



**Confidential
Applicant
Recommendation Form
Grades 2-5
Due Date: _____**

Please do not fill out before December 1.

Name of Applicant: _____ for Grade _____ in September 20 _____

Current School: _____ Phone _____

Teacher's Name: _____

I have known this student _____ year(s). I have taught this student in _____ grade.

To the teacher:

Thank you very much for your assistance in evaluating this candidate.

Please return this form to Los Encinos School, 17100 Ventura Boulevard, Encino, CA 91316.

Please complete the following and elaborate as necessary. Feel free to continue on additional pages.

	Above Grade Level	At Grade Level	*Below Grade Level
Academic Ability and Achievement Level:			
Language Arts/Reading	_____	_____	_____
Math/Science	_____	_____	_____
Social/Emotional:			
Peer Relationships	_____	_____	_____
Emotional Maturity	_____	_____	_____
Study Skills and Habits:			
Ability to write independently for own work	_____	_____	_____

Are you aware of any physical or emotional disability which affects the student's performance? If so, please explain.

Please make additional comments concerning the student's personal and academic qualities. We would like to know about both strength and challenge points. Add an additional page if needed. *Provide details.

Applicant's Name _____

Applicant Information:

- | | | | | |
|----------------------------------|--|---|---|---|
| 1. Academic achievement | <input type="checkbox"/> below expectations | <input type="checkbox"/> better than tests | <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"/> frequently needs help | <input type="checkbox"/> occasionally needs help | <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 | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 7. Able 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"/> rarely | <input type="checkbox"/> occasionally wastes | <input type="checkbox"/> usually uses well | <input type="checkbox"/> always uses effectively |
| 10. Follows directions | <input type="checkbox"/> limited | <input type="checkbox"/> needs much explanation | <input type="checkbox"/> occasionally needs help | <input type="checkbox"/> quickly and effectively |
| 11. Critical thinking | <input type="checkbox"/> rarely | <input type="checkbox"/> fair | <input type="checkbox"/> frequently perceptive | <input type="checkbox"/> exceptionally perceptive |
| 12. Seeks help when needed | <input type="checkbox"/> limited | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 13. Effort/drive | <input type="checkbox"/> easily distracted | <input type="checkbox"/> sporadic | <input type="checkbox"/> usually good | <input type="checkbox"/> maximum |
| 14. Attention span | <input type="checkbox"/> a follower | <input type="checkbox"/> occasionally distracted | <input type="checkbox"/> usually good | <input type="checkbox"/> exceptionally good |
| 15. Leadership potential | <input type="checkbox"/> never initiates | <input type="checkbox"/> leads when given | <input type="checkbox"/> seeks opportunities (and uses them well) | <input type="checkbox"/> a natural leader |
| 16. Initiative | <input type="checkbox"/> easily distracted | <input type="checkbox"/> rarely shows initiative | <input type="checkbox"/> occasionally initiates | <input type="checkbox"/> often initiates |
| 17. Stability | <input type="checkbox"/> rarely involved | <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"/> little | <input type="checkbox"/> fair | <input type="checkbox"/> active | <input type="checkbox"/> highly developed |
| 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 |
| 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 assurance | <input type="checkbox"/> appears overly confident | <input type="checkbox"/> needs some support | <input type="checkbox"/> positive self image |
| 25. Parent participation | <input type="checkbox"/> rarely involved | <input type="checkbox"/> overly involved | <input type="checkbox"/> sometimes involved | <input type="checkbox"/> appropriately |
| 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"/> little | <input type="checkbox"/> fair | <input type="checkbox"/> active | <input type="checkbox"/> highly developed |

Teacher Signature _____

Date _____