



## ACADEMIC AND PERSONAL EVALUATION

Applicant's Name \_\_\_\_\_ School \_\_\_\_\_  
Last First

Your candid estimate of this student's academic performance, intellectual promise, and character will help the Office of Admissions in making final selections. All information you provide will be held in strict confidence. We thank you for your cooperation and ask that this form be returned to our office at your earliest convenience.

Anacapa School is an independent college preparatory day school for grades 7-12. It offers an intellectually challenging curriculum within a friendly and personal environment. The school values academic potential and achievements as well as creativity, strong motivation, personal integrity, positive social skills, and respect for others.

### Please check the appropriate rating on each line:

- |                                     |  |  |   |   |
|-------------------------------------|--|--|---|---|
| 1. Academic potential               | <input type="checkbox"/> limited                         | <input type="checkbox"/> fair                            | <input type="checkbox"/> good                                   | <input type="checkbox"/> outstanding              |
| 2. Academic achievement             | <input type="checkbox"/> considerably below expectations | <input type="checkbox"/> as expected                     | <input type="checkbox"/> better than tests                      | <input type="checkbox"/> far above expectations   |
| 3. Effort/Drive                     | <input type="checkbox"/> limited                         | <input type="checkbox"/> sporadic                        | <input type="checkbox"/> usually good                           | <input type="checkbox"/> maximum                  |
| 4. Study habits                     | <input type="checkbox"/> poor                            | <input type="checkbox"/> fair                            | <input type="checkbox"/> good                                   | <input type="checkbox"/> excellent                |
| 5. Ability to work in a group       | <input type="checkbox"/> had great difficulty            | <input type="checkbox"/> sometimes has difficulty        | <input type="checkbox"/> usually effective                      | <input type="checkbox"/> always works well        |
| 6. Ability to work alone            | <input type="checkbox"/> needs much help                 | <input type="checkbox"/> needs help frequently           | <input type="checkbox"/> needs help occasionally                | <input type="checkbox"/> always works well        |
| 7. Participation in discussion      | <input type="checkbox"/> rarely contributes              | <input type="checkbox"/> wants to dominate               | <input type="checkbox"/> contributes occasionally               | <input type="checkbox"/> joins in readily         |
| 8. Curiosity                        | <input type="checkbox"/> little                          | <input type="checkbox"/> occasional                      | <input type="checkbox"/> consistent                             | <input type="checkbox"/> marked                   |
| 9. Reads for pleasure               | <input type="checkbox"/> rarely                          | <input type="checkbox"/> if prodded                      | <input type="checkbox"/> occasionally                           | <input type="checkbox"/> frequently               |
| 10. Written expression: content     | <input type="checkbox"/> poor                            | <input type="checkbox"/> limited                         | <input type="checkbox"/> good                                   | <input type="checkbox"/> excellent                |
| 11. Written expression: mechanics   | <input type="checkbox"/> poor                            | <input type="checkbox"/> limited                         | <input type="checkbox"/> good                                   | <input type="checkbox"/> excellent                |
| 12. Ability to express ideas orally | <input type="checkbox"/> limited                         | <input type="checkbox"/> has some difficulty             | <input type="checkbox"/> good                                   | <input type="checkbox"/> exceptional              |
| 13. Imagination                     | <input type="checkbox"/> little                          | <input type="checkbox"/> fair                            | <input type="checkbox"/> active                                 | <input type="checkbox"/> highly developed         |
| 14. Use of time                     | <input type="checkbox"/> uses poorly                     | <input type="checkbox"/> occasionally wastes             | <input type="checkbox"/> usually uses well                      | <input type="checkbox"/> always uses effectively  |
| 15. Follows directions              | <input type="checkbox"/> rarely                          | <input type="checkbox"/> needs much explanation          | <input type="checkbox"/> occasionally needs help                | <input type="checkbox"/> quickly and effectively  |
| 16. Critical thinking               | <input type="checkbox"/> limited                         | <input type="checkbox"/> consistent with age             | <input type="checkbox"/> often perceptive                       | <input type="checkbox"/> exceptionally perceptive |
| 17. Seeks help when needed          | <input type="checkbox"/> rarely                          | <input type="checkbox"/> occasionally                    | <input type="checkbox"/> usually                                | <input type="checkbox"/> always                   |
| 18. Attention span                  | <input type="checkbox"/> easily distracted               | <input type="checkbox"/> occasionally distracted         | <input type="checkbox"/> usually good                           | <input type="checkbox"/> exceptionally good       |
| 19. Maturity in terms of age/grade  | <input type="checkbox"/> very immature                   | <input type="checkbox"/> somewhat immature               | <input type="checkbox"/> mature                                 | <input type="checkbox"/> impressive               |
| 20. Personality                     | <input type="checkbox"/> withdrawn                       | <input type="checkbox"/> shy                             | <input type="checkbox"/> reserved                               | <input type="checkbox"/> warm                     |
| 21. Integrity                       | <input type="checkbox"/> questionable                    | <input type="checkbox"/> usually trustworthy             | <input type="checkbox"/> trustworthy                            | <input type="checkbox"/> highly trustworthy       |
| 22. Consideration of others         | <input type="checkbox"/> rarely considerate              | <input type="checkbox"/> usually considerate             | <input type="checkbox"/> considerate                            | <input type="checkbox"/> unusually considerate    |
| 23. Social adjustment with peers    | <input type="checkbox"/> relates poorly                  | <input type="checkbox"/> has occasional problems         | <input type="checkbox"/> healthy relationships                  | <input type="checkbox"/> extremely popular        |
| 24. Leadership potential            | <input type="checkbox"/> a follower                      | <input type="checkbox"/> leads when given responsibility | <input type="checkbox"/> seeks opportunities and uses them well | <input type="checkbox"/> a natural leader         |
| 25. Initiative                      | <input type="checkbox"/> never initiates                 | <input type="checkbox"/> rarely shows initiative         | <input type="checkbox"/> occasionally initiates                 | <input type="checkbox"/> often initiates          |
| 26. Classroom conduct               | <input type="checkbox"/> frequent disruptions            | <input type="checkbox"/> occasional misconduct           | <input type="checkbox"/> usually good behavior                  | <input type="checkbox"/> good conduct             |
| 27. Stability                       | <input type="checkbox"/> easily frustrated               | <input type="checkbox"/> seeks much attention            | <input type="checkbox"/> somewhat tense                         | <input type="checkbox"/> stable                   |
| 28. Sense of humor                  | <input type="checkbox"/> rarely laughs/smiles            | <input type="checkbox"/> fair                            | <input type="checkbox"/> good                                   | <input type="checkbox"/> delightful               |
| 29. Self confidence                 | <input type="checkbox"/> needs much reassurance          | <input type="checkbox"/> appears overly confident        | <input type="checkbox"/> needs some support                     | <input type="checkbox"/> positive self-image      |
| 30. Fulfills responsibilities       | <input type="checkbox"/> rarely                          | <input type="checkbox"/> sometimes                       | <input type="checkbox"/> usually                                | <input type="checkbox"/> always                   |
| 31. Parent cooperation              | <input type="checkbox"/> unknown                         | <input type="checkbox"/> fair                            | <input type="checkbox"/> good                                   | <input type="checkbox"/> outstanding              |

1. What words come to mind when you think of this applicant?

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2. Please comment about the applicant's special interests, talents, and abilities.

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3. Additional comments:

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In comparison to other students the same age, how do you regard the applicant in the following:

	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT
ACADEMICS	_____	_____	_____	_____
CHARACTER	_____	_____	_____	_____

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Name\_\_\_\_\_

How long have you known the applicant?\_\_\_\_\_

What is your relationship to this applicant?\_\_\_\_\_

Position\_\_\_\_\_

If you are a teacher:

In what course(s) did you teach the applicant?\_\_\_\_\_

School\_\_\_\_\_

In what grade(s) did you teach the applicant?\_\_\_\_\_

Best Phone #\_\_\_\_\_

What grade(s) did the applicant earn from you?\_\_\_\_\_

Date\_\_\_\_\_

*Thank you for your assistance.  
Anacapa School appreciates the time and thought you took to provide us with this evaluation.*