



**Mathematics Recommendation  
CONFIDENTIAL**

We greatly appreciate your taking the time to complete this form. It provides one way of getting to know the student and is reviewed with the understanding that students are constantly changing and developing. We place particular value on your observations of classroom behavior and your descriptive comments in each area. Preparers and recipients are expected to maintain the information in strict confidence and to refrain from sharing it with students, parents, or guardians.

Student's Name: \_\_\_\_\_ Applying for Grade: \_\_\_\_\_

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

Teacher's Name, Email, Phone: \_\_\_\_\_  
\_\_\_\_\_

In which course do you teach this student? Please indicate the course level (on-grade, accelerated, honors, etc.), and briefly describe the content (for example: algebra, geometry, etc.). It is helpful to know what texts you use and if the students are grouped by ability.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What grade is the student currently earning? \_\_\_\_\_

Is the student's performance an accurate reflection of his/her ability? Please explain. \_\_\_\_\_

Next year, what math course would be the most appropriate placement for the student (for example: next step in the progression, repeat the current course, etc.)? \_\_\_\_\_

\_\_\_\_\_

How long have you known this student and in what capacity?

\_\_\_\_\_

What are the first three words or phrases that come to mind to describe this student? \_\_\_\_\_

\_\_\_\_\_

The student's greatest strength in my class is:

\_\_\_\_\_

The student most needs improvement in: \_\_\_\_\_

Please describe the style of learning environment in which you see this student thriving.

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To the best of your ability, please rate the student in each of the following areas:

<b>Academic achievement</b>	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Outstanding
<b>Knowledge of basic skills</b>	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Highly developed
<b>Accuracy in use of basic skills</b>	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Highly developed
<b>Problem-solving ability</b>	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Highly developed
<b>Critical thinking/analytical ability</b>	<input type="checkbox"/> Limited	<input type="checkbox"/> Fair	<input type="checkbox"/> Frequently perceptive	<input type="checkbox"/> Exceptionally perceptive
<b>Ability to express ideas verbally</b>	<input type="checkbox"/> Limited	<input type="checkbox"/> Has some difficulty	<input type="checkbox"/> Good	<input type="checkbox"/> Exceptional
<b>Daily preparation &amp; study habits</b>	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
<b>Follows directions</b>	<input type="checkbox"/> Rarely	<input type="checkbox"/> Needs much explanation	<input type="checkbox"/> Occasionally needs help	<input type="checkbox"/> Quickly and effectively
<b>Classroom conduct</b>	<input type="checkbox"/> Frequent disruptions	<input type="checkbox"/> Occasional misconduct	<input type="checkbox"/> Usually good behavior	<input type="checkbox"/> Good conduct
<b>Attention &amp; level of engagement</b>	<input type="checkbox"/> Easily distracted	<input type="checkbox"/> Occasionally distracted	<input type="checkbox"/> Usually good focus	<input type="checkbox"/> Exceptional focus & engagement
<b>Motivation &amp; initiative</b>	<input type="checkbox"/> Low	<input type="checkbox"/> Occasionally evident	<input type="checkbox"/> Evident	<input type="checkbox"/> Exemplary
<b>Seeks help when needed</b>	<input type="checkbox"/> Rarely	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Usually	<input type="checkbox"/> Always
<b>Reaction to criticism/feedback</b>	<input type="checkbox"/> Defensive	<input type="checkbox"/> Ignores criticism	<input type="checkbox"/> Developing	<input type="checkbox"/> Uses criticism to improve
<b>Participation in discussion</b>	<input type="checkbox"/> Wants to dominate	<input type="checkbox"/> Rarely contributes	<input type="checkbox"/> Quiet but actively engaged	<input type="checkbox"/> Joins in readily
<b>Ability to work independently</b>	<input type="checkbox"/> Has great difficulty	<input type="checkbox"/> Needs help frequently	<input type="checkbox"/> Needs help occasionally	<input type="checkbox"/> Always works well

<b>Ability to work in a group</b>	<input type="checkbox"/> Has great difficulty	<input type="checkbox"/> Sometimes has difficulty	<input type="checkbox"/> Usually effective	<input type="checkbox"/> Always works well
<b>Curiosity</b>	<input type="checkbox"/> Limited curiosity	<input type="checkbox"/> Occasionally evident	<input type="checkbox"/> Frequently evident	<input type="checkbox"/> Consistently evident
<b>Creativity</b>	<input type="checkbox"/> Limited creativity	<input type="checkbox"/> Occasionally evident	<input type="checkbox"/> Frequently evident	<input type="checkbox"/> Highly developed
<b>Maturity</b>	<input type="checkbox"/> Immature	<input type="checkbox"/> Occasionally immature	<input type="checkbox"/> Appropriate for age	<input type="checkbox"/> Precocious
<b>Integrity</b>	<input type="checkbox"/> Questionable	<input type="checkbox"/> Usually trustworthy	<input type="checkbox"/> Trustworthy	<input type="checkbox"/> Highly developed
<b>Self-confidence</b>	<input type="checkbox"/> Appears overly confident	<input type="checkbox"/> Needs much reassurance	<input type="checkbox"/> Needs some support	<input type="checkbox"/> Positive self-image
<b>Social relationships with peers</b>	<input type="checkbox"/> Relates poorly	<input type="checkbox"/> Has occasional problems	<input type="checkbox"/> Usually relates well	<input type="checkbox"/> Healthy relationships
<b>Interactions with adults</b>	<input type="checkbox"/> Interacts poorly	<input type="checkbox"/> Has occasional problems	<input type="checkbox"/> Usually interacts well	<input type="checkbox"/> Healthy interactions

Overall, I recommend this individual:

<b>As a student:</b>	<input type="checkbox"/> With reservation	<input type="checkbox"/> Fairly strongly	<input type="checkbox"/> Strongly	<input type="checkbox"/> With great enthusiasm
<b>As a person:</b>	<input type="checkbox"/> With reservation	<input type="checkbox"/> Fairly strongly	<input type="checkbox"/> Strongly	<input type="checkbox"/> With great enthusiasm

We value the narrative comments from teachers, frequently above and beyond the checklist above. Please share additional information about this student or explain your checklist responses. We are particularly interested in academic ability, intellectual potential, perseverance, leadership, consideration for others, and conflict resolution skills.

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Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_