<table>
<thead>
<tr>
<th>Page</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 1</td>
<td>Guidelines</td>
</tr>
<tr>
<td>Page 2</td>
<td>Procedures</td>
</tr>
<tr>
<td>Page 3</td>
<td>Letter of Recommendation Request Form- Sample</td>
</tr>
<tr>
<td>Page 4-5</td>
<td>Common Application Instructor Evaluation Form- Sample</td>
</tr>
<tr>
<td>Page 6-13</td>
<td>Professor Samples</td>
</tr>
<tr>
<td>Page 14-19</td>
<td>Advisor Samples</td>
</tr>
<tr>
<td>Page 20-23</td>
<td>Less Effective Samples</td>
</tr>
</tbody>
</table>
Guidelines for Writing College Recommendations

Writing college recommendations for students with learning differences isn't always an easy task. Many students have unusual backgrounds and inconsistent academic records. It's important to remember that your letter helps bring the student to life in the eyes of the admissions counselor or committee reviewing his or her file. While the student's academic abilities and grades are critical to gaining admission, your view of the student's personal and academic growth is pivotal.

The following are suggestions to keep in mind to help provide a comprehensive portrait of the student:

1. Introduce yourself and your relationship with the student. Provide a general statement or two regarding the student's personal qualifications. Feel free to expand upon their motivation, commitment, independence, and self-confidence.

2. Discuss the student's academic and/or personal strengths, skills, strategies, and attitudes towards learning in a detailed and specific manner. If possible, use anecdotes, observations or quotes in reference to a specific project or assignment.

3. Convey the student's academic, personal growth, and progress. Discuss the student's self-advocacy skills, levels of independence, and clarity of goals. Identify what makes this student unique. If you feel comfortable, make a prediction regarding his/her impact on the community at the next college.

4. A one page, 3-6 paragraph, letter is sufficient.

Additional Information:

1. Remember, your words carry a lot of power. A strong recommendation can get a student over the top, a weak one can sink a student’s admission chances.

2. Choose descriptors that are powerful and specific. Words like:
   - Imaginative
   - Articulate
   - Ambitious
   - Inquisitive
   - Innovative
   - Responsible
   - Analytical
   - Efficient
   - Sensitive
   - Conscientious
   - Focused
   - Perceptive
   - Determined
   - Intuitive
   - Honest
   - Consistent
   - Energetic
   - Reflective
   - Open-Minded
   - Sophisticated

3. At some point you will be asked to write a recommendation by a student about whom you have some reservations. If you choose to write the recommendation, be as honest and straightforward as you can, using qualifying praises to describe the student’s abilities.

4. If you are uncomfortable writing a recommendation for a student, it is best to encourage them to look elsewhere. This can be a difficult task but in the end it serves the student better.

5. If you feel you will not able to complete your recommendation by the due date listed on the request form, inform the student and encourage them to look elsewhere.
Letter of Recommendation Procedures

1. The student should contact you via email or in person requesting you write a letter of recommendation.
   - If you agree, ask the student to provide you with the Letter of Recommendation Request Form or a list of college addresses to which they’d like the letters sent.
   - Please ensure the letters are mailed to the attention of the Admissions Office at the next college.
   - If you are not comfortable or feel a lukewarm letter is the best you can do, it is preferable that you encourage the student to look elsewhere.

2. Write your recommendation and print original copies on Landmark letterhead.
   - A salutation such as Dear Admissions Committee or To Whom it May Concern is optional.
   - Always write RECOMMENDATION FOR __________________ under the Landmark logo on the letterhead.
   - Letterhead and envelopes are available in the Business Office.
   - Be sure your signature is on each recommendation letter.

3. If the student is applying via the Common Application, please also complete the Common Application Instructor Evaluation form.
   - The To the Applicant section should already have been completed by the student.
   - Complete the remainder of the form. Simply write See Attached in the Evaluation section.
   - Photocopying the Common Application Instructor Evaluation form is permitted.

4. Attach an original copy of your written recommendation to the Common Application Instructor Evaluation form.

5. Sign across the seal of each envelope prior to mailing.

6. Mail directly to the addresses the student has provided you.

7. Send one copy of your recommendation and a photocopy of the Common App Instructor Evaluation form to the Transfer and Career Services Office to be kept in the student’s file.

8. Optional: Provide a copy to the student (paper or electronic).

Questions regarding these procedures can be referred to the staff in Transfer and Career Services.
Letter of Recommendation Request Form

Student Name _____________________________

Dear _____________________________ . Thank you for agreeing to write a letter of recommendation in support of my college applications. I appreciate your willingness to take the time to do this.

_____________________________________

Yes No (circle one)- Attached is the Common Application Instructor Evaluation Form.

Yes No (circle one)- Attached are college specific recommendation forms.

_____________________________________

Please mail my recommendation to the colleges/universities listed below:

College/University Name _____________________________ Application Deadline ___/___
Attn: Office of Admissions
Street Address ________________________________________________
City, State, Zip ________________________________________________

_____________________________________

College/University Name _____________________________ Application Deadline ___/___
Attn: Office of Admissions
Street Address ________________________________________________
City, State, Zip ________________________________________________

_____________________________________

College/University Name _____________________________ Application Deadline ___/___
Attn: Office of Admissions
Street Address ________________________________________________
City, State, Zip ________________________________________________

_____________________________________

College/University Name _____________________________ Application Deadline ___/___
Attn: Office of Admissions
Street Address ________________________________________________
City, State, Zip ________________________________________________
TO THE APPLICANT

After completing all the relevant questions below, give this form to an instructor who has taught you a full-credit college class. If applying via mail, please also give that instructor stamped envelopes addressed to each institution that requires a College Instructor Evaluation.

Legal Name Smith Joseph P
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.
Birth Date 06/21/1992 CAID (Common App ID)

Address 123 Maple Street Brattleboro Vermont USA 05301
Number & Street Apartment # City/Town County or Parish State/Province Country ZIP/Postal Code

College or university you now attend Landmark College CEEB/ACT Code 0081

IMPORTANT PRIVACY NOTE: By signing this form, I authorize all schools that I have attended to release all requested records covered under the Federal Educational Rights and Privacy Act (FERPA) so that my application may be reviewed by The Common Application member institution(s) to which I am applying. I further authorize the admission officers reviewing my application, including seasonal staff employed for the sole purpose of evaluating applications, to contact officials at my current and former schools should they have questions about the school forms submitted on my behalf.

I understand that under the terms of the FERPA, after I matriculate I will have access to this form and all other recommendations and supporting documents submitted by me and on my behalf, unless at least one of the following is true:

1. The institution does not save recommendations post-matriculation (see list at www.commonapp.org/FERPA).
2. I waive my right to access, regardless of the institution to which it is sent:
   - Yes, I do waive my right to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.
   - No, I do not waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I am enrolling, if that institution saves them after I matriculate.

Required Signature ___________________________ Date 11/12/2012

TO THE INSTRUCTOR

The Common Application membership finds candid evaluations helpful in choosing from among highly qualified candidates. You are encouraged to keep this form in your private files for use should the student need additional recommendations. Please submit your references promptly, and remember to sign below before mailing directly to the college/university admission office. Do not mail this form to The Common Application offices.

Instructor's Name (Mr./Mrs./Ms./Dr.) ___________________________ Subject Taught ___________________________

Signature ___________________________ Date ___________________________ mm/dd/yyyy

College or University ___________________________

School Address ___________________________
Number & Street ___________________________
City/Town ___________________________
State/Province ___________________________
Country ___________________________
ZIP/Postal Code ___________________________

Instructor's Telephone ___________________________
Area/Country/City Code ___________________________
Number ___________________________
Ext. ___________________________

Instructor's E-mail ___________________________

Background Information
How long have you known this student and in what context? ___________________________

What are the first words that come to your mind to describe this student? ___________________________

List the courses you have taught this student, noting for each the student's year in school (first-year, sophomore, etc.) and the level of course difficulty (100-level, 200-level, etc.).

______________________________
______________________________
______________________________

©2012 The Common Application, Inc.
Ratings  Compared to other students to whom you have taught this class, how do you rate this student in terms of:

<table>
<thead>
<tr>
<th>No basis</th>
<th>Below average</th>
<th>Average</th>
<th>Good (above average)</th>
<th>Very good (well above average)</th>
<th>Excellent (top 10%)</th>
<th>Outstanding (top 5%)</th>
<th>One of the top few I’ve encountered (top 1%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual promise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative, original thought</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productive class discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect accorded by faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disciplined work habits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maturity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaction to setbacks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concern for others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative, independence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OVERALL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluation  Please write whatever you think is important about this student, including a description of academic and personal characteristics, as demonstrated in your classroom. We welcome information that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)
Professor Samples

These are examples of well-written recommendations done by Landmark classroom professors. Some are for actual students and others are simply templates you are welcome to follow.

Some are very recent examples and others are tried and true formats from back in the day (ignore the language about tutorials and guided study).

You may not be able to comment this extensively about every student. These samples are meant to guide you in crafting your final product.
is an exceptional student. She is intellectually inquisitive, emotionally perceptive and deeply compassionate, and extraordinarily self-aware. Also her academic path has not been straight one, she has reached the point in her life where she is very clear about her goals what it takes to achieve them. She still is less confident in her academic abilities than she ought to be, yet she has demonstrated the ability to succeed in a broad range of courses, in part through extremely hard work, and in part because she is both thoughtful and skillful in using resources in seeking support. 's great ambition is to develop a career of helping professions, preferably social work, and I have no question whatsoever about her ability to meet that goal. More important, has a gift of empathy and perception that I've never seen in a student before. She clearly has chosen the right profession, and I am certain that she will be great at it.

I started working with last summer in a writing class, and when she asked whether I would advise her in the fall. I said yes, even though I carry a full-time classroom load along with , and rarely advise students.

When I do choose to advise, is because I think I have something to learn from the student I work with, and that it will be worth my while. In 's case, advising itself has been effortless. She has handled every aspect of the work that advisors typically support, including course selection, making connections with teachers and other professionals as needed, and managing the college transition. Instead, our work in advising has been an extended conversation about the nature of education, how to define meaningful goals and aspirations, how to frame what a rewarding career might look like. is deeply self-reflective, and while she has a great sense of humor, she is very serious and deeply ethical. I find that our conversations have challenged me to think about some old questions in new ways, and certainly they have won her my deepest respect. would be a great, productive addition to any college or university. I have no question about her ability to do the work and succeed academically, and I am certain she will give more than she takes wherever she goes. I recommend her without reservation.
March 26, 2012

To Whom It May Concern:

It is a pleasure to write a reference on behalf of . I have had the joy of working with her closely for the past two semesters as her professor for both an class. This has allowed me to see that whatever the discipline, brings a high degree of self-discipline, high standards, a keen intellect, creativity, and caring for others.

Intellectually, she is one of the most outstanding students with whom I have worked in the past 26 years. This fall I was out of town and picked up a paper via e-mail that she had written on educational practices, and I was so taken by the caliber of her writing and thinking, that I ended up spending a good deal of the morning e-mailing her my response. It felt more like conversing with a colleague than a student in terms of her analysis and questions.

Another word I would associate with would be “integrity.” She is someone who listens deeply and responds thoughtfully on a consistent basis. For the course she is currently taking with me, she is mentoring a 7th grade girl from a local school each week here at the college. puts a tremendous amount of care into her planning for their time together and is highly attentive to her mentee when they are together. Her reflections on her mentoring read consistently like someone who has already been teaching for years. Another recent assignment for the course was to read and write a paper on a memoir about living with a disability. chose a book (The Center Cannot Hold) about living with schizophrenia. Having read the book myself, I was quite struck by how deeply had absorbed this lengthy and interesting book.

Finally, no reference about would even begin to be complete without emphasizing her incredible kindness and compassion to others. She is someone who quietly, and honestly supports everyone around her in the most genuine and unassuming way. For this reason she is highly respected by her peers, and certainly by the faculty.

If you are interested in a student who is exceptionally bright, highly self-aware, disciplined, and destined to be heavily involved in your community in positive ways, I would accept to your college. I cannot recommend her highly enough.

Associate Professor
Landmark College
Recommendation for

The first word that comes to mind when I think of [Name] is character. [Name] embodies characteristics of decency, consideration, generosity, compassion, modesty, and good humor in ways that are truly extraordinary. His emotional maturity makes him a quiet, steady leader in class. His intellectual curiosity and commitment to his studies are evident in his written work and in his participation in class. [Name] attacks every assignment with a genuine desire to make it authentic, meaningful, and the best that he can do. It has been a real pleasure to work with [Name], and I believe that he would be a great addition to any college.

I have worked with [Name] in two courses. The first was a first-semester composition course that focused on contemporary topics in media and culture, with the goal of helping students develop academic writing skills. This course was challenging for [Name], in that he sometimes had difficulty translating his excellent ideas, and extensive pre-writing work, into finished drafts. This challenge is characteristic of [Name]'s learning profile, in my experience, and the key for progress and success is that the student be willing to work consistently, with a high degree of commitment, on developing more effective writing strategies. [Name] did this. His writing continually improved throughout the semester, and his final portfolio contained several excellent essays. There is no question that [Name] has the writing skills to succeed in upper-level college courses; and he certainly had the intellect.

This semester, I am working with [Name] in a second-year course focused on [course name]. My approach in this course is highly traditional. I expect students to practice and master a variety of traditional forms (sonnet, blank verse, ballad stanza, and so on), and also to read extensively across various periods of the development of poetry in English. Writing poetry is new to [Name] as it is to several students in the class. To compensate, he has put truly extraordinary effort into every assignment, often working poems through multiple revisions in order to meet the requirements. His contributions in class are always on mark, and he is a supportive and insightful critic of other students' work. What I appreciate about [Name] most in this class is his intellectual maturity and the autonomy and self-directedness with which he pursues his studies. Although he asks for input and support when he can benefit from it, he is truly in charge of his own learning, and in a way that gives me full confidence in his readiness to transfer to a four-year environment.

I have greatly enjoyed my work with [Name], and find him to be a genuinely exceptional young man in every way. He has my highest recommendation.

Professor of
Landmark College
Putney, Vermont
January 24, 2012

To The Admissions Department:

I am writing to recommend to your Liberal Arts program. I had the pleasure of teaching during the fall of 2011, and currently she is enrolled in my section of . is a highly intelligent, inquisitive, hard-working student who has the academic skills and disposition to thrive in an academic setting.

Landmark College is fortunate to be able to offer small classes of 15 students. In these groups, many students have the opportunity to experience leadership roles, and is one such student. She participates actively with peers and approaches all of her work with both curiosity and seriousness. She has strong discussion skills; her well-articulated opinions are nicely balanced by her ability to listen to others and revise her viewpoints. is especially adept at offering personal examples of course material; these examples clarify and enliven the information for other students.

's interpersonal grace was especially evident in fall 2011. On a couple of occasions, insensitive words were spoken by another student. Rather than engaging in the conflict or withdrawing, seemed to notice that frustration was the root of the issue for her classmate. Each time, she defused the situation effortlessly by responding in a kind, non-judgmental way. While social finesse and poise are not typically referred to as academic strengths, I believe they speak to 's intuitive grasp of people—an unteachable gift in psychology, social work, and other educational or professional contexts requiring collaboration.

Another benefit of the small classes is that instructors get an early sense of how each student is handling the reading, writing, and thinking demands of the course. 's reflective ability, intuition, and organizational skills helped her understand psychology very well. She derives meaning and connections from the concepts presented in class and in the readings, and she asks questions that demonstrate her engagement with the material. When she needs help with academic work, seeks help from her instructor or another support person, and her willingness to persevere in the face of challenge is both a cause and effect of her success in school. 's writing is fluent and well-organized. 's insights are deep and novel, and her style is expressive and appropriately collegiate.

Because of 's academic skills, inquisitive disposition and excellent social skills, I am sure that she would be a positive addition to your campus. She is a kind, gentle, good-humored person who approaches her work with competence and the willingness to learn. If you have any questions, I would be happy to talk to you more. My number at Landmark College is (802)387-
December 1, 2011

Dear Members of the Admissions Committee:

I am pleased to write this letter of recommendation for , who is currently enrolled in two of my courses here at Landmark College:

Both of these courses are designed for students who are considering going into the field of education. I feel I know 's work well and can speak confidently about her academic potential, personal attributes, and work ethic. As we approach the end of the semester, has a grade of A- in the course and a B+ in . These grades are a clear indication of 's strong abilities as a student, but they don't begin to tell the whole story of her academic promise. She is an exceptionally hard-working student who completes all course assignments on time and tries to do her absolute best on every piece of work she submits. On tests and papers she shows a solid understanding of the concepts covered in class and an excellent ability to apply her knowledge to both theoretical questions and practical applications. participates actively in class discussions and asks penetrating questions about key concepts. Other students clearly respect her views and consider her a leader in class, in large part due to her maturity and seriousness toward education. She gets along well with others, is receptive to suggestions about her work, and is a positive contributor to the wider Landmark College community.

In October, as part of one of my courses, spoke at a professional educational conference in Connecticut, giving suggestions and strategies to parents and teachers. Her presentation was excellent and revealed both her skill and her deep level of knowledge. I give my enthusiastic recommendation and feel confident that she has the skills, determination and personal attributes to be successful as she moves on from Landmark to pursue her baccalaureate degree. Thank you for giving this recommendation your attention, and if I can answer any other questions about this fine student please do not hesitate to contact me at (802)387- or @landmark.edu.

Sincerely,

Associate Professor, Landmark College
To Whom It May Concern:

I am pleased to recommend [Name] for transfer admission to your college. I have had [Name] in class each of the two most recent semesters: in [Semester 1] in [Year], and [Semester 2] in [Year]. Because these are both second-year courses, I have had the opportunity to assess [Name]'s ability to handle reading material and writing assignments beyond the introductory level.

When I think about [Name]'s academic abilities, the first thing that comes to mind is his exemplary role in class discussions. [Name] is always prepared for and engaged in class. His contributions to discussions are informed by excellent reading comprehension and an analytical approach that furthers the discussion rather than simply demonstrating what he knows. [Name] is also one of the few students I have seen who uses a laptop computer to beneficial effect in class discussions. In addition to taking notes on his computer, [Name] checks his facts and adds supplementary information that he searches for on-line. For many students, this might lead to distraction and poor involvement; however, very capably monitors such additional activity, and makes certain that his findings contribute to the class.

[Name]'s high level of classroom involvement has been matched by his dedication to completing assignments thoroughly and on-time. For the [Semester 1] class last semester, [Name] wrote an excellent paper on the ecology of the Mesabi Range in Minnesota that was well-researched, well-structured, and well-written. In fact, I intend to use the introductory section of [Name]'s paper for a workshop that I present as part Landmark’s “Transitions” program, which is designed for students who are about to enter college. I chose [Name]'s paper because it is a perfect illustration of how a good college paper differs from a high school “report.” In this semester’s [Course] class, I have been able to observe [Name]'s ability to understand abstract ideas, and I have been impressed anew by his critical thinking.

I believe [Name] is capable of meeting the reading, critical thinking, and writing challenges of upper-division courses even in a very selective college, and that he has the motivation to consistently apply his abilities. I, therefore, recommend him to you without reservation.

If I can provide any further information, please contact me at (802) 387- [phone number], or @landmark.edu.

Sincerely,

[Signature]

Associate Professor of
Recommendation for __________

(date)

__________ has asked me to write on behalf of his candidacy for admission. It gives me great pleasure to do so.

__________ was a student in my Creative Writing class in the spring of ________. In addition, I supervised his independent study during this most recent summer’s term, and he is currently enrolled in my class.

__________ is the most likely student in my class to eventually succeed as a working journalist. About a month ago, I read a vigorous and rollicking Associated Press story about NYC Police Chief William Bratton. This sounds like __________’s style, I thought. I showed it to him without comment. “This sounds like I wrote this,” he said. His stories in our school newspaper are eagerly read. One instructor added a story of __________’s to his syllabus. I think __________ could step today into a big city newsroom and thrive.

At the same time, __________ has a sensitive and introspective side. This summer, one of his first assignments was to read Robert Fitzgerald’s translation of the Odyssey. __________ has more than a little Odysseus in him and Homer’s poem worked its magic. The assignment began and ended as an intellectual exercise, but, along the way, it got into his soul. In his working with the text, focused on the coming of age of Odysseus’ son Telemachus. For __________, in contrast with the typical eighteen-year-old matriculant, his adolescent coming of age is behind him. He was able to bring some critical distance to the experience.

As a result of __________’s self knowledge, he is able to lead a well-balanced college life. He is the only student in my experience to have earned all A’s for several semesters at Landmark. He’s on the school soccer team. He serves on student government. He’s popular and seems to have an active social life. __________ can do this because he is able to set priorities. Quite simply, he knows when it’s time to work and when it’s time to play.

What seems to be the source of his success, though, is that __________ seems genuinely to enjoy the world of scholarship. His intellectual curiosity goes beyond the completing of assignments. He’s one of those lucky people who gets a kick out of getting an education.

As a result, __________ has been an exciting student to teach. He has prodigious energy and an appetite for life to match. What __________ has learned at Landmark has been to bring more of his energies and desires under the direction of his will. I expect great things from an individual of his talent, energy, and enthusiasm.

I hope you will accept him. I recommend him most highly.

Yours truly,

Name
Job Title
Advisor Samples

It is ideal if you can write about the progression and growth you’ve seen in the student over their time at Landmark if possible.

Try to answer the following questions when crafting your recommendation:

- How far has the student come?
- What struggles has the student overcome?
- Can you cite concrete examples of personal and academic growth?
- What are the student’s best qualities?
- Why do you recommend this student?

Some of the following are very recent examples and others are tried and true formats from back in the day (ignore the language about tutorials and guided study).

You may not be able to comment this extensively about every student. These samples are meant to guide you in assembling your final product.
December 10, 2010

RECOMMENDATION FOR

To Whom It May Concern:

In my 30 years of experience as an educator, I’ve noticed that every so often a student comes along that is so extraordinary that I just know I will be in touch with her wherever she goes. [Student's name] is one of those students and it is a pleasure to write this recommendation for her. I have been [Student's name]'s academic advisor since her arrival to Landmark College in the fall of 2009. In [Student's name], you will find a young woman who is self-assured, has strong convictions and expresses herself with confidence and self-advocacy.

I don’t use the words “confidence” and “self-advocacy” lightly here to describe who [Student's name] has become at this point in time. In order for you to understand the growth and change that [Student's name] has been through, I will share with you here a glimpse into how she presented herself over a year ago. Having been to another college for a year, [Student's name] enrolled in Landmark College feeling defeated, frustrated, and her self-esteem had been eroded. Towards the end of her first semester, when the realization that she may need to repeat a first semester course hit home, she was able to turn the corner and proudly walk away with a grade of B from the course. This experience was the true turning point for her and she has never looked back.

Today, you will meet a young woman who possesses extraordinary discipline and a keen sense of responsibility to herself and others. Her remarkable independence and motivation have allowed her to become self-assured, self-reliant and self-determined. She approaches her academics with enthusiasm and energy. Her ability to critically question, her superb written expression and her motivation for high quality college work sets her apart from others. Her membership in Phi Theta Kappa, the prestigious honor society, proves her ability and academic prowess.

There is so much more to [Student's name], such as her outstanding musical talents. She is pianist and a singer, having performed in choruses in high school, college and in public venues, such as Carnegie Hall. She has wisdom beyond her years; she is compassionate, and honorable. What I admire most about [Student's name] is her integrity. She sets high standards for herself and others and lives her life with intention.

[Student's name] will be an asset to your community and it is without reservation I recommend her to you.

Sincerely,

[Associate Professor/Academic Advisor]
Recommendation for

I am happy and honored to write this letter of recommendation for who is applying to your school. I have been ’s academic advisor since she arrived to Landmark College in the fall of 2011. At that time, was a member of a group advising seminar. She is a no-nonsense, clear-thinking, articulate and poised young woman with considerable ambition and determination. In group discussions regarding learning and academic issues we quickly understood that holds strong opinions; her values are marked by humanity and sensitivity; she argues well, but can view varying sides of an issue with open mindedness and compassion. It was refreshing to observe that is not easily swayed by peer opinions; she is very much her own woman.

is a serious, responsible student who is intrinsically motivated to excel in her classes. She set high standards for her work and often creates several drafts of assignments until she is satisfied that she has done her very best. In addition, brings a high level of intellectual curiosity to her academic work. She has broadened her scholastic horizons and her capacity to respond thoughtfully and articulately to outlooks and ideologies which transcend her cultural, political and socio/economic background.

has also impressed me with the energy and innovation she has used to resurrect the college’s Hillel club which had remained dormant for many years. She organizes weekly activities and gatherings that are well attended and has increased the number of members exponentially. She is also a skilled musician and has offered her time and talent to campus events in our chamber ensemble.

It is clear that she has strong values that guide her as she faces everyday challenges; she makes good decisions and good choices. You will count yourself fortunate, as we have, to have her in your community.

Sincerely,

Associate Professor, Academic Advisor
Recommendation for _____________

(date)

I am pleased to recommend _____________ as a transfer student to your program. In _____________ you will find a highly-motivated, well disciplined man who has successfully made academic achievement his number one priority. I have been _____________’s academic advisor since he enrolled at Landmark College in Fall ____, supervising his daily one-on-one tutorial and keeping in close touch with teachers about his academic progress.

__________’s teachers agree that he has many academic strengths. He worked his way steadily up to credit level courses, achieving Academic Honors in Spring ‘___. He takes great pride in his work, always striving to challenge himself by choosing the harder topic or approach to an assignment. He has shown remarkable talent in video production, doing “outstanding work…an excellent documentary on the crisis of a family farm in Vermont.” He won the Visual Studies Department award in Video Production in Fall ‘___. His Critical Perspectives teacher noted that _____________ is “a dedicated student who truly enjoys learning,” while his instructor for College Writing remarked that _____________ is “eminently able to craft lucid, cogent academic prose.”

__________ has a strong sense of character and service. He is well liked and respected by peers and teachers. He has been a dedicated participant in student government and takes a mature approach to balancing academics with satisfying personal pursuits in order to manage his levels of stress. For instance, _____________ is a truly talented jazz musician; he has made academics his focus at Landmark, but he still takes some time out to play saxophone for his own enjoyment.

In terms of academic potential, character, and personality I can highly recommend _____________ to your program. That, combined with his lifelong enthusiasm for architecture, engineering, and design should make him a valuable member of your institution.

Sincerely,

Name of Advisor
Job Title

(advisor letter)
Recommendation for ____________

(Date)

It is my pleasure to support ____________'s application for admission as a transfer student. I first met ____________ in the summer of ____, in my Developmental Writing class, and have served as her Academic Advisor since September ____. In that role, I have helped her to plan her academic program, develop an understanding of her learning style, and establish goals for the future. It has been a pleasure to come to know ____________ during these __ years. ____________ entered Landmark in the summer skills development program, then took courses in our pre-credit program and, having successfully completed that, entered the degree program. I look forward to celebrating her graduation this May when she earns the degree of Associates of Arts in General Studies. As I have witnessed the tangible gains she has made through hard work and persistent effort, ____________ has won my deepest respect.

___________ is an independent, mature, self-aware student who highly values her education and is serious about her career plans. Her interests range from psychology to poetry, but she has begun to focus on sociology. Her goal is to work with people in a helping profession. Her warm heart and cheerful spirit, as well as her high level of determination will serve her well in her chosen profession. She has been an asset to our college community because she is friendly, courteous, focused on her work, and has a consciousness about living a healthy, balanced lifestyle. When I picture ____________, I see a smiling face.

___________'s greatest strength is her perseverance with her academic work. She has developed effective study skills and strategies for success that she now applies consistently to all of her coursework. These have made her a successful college student both at Landmark, and at the community college she attended last summer where she earned six credits toward her degree. She is an effective advocate for herself, and takes the initiative to use all the academic support resources available to help her succeed.

I strongly recommend ____________ to you, because I believe that she will succeed and reach her potential. Because of her many fine personal qualities and the academic skills that she now possesses, I am confident that she will become as valuable to your community as she has been to ours.

Sincerely,

Advisor Name
Job Title

(advisor letter)
Recommendation for

(Date)

I am pleased to support _______'s application for transfer to your college. I have been _______'s academic advisor since the summer of __. In that role, I have supervised her one-to-one tutorials and kept in close contact with her instructors about her academic progress. In ________, you will find an exceptionally motivated, intellectually curious and personable young person who has worked hard to reach her academic goals.

As _______'s advisor, I have seen tremendous growth and progress in the year and a half that she has been a student at Landmark College. _______ arrived with intellectual strengths, but was less able in managing study time and materials. A transformation occurred in her second semester with us. After following a rigorous study skills development program, ______ became an organized and efficient student. Testimony to this comes in her writing. Amy has learned to follow a process for writing that includes freewriting, outlining, drafting and revision. Her papers now reflect careful consideration to organization and critical thought and analysis.

I am currently working with _______ on a semester long Guided Study Project where she is investigating and reporting on the Therapeutic Effects of Music on health and emotion. _______ has carefully read and considered over twenty sources and is now beginning to write the paper. This reflects careful adherence to a plan that she laid out for herself in September. A musician herself, _______ is excited with the fact that her research is supportive of her personal feelings about the healing effect of music. When she is finished with this project, she will present her paper to faculty and students. Her presentation will show a student who reaches beyond the requirements of an academic endeavor as she is composing a few pieces to perform at her presentation, which will emphasize her thesis.

_______ will graduate in December with an Associate Degree in Liberal Studies and intends to follow a music program at your school. I can personally vouch for her talent as a musician as she has been a guest at my home where she expertly played piano. Not only was the music beautiful, _______ actually seemed connected to the keyboard spiritually.

Although she has been asked repeatedly by the faculty advisor of the music ensemble to join the group, she has opted to focus more on her academic work and has politely declined the invitation. I add this to further illustrate the commitment she has made to her course work, which is the mark of a serious and responsible student.

_______ is well liked and respected among both faculty and students here at Landmark. She is worthy of your consideration both for the person she is now and for the person she will become through the academic experience your program can offer her. She would be a wonderful addition to your student body. I recommend her highly.

Sincerely,

Advisor's Name
Job Title

(advisor letter)
Less Effective Samples

1. Roger Maris’s – Not much substance except for the third paragraph where he provides unnecessary and potentially damaging information about Sally.

2. George Bush’s – Looks like he reviewed his comments on ISIS and that’s about it. Seems like he uses the exact same recommendation for every student and just inserts new names.

3. Nancy Pelosi’s – All fluff, no specifics about the student.
To Whom It May Concern:

I am pleased to have been asked to write a letter of recommendation for Sally Smith. I taught Sally in the spring of 2008. Sally’s attendance in Introduction to ___________ was very good. Her performance on tests and quizzes, as well as in class participation, consistently indicated her grasp of course concepts.

Sally chose a rather challenging research article to summarize, analyze, and respond to in a paper, which in the end was well written. Her participation in class discussions consistently demonstrated her engagement with the course material. Sally is a hardworking and inquisitive student.

I was very impressed with how Sally never allowed her very severe ADHD to inhibit her willingness to learn. Students like her often disengage with the course by mid-terms, but though she experienced some significant ups and downs, I was impressed by her ability to rally and turn in many past due assignment for at least partial credit. Because of this effort she was able to raise her grade from a D+ all the way to a B-.

I can, without a doubt, offer a recommendation for Sally Smith. Her dedication to learning is strong, and it is clear to me that she will be successful at your college.

Sincerely,

Roger Maris, MA
Assistant Professor
Letter of Recommendation For ________________

12/12/12

To Whom It May Concern:

I am writing this letter in support of ________’s applications to college. ______ was enrolled in my __________ course last semester. He showed a high level of responsibility and made every effort to be to class on time. He always sought me out when in need of clarification and the work he turned in was always of high quality. His grades on assignments were consistently strong and I enjoyed having him in my class. I know based on the quality of his work he has the potential to be successful in his future endeavors.

I recommend ________________ for admission to your college.

Sincerely,

George W. Bush

Assistant Professor of ________________

Landmark College
Letter of Recommendation For ______________________

I have served as ______________________ ‘s academic advisor here at Landmark College for three semesters. I feel as though I have gotten to know her very well and am pleased to have the opportunity to write this recommendation.

__________ is a student who shows commitment to her studies and makes every effort to be a good student. When she and I meet, our conversations are relevant to the task at hand and she even teaches me a thing or two sometimes.

Her faculty report she is a pleasure to have in class and that generally she comes to class on time and prepared. She gets along well with her peers and has been a model citizen in the residence halls. She has taken on leadership roles and can generally be seen around campus conversing with others.

When she came to Landmark, ____________ was very shy and unsure of herself. She has worked hard to come out of her shell and take advantage of what Landmark has to offer. Words that come to mind when describing her are hardworking, friendly, responsible, and intelligent.

Please don’t hesitate to contact me at ____________________ should you have any questions.

Sincerely,

Nancy Pelosi
Academic Advisor
Landmark College