Silpnos rekomendacijos

*Dear Admissions Committee,*

*I'm writing to recommend Jamie to your undergraduate program. As a student in my 11th grade English class, he performed well above average. Jamie is a hard worker and is well liked by his peers and teachers. I've been impressed with him as a student.*

*Jamie has strength for discussing books and he participated well in my class. In his group projects, Jamie listened to his peers and was respectful of their input. Along with his three classmates, he earned an A on a group presentation about the various types of conflict in* Hamlet*. Jamie is a conscientious student and rarely missed an assignment. With his strong effort and respectful attitude, Jamie leads by example.*

*Jamie took a variety of courses in high school and was especially interested in psychology and history. He balanced his time well, participating in both the Interact Club, and, in his sophomore and junior year, the track team. No one ever has a bad word to say about Jamie. He's an all around good kid.*

*I'm confident that Jamie will be an asset to whatever college he attends next year. He's a good student, kind friend, and was a pleasure to have in class. He has my recommendation. Please feel free to contact me for any further information at unimpressedteacher@gmail.com.*

*Sincerely,*

*Luke Warm English Teacher Humdrum High*

*Dear Admissions Committee,*

*It is my pleasure to recommend Ethan for admission to your college. I had Ethan in my 11th grade math class. He was a strong student, worked well with others, and impressed me with his consistent effort.*

*In addition to taking a challenging course load during junior year, Ethan took part in the Amnesty International Club and contributed to the school newspaper. He wrote a compelling article about the current state of civil rights in America.*

*Ethan has my strong recommendation for college. He's bright, motivated, and has strength of character. I'm sure he will do great things. If you have any questions, please feel free to contact me at cantbebothered@gmail.com.*

*Sincerely,*

*Shirley Rushed Math Teacher Abrupt Academy*

**Silpnų rekomendacijų pavyzdžiai su komentarais:**

<https://blog.prepscholar.com/4-bad-recommendation-letter-examples-from-counselors>

Stiprios rekomendacijos

*Dear Admissions Committee,*

*I had the pleasure of teaching Sara in her 11th grade honors English class at Mark Twain High School. From the first day of class, Sara impressed me with her ability to be articulate about difficult concepts and texts, her sensitivity to the nuances within literature, and her passion for reading, writing, and creative expression- both in and out of the classroom. Sara is a talented literary critic and poet, and she has my highest recommendation as a student and writer.*

*Sara is talented at considering the subtleties within literature and the purpose behind authors' works. She produced an extraordinary year-long thesis paper on creative identity development, in which she compared works from three different time periods and synthesized cultural and historical perspectives to inform her analysis. When called upon to give her thesis defense in front of her peers, Sara spoke clearly and eloquently about her conclusions and responded to questions in a thoughtful way. Outside of the classroom, Sara is dedicated to her literary pursuits, especially to poetry. She publishes her poetry in our school's literary magazine, as well as in online magazines. She is an insightful, sensitive, and deeply self-aware individual driven to explore art, writing, and a deeper understanding of the human condition.*

*Throughout the year Sara was an active participant in our discussions, and she always supported her peers. Her caring nature and personality allow her to work well with others in a team setting, as she always respects others' opinions even when they differ from her own. When we held a class debate about gun laws, Sara opted to speak for the side opposite her own views. She explained her choice as motivated by a desire to put herself in other people's shoes, view the issues from a new perspective, and gain a clearer sense of the issue from all angles. Throughout the year, Sara demonstrated this openness to and empathy for the opinions, feelings, and perspectives of others, along with shrewd powers of observation, all qualities that makes her outstanding as a student of literature and burgeoning writer.*

*I am certain that Sara is going to continue to do great and creative things in her future. I highly recommend her for admission to your undergraduate program. She is talented, caring, intuitive, dedicated, and focused in her pursuits. Sara consistently seeks out constructive feedback so she can improve her writing skills, which is a rare and impressive quality in a high school student. Sara is truly a stand-out individual who will impress everyone she meets. Please feel free to contact me if you have any questions at callmeclemens@gmail.com.*

*Sincerely,*

*Ms. Scribe English Teacher Mark Twain High School*

*Dear Admissions Committee,*

*It is a great pleasure to recommend Stacy for admission to your engineering program. She is one of the most exceptional students I have encountered in my 15 years of teaching. I taught Stacy in my 11th grade honors physics class and advised her in Robotics Club. I am not surprised to find out she is now ranked at the top of an extraordinarily capable class of seniors. She has a keen interest in and talent for physics, math, and scientific inquiry. Her advanced skills and passion for the subject make her an ideal fit for your rigorous engineering program.*

*Stacy is a perceptive, sharp, quick individual with a high aptitude for math and science. She is driven to understand how things work, whether they be the old computer hard drives in the school library or the forces that hold our universe together. Her final project in class was especially impressive, an investigation of frequency-dependent sound absorption, an idea that she said was sparked by not wanting to bother her parents with her hours of guitar practice at home. She's been a strong leader in Robotics Club, eager to share her knowledge with others and learn new skills. I have the students in the club prepare lessons and take turns leading our after-school meetings. When it was Stacy's turn, she showed up prepared with a fascinating lecture on lunar nautics and fun activities that got everyone moving and talking. She was our only student teacher to be met with much deserved applause at the end of her lesson.*

*Stacy's personal strengths are as impressive as her intellectual accomplishments. She's an active, outgoing presence in class with a great sense of humor. Stacy's the perfect person to get a group project rolling, but she also knows how to sit back and let others take the lead. Her cheerful nature and openness to feedback means she's always learning and growing as a learner, an impressive strength that will continue to serve her well in college and beyond. Stacy is just the kind of driven, engaging, and curious student that helped make our classroom a lively environment and safe place to take intellectual risks.*

*Stacy has my highest recommendation for admission to your engineering program. She has demonstrated excellence in all that she puts her mind to, whether it's designing an experiment, collaborating with others, or teaching herself to play classical and electrical guitar. Stacy's endless curiosity, combined with her willingness to take risks, leads me to believe there will be no limit to her growth and achievements in college and beyond.*

*Please don't hesitate to contact me at milevafanclub@gmail.com if you have any questions.*

*Sincerely,*

*Ms. Randall Physics Teacher Marie Curie High School*

*To whom it may concern:*

*Taylor managed to find the one school in America where he’d be the odd man out, and he was as good for us as we were for him. He bridges some very different worlds found in highly selective institutions, and I think he’d be a fabulous resource for any such community.*

*On one hand, Taylor is brilliant: I’ve been in advanced academics and working with extraordinarily talented students for 15 years, and Taylor is, without a doubt, among the strongest students I’ve ever worked with. His faculty for language, in particular, is extraordinary: he’s one of those analytical/verbal people—he thinks like a philosopher. He can read anything, however archaic or abstract, and never misses nuance or tone. He enjoys cleverness with language—not the easy cleverness of puns but the intricate interplay of sound and meaning that make a sentence or a phase perfect. He writes flawlessly—his natural voice is straightforward and organized and efficient. His scores reveal a similar aptitude for math and science, though I really think even there he’s a word guy—his thinking, his understanding, is verbal in nature. His work ethic is beyond reproach: every assignment done flawlessly, tests studied for, cello practiced, community involvement accomplished. He makes busy look easy.*

*On the other hand, Taylor is defined by his Evangelical Protestant faith, and he very much belongs to a suburban, affluent Evangelical community. I’m talking church Sunday morning and Wednesday night, Young Life and Fellowship of Christian Athletes. This is a pretty common community in America, but it’s not common at this school, for a variety of reasons: our student body is poor, urban, and minority. We are a STEM magnet with a decidedly secular feel. What with one thing or another, we have more openly gay atheist boys than evangelical Christians at this school, and more kids would admit to being undocumented than being pro-life. When 14-year old Taylor got here, straight from a little parochial white-flight school in the suburbs, it must have felt like he’d arrived in Gomorrah, but with a Freshman Calculus class. But instead of running for it (which I think he seriously considered), Taylor adapted—and the way he adapted is a testimony to his character and the key to why he will be such an important asset in an academic community.*

*For one thing, Taylor always brings his full intelligence and analytical ability to bear on his faith. There are strains of Evangelical Protestantism that discourage active and sincere questioning, but that is not Taylor’s way. He questions everything, and he always embraces nuance and tone. So when he was suddenly immersed in an environment that challenged rather than reinforced his faith, he didn’t feel threatened—rather, he appreciated the chance to really explore his own beliefs in a new context. Furthermore, his analytical nature means he is able to compartmentalize and to appreciate people that are truly different than he is. I, myself, could not be more different than Taylor in this way—I pretty clearly lean far left, and I know I’ve used cuss words in front of him he probably never even heard before—but we’ve always had a relationship defined by mutual respect and an honest willingness to learn from each other.*

*Second, he’s a really nice young man who makes friends readily. I’ve watched him develop deep friendships with students so very different from him—racially and socioeconomically, of course, but also ideologically. He has really high and specific ethical standards for himself, but he doesn’t worry about other people. He’s used these last four years to learn about worlds he didn’t know existed, and it’s made him humble and thoughtful. We’ve had other, similar students in his position that didn’t react as gracefully: suddenly being the minority is jarring, and some students react with resentment. Taylor, though, understands his own situation is a shadow of what many of his classmates face in other contexts, and rather than become bitter, he’s become sympathetic and wise.*

*In many ways, college is traditionally the place where students like Taylor have the opportunity to learn what Taylor already knows—how to get along and work with people that are different than themselves. Taylor will be a catalyst for that process: he can move comfortably in literally any company, and he can translate between very different people—and teach them to connect to each other. If I were putting together a group of students for a long term research program and I was worried about group cohesion, Taylor is the person I’d select because he would be the model and the architect for mutual respect and cooperation. Also, he could write the paper.*

*Taylor thinks he’s going to be an engineer. No one here believes him. He’ll get the engineering degree, but it’s clear to us he’ll end up doing something larger than that: his skill set is too large, his interests and passions too broad, his gifts for working with people too profound. I don’t know exactly what he will do—entrepreneur, author, large-scale project manager?---but it will be remarkable. He’ll be a huge asset to your community from day one, and be a credit to the institution for decades after. He carries my very strongest recommendation. If you have any questions or concerns, please don’t hesitate to contact me.*

*Sincerely,*

*Amanda Ashmead, Humanities Chair*

*To whom it may concern:*

*Somewhere on your campus you have a professor who will be really glad you accepted Taylor. He’s that kind of student—the sort to be liked and respected by his classmates, but really appreciated by the professors who will see what is so clear to any adult paying attention—Taylor has the soul of an academic. Right now, he thinks he’s getting a degree in a STEM field and then a job, but that’s just because he’s the first in his family to go to college and he doesn’t even know the world he’s best suited to even exists. He’ll get the STEM degree, but he won’t stop there, and he’ll find his place in the world where complex thought justifies itself.*

*Taylor is brilliant. I don’t know the absolute number of National Merit Semi-Finalists that are poor, first-generation children of immigrants coming from a non-English speaking home, but I’m sure it’s appallingly low. He can read anything—not just decode, but understand nuance and tone and context. He writes organized, effective prose. Taylor has barely begun to tap his own potential—even here, I’m not sure he’s ever really had to put his head down and work. Outside projects, like Robots and Academic Decathlon, have given him the opportunity to really extend himself, but even then he’s been working off of someone else’s blueprint, and that’s not the same. This is one that is going to explode a few years into a true intellectual.*

*Taylor likes to talk, but not in a large class. He’s best in a small group, or during office hours: he’s the sort that thinks so fast that he needs to speak slowly—any question posed to him evokes not a response, but a mental avalanche of responses, objections, counter-responses, analogies, and implications that he needs to process before he talks, needs to almost physically keep himself in check to insure that he isn’t leaving his listener far behind. His essays were fantastic— Taylor at his best when he has time and space to really develop an idea. While Taylor certainly has a breadth of knowledge to draw upon, in his heart he is a deep thinker—he wants to take ideas and see how far he can go with them. He’s just the sort that thrives on really complex and intricate research.*

*It would be easy to mistake Taylor for being a little cold. He worries he is a little cold, because it is very clear to him that he has more control over his external emotional reactions than the average teenager. But he’s not—he’s cerebral, definitely, and he values rationality, but he also has a great sense of humor: Taylor was the only kid in class that caught my most sophisticated jokes, and his subtle half-grin of approval always made me feel like I’d accomplished something. He can be incredibly intense when he is intrigued by a new idea, and he knows how to listen, really listen, when he’s hearing something new. He also can be moved to anger on rare occasions—he doesn’t yell or wave his arms, but Taylor is sensitive to cruelty and thoughtless ignorance. He is well liked, and has a circle of friends, but he struggles to connect easily to his peers as a whole—he’s not given to adolescent banter. But when he feels safe—when he doesn’t worry he’s talking over someone’s head or boring the life out of them--he’s fantastic: warm, engaged, thoughtful and willing to listen. He likes this school and he likes his classmates, but he hasn’t quite found his people yet. I’m pretty sure that he will find them in the world of academia.*

*Taylor is really special. I am quite fond of him, and absolutely convinced he will make meaningful contributions to the stock of human knowledge. He carries my strongest recommendation.*

*If you have any questions or concerns, please don’t hesitate to contact me.*

*Sincerely,*

*Amanda Ashmead, Humanities Chair*

*To whom it may concern:*

*I have such a soft spot for Jordan. In the year he was in my AP Literature class, I really learned to respect his unusual ability to reflect on his own life, and to use his own self-reflection to set goals and expectations that are meaningful and appropriate to who he is, not merely a response to others’ expectations.*

*In most any high school in America, Jordan would be an academic superstar. Here, at an exclusive STEM magnet, he’s very solid middle. This is a difficult adjustment for many students, and many of them handle it poorly. They make excuses, or they get discouraged, or they start slacking off so that they can pretend they never wanted success in the first place. Jordan did none of that. He recognized pretty early that he was going to have to work very hard just to keep up with the pack, and so he buckled down and did that. Again, I want to reiterate that “middle of the pack” is still more advanced than what any normal school offers—not just taking and passing multiple AP STEM classes, but opting into challenging humanities electives as well.—but here, that feels like a lot of work to be nothing special. Jordan wasn’t at all discouraged about that—his goal has always been self-improvement, not using others as a yardstick. In one of his college essays, he talked about how maturity is about endurance, and putting one foot in front of the other even when it seems like the ultimate goal is out of reach. Jordan figured that one out entirely on his own, and I tend to think a young man who understands that simple truth is well nigh unstoppable.*

*While Jordan might have been middle of the pack in his STEM courses, he was one of my better English students. His observations and insights into characters in great literature were always impressive, and grew better and better throughout the year as he learned to appreciate the medium more. I always noticed that he was unusually sensitive to character’s internal struggles and doubts, their unspoken motivations. His essays and classroom commentary often presented very clever ideas that were totally unrelated to my own interpretations or previous class discussions. I think this is an outgrowth of his tendency to intensively reflect on his own motivations and internal processes. His own personal aesthetic is a wonderful combination of STEM-nerd, gentle vaquero, and small town friendly. That’s absolutely something he constructed himself out of his own reflections and what suits him, because nowhere in the world combines all those world-views.*

*Jordan is also a very fluent writer. The structure of AP exams works against him here—Jordan is a think-write-think-write type, and AP exams are about disgorging facts and analysis in a rough draft, showing you can produce the ideas in a hurry and assuming you can refine them later. For Jordan, refining is part of the thinking process and he can’t do the one without the other. I think this held him back significantly, and that he will really thrive in college where the extended researched argument becomes the standard product. Jordan’s brain was made for extended researched arguments.*

*Finally, Jordan is a sweetheart.  He’s so nice, so intensely sympathetic to others.  He’s had some rough knocks in his life—a terrible divorce, and a mother that I think has not coped with that well. He’s been largely on his own in terms of direction—everything he’s accomplished has been the product of his own ambition and ability to figure things out. I am a worrier by nature, but I don’t worry about Jordan Moreno: he’s proven his ability to be successful. I will miss him. Jordan carries my strongest recommendation. If you have any questions or concerns, please don’t hesitate to contact me.*

*Sincerely,*

*Amanda Ashmead, Humanities Chair*

# Šaltiniai

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