



**818**  
**990-1006**  
**5HFRPPHQDWRRE**  
**\*56**  
**NDH-DQU**

**Please do not FRPSCHEMRE before December 1.**

Name of Applicant: \_\_\_\_\_ for Grade \_\_\_\_\_ in September 20\_\_\_\_\_

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

**RE** 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 /RV(ELQV6FKRO WWSPLVVLRO •  
 or FAX to 818-990-0142

Please complete the following and elaborate as necessary. Feel free WRDWVDRK additional pages LHMVDU\ .

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

\*Provide details. 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.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Applicant Name:** \_\_\_\_\_

- |                                  |  |   |   |   |
|----------------------------------|--|---|---|---|
| 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"/> appropriate              |
| 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