



# Loomis Chaffee

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**Current Mathematics Teacher**

TO THE SCHOOL OFFICIAL: In an effort to simplify the application process and eliminate unnecessary duplication of effort, many independent schools have collaborated in the development of common recommendation forms. This form may be completed only once; photocopies will be accepted by all schools that accept the common recommendation forms. The student should provide you with a stamped, addressed return envelope for each school requesting a copy of this form. Use of the common recommendation forms will in no way compromise the student's chances for admission. You are welcome to attach a narrative statement, but if you do so, we request that you complete the checkboxes on this form as well. Submit the recommendation online, mail a copy of this form to Loomis Chaffee, or return in a sealed envelope to the student to be included with his/her application (postmarked by **January 15, 2021**). If you choose to submit your recommendation online, please provide the applicant with your email address so that you will receive an email that will allow you to submit the recommendation.

## THE COMMON RECOMMENDATION FORM

TO THE STUDENT: Please print your name, address and school below, and give this form and a stamped, addressed envelope for each school to your current mathematics teacher.

Student's name \_\_\_\_\_  
LAST FIRST MIDDLE CURRENT GRADE

Student's address \_\_\_\_\_  
STREET CITY STATE ZIP CODE COUNTRY

TO THE TEACHER: The student named above is a candidate for admission. The Admission Committee places considerable weight on the academic and personal qualifications of each student. Your recommendation is vital to our process. We would appreciate your most candid and thoughtful responses.

How well do you know the student academically?

As a person?

In what years did you teach the student? \_\_\_\_\_

What course(s)? \_\_\_\_\_  
\_\_\_\_\_

How large is the class? \_\_\_\_\_

Is the student on block schedule? \_\_\_\_\_

Date submitted \_\_\_\_\_

Next year, what math course would be the most appropriate placement for the student?

Briefly describe your course. It is especially helpful to know what texts are used and if the students are grouped by ability.

Is this course part of a tracking system or designated as an honors or accelerated course?  yes  no

How is this course taught?  In person  Online  Hybrid  \_\_\_\_\_

Student's mathematical background: The courses listed below suggest a sequence typical of the mathematics curriculum in many American secondary schools. Please check those courses or list others that the student will have completed by the end of the current school year.

- Basic First Year Algebra (does not include extensive study of rational expressions, irrational numbers and quadratic equations)
- First Year Algebra (a thorough course that includes quadratics)
- Geometry
- Second Year Algebra (not including trigonometry)
- Second Year Algebra (includes numerical trigonometry through the laws of sine and cosine)
- Precalculus (including analytical trigonometry)
- Calculus (an introduction)
- Calculus (Advanced Placement AB) \_\_\_\_\_
- Other \_\_\_\_\_

Please evaluate the candidate in relation to other students of the same age/grade whom you have taught. Please check the appropriate box for each item below.

	ONE OF THE TOP FEW I HAVE EVER ENCOUNTERED	EXCELLENT (TOP 10% THIS YEAR)	GOOD (ABOVE AVERAGE)	AVERAGE	BELOW AVERAGE	NO BASIS FOR JUDGMENT
<b>Knowledge of the basic skills</b>						
<b>Accuracy in the use of basic skills</b>						
<b>Problem solving ability</b>						
<b>Reasoning ability</b>						
<b>Understanding of and appreciation for the underlying ideas and concepts</b>						
<b>Overall performance</b>						
<b>Willingness to accept the challenge of the more difficult problems and exercises</b>						
<b>Command of mathematics when compared to other students whom you have taught</b>						

Please place check marks at the points that represent your evaluation of the student in comparison to other students in their age group whom you have taught. If you have no fair basis for judgment, do not hesitate to say so.

	ONE OF THE TOP FEW I HAVE EVER ENCOUNTERED	EXCELLENT (TOP 10% THIS YEAR)	GOOD (ABOVE AVERAGE)	AVERAGE	BELOW AVERAGE	NO BASIS FOR JUDGMENT
<b>Academic potential</b>						
<b>Academic achievement</b>						
<b>Intellectual curiosity</b>						
<b>Effort/Determination</b>						
<b>Ability to work independently</b>						
<b>Organization</b>						
<b>Creativity</b>						
<b>Willingness to take intellectual risks</b>						
<b>Concern for others</b>						
<b>Honesty/Integrity</b>						
<b>Self-esteem</b>						
<b>Maturity (relative to age)</b>						
<b>Responsibility</b>						
<b>Respect accorded by faculty</b>						
<b>Respect accorded by peers</b>						
<b>Emotional stability</b>						
<b>Overall evaluation as a person</b>						
<b>Overall evaluation as a student</b>						

If the student is relatively weak or strong in any areas listed above, please elaborate.

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

Please comment on this student's character, citizenship and contributions to your community.

Please add any additional information that will give us a more complete picture of the student.

Thank you for taking your valuable time to complete this evaluation. Your reflections are an important part of the candidate's application. All information you provide will be held in confidence and disclosed only to the Admission Committee and others deemed necessary by the dean of enrollment.

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SIGNATURE

DATE

SCHOOL ADDRESS/CITY/STATE

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PRINTED NAME

ZIP CODE / COUNTRY

(      )

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TITLE

TELEPHONE

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EMAIL