarity with library resources related to subject area.                              | 5 4 3 2 1 0 |
| 10. Ability to perform motor skills during class (coordination, precision, technique, etc.) | 5 4 3 2 1 0 |

- |   |             |
|---|-------------|
| 11. Emotional maturity and development.   | 5 4 3 2 1 0 |
| 12. The degree of originality and independence of thought expressed by the student.                       | 5 4 3 2 1 0 |
| 13. The degree of interest in course material to fulfill personal interest and curiosity.                 | 5 4 3 2 1 0 |
| 14. The student's promptness, dependability, and sense of responsibility in handling course requirements. | 5 4 3 2 1 0 |
| 15. The degree of personal integrity and honesty.   | 5 4 3 2 1 0 |
| 16. The degree of initiative and leadership qualities.  | 5 4 3 2 1 0 |
| 17. The student's perseverance, fortitude, energy and enthusiasm.   | 5 4 3 2 1 0 |
| 18. Ability of student to work with others in a team relationship.  | 5 4 3 2 1 0 |
| 19. Ability of student to relate to others in a warm personable way.                                      | 5 4 3 2 1 0 |
| 20. Tolerance of other peoples ideas even if different from his/her own.                                  | 5 4 3 2 1 0 |
| 21. Ability of the student to be forthright, frank, and open.   | 5 4 3 2 1 0 |
| 22. Ability of student to work by himself.  | 5 4 3 2 1 0 |
| 23. Demonstrates his/her concern for others.  | 5 4 3 2 1 0 |
| 24. Overall ranking of academic abilities.  | 5 4 3 2 1 0 |
| 25. Overall ranking of compatibility with others.   | 5 4 3 2 1 0 |
| 26. Overall ranking of compatibility with chosen career field.  | 5 4 3 2 1 0 |
| 27. Your overall recommendation.  | 5 4 3 2 1 0 |

ADDITIONAL COMMENTS: Use this space to add any information at all that you feel would enable us to give an honest evaluation of the student to the professional school. Particularly helpful would be specific instances of behavior that exemplifies your evaluation of the student.

Evaluator: \_\_\_\_\_