



**ADMINISTRATIVE RECOMMENDATION**

**TO THE PARENT/GUARDIAN:**

Please complete the following information before giving it to your child’s school administrator. **Provide the recommender a list of schools and email addresses to which to send this recommendation or instructions for how to upload this recommendation to each school’s online application system.**

Name of Applicant: \_\_\_\_\_ Applicant for: \_\_\_\_\_ Grade in September 2021

For the student named above, I waive my rights to read the Administrative Recommendation.

Parent/Guardian Authorization Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**TO THE HEAD OF SCHOOL OR PRINCIPAL:**

For your convenience, a number of Los Angeles area independent schools are using a common form for the Administrative Recommendation Form. This form is accepted by the following Los Angeles area schools:

- Archer, Berkeley Hall, Brentwood, Bridges Academy, Buckley, Calvary Christian, Campbell Hall, Chadwick, The Country School, Crossroads, de Toledo, Episcopal School of Los Angeles, Harvard-Westlake, Heschel, Marlborough, Marymount, Milken, Mirman, New Roads, Oakwood, Pilgrim, Pressman Academy, Rolling Hills Prep, Sierra Canyon, Sinai Akiba, St. Matthew’s, Turning Point, Viewpoint, Vistamar, Wesley, Westmark, Westside Neighborhood, Wildwood, Willows, and Windward.

Please complete this form **after December 1, 2020, but no later than January 15, 2021**. **To protect the integrity of this recommendation, be sure to save this form as a PDF before submitting to schools.**

Name of person completing this form: \_\_\_\_\_

Title: \_\_\_\_\_ Current School: \_\_\_\_\_

Email: \_\_\_\_\_ Phone Number: \_\_\_\_\_

How long have you known the applicant and in what capacity?

Has this student ever been subject to any serious disciplinary action, suspension, or expulsion from school?  No  Yes

If yes, please explain.

## SUMMARY APPRAISAL

In the space below or in an attached letter, please write a summary appraisal of the candidate, assessing his/her personal and academic qualities and potential. We are interested in evidence about the strengths and weaknesses, values, relative maturity of the candidate, the things s/he is enthusiastic about, and any talent or special quality s/he possesses. We would also like to know about any circumstances that interfered with his/her achievement and growth, any disciplinary action that may have been taken, or any explanation of absences greater than 10 days in an academic year. Please explain the ways in which the family supports their child and the policies of your school. Be assured that we do read every word you write and find your input invaluable in our evaluations.

## STUDENT'S ACADEMIC AND SOCIAL-EMOTIONAL ATTRIBUTES

Please check the appropriate rating:

- |   |                              |                          |                                  |                          |                         |                          |                         |                          |                    |
|---|------------------------------|--------------------------|----------------------------------|--------------------------|-------------------------|--------------------------|-------------------------|--------------------------|--------------------|
| 1 | Academic achievement         | <input type="checkbox"/> | Outstanding                      | <input type="checkbox"/> | Good                    | <input type="checkbox"/> | Average                 | <input type="checkbox"/> | Below expectations |
| 2 | Conduct                      | <input type="checkbox"/> | Good conduct                     | <input type="checkbox"/> | Usually good behavior   | <input type="checkbox"/> | Occasional misconduct   | <input type="checkbox"/> | Poor               |
| 3 | Integrity                    | <input type="checkbox"/> | Highly developed                 | <input type="checkbox"/> | Trustworthy             | <input type="checkbox"/> | Usually trustworthy     | <input type="checkbox"/> | Questionable       |
| 4 | Consideration of others      | <input type="checkbox"/> | Extremely thoughtful             | <input type="checkbox"/> | Considerate             | <input type="checkbox"/> | Usually considerate     | <input type="checkbox"/> | Rarely considerate |
| 5 | Social adjustment with peers | <input type="checkbox"/> | Healthy relationships with peers | <input type="checkbox"/> | Usually rates well      | <input type="checkbox"/> | Has occasional problems | <input type="checkbox"/> | Relates poorly     |
| 6 | Stability                    | <input type="checkbox"/> | Stable                           | <input type="checkbox"/> | Handles most situations | <input type="checkbox"/> | Seeks much attention    | <input type="checkbox"/> | Easily frustrated  |

## FAMILY INFORMATION

Please check the appropriate ratings:

- |   |   |                          |                        |                          |                        |                          |                 |                          |                 |
|---|---|--------------------------|------------------------|--------------------------|------------------------|--------------------------|-----------------|--------------------------|-----------------|
| 1 | Appropriate communication with school                         | <input type="checkbox"/> | Always                 | <input type="checkbox"/> | Usually                | <input type="checkbox"/> | Sometimes       | <input type="checkbox"/> | Rarely          |
| 2 | Attendance at school functions                                | <input type="checkbox"/> | Always                 | <input type="checkbox"/> | Usually                | <input type="checkbox"/> | Sometimes       | <input type="checkbox"/> | Rarely          |
| 3 | Cooperation with school rules                                 | <input type="checkbox"/> | Always                 | <input type="checkbox"/> | Usually                | <input type="checkbox"/> | Sometimes       | <input type="checkbox"/> | Rarely          |
| 4 | Cooperation with faculty/administration                       | <input type="checkbox"/> | Always                 | <input type="checkbox"/> | Usually                | <input type="checkbox"/> | Sometimes       | <input type="checkbox"/> | Rarely          |
| 5 | Fulfillment of financial responsibilities in a timely fashion | <input type="checkbox"/> | Always                 | <input type="checkbox"/> | Usually                | <input type="checkbox"/> | Sometimes       | <input type="checkbox"/> | N/A             |
| 6 | Participation in school community                             | <input type="checkbox"/> | Very helpful           | <input type="checkbox"/> | When given opportunity | <input type="checkbox"/> | On occasion     | <input type="checkbox"/> | Seldom          |
| 7 | Participation in child's education                            | <input type="checkbox"/> | Appropriately involved | <input type="checkbox"/> | Occasionally involved  | <input type="checkbox"/> | Overly involved | <input type="checkbox"/> | Rarely involved |
| 8 | Parent/Guardian expectations for student                      | <input type="checkbox"/> | Realistic              | <input type="checkbox"/> | Unrealistic            | <input type="checkbox"/> | Unknown         | <input type="checkbox"/> | Other           |

I recommend this applicant for admission:	Enthusiastically	Strongly	Fairly Strongly	Without Enthusiasm	Not Recommended
For academic promise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For character	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: \_\_\_\_\_ Date: \_\_\_\_\_