



Parent/Guardian Authorization Signature _____ Date _____

Please know that the professional comments you share will be held in confidence to the extent legally and reasonably possible and we thank you in advance for your assistance and cooperation.

To protect the integrity of this recommendation, be sure to save this form as a PDF before submitting to schools.

Name of Teacher _____ Signature _____

School _____ Today's date _____

Email address _____ Phone number _____

First date of child's enrollment in your school_____ How long have you known this child?_____

Number of students in this child's classroom _____ Student:Teacher ratio in this child's classroom _____

In what courses and grade level(s) do/did you teach the student? _____

Please list three pieces of literature covered in the course:

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☐ Check here if you would like us to call you to discuss this student in greater detail.

Your judgments are used solely for the admissions process.

PERSONAL NARRATIVE

In the space below or in an attached letter, please write a summary appraisal of the candidate commenting on the following:

- The applicant's academic and personal strengths
- The applicant's academic and personal areas of growth
- How the applicant responds to feedback or criticism
- The applicant's overall character and contributions to the school community

We understand that children develop in different ways. In thinking about this child at this moment, please describe this child in three words: _____

and/or please feel free to check any adjectives from the list below:

- | | | | |
|--|--|--------------------------------------|--|
| <input type="checkbox"/> Adaptable | <input type="checkbox"/> Curious | <input type="checkbox"/> High energy | <input type="checkbox"/> Polite |
| <input type="checkbox"/> Affectionate | <input type="checkbox"/> Enthusiastic | <input type="checkbox"/> Introverted | <input type="checkbox"/> Quiet |
| <input type="checkbox"/> Agreeable | <input type="checkbox"/> Even-tempered | <input type="checkbox"/> Joyful | <input type="checkbox"/> Reserved |
| <input type="checkbox"/> Attentive | <input type="checkbox"/> Extroverted | <input type="checkbox"/> Low energy | <input type="checkbox"/> Sophisticated |
| <input type="checkbox"/> Cautious | <input type="checkbox"/> Firm | <input type="checkbox"/> Outgoing | <input type="checkbox"/> Talkative |
| <input type="checkbox"/> Center of attention | <input type="checkbox"/> Fun | <input type="checkbox"/> Persistent | <input type="checkbox"/> Timid |

ACADEMIC DEVELOPMENT

	EXCELLENT	VERY GOOD	GOOD	BELOW AVERAGE	NO BASIS FOR JUDGEMENT
Daily preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works independently with focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeks to deepen understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively communicates ideas, in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively communicates ideas, orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SOCIAL-EMOTIONAL DEVELOPMENT

	EXCELLENT	VERY GOOD	GOOD	BELOW AVERAGE	NO BASIS FOR JUDGEMENT
Works cooperatively with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effort/determination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates honesty and integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes responsibility for own actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows initiative/internal motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows consideration of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maturity (relative to age)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses time productively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FAMILY INFORMATION

	CONSISTENTLY	USUALLY	SOMETIMES	RARELY	N/A
Has reasonable expectations of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has reasonable expectations of their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows the rules and policies of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperates with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperates with administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates in school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is well-regarded by other parents in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has healthy boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (optional)

IN SUMMARY

Is there anything else we should know to best support the student?

I recommend this applicant for admission:

	ENTHUSIASTICALLY	STRONGLY	FAIRLY STRONGLY	WITHOUT ENTHUSIASM	NOT RECOMMENDED
For academic promise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall recommendation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>