



Lake Michigan Association
of Independent Schools

TEACHER

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 homeroom teacher 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 long have you known the student? _____

In what capacity? _____

Class size _____ Student:Teacher ratio in your classroom _____

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
Self-esteem	<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"/>	
Observes rules and accepts school procedures	<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"/>	
Respects rights and property of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Gets along well with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Seeks positive relationships with adults	<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"/>	
Tries to solve own problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Demonstrates courteous behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Adjusts to daily transitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Participates in classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Exhibits self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Maintains self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Accepts responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Accepts constructive feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Learns from mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Enthusiasm for school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Expresses feelings and needs	<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"/>	
Creativity and imagination	<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"/>	
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Listens attentively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Follows oral directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Follows written directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Stays on task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Completes assignments promptly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Works independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Works collaboratively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Demonstrates effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Seeks help when needed	<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"/>	

Please comment on the student's effort and achievement in the following areas.

English Language Arts:

Decoding skills _____

Reading comprehension _____

Oral expression _____

Written expression _____

Vocabulary _____

Interest in independent reading _____

Mathematics:

Conceptualization _____

Computation _____

Problem solving _____

What are the student's strengths?

Academically

Socially/Emotionally

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

Academically

Socially/Emotionally

What are the student's interests? _____

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