CONFIDENTIAL English Recommendation

We greatly appreciate your taking the time to complete this form. It provides one way of getting to know the student and is reviewed with the understanding that students are constantly changing and developing. We place particular value on your observations of classroom behavior and your descriptive comments in each area. Preparers and recipients are expected to maintain the information in strict confidence and to refrain from sharing it with students, parents, or guardians.

Student’s Name: ___________________________ Applying for Grade: _____________

Current School: ____________________________________________

Teacher’s Name, Email, Phone: ____________________________________________

In which course do you teach this student? ____________________________

Are you currently teaching this student? ____________________________

How long have you known this student? ____________________________

In what other ways, if any, do you know this student? ____________________________

What grade is the student currently earning? ____________________________

Does the student’s performance accurately reflect ability? Please explain. ____________________________

How often is the class asked to write, and what is the average length of the assignments? ___

What texts does your class read? ____________________________

Does the student read independently? ____________________________

What are the first three words or phrases that come to mind to describe this student? ______

The student’s greatest strength in my class is: ____________________________

The student most needs improvement in: ____________________________

Please describe the style of learning environment in which you see this student thriving.

__________________________________________

__________________________________________
To the best of your ability, please rate the student in each of the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic achievement</td>
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<td></td>
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<tr>
<td>Reading comprehension</td>
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<tr>
<td>Ability to interpret/analyze texts</td>
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<tr>
<td>Writing mechanics and organization</td>
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<tr>
<td>Ability to express ideas verbally</td>
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<tr>
<td>Daily preparation &amp; study habits</td>
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<tr>
<td>Follows directions</td>
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<tr>
<td>Classroom conduct</td>
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<tr>
<td>Attention &amp; level of engagement</td>
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<tr>
<td>Motivation &amp; initiative</td>
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<tr>
<td>Seeks help when needed</td>
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<tr>
<td>Reaction to criticism/feedback</td>
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<tr>
<td>Participation in discussion</td>
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<tr>
<td>Ability to work independently</td>
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<tr>
<td>Ability to work in a group</td>
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<tr>
<td>Curiosity</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- Poor
- Fair
- Good
- Outstanding
- Limited
- Has some difficulty
- Good
- Exceptional
- Rarely
- Needs much explanation
- Occasionally needs help
- Quickly and effectively
- Frequent disruptions
- Occasional misconduct
- Usually good behavior
- Good conduct
- Easily distracted
- Occasionally distracted
- Usually good focus
- Exceptional focus & engagement
- Low
- Occasionally evident
- Evident
- Exemplary
- Rarely
- Occasionally
- Usually
- Always
- Defensive
- Ignores criticism
- Developing
- Uses criticism to improve
- Wants to dominate
- Rarely contributes
- Quiet but actively engaged
- Joins in readily
- Has great difficulty
- Needs help frequently
- Needs help occasionally
- Always works well
- Has great difficulty
- Sometimes has difficulty
- Usually effective
- Always works well
- Limited curiosity
- Occasionally evident
- Frequently evident
- Consistently evident
<table>
<thead>
<tr>
<th>Creativity</th>
<th>Limited creativity</th>
<th>Occasionally evident</th>
<th>Frequently evident</th>
<th>Highly developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maturity</td>
<td>Immature</td>
<td>Occasionally immature</td>
<td>Appropriate for age</td>
<td>Highly developed</td>
</tr>
<tr>
<td>Integrity</td>
<td>Questionable</td>
<td>Usually trustworthy</td>
<td>Trustworthy</td>
<td>Highly developed</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>Appears overly confident</td>
<td>Needs much reassurance</td>
<td>Needs some support</td>
<td>Positive self-image</td>
</tr>
<tr>
<td>Social relationships with peers</td>
<td>Relates poorly</td>
<td>Has occasional problems</td>
<td>Usually relates well</td>
<td>Healthy relationships</td>
</tr>
<tr>
<td>Interactions with adults</td>
<td>Interacts poorly</td>
<td>Has occasional problems</td>
<td>Usually interacts well</td>
<td>Healthy interactions</td>
</tr>
</tbody>
</table>

Overall, I recommend this individual:

<table>
<thead>
<tr>
<th>As a student:</th>
<th>With reservation</th>
<th>Fairly strongly</th>
<th>Strongly</th>
<th>With great enthusiasm</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a person:</td>
<td>With reservation</td>
<td>Fairly strongly</td>
<td>Strongly</td>
<td>With great enthusiasm</td>
</tr>
</tbody>
</table>

We value your comments and encourage you to share additional information about this student or explain your checklist responses. We are particularly interested in academic ability, intellectual potential, perseverance, leadership, consideration for others, and conflict resolution skills.

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

Teacher’s signature: ___________________________ Date: ________________