



FORM PACKET

Attached you will find the following forms:

Form A - Authorization sheet (see reverse) to be completed and returned to YOUR SCHOOL Counselor/contact person.

Forms B, C, and D are Reference Forms to be completed by three people of your choosing. Please follow the directions at the top of each form.

FORM A - Authorization Sheet

Your student's school records are needed in order to complete the application process. In order to obtain your student's school records, each parent(s)/legal guardian(s) is asked to complete and sign the *Authorization for Release of Student Records* below. School records obtained will be confidential and will be used for the purposes of the Booth Scholars Program only.

AUTHORIZATION FOR RELEASE OF STUDENT RECORDS

Student Name _____
Last First Middle

I hereby give my permission for _____ to release to the
Name of School

Pikeville College Booth Scholars Program my child's school records including, but not limited to, cumulative grades, achievement testing, attendance and behavior records.

Signature

Date

Please Print Name

Relationship to Student



 147 Sycamore Street • Pikeville, Ky. 41501

FORM B - Reference Form

PLEASE WRITE IN BLACK INK OR TYPE & COMPLETE BOTH SIDES OF THIS FORM

Return completed Reference Forms to the School Counselor or designated personnel or mail to the address above.

Student's Name _____ Name of Reference _____

Subject(s) you have taught student
or your relationship to student _____

6th grade:
7th grade:
8th grade:

Please circle the number that indicates the extent that you perceive this student has demonstrated the qualities listed below. On the scale below, five (5) represents the highest level, three (3) represents an average level, and one (1) represents the lowest level. Indicate an "in-between" by adding a "+" or "-" beside the circled number. **The "Response" on each question is very important. Please provide specific details or examples in the Response Section. One-word responses such as "good" or "excellent" alone, do not provide sufficient information to the selection committee.**

High ←————→ Low

- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. What do you consider this student's particular strengths, weaknesses, and potential as a student? | -Participation, attentiveness in class
-Problem-solving ability
-Writing ability
-Enthusiasm, interest about topics, issues
-Ability to synthesize; grasp underlying principles
-Creativity; originality of thought | <table border="0" style="width: 100%;"> <tr> <td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> <tr> <td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> <tr> <td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> <tr> <td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> <tr> <td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> <tr> <td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> </table> | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Response:

High ←————→ Low

- | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2. What is your appraisal of this student's personal qualities within and/or outside the classroom? | -Self-discipline; responsibility; follow-through
-Willingness to take risks, try new ways and solutions
-Motivation, drive for improvement
-Initiative; self-starting ability
-Flexibility; adapts to new situations, changes | <table border="0" style="width: 100%;"> <tr> <td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> <tr> <td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> <tr> <td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> <tr> <td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> <tr> <td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> </table> | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | | | | | | | | | | | | | |

Response:

		High	←————→			Low	
3.	What is this student's attitude toward peers, teachers and others?	-Cooperation with teachers and others	5	4	3	2	1
		-Consideration of and tolerance toward other students	5	4	3	2	1
		-Positive attitude	5	4	3	2	1
		-Helpfulness to family, peers, and others	5	4	3	2	1

Response:

		High	←————→			Low	
4.	Comment on the student's maturity.	-Conflict resolution skills	5	4	3	2	1
		-Ability to handle freedom	5	4	3	2	1
		-Social interaction	5	4	3	2	1

Response:

5. Please note any limitations that may hinder the student's successful participation in the program.

Response:

6. To what degree is this student well-rounded (special talents, interests, extracurricular involvement, etc.), and what can this student contribute to the program? This additional information will be helpful in the selection process.

Response:



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FORM C - Reference Form

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Student's Name _____ Name of Reference _____

Subject(s) you have taught student _____ 6th grade:
 or your relationship to student _____ 7th grade:
 8th grade:

Please circle the number that indicates the extent that you perceive this student has demonstrated the qualities listed below. On the scale below, five (5) represents the highest level, three (3) represents an average level, and one (1) represents the lowest level. Indicate an "in-between" by adding a "+" or "-" beside the circled number. **The "Response" on each question is very important. Please provide specific details or examples in the Response Section. One-word responses such as "good" or "excellent" alone, do not provide sufficient information to the selection committee.**

		High	←————→	Low			
1.	What do you consider this student's particular strengths, weaknesses, and potential as a student?	-Participation, attentiveness in class	5	4	3	2	1
		-Problem-solving ability	5	4	3	2	1
		-Writing ability	5	4	3	2	1
		-Enthusiasm, interest about topics, issues	5	4	3	2	1
		-Ability to synthesize; grasp underlying principles	5	4	3	2	1
		-Creativity; originality of thought	5	4	3	2	1

Response:

		High	←————→	Low			
2.	What is your appraisal of this student's personal qualities within and/or outside the classroom?	-Self discipline; responsibility; follow-through	5	4	3	2	1
		-Willingness to take risks, try new ways and solutions	5	4	3	2	1
		-Motivation, drive for improvement	5	4	3	2	1
		-Initiative; self-starting ability	5	4	3	2	1
		-Flexibility; adapts to new situations, changes	5	4	3	2	1

Response:

		High ←————→ Low					
3.	What is this student's attitude toward peers, teachers and others?	-Cooperation with teachers and others	5	4	3	2	1
		-Consideration of and tolerance toward other students	5	4	3	2	1
		-Positive attitude	5	4	3	2	1
		-Helpfulness to family, peers, and others	5	4	3	2	1

Response:

		High ←————→ Low					
4.	Comment on the student's maturity.	-Conflict resolution skills	5	4	3	2	1
		-Ability to handle freedom	5	4	3	2	1
		-Social interaction	5	4	3	2	1

Response:

5. Please note any limitations that may hinder the student's successful participation in the program.

Response:

6. To what degree is this student well rounded (special talents, interests, extracurricular involvement, etc.), and what can this student contribute to the program? This additional information will be helpful in the selection process.

Response:



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FORM D - Reference Form

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Subject(s) you have taught student _____ 6th grade:
 or your relationship to student _____ 7th grade:
 8th grade:

Please circle the number that indicates the extent that you perceive this student has demonstrated the qualities listed below. On the scale below, five (5) represents the highest level, three (3) represents an average level, and one (1) represents the lowest level. Indicate an "in-between" by adding a "+" or "-" beside the circled number. **The "Response" on each question is very important. Please provide specific details or examples in the Response Section. One-word responses such as "good" or "excellent" alone, do not provide sufficient information to the selection committee.**

		High	←————→	Low			
1.	What do you consider this student's particular strengths, weaknesses, and potential as a student?	-Participation, attentiveness in class	5	4	3	2	1
		-Problem-solving ability	5	4	3	2	1
		-Writing ability	5	4	3	2	1
		-Enthusiasm, interest about topics, issues	5	4	3	2	1
		-Ability to synthesize; grasp underlying principles	5	4	3	2	1
		-Creativity; originality of thought	5	4	3	2	1

Response:

		High	←————→	Low			
2.	What is your appraisal of this student's personal qualities within and/or outside the classroom?	-Self discipline; responsibility; follow-through	5	4	3	2	1
		-Willingness to take risks, try new ways and solutions	5	4	3	2	1
		-Motivation, drive for improvement	5	4	3	2	1
		-Initiative; self-starting ability	5	4	3	2	1
		-Flexibility; adapts to new situations, changes	5	4	3	2	1

Response:

		High ←————→ Low
3.	What is this student's attitude toward peers, teachers and others?	-Cooperation with teachers and others 5 4 3 2 1 -Consideration of and tolerance toward other students 5 4 3 2 1 -Positive attitude 5 4 3 2 1 -Helpfulness to family, peers, and others 5 4 3 2 1

Response:

		High ←————→ Low
4.	Comment on the student's maturity.	-Conflict resolution skills 5 4 3 2 1 -Ability to handle freedom 5 4 3 2 1 -Social interaction 5 4 3 2 1

Response:

5. Please note any limitations that may hinder the student's successful participation in the program.

Response:

6. To what degree is this student well rounded (special talents, interests, extracurricular involvement, etc.), and what can this student contribute to the program? This additional information will be helpful in the selection process.

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