

# Faculty Evaluations Form for the National Honor Society

Student Name \_\_\_\_\_

Instructor Name \_\_\_\_\_ Initials \_\_\_\_\_

Please fill out the forms as detailed as possible and give any information you think relevant for the person's admittance into the National Honor Society.

Scholarship: please circle the best definition of the student's scholarly tendencies. In the added portion please explain your choice and give examples.

**Four:** The student consistently exhibits genuine intellectual curiosity. He or she consistently seeks out information for both personal and academic edification and initiates dialogue with the instructor relative to class discussion. The student consistently exceeds the expectations of the assignments the instructor provides.

**Three:** The student frequently exhibits behavior indicating genuine intellectual curiosity. He or she frequently seeks out information for both personal and academic edification and initiates dialogue with the instructor relative to class discussion. The student frequently exceeds the expectations of the assignments the instructor provides.

**Two:** The student infrequently exhibits behavior indicating genuine intellectual curiosity. He or she infrequently seeks out information for both personal and academic edification and initiates dialogue with the instructor relative to class discussion. The student infrequently exceeds the expectations of the assignments the instructor provides.

**One:** The student rarely if ever exhibits behavior indicating genuine intellectual curiosity. He or she rarely if ever seeks out information for both personal and academic edification and initiates dialogue with the instructor relative to class discussion. The student rarely if ever exceeds the expectations of the assignments the instructor provides.

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Leadership: please circle the best definition of the student's leadership skills and responsibilities. In the added portion please explain your choice and give examples.

**Four:** The student consistently strong leadership characteristics, whether elected, appointed or assumed. Moreover, the student consistently seeks out ways to strengthen the organization or class with his or her presence. The student is consistently an effective model for the behavior that he or she requests of his or her peers while organizing, directing, and/or motivating members of the organization or class.

**Three:** The student frequently strong leadership characteristics, whether elected, appointed or assumed. Moreover, the student frequently seeks out ways to strengthen the organization or class with his or her presence. The student is frequently an effective model for the behavior that he or she requests of his or her peers while organizing, directing, and/or motivating members of the organization or class.

**Two:** The student infrequently strong leadership characteristics, whether elected, appointed or assumed. Moreover, the student infrequently seeks out ways to strengthen the organization or class with his or her presence. The student is infrequently an effective model for the behavior that he or she requests of his or her peers while organizing, directing, and/or motivating members of the organization or class.

**One:** The student rarely if ever strong leadership characteristics, whether elected, appointed or assumed. Moreover, the student rarely if ever seeks out ways to strengthen the organization or class with his or her presence. The student is rarely if ever an effective model for the behavior that he or she requests of his or her peers while organizing, directing, and/or motivating members of the organization or class.

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Character: please circle the best definition of the student's inclination to inspire other student, exemplify a positive attitude, and remain. In the added portion please explain your choice and give examples.

**Four:** The student consistently attempts to inspire other students to achieve success in any and every endeavor undertaken by the organization or class. The student consistently maintains a positive attitude and outlook on the situation placed before him or her. The student is consistently dependable in all aspects of the organization or class.

**Three:** The student frequently attempts to inspire other students to achieve success in any and every endeavor undertaken by the organization or class. The student frequently maintains a positive attitude and outlook on the situation placed before him or her. The student is frequently dependable in all aspects of the organization or class.

**Two:** The student infrequently attempts to inspire other students to achieve success in any and every endeavor undertaken by the organization or class. The student infrequently maintains a positive attitude and outlook on the situation placed before him or her. The student is infrequently dependable in all aspects of the organization or class.

**One:** The student rarely if ever attempts to inspire other students to achieve success in any and every endeavor undertaken by the organization or class. The student rarely if ever maintains a positive attitude and outlook on the situation placed before him or her. The student is rarely if ever dependable in all aspects of the organization or class.

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