

ACADEMIC REFERENCE FORM

APPLICANT INFORMATION

Student surname _____

Student given name _____

How long have you known the applicant? _____

In what capacity do you know the applicant? _____

REFEREE INFORMATION

Referee surname _____

Referee given name _____

Referee email _____

Please describe the applicant's greatest strengths, both as a person and as a student.

Please describe the applicant's greatest areas of need, both as a person and as a student.

Form Submission

In electronic format — email to admissions@thestudyacademy.ca

In hard copy format — mail to The Study Academy, 20 Glebe Road East, Toronto, ON M4S 1N6

ACADEMIC REFERENCE FORM

APPLICANT PROFILE

Please rate the applicant in the following areas based on your observations. For each skill or capacity, choose the descriptor that best matches the applicant's current level of proficiency and independence in demonstration. The qualifiers (e.g., considerable, some) in the descriptors are used to compare the applicant to similar-aged peers and not as absolute expressions of skill (as described below).

- *High degree* - the applicant independently and consistently outperforms most of their peers
- *Considerable* - the applicant consistently performs at a level in-line with most of their peers
- *Some* - the applicant requires additional support or performs at a level approaching their peers
- *Limited* - the applicant is not yet demonstrating a skill independently

Skill/Capacity	Demonstrates a high degree of proficiency and independence	Demonstrates considerable proficiency and independence	Demonstrates some proficiency or independence	Demonstrates limited proficiency and independence	Unsure of skill proficiency and independence
1. Ability to work or socialise with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Preventing and managing conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Responsiveness to feedback and redirection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Independent work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Verbal communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Academic curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Class attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>