

ENGLISH LANGUAGE ARTS TEACHER Common Recommendation Form

Grades 6-12

The Lake Michigan Association of Independent Schools (<u>LMAIS</u>) 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 English language arts 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? | | | | | | |
| 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 | | | | | |
| COURSE INFORMATION Title of student's course | | | | | | |
| Class sizeStudent:Teacher rati | o in your classroom_ | | | | | |
| Is this an honors, accelerated, or tested into course? Yes No Please briefly explain course levels/groupings and note the placement of the student. | | | | | | |
| How often and for how long does the class meet? | | | | | | |
| Title of text(s) used? | | | | | | |
| What would be the next course recommended for this student? | | | | | | |

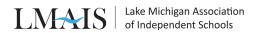


Please reference the below rating scale and corresponding definitions to evaluate the student in the following section.

- 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

ACADEMIC DEVELOPMENT

| | EXCEEDING EXPECTATIONS | MEETING EXPECTATIONS | APPROACHING EXPECTATIONS | BELOW EXPECTATIONS | COMMENTS |
|--|---------------------------|-------------------------|-----------------------------|-----------------------|----------|
| Attitude towards subject | 0 | 0 | 0 | 0 | |
| Intellectual curiosity | 0 | 0 | 0 | 0 | |
| Initiative | 0 | 0 | 0 | 0 | |
| Academic performance | 0 | 0 | 0 | 0 | |
| Academic ability | 0 | 0 | 0 | 0 | |
| Ability to reason abstractly | 0 | 0 | 0 | 0 | |
| Ability to think logically | 0 | 0 | 0 | 0 | |
| Oral expression | 0 | 0 | 0 | 0 | |
| Written expression | 0 | 0 | 0 | 0 | |
| Reading comprehension | 0 | 0 | 0 | 0 | |
| Creativity and imagination | 0 | 0 | 0 | 0 | |
| Organizational ability | 0 | 0 | 0 | 0 | |
| Motivation | 0 | 0 | 0 | 0 | |
| Willingness to take intellectual risks | 0 | 0 | 0 | 0 | |
| Perseverance and thoroughness | 0 | 0 | 0 | 0 | |
| Ability to work in a group | 0 | 0 | 0 | 0 | |
| Ability to work independently | 0 | 0 | 0 | 0 | |
| Seeks help when needed | 0 | 0 | 0 | 0 | |
| Class participation | 0 | 0 | 0 | 0 | |
| Study habits | 0 | 0 | 0 | 0 | |
| Overall Academic Development | 0 | 0 | 0 | 0 | |



SOCIAL/EMOTIONAL DEVELOPMENT

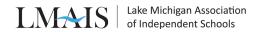
EXCEEDING

MEETING

APPROACHING

BELOW

| | EXCEEDING EXPECTATIONS | MEETING EXPECTATIONS | APPROACHING EXPECTATIONS | BELOW EXPECTATIONS | COMMENTS |
|---|---------------------------|-------------------------|-----------------------------|-----------------------|----------|
| Honesty/integrity | 0 | 0 | 0 | 0 | |
| Self-esteem | 0 | 0 | 0 | 0 | |
| Self-discipline | 0 | 0 | 0 | 0 | |
| Receptivity to others' ideas | 0 | 0 | 0 | 0 | |
| Leadership | 0 | 0 | 0 | 0 | |
| Peer compatibility | 0 | 0 | 0 | 0 | |
| Relationship with teacher(s) | 0 | 0 | 0 | 0 | |
| Sensitivity to others' feelings | 0 | 0 | 0 | 0 | |
| Respect for individual differences | 0 | 0 | 0 | 0 | |
| Responsibility | 0 | 0 | 0 | 0 | |
| Reaction to setbacks | 0 | 0 | 0 | 0 | |
| Maturity | 0 | 0 | 0 | 0 | |
| Sense of humor | 0 | 0 | 0 | 0 | |
| Overall Social/Emotional Development | 0 | 0 | 0 | 0 | |
| What are the student's strengths? Academically | | | | | |
| Socially/Emotionally | | | | | |
| | | | | | |
| In which area(s) would this student benefit from improvement? Academically | | | | | |
| | | | | | |
| Socially/Emotionally | | | | | |
| | | | | | |



| To the best of your knowledge, if th procrastinates | the student handed in a paper late it would probably be because the strives for perfection of expression lost the | | | student: rough draft | | |
|---|---|----------------------|------------------|-------------------------|--|--|
| has lots of other activities | does not apply; student's work is never late | | other, pl | ease explain | | |
| How well does the student accep | ot advice or const | ructive feedback | ? | | | |
| Which words best describe the stud What are the student's interests?_ | _ | Independent | Creative | Imitative | Other | |
| Does the student attend class regul | arly? Yes | No | | | | |
| If no, please explain | | | | | | |
| Is there a problem with tardiness? | Yes | No | | | | |
| Is yes, please explain | | | | | | |
| Is there any additional information | that would be help | oful to us in evalua | ating the studer | nt? | | |
| FAMILY - SCHOOL PARTNI Parents/guardians are an importan involvement of the family, and any | t part of our relation | • | | • | ation about the family-school partnership, the | |
| To your knowledge, is the parent/g | guardian's percepti | on of their child c | ompatible with | the school's und | derstanding of the child? Please comment. | |
| | | | | | | |
| Which word(s) best describe the p | parents/guardians i | in regard to their | child? | | | |
| 1. | 2 | · | | | 3 | |
| Please explain. | | | | | | |
| | | | | | | |
| | | | | | | |
| I certify that the information provide | ded above is accur | ate and complete | to the best of m | y knowledge. | | |
| Signature | | Da | ate | | | |
| If we have additional questions m | ay wa cantact yaya | Q Voc | No | | | |

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