

Medical schools are looking for insight you, the letter writer, can give about this particular person, and especially seek your opinion in the following areas:

- \* Intellectual readiness: Include comments about general intelligence, the student's oral and written communication skills, ability to deal with complex and abstract ideas, evidence of being a lifelong independent learner. A letter that merely states the grade earned by an applicant in your class has very limited value. Can this person handle the load of medical school?

- \* Motivation for medicine: If you have some knowledge of the student's experiences learning about medicine or experiences with volunteer work in a health care setting, comment on the applicant's exposure to the realities of medicine.

- \* Maturity: Your impressions of this person as someone who has the integrity and emotional maturity to take on responsibility. Do you think this student could discuss intimate or sensitive topics with a variety of people? Is this someone you would trust to care for you or a loved one?

- \* Difficulty of course work or major: It is helpful to explain how this student measures up with past and present candidates and to provide a context for their performance. If you have the impression that the bioengineering major is especially demanding for particular reasons, explain this as you make your remarks about a bioengineering major. If you have never seen a sociology major perform so well in your upper division biochemistry course, write this observation.

- \* Special attributes and assets: Have you noticed the student often helps others in the hallway while waiting for class to start? Express your opinions and share any observations that illuminate the strengths and weaknesses of the student.



**U.S. DEPARTMENT OF ENERGY  
COMPUTATIONAL SCIENCE GRADUATE FELLOWSHIP**

**Confidential Reference Form**

Applicant's Last Name	First Name	Middle
How long and in what association have you known the applicant?		

In a group of science and math students of comparable age and experience, how would you rate the applicant with respect to **personal characteristics** (motivation, imagination & originality of thought, ability to work with others, leadership potential) and **scientific capabilities** (fundamental knowledge in field, skill & originality of research project design, lab skill, written & oral communication skills)? Please provide comments that helps us better understand the applicant's character, attitude, ability, potential for research, and potential as a computational scientist. If you have taught or advised a current or former DOE CSGF student, please compare this applicant to that student with regard to the above criteria.

Recommender Information:

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Name/Title

Date

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Institution/Address

E-mail:

**Must be RECEIVED BY January 11, 2006: DOE Computational Science Graduate Fellowship Program, Krell Institute, 1609 Golden Aspen Drive, Suite 101, Ames, IA 50010, Fax: 515.956.3699**

Pays attention to detail  
Follows through on tasks  
Learns new skills quickly  
Detects inaccuracies and flaws in reasoning  
Probes to gain a deeper understanding  
Seeks and makes sense of a wide variety of information  
Can make effective decisions under uncertainty or with incomplete

Manages time effectively  
Builds effective working relationships with others  
Listens well  
Relates well to people of different personality or background  
Good team player  
Expresses opinions and reactions without intimidating others  
Expresses ideas clearly and concisely

Sensitive to the needs of others  
Thinks "out of the box"  
Expands on ideas of others

Willing to take risks  
Persists despite obstacles and opposition  
Is honest and candid  
Demonstrates consistency between words and actions  
Lives up to commitments  
Accepts personal responsibility for actions -- good and bad  
Does not blame others for difficulties

Is self-aware -- knows personal strengths and weaknesses  
Able to learn from experiences -- good and bad  
Acts with integrity -- trustworthy  
Admits mistakes

Takes good care of self  
Works well under pressure  
Uses constructive outlets to provide perspective and relieve stress