

Teacher Recommendation Form Applying for Grades 1-6

How long and in what capacity have you known this applicant? _____

If the need arises, may we contact you to discuss the applicant further? No Yes

■ Please place check marks at the points that represent your evaluation of the applicant in comparison to other students in his or her age group whom you have taught.

	Excellent	Above Average	Average	Below Average	No Basis for Judgment
English/Language Arts					
Reading Comprehension					
Written Expression – Grammar					
Written Expression – Composition					
Spelling					
Oral Language					
<i>Textbooks and Publishers Used:</i>					
Math					
Knowledge of basic facts					
Operations					
Ability to grasp new concepts					
Problem Solving skills					
<i>Textbooks and Publishers Used:</i>					
	Excellent	Good	Fair	Poor / Limited	No Basis for Judgment
Academic Skills					
Oral Expression					
Critical/Abstract Thinking skills					
Intellectual Curiosity					
Organizational skills					
Study skills					
Motivation					
Determination					
Creativity					
Academic Potential					

■ Does the applicant have excessive absences? No Yes

If "yes", please explain: _____

■ The Brook Hill School is a comprehensive Christ-centered college preparatory school. In your opinion, will this applicant be a good fit in The Brook Hill School program?

Definitely Yes, with little effort Yes, with much effort No

Please explain your response: _____

Teacher Recommendation Form Applying for Grades 1-6

Name of Applicant *(please print)* _____

Grade *(for which applying)* _____

School year *(for which applying)* _____

Personal Characteristics and Qualities

- | | | | | |
|--|--|---|--|--|
| Class participation | <input type="checkbox"/> Joins in readily | <input type="checkbox"/> Contributes occasionally | <input type="checkbox"/> Wants to dominate | <input type="checkbox"/> Rarely contributes |
| Ability to work in a group | <input type="checkbox"/> Always works well | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Has difficulty | <input type="checkbox"/> Has great difficulty |
| Ability to work independently | <input type="checkbox"/> Always works well | <input type="checkbox"/> Needs help occasionally | <input type="checkbox"/> Needs help frequently | <input type="checkbox"/> Needs constant help |
| Ability to complete assignments | <input type="checkbox"/> Always on time | <input type="checkbox"/> Usually on time | <input type="checkbox"/> Needs additional time | <input type="checkbox"/> Has difficulty |
| Follows directions | <input type="checkbox"/> Easily and accurately | <input type="checkbox"/> Occasionally needs help | <input type="checkbox"/> Needs much explanation | <input type="checkbox"/> Rarely |
| Takes initiative | <input type="checkbox"/> Always | <input type="checkbox"/> Usually | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Rarely |
| Peer Relations | <input type="checkbox"/> Role model | <input type="checkbox"/> Healthy relationships | <input type="checkbox"/> Occasional problems | <input type="checkbox"/> Relates poorly |
| Relationships with adults | <input type="checkbox"/> Courteous | <input type="checkbox"/> Usually positive | <input type="checkbox"/> Occasional problems | <input type="checkbox"/> Shows little respect |
| Displays appropriate conduct | <input type="checkbox"/> Good conduct | <input type="checkbox"/> Usually good conduct | <input type="checkbox"/> Occasional misconduct | <input type="checkbox"/> Poor conduct |
| Integrity | <input type="checkbox"/> Highly trustworthy | <input type="checkbox"/> Trustworthy | <input type="checkbox"/> Usually trustworthy | <input type="checkbox"/> Questionable |
| Concern for others | <input type="checkbox"/> Very Considerate | <input type="checkbox"/> Considerate | <input type="checkbox"/> Usually considerate | <input type="checkbox"/> Rarely considerate |
| Warmth of personality | <input type="checkbox"/> Always friendly | <input type="checkbox"/> Usually friendly | <input type="checkbox"/> Occasionally friendly | <input type="checkbox"/> Rarely friendly |
| Sense of humor | <input type="checkbox"/> Highly developed | <input type="checkbox"/> Good | <input type="checkbox"/> Fair | <input type="checkbox"/> Poorly developed |
| Spirit of cooperation | <input type="checkbox"/> Always cooperates | <input type="checkbox"/> Cooperates | <input type="checkbox"/> Occasionally cooperates | <input type="checkbox"/> Poor cooperation |
| Citizenship | <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Fair | <input type="checkbox"/> Poor |
| Attitude toward school | <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Fair | <input type="checkbox"/> Poor |
| Leadership potential | <input type="checkbox"/> Leader | <input type="checkbox"/> Can follow or lead | <input type="checkbox"/> Leads on occasion | <input type="checkbox"/> Rarely leads |
| Self confidence | <input type="checkbox"/> Healthy self-image | <input type="checkbox"/> Needs some support | <input type="checkbox"/> Seems over confident | <input type="checkbox"/> Poor self-image |
| Reaction to criticism | <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Fair | <input type="checkbox"/> Poor |
| Responsible | <input type="checkbox"/> Very responsible | <input type="checkbox"/> Usually responsible | <input type="checkbox"/> Sometimes responsible | <input type="checkbox"/> Rarely responsible |
| Emotional maturity | <input type="checkbox"/> Very mature | <input type="checkbox"/> Age appropriate | <input type="checkbox"/> Sometimes immature | <input type="checkbox"/> Very immature |
| Attention span | <input type="checkbox"/> Actively engaged | <input type="checkbox"/> Attentive | <input type="checkbox"/> Variable attention | <input type="checkbox"/> Requires frequent direction |

■ Do you have any reason to question the applicant's academic or personal integrity? No Yes
If you answered "Yes", please provide an explanation: _____

■ Areas in which the applicant has the greatest strengths? _____

■ Areas in which the applicant has the greatest needs? _____

■ Describe the ways the applicant contributes to your school community: (character, citizenship, leadership) _____

■ Please describe parental support / involvement: _____

■ If necessary, additional comments may be added to the back of this page.