

## Confidential Teacher Recommendation Form

Grades 1-8 email to: [kmyers@highlandhall.org](mailto:kmyers@highlandhall.org)

Grades 9-12 email to: [lvs@highlandhall.org](mailto:lvs@highlandhall.org)

Applicant's Name \_\_\_\_\_ Entering Grade \_\_\_\_\_

Teacher's Name \_\_\_\_\_

School Name \_\_\_\_\_ Telephone (\_\_\_\_\_) \_\_\_\_\_

Date \_\_\_\_\_

1. What dates have you taught this student? What subjects?
  
  
  
  
  
2. How does this student's overall performance relate to his or her ability?
  
  
  
  
  
3. Describe this student's class participation and working relationship:
  - a. with other students
  
  
  
  
  
  
  
  
  
  
  - b. with adults
  
  
  
  
  
4. In your opinion, what is this student's greatest potential and greatest need?

	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 and 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"/>

# Academic Evaluation

Applicant's Name \_\_\_\_\_

Grade Applying For \_\_\_\_\_

Thank you for taking the time to fill out this checklist.

- |    |   |  |  |   |   |
|----|---|--|--|---|---|
| 1  | Academic achievement                      | <input type="checkbox"/> below expectations      | <input type="checkbox"/> fair                            | <input type="checkbox"/> good                                   | <input type="checkbox"/> outstanding              |
| 2  | 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        |
| 3  | Ability to work alone                     | <input type="checkbox"/> has great difficulty    | <input type="checkbox"/> needs help frequently           | <input type="checkbox"/> needs help occasionally                | <input type="checkbox"/> always works well        |
| 4  | 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         |
| 5  | Classroom conduct                         | <input type="checkbox"/> frequent disruptions    | <input type="checkbox"/> occasional misconduct           | <input type="checkbox"/> usually good behavior                  | <input type="checkbox"/> good conduct             |
| 6  | Written expression/content                | <input type="checkbox"/> poor                    | <input type="checkbox"/> limited                         | <input type="checkbox"/> good                                   | <input type="checkbox"/> excellent                |
| 7  | Written expression/mechanics              | <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  | Study habits                              | <input type="checkbox"/> poor                    | <input type="checkbox"/> fair                            | <input type="checkbox"/> good                                   | <input type="checkbox"/> excellent                |
| 10 | Fulfills responsibilities                 | <input type="checkbox"/> rarely                  | <input type="checkbox"/> sometimes                       | <input type="checkbox"/> usually                                | <input type="checkbox"/> always                   |
| 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"/> fair                            | <input type="checkbox"/> frequently perceptive                  | <input type="checkbox"/> exceptionally perceptive |
| 14 | Seeks help when needed                    | <input type="checkbox"/> rarely                  | <input type="checkbox"/> occasionally                    | <input type="checkbox"/> usually                                | <input type="checkbox"/> always                   |
| 15 | Reads for pleasure                        | <input type="checkbox"/> rarely                  | <input type="checkbox"/> if prodded                      | <input type="checkbox"/> occasionally                           | <input type="checkbox"/> frequently               |
| 16 | Effort/drive                              | <input type="checkbox"/> limited                 | <input type="checkbox"/> sporadic                        | <input type="checkbox"/> usually good                           | <input type="checkbox"/> maximum                  |
| 17 | Attention span                            | <input type="checkbox"/> easily distracted       | <input type="checkbox"/> occasionally distracted         | <input type="checkbox"/> usually good                           | <input type="checkbox"/> exceptionally good       |
| 18 | Maturity in terms of age/grade            | <input type="checkbox"/> very immature           | <input type="checkbox"/> somewhat immature               | <input type="checkbox"/> mature                                 | <input type="checkbox"/> impressive               |
| 19 | Personality                               | <input type="checkbox"/> withdrawn               | <input type="checkbox"/> shy                             | <input type="checkbox"/> reserved                               | <input type="checkbox"/> warm                     |
| 20 | Leadership potential                      | <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         |
| 21 | Initiative                                | <input type="checkbox"/> never initiates         | <input type="checkbox"/> rarely shows initiative         | <input type="checkbox"/> occasionally initiates                 | <input type="checkbox"/> often initiates          |
| 22 | Stability                                 | <input type="checkbox"/> easily frustrated       | <input type="checkbox"/> seeks much attention            | <input type="checkbox"/> somewhat tense                         | <input type="checkbox"/> stable                   |
| 23 | Curiosity                                 | <input type="checkbox"/> limited                 | <input type="checkbox"/> occasional                      | <input type="checkbox"/> frequent                               | <input type="checkbox"/> consistent               |
| 24 | Imagination                               | <input type="checkbox"/> little                  | <input type="checkbox"/> fair                            | <input type="checkbox"/> active                                 | <input type="checkbox"/> highly developed         |
| 25 | Integrity                                 | <input type="checkbox"/> questionable            | <input type="checkbox"/> usually trustworthy             | <input type="checkbox"/> trustworthy                            | <input type="checkbox"/> highly developed         |
| 26 | Consideration of others                   | <input type="checkbox"/> rarely considerate      | <input type="checkbox"/> usually considerate             | <input type="checkbox"/> considerate                            | <input type="checkbox"/> extremely thoughtful     |
| 27 | 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        |
| 28 | Sense of humor                            | <input type="checkbox"/> rarely laughs or smiles | <input type="checkbox"/> fair                            | <input type="checkbox"/> good                                   | <input type="checkbox"/> delightful               |
| 29 | Self-confidence                           | <input type="checkbox"/> needs much reassurance  | <input type="checkbox"/> appears overly confident        | <input type="checkbox"/> needs some support                     | <input type="checkbox"/> positive self-image      |
| 30 | 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   |
| 31 | Parent cooperation                        | <input type="checkbox"/> unknown                 | <input type="checkbox"/> uncooperative                   | <input type="checkbox"/> fair                                   | <input type="checkbox"/> good                     |

TEACHER'S SIGNATURE \_\_\_\_\_

Thank you!

Highland Hall, a non-profit school, does not discriminate due to race, religion, gender, national origin, disability, or other basis protected by law.