



**Glenforest Secondary School**  
**Form: Teacher Reference**



Peel student # \_\_\_\_\_, Current Grade: \_\_\_\_\_

Student's Last Name: \_\_\_\_\_, First : \_\_\_\_\_

Teacher's name (print) \_\_\_\_\_ School: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_ Date completed: \_\_\_\_\_

Department/Subject/Grade: \_\_\_\_\_

Please refer to the attached I.B. Learner Profile to help you in assessing the student.

Note: Please rate the student according to the following criteria as realistically as possible. Keep in mind these ratings will be used to compare this student with other very able students. Place this completed form in an envelope, **seal it and sign across the seal**. Return the sealed envelope to the student for submission or send it directly by board courier directly to Glenforest by the application deadline. Thank you.

**ACADEMIC ASSESSMENT**

	Outstanding (top 3%)	Excellent (top 10%)	Good	Average	Below average	N/A
<b>Motivation to learn</b>						
<b>Accepts challenges</b>						
<b>Personal initiative</b>						
<b>Academic potential</b>						
<b>Academic results</b>						

**PERSONAL ASSESSMENT**

	Outstanding (top 3%)	Excellent (top 10%)	Good	Average	Below average	N/A
<b>Leadership ability</b>						
<b>Integrity</b>						
<b>Emotional maturity</b>						
<b>Time management</b>						
<b>School activities</b>						
<b>Social interaction</b>						
<b>Work ethic</b>						

How well do you think this student would fare in a highly academic and demanding program?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for your time and consideration of this student. Your comments & insights are extremely valuable.



## IB Learner Profile

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.