

Calvary International Academy

LETTER OF RECOMMENDATION

Name of Student: _____

Current Grade: _____

This form must be completed by the school officer (eg: principal, headmaster, teacher in charge, etc.) who can attest to the student's academic standing.

Please consider the applicant in relation to others in his/her age group and check the appropriate space for each item below:

	Excellent	Above Average	Average	Below Average	Poor
<i>Academic standing</i>					
Academic potential					
Academic achievement					
Study habits					
Creativity					
<i>Personal traits</i>					
Common sense					
Self-discipline					
Independence					
Warmth of personality					
Concern for others					
Emotional stability					
<i>English ability</i>					
Reading					
Written					
Oral					
<i>Overall Rating</i>					
As a student					
As a person					

Other comments if any:

Signature: _____ **Position:** _____ **Date:** _____

Calvary International Academy
LETTER OF RECOMMENDATION BY ENGLISH TEACHER

Name of Student: _____

Current Grade: _____

THIS INTERVIEW MUST BE CONDUCTED BY AN ENGLISH-SPEAKING INTERVIEWER, USING A CASSETTE TAPE, CD OR VIDEO WHICH MUST BE INCLUDED WITH YOUR APPLICATION.

Guidelines for the Interviewer

The student interview is one of the most important steps in screening and selecting a student for Calvary International Academy. Please read these guidelines before conducting the student interview so you will be better prepared for the interview and aware of what to look for in each student. The objective of the student interview is to:

- 1. Determine the student's motivation and adaptability to participate in this program. Students should participate because of their own desire and interest. Students should not come to the United States only because their parents want them to.*
- 2. Assess the student's English language ability. Your assessment of the student's English language ability is important to assure the school of the student's English language skills. Please conduct the interview in English as much as possible.*

After engaging the student in at least 5-10 minutes of active English conversation, relating my views on current, and requesting his/her views, I assess the student's ability to speak and understand English fluently as follows: (Please check one.)

1. ____ Student possesses near fluency at his grade level. Sentence structures are near perfect. Can understand and respond to difficult questions. Student will have no problem at all communicating upon arrival in the United States.
2. ____ Student can respond, although not perfect, comes naturally. Has a good vocabulary at his grade level and understands almost everything. Can respond intelligently; however, needs practice.
3. ____ Student can understand most conversation. Speaking ability is good, but needs more practice. Knows many words, but needs to think before responding.
4. ____ Student understands basic English. Vocabulary includes most common terms. It is evident that he or she is translating. Student gets lost when conversation is involved. Makes mistakes, but is understandable. Student can carry on a basic conversation.
5. ____ Student can understand much more than he or she can communicate; however, makes an effort to communicate. Student can respond in a sentence. Student is understandable.
6. ____ Student understands basic English sentences and is able to respond, even if only in words or phrases. Grammar and sentence structure is poor, but understandable. (A few weeks of total immersion in English will improve his or her abilities rapidly.)
7. ____ Student understands words or phrases, but not sentence thoughts. Speaking ability is limited to a few words or phrases.

8. ____ Student understands a few words, but has little or no ability to communicate beyond a few words. Student may even refuse to use English.

9. ____ Student cannot understand conversation and knows little or no English.

Other comments, if any:

English Teacher/Interviewer Name: _____

Location of Interview: _____

Date: _____

Teacher/Interviewer Signature

Title or Capacity