



Junior High Honors Program through Gilbert Public Schools Recommendation Form

Gilbert Public Schools Junior High Honors courses are designed and implemented to demand more challenging involvement on the part of students. The coursework is significantly more rigorous than their standard course counterpart and provides students multiple opportunities to take greater ownership of their learning. Honors courses are distinguished by differences in the quality and composition of their course work, not by the quantity of the work required. Honors courses are designed for students who have demonstrated a high level of interest and academic achievement in a given subject area. Students and parents should understand that Honors courses are more demanding and have requirements beyond those of standard, grade-level courses.

Honors Courses:

- Contain additional depth and breadth of content
- Are taught at a more rapid pace
- Are aligned to subject-area state standards
- Often integrate two or more different content areas
- Are inquiry-based
- Require content application through research
- Emphasize critical and reflective thinking

Indicators of Honors Level Student Readiness:

- Demonstrates interest and curiosity in the subject area
- Previous attainment of prerequisite skills and vocabulary in the subject area.
- Motivation remains high in face of challenges. (High frustration threshold.)
- Reads above grade-level
- Self-motivated, well-organized, and apt to work independently for extended periods.
- Demonstrates ability to self-advocate, seeking help and guidance when needed.
- Consistently completes and submits assignments on time.
- Actively participates in class activities and discussions with appropriate peer interactions.
- Extends learning by voluntarily going beyond the parameters of the assignment.
- Enjoys learning, Making connections between subjects and with the larger world.

The guiding principles of our Honors Program are based on the expectation that all students can perform at rigorous academic levels, and that students should be continuously challenged to expand their knowledge and skills to the next level. The emphasis with Honors courses is that students and parents make the commitment to the additional effort required. **Therefore, it is an expectation that students complete the year in the level (standard or Honors) in which they enroll.** Based on instructional best practice and the limitations of the master schedule, we do not support midterm changes in course level.

Your signature below indicates that you have read and understand the above statements and, if eligible for participation in an Honors course, are committing to the rigor of an Honors course for the full year. Although you may be enrolled in the honors program if you should fail to perform well the counseling department reserves the right to place you on academic probation or do a level change that best meets the students need.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Parents: After reading and agreeing to above. Give to the recommending teacher to complete other side. The teacher will then turn into the correct counselor.



Honors Program Recommendation Form Incoming

Student Name _____
 Campus _____
 Referring Teacher _____

Date _____
 Grade _____
 Subject Taught _____

2016 AzMERIT Scores

ELA: () Partially Proficient () Proficient () Highly Proficient
 MA: () Partially Proficient () Proficient () Highly Proficient

Subject-area grades: Fill in below which grade is being recorded below 5th, 6th or 7th (consecutive years please)

_____ Grade ELA	1st Qtr:		2nd Qtr.		3rd Qtr:		4th Qtr:	
_____ Grade MA	1st Qtr:		2nd Qtr.		3rd Qtr:		4th Qtr:	

_____ Grade ELA	1st Qtr:		2nd Qtr.		3rd Qtr:		4th Qtr:	
_____ Grade MA	1st Qtr:		2nd Qtr.		3rd Qtr:		4th Qtr:	

As compared to peers, indicate student performance in the following areas:

	Below Grade Level	Grade Level	Beyond Grade Level	Explanation, Examples
Academic Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Quality of Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Productive Class Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Motivation, Self-Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Creative Original Thought	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Willingness to Seek Assistance Outside Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Ability to Work Cooperatively with Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Respect for Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Intellectual Promise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

_____ Do NOT Recommend

_____ Recommend for Honors placement in the following classes (circle): HrEN HrSS HrMA HrSC

Teacher Signature: _____

Teacher Email: _____

Counseling Section:

_____ Placed in the following classes (circle): HrEN HrSS HrMA HrSC

_____ Not Placed in the following classes (circle): HrEN HrSS HrMA HrSC

For the following reasons: _____

Completed by Counselor/Admin: _____ Date: _____