



# ENGLISH TEACHER RECOMMENDATION

## TO THE PARENT/GUARDIAN:

Please complete the following information before giving it to your child's English Teacher.

Name of Applicant: \_\_\_\_\_ Candidate for \_\_\_\_\_ Grade in September 2018

Parent/Guardian Authorization Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For the student named above, I waive my rights to read the English Teacher Recommendation.

## TO THE ENGLISH TEACHER:

The student whose name appears above is applying for admission to \_\_\_\_\_  
*School Name*

Your candid observations about his/her academic performance, intellectual promise, and personal qualities will help the Admissions Committee to make its selection of the students entering the school. Your comments will be held in strict confidence. Complete and send this report after December 1, 2017 but **no later than January 19, 2018**.

Name of Teacher: \_\_\_\_\_

Current School: \_\_\_\_\_

Email: \_\_\_\_\_ Phone Number: \_\_\_\_\_

How well do you know the student academically? \_\_\_\_\_

As a person? \_\_\_\_\_

In what course(s) and grade level(s) did you teach the student? \_\_\_\_\_

Please list three pieces of literature covered in the course: \_\_\_\_\_

Using the space below, please comment on the student's level of achievement, habits, classroom behavior, and integrity. We are particularly interested in your evaluation of the student's peer relations, generosity, patience, and respect for others. Feel free to attach a narrative summary to this recommendation form.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### I recommend this candidate for admission:

|                        | not recommended          | without enthusiasm       | fairly strongly          | strongly                 | enthusiastically         |
|------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| for academic promise   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| for character          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| for personal promise   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| overall recommendation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**COMMON RECOMMENDATION FORM FOR TEACHERS**

Name of Applicant: \_\_\_\_\_

Thank you for taking the time to complete this checklist. For your convenience, a number of Los Angeles area independent schools are using a common form for the Teacher Recommendation Form. Please feel free to photocopy this checklist in the event that this student is applying to more than one school. Though each school may vary in the emphasis that it places on the qualities listed below, each school is interested in the descriptive profile of a student that this checklist provides. This form is accepted by the following Los Angeles area schools:

**Archer, Berkeley Hall, Brentwood School, Bridges Academy, Buckley, Calvary Christian, Campbell Hall, Chadwick, Chatsworth Hills, The Country School, Crossroads, de Toledo High School, Episcopal School of Los Angeles, Harvard-Westlake, Heschel, Marlborough, Marymount, Milken, Mirman, New Roads, Oakwood, Pilgrim, Rolling Hills Prep, Sierra Canyon, Sinai Akiba, St. Matthew's, Turning Point, Viewpoint, Vistamar, Wesley, Westmark, Westside Neighborhood, Wildwood, Willows, and Windward.**

AFTER PHOTOCOPYING, please circle the school to which you are sending this form. Scan and email or mail a hard copy directly to the admission office of the school to which the applicant is applying.

- |   |  |  |   |   |
|---|--|--|---|---|
| 1. Academic achievement                       | <input type="checkbox"/> considerably below expectations | <input type="checkbox"/> has had some difficulties       | <input type="checkbox"/> at grade level                         | <input type="checkbox"/> above grade level        |
| 2. Effort/determination                       | <input type="checkbox"/> limited                         | <input type="checkbox"/> sporadic                        | <input type="checkbox"/> usually good                           | <input type="checkbox"/> maximum                  |
| 3. Ability to work in a group                 | <input type="checkbox"/> has great difficulty            | <input type="checkbox"/> sometimes has difficulty        | <input type="checkbox"/> usually effective                      | <input type="checkbox"/> always works well        |
| 4. Ability to work independently              | <input type="checkbox"/> needs much help                 | <input type="checkbox"/> needs help frequently           | <input type="checkbox"/> needs help occasionally                | <input type="checkbox"/> always works well        |
| 5. Participation in discussion                | <input type="checkbox"/> rarely contributes              | <input type="checkbox"/> wants to dominate               | <input type="checkbox"/> contributes occasionally               | <input type="checkbox"/> joins in readily         |
| 6. Intellectual curiosity                     | <input type="checkbox"/> little                          | <input type="checkbox"/> occasional                      | <input type="checkbox"/> consistent                             | <input type="checkbox"/> marked                   |
| 7. Written Expression/Content                 | <input type="checkbox"/> poor                            | <input type="checkbox"/> limited                         | <input type="checkbox"/> good                                   | <input type="checkbox"/> excellent                |
| 8. Ability to express ideas orally            | <input type="checkbox"/> limited                         | <input type="checkbox"/> has some difficulty             | <input type="checkbox"/> good                                   | <input type="checkbox"/> exceptional              |
| 9. Imagination                                | <input type="checkbox"/> little                          | <input type="checkbox"/> fair                            | <input type="checkbox"/> active                                 | <input type="checkbox"/> highly developed         |
| 10. Daily preparation                         | <input type="checkbox"/> poor                            | <input type="checkbox"/> fair                            | <input type="checkbox"/> good                                   | <input type="checkbox"/> excellent                |
| 11. Use of time                               | <input type="checkbox"/> uses poorly                     | <input type="checkbox"/> occasionally wastes             | <input type="checkbox"/> usually uses well                      | <input type="checkbox"/> always uses effectively  |
| 12. Follows directions                        | <input type="checkbox"/> rarely                          | <input type="checkbox"/> needs much explanation          | <input type="checkbox"/> occasionally needs help                | <input type="checkbox"/> quickly and effectively  |
| 13. Critical thinking                         | <input type="checkbox"/> limited                         | <input type="checkbox"/> consistent with age             | <input type="checkbox"/> often perceptive                       | <input type="checkbox"/> exceptionally perceptive |
| 14. Resilience                                | <input type="checkbox"/> rarely                          | <input type="checkbox"/> occasionally                    | <input type="checkbox"/> usually                                | <input type="checkbox"/> always                   |
| 15. Attention span                            | <input type="checkbox"/> easily distracted               | <input type="checkbox"/> occasionally distracted         | <input type="checkbox"/> usually good                           | <input type="checkbox"/> exceptionally good       |
| 16. Integrity                                 | <input type="checkbox"/> questionable                    | <input type="checkbox"/> usually trustworthy             | <input type="checkbox"/> trustworthy                            | <input type="checkbox"/> highly developed         |
| 17. Consideration of others                   | <input type="checkbox"/> rarely considerate              | <input type="checkbox"/> usually considerate             | <input type="checkbox"/> considerate                            | <input type="checkbox"/> unusually thoughtful     |
| 18. Social adjustment with peers              | <input type="checkbox"/> relates poorly                  | <input type="checkbox"/> has occasional problems         | <input type="checkbox"/> healthy relationships                  | <input type="checkbox"/> extremely popular        |
| 19. Leadership ability                        | <input type="checkbox"/> a follower                      | <input type="checkbox"/> leads when given responsibility | <input type="checkbox"/> seeks opportunities and uses them well | <input type="checkbox"/> a natural leader         |
| 20. Initiative                                | <input type="checkbox"/> never initiates                 | <input type="checkbox"/> rarely shows initiative         | <input type="checkbox"/> occasionally initiates                 | <input type="checkbox"/> often initiates          |
| 21. Classroom conduct                         | <input type="checkbox"/> frequent disruptions            | <input type="checkbox"/> occasional misconduct           | <input type="checkbox"/> usually good behavior                  | <input type="checkbox"/> good conduct             |
| 22. Stability                                 | <input type="checkbox"/> easily frustrated               | <input type="checkbox"/> seeks much attention            | <input type="checkbox"/> handles most situations                | <input type="checkbox"/> stable                   |
| 23. Sense of humor                            | <input type="checkbox"/> rarely laughs or smiles         | <input type="checkbox"/> fair                            | <input type="checkbox"/> good                                   | <input type="checkbox"/> delightful               |
| 24. Self-confidence                           | <input type="checkbox"/> needs much reassurance          | <input type="checkbox"/> appears overly confident        | <input type="checkbox"/> needs occasional support               | <input type="checkbox"/> positive self-image      |
| 25. Parent participation in child's education | <input type="checkbox"/> rarely involved                 | <input type="checkbox"/> overly involved                 | <input type="checkbox"/> sometimes involved                     | <input type="checkbox"/> appropriately involved   |
| 26. Parent cooperation                        | <input type="checkbox"/> unknown                         | <input type="checkbox"/> fair                            | <input type="checkbox"/> good                                   | <input type="checkbox"/> outstanding              |
| 27. Parent expectations                       | <input type="checkbox"/> unknown                         | <input type="checkbox"/> unrealistic                     | <input type="checkbox"/> realistic                              | <input type="checkbox"/> other _____              |