

“THE PACKET”

Your OHS counselor uses this packet to help write your letter of recommendation. Information gathered will be used in-house only, and will not be seen by the student, parents or university. **Completing this packet of information is not the same as asking a teacher to write a letter of recommendation for you.**

Juniors needing a letter for the fall of their senior year should complete the “**Teacher Information to Counselor**” during the spring semester of their junior year. Waiting until the senior year to complete this information could be a disadvantage to the student as teachers leave over the summer and we have no way of contacting them.

Please follow these directions carefully:

1. Be sure that your name, birth date, address and OHS ID number are complete and legible on the first page of the packet.
2. **Attach your activity resume.** Every senior English class does an activity resume at the beginning of the year, so you may use this.
3. When you respond to the questions, please be specific and write legibly or type in on the form using the PDF Fill-In feature on your computer. The more information you provide, the more knowledgeable and complete your counselor’s assessment of you can be. **REMEMBER:** The purpose of a counselor recommendation is to explain to the college what makes you special! It is perfectly acceptable (and preferred) for you and your parents to answer these questions on the computer and attach the pages.
4. **AFTER** completing your personal information at the top of each “**Teacher Information to Counselor**” form, give this form to three (3) teachers. Make sure you give your teachers an actual date in which the material needs to be returned to the counselor. Avoid “ASAP” at all costs!! You may use up to two (2) teachers from a previous school – as long as you have three (3) teachers complete this information for you. Have them return this form via inter-school mail.

TIMELINE FOR APPLICATIONS:

Junior Year: Spring Semester

- Distribute the three (3) “**Teacher Information to Counselor**” forms.

Senior Year: Fall Semester

- In August, check with your counselor to see which teachers returned their information sheets.
- Begin to fill out application forms online by late August or early September.
- Download the “**Counselor Recommendation/School Report**” and the “**Teacher Recommendation Forms**”, if applicable from the college web site.
- Organize your “**Counselor Recommendation/School Reports**”.
- You should meet with your counselor by the end of **October** or have the Common App emailed, so that your counselor can write a complete and effective letter on your behalf.
- Complete the Student and Parent question sheets, attach your resume and return to your counselor **WITH** your Counselor Recommendation/School Report Forms filled out by you. Make sure you sign that you “waive” your access to these documents.
- Organize your Teacher Recommendation Forms and ask your teacher(s) if they are willing to write a letter for you. Make sure you give them **at least a month** but no less than two weeks, to do a good job for you. Check with your teacher often as the deadline approaches to make sure your deadline isn’t missed. It’s always a good idea to write a note of appreciation to your teacher for helping you, as this isn’t part of their “job”.

Senior Year: Spring Semester

- January: Give your counselor your mid-year report forms.

STUDENT INFORMATION TO OHS COUNSELOR

Full Name _____ OHS ID _____

Date of Birth _____

Address _____
Street Address *City* *Zip*

E-mail address _____

All college recommendations are confidential in nature. Therefore, we ask that you sign below BEFORE asking your counselor to complete your college recommendation letter. A parent/guardian signature is required if you are not yet 18 years of age.

- I give permission for all my test scores to be released to the college(s) of my choice.
- I waive the right to see the recommendation submitted to the college(s) of my choice.

Student Signature Parent/Guardian Signature

I am enclosing the following college applications:

_____	Application Deadline _____
_____	Application Deadline _____
_____	Application Deadline _____
_____	Application Deadline _____
_____	Application Deadline _____

Check all that apply:

- I will need a letter of recommendation. I have turned in:
- My part of the student profile packet. My parents' part of the student profile packet.
- I have given the three (3) Teacher Information sheets to _____
- _____
- _____

Have you requested to have your transcript sent to your college(s)? YES NO

***** DO NOT FORGET TO ATTACH A COPY OF YOUR ACTIVITY RESUME *****

STUDENTS: PLEASE ANSWER THE FOLLOWING QUESTIONS

*The purpose of a **Counselor Letter of Recommendation** is to make you stand out from the crowd. By giving thought to the following questions and giving full and complete answers you can help your OHS counselor write a letter which will make you a three dimensional person.*

1. In *your* opinion, what makes you stand out from the crowd?
2. What's your passion? What intrigues you?
3. What high school class/activity/faculty has had the most influence on your high school career?
Why/how?
4. What are your career goals? Where do you see yourself in ten years?
5. Describe the role of character and integrity in the choices you make. Please offer specific examples.
6. Please consider any additional information: What has been your most rewarding experience? Are there extenuating circumstances in your life, which have affected your grades? (illness, death in the family, divorce, move, family problems, etc.)

TEACHER INFORMATION TO OHS COUNSELOR

TO THE STUDENT: Please fill out this top section before giving to your teacher.

Student _____ Teacher _____

Subject taught _____

Please return to _____ no later than _____
[COUNSELOR] [ASAP is not a DATE]

I am writing a recommendation for this student and I need your help. *You know this student*; therefore, your input is critical for me to write a comprehensive evaluation. In making the following ratings, please keep in mind that they will be used to compare this student with his or her entire class. Please check the single most appropriate box. ***If you prefer to fill this out on-line, it is available on the shared drive under "Teacher Recommendation".***

The student WILL NOT see this evaluation.

Quality	Below Average	Average	Above Average	Top 10%	Top 2 or 3 %	Best Ever!
Academic Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Self-Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Growth Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth of Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of Humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Setbacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect Accorded by Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

First words that come to mind to describe the applicant _____

Strengths in your course _____

Notable personal characteristics _____

SUMMARY EVALUATION

We are particularly interested in the student's intellectual promise, motivation, and capacity for growth, special talents and enthusiasm. Information that will help us to differentiate this student from others is helpful - what makes them stand out in a crowd. ***[Please use the back of this form for addition space.]***

DESCRIBING THE STUDENT

Organized	Intelligent	Confident	Optimistic	Perseverance	Perceptive
Determined	Self-disciplined	Unassuming	Motivated	Respectful	Sensitive
Diligent	Creative	Articulate	Inquisitive	Mature	Intellectual
Personable	Probing	Popular	Flexible	Outgoing	Serious
Independent	Analytical	Inquisitive	Mature	Intellectual	Energetic
Consistent	Enthusiastic	Stable	Dedicated	Artistic	Conscientious
Imaginative	Level-headed	Tenacious	Perceptive	Affable	Thorough
Humorous	Self-confident	Considerate	Reliable	fun	Focused
Warm	Self-starter	Poised	Honest	Insightful	Original

STRENGTHS & NOTABLE CHARACTERISTICS

Has integrity	Keeps promises	Helpful to others
Participates extracurricular	Exception emotional maturity	Critical (deep, quiet) thinker
Willing to dig out of a hole	Accepts & follows directions	Positive attitude
Consistent effort	Incredible drive	Works well with others
Asks vital questions	Stands out from the crowd	Hard worker
Disciplined work habits	Unique sense of humor	Ravid reader
Quick to apply information	Remarkable insight	Personal integrity
Staying power	Willing to defend position	Goes beyond the expected

EXAMPLES OF ANECDOTES

- Always had her assignments finished before she left class.
- In the evening she tutored a student with special needs from the class and motivated him to complete assignments on time.
- In group activities she took control and went the extra mile to insure quality work.
- She was kind to others when everyone else was making fun of them.
- He takes initiative to look for answers before asking for help.
- She always prepares for class, always completes assignments on time, always make exemplary grades.
- Seeks quiet and solitude of scholarly pursuit.
- Not led by popular opinion.
- An original poem he wrote showed mature thinking.
- Willing to help others who fell behind.
- Made funny but pertinent comments about issues and concepts.
- Not a class leader, but she always displayed excellent work ethic and attitude.
- Chose a challenging author and novel for his literary critique; he does not seek the easy way out.

For comments listed below – please attach additional pages as needed.

School Related Achievements and awards:

Community Related Activities: