



SCHOOL ADMINISTRATOR
Common Recommendation Form
Grades 1–5

The Lake Michigan Association of Independent Schools ([LMAIS](#)) utilizes a Common Recommendation Form as part of the application process for member schools. This form is one of many pieces of information gathered to learn about the student. Thank you in advance for sharing your feedback.

- **Requested Respondent:** The student's current Principal, Assistant Principal, Head of School, Division Head, Guidance Counselor, or other appropriate administrator is requested to complete the form.
- **Use for Multiple Schools:** Please save a copy for your records, as you may reuse this form for other LMAIS schools if your responses are unchanged.
- **Best Efforts:** Complete the form as fully as possible. If you do not know the student well, you may note that and it will not negatively impact the applicant.
- **Confidentiality:** Responses are confidential (as allowed by law) and are not part of the student's permanent record.

RECOMMENDER INFORMATION

Your Name _____

School _____ City _____ State _____

Job title _____

Email _____ Phone _____

How well do you know the student?

Extremely Moderately Somewhat Slightly Not at all

How long have you known the student? _____

In what capacity? _____

STUDENT INFORMATION

Name of student _____ Current grade level _____

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

1. _____ 2. _____ 3. _____

Please reference the below rating scale and corresponding definitions to evaluate the student in the following section.

- **Exceeding Expectations** - The student is exceeding what is developmentally appropriate for this age group
- **Meeting Expectations** - The student is meeting what is developmentally appropriate for this age group
- **Approaching Expectations** - The student is progressing toward what is developmentally appropriate for this age group
- **Below Expectations** - The student does not exhibit what is developmentally appropriate for this age group

SOCIAL/EMOTIONAL DEVELOPMENT

| | EXCEEDING EXPECTATIONS | MEETING EXPECTATIONS | APPROACHING EXPECTATIONS | BELOW EXPECTATIONS | COMMENTS |
|----------------------------------------------------------------------|---------------------------|-------------------------|-----------------------------|-----------------------|----------|
| Dependability and honesty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Self-esteem | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Self-discipline | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Leadership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Sensitivity to others' feelings / respect for individual differences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Responsibility | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Reactions to setbacks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Maturity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Sense of humor | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| School conduct | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Overall Social/Emotional Development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |

ACADEMIC DEVELOPMENT

| | EXCEEDING EXPECTATIONS | MEETING EXPECTATIONS | APPROACHING EXPECTATIONS | BELOW EXPECTATIONS | COMMENTS |
|-------------------------------------|---------------------------|-------------------------|-----------------------------|-----------------------|----------|
| Intellectual curiosity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Academic progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Creativity and imagination | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Ability to work independently | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Motivation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Initiative | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Overall Academic Development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |

What are the student's strengths?

Academically

Socially/Emotionally

In which area(s) would this student benefit from improvement?

Academically

Socially/Emotionally

Does the student attend school regularly?

Yes

No

If no, please explain

Is there a problem with tardiness?

Yes

No

If yes, please explain

Has the student had any recurrent and/or serious disciplinary problems?

Yes

No

If yes, briefly explain and note any disciplinary action taken.

Has the student been promoted regularly during their school career?

Yes

No

If no, please explain.

Is there any additional information that would be helpful to us in evaluating this student?

FAMILY - SCHOOL PARTNERSHIP

Parents/guardians are an important part of our relationship with the student. Please share any information about the family-school partnership, the involvement of the family, and any family circumstances that may affect the child's life at school.

To your knowledge, is the parent/guardian's perception of their child compatible with the school's understanding of the child? Please comment.

Which word(s) best describe the parents/guardians in regard to their child?

1. _____ 2. _____ 3. _____

Please explain.

I certify that the information provided above is accurate and complete to the best of my knowledge.

Signature _____ Date _____

If we have additional questions, may we contact you? Yes No

For a full list of LMAIS member schools and contact information, please visit lmais.org