

INSTRUCTIONS TO PARENTS

Dear Parents: This form is to be completed by the applicant's CURRENT teacher. Please complete the information requested in the space below and give this form with the pre-addressed envelope to the appropriate person at your child's school.

Applicant's Name _____ Candidate for Grade _____

Teacher's Name _____

School's Name _____ Telephone Number (_____) _____

INSTRUCTIONS TO TEACHER

This recommendation should not be completed before December 2020.

Wise School is an accredited elementary school committed to quality education. Your assessment of this student's academic and personal qualities, as well as your input on work habits, behavior, and respect for others, will provide valuable information as we consider the applicant's candidacy for admission.

How long and in what capacity have you known the applicant and applicant's family?

Please write a brief paragraph regarding this student and his/her family.

Recommendation:	Not Recommended	Without Enthusiasm	Fairly Strongly	Strongly	Enthusiastically
Academic Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>

COMMON RECOMMENDATION FORM FOR TEACHERS

APPLICANT'S NAME

- | | | | | |
|---|--|--|---|--|
| 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 work 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 work 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 | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 7. Ability to express ideas orally | <input type="checkbox"/> limited | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> good | <input type="checkbox"/> exceptional |
| 8. Daily preparation | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 9. Use of time | <input type="checkbox"/> uses poorly | <input type="checkbox"/> occasionally wastes time | <input type="checkbox"/> usually uses well | <input type="checkbox"/> always uses effectively |
| 10. Follows directions | <input type="checkbox"/> rarely | <input type="checkbox"/> needs much explanation | <input type="checkbox"/> occasionally needs help | <input type="checkbox"/> quickly and effectively |
| 11. Critical thinking | <input type="checkbox"/> limited | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 12. Seeks help when needed | <input type="checkbox"/> rarely | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 13. Effort/drive | <input type="checkbox"/> limited | <input type="checkbox"/> sporadic | <input type="checkbox"/> usually good | <input type="checkbox"/> exceptionally good |
| 14. Attention span | <input type="checkbox"/> easily distracted | <input type="checkbox"/> occasionally distracted | <input type="checkbox"/> usually good | <input type="checkbox"/> exceptionally good |
| 15. 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 |
| 16. Initiative | <input type="checkbox"/> never initiates | <input type="checkbox"/> rarely shows initiative | <input type="checkbox"/> occasionally initiates | <input type="checkbox"/> often initiates |
| 17. Stability | <input type="checkbox"/> easily frustrated | <input type="checkbox"/> seeks much attention | <input type="checkbox"/> somewhat tense | <input type="checkbox"/> stable |
| 18. Curiosity | <input type="checkbox"/> limited | <input type="checkbox"/> occasional | <input type="checkbox"/> frequent | <input type="checkbox"/> consistent |
| 19. Imagination | <input type="checkbox"/> little | <input type="checkbox"/> fair | <input type="checkbox"/> active | <input type="checkbox"/> highly developed |
| 20. Integrity | <input type="checkbox"/> questionable | <input type="checkbox"/> usually trustworthy | <input type="checkbox"/> trustworthy | <input type="checkbox"/> highly developed |
| 21. Consideration of others | <input type="checkbox"/> rarely considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> considerate | <input type="checkbox"/> extremely thoughtful |
| 22. Social adjustment with peers | <input type="checkbox"/> relates poorly | <input type="checkbox"/> has occasional problems | <input type="checkbox"/> usually relates well | <input type="checkbox"/> healthy relationships |
| 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 some 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"/> uncooperative | <input type="checkbox"/> fair | <input type="checkbox"/> good |
| 27. Parent expectations | <input type="checkbox"/> unknown | <input type="checkbox"/> unrealistic | <input type="checkbox"/> realistic | <input type="checkbox"/> other |

Teacher Signature

Date