



St. James' Episcopal School

ENGAGING HEART, MIND, AND SPIRIT

RECOMMENDATION FOR 1ST-6TH GRADE

Required for applications to 1st- 6th grades.

Applicant's Name: _____ D.O.B. : _____

By signing below, I indicate that I understand a confidential recommendation will be part of the admission application and that I will not have access to it.

Parent/Guardian Signature: _____ Date: _____

Dear Teacher: please complete this recommendation form and send directly to St. James' Episcopal School. Your honest and candid responses will be held in the strictest confidence. Thank you for your insights.

Current School: _____

Recommender's Name: _____

Title or Position: _____

Phone: _____ Email: _____

In what grades have you taught this student? _____ May we contact you about this recommendation? Yes No

GENERAL EVALUATION

PLEASE EVALUATE THIS APPLICANT IN THE FOLLOWING AREAS:

- | | | | | | |
|-------------------|---|----------------------------|---|--|----------------------------|
| 1. Reading | <input type="radio"/> especially strong | <input type="radio"/> good | <input type="radio"/> appropriate for grade level | <input type="radio"/> somewhat below grade level | <input type="radio"/> weak |
| 2. Writing | <input type="radio"/> especially strong | <input type="radio"/> good | <input type="radio"/> appropriate for grade level | <input type="radio"/> somewhat below grade level | <input type="radio"/> weak |
| 3. Spelling | <input type="radio"/> especially strong | <input type="radio"/> good | <input type="radio"/> appropriate for grade level | <input type="radio"/> somewhat below grade level | <input type="radio"/> weak |
| 4. Mathematics | <input type="radio"/> especially strong | <input type="radio"/> good | <input type="radio"/> appropriate for grade level | <input type="radio"/> somewhat below grade level | <input type="radio"/> weak |
| 5. Social Studies | <input type="radio"/> especially strong | <input type="radio"/> good | <input type="radio"/> appropriate for grade level | <input type="radio"/> somewhat below grade level | <input type="radio"/> weak |
| 6. Science | <input type="radio"/> especially strong | <input type="radio"/> good | <input type="radio"/> appropriate for grade level | <input type="radio"/> somewhat below grade level | <input type="radio"/> weak |

PLEASE COMMENT ON THE STUDENT'S STRENGTHS AND WEAKNESSES:

DOES THIS CHILD HAVE ANY SPECIAL INTERESTS?

TO YOUR KNOWLEDGE, IS THE PARENTS' PERCEPTION OF THEIR CHILD REALISTIC AND COMPATIBLE WITH THE SCHOOL'S UNDERSTANDING OF THE CHILD? Yes No

PLEASE COMMENT:

SPECIFIC EVALUATION

- | | | | | |
|-------------------------------------|---|--|--|--|
| 1. Ability to work in a group | <input type="radio"/> always works well | <input type="radio"/> usually effective | <input type="radio"/> sometimes has difficulty | <input type="radio"/> has great difficulty |
| 2. Ability to work alone | <input type="radio"/> always works well | <input type="radio"/> needs help occasionally | <input type="radio"/> needs help frequently | <input type="radio"/> has great difficulty |
| 3. Participation in discussion | <input type="radio"/> joins in readily | <input type="radio"/> contributes occasionally | <input type="radio"/> wants to dominate | <input type="radio"/> rarely contributes |
| 4. Classroom conduct | <input type="radio"/> good conduct | <input type="radio"/> usually good behavior | <input type="radio"/> occasional misconduct | <input type="radio"/> frequent disruptions |
| 5. Oral expression | <input type="radio"/> exceptional | <input type="radio"/> good | <input type="radio"/> has some difficulty | <input type="radio"/> limited |
| 6. Daily preparation | <input type="radio"/> excellent | <input type="radio"/> good | <input type="radio"/> fair | <input type="radio"/> poor |
| 7. Use of time | <input type="radio"/> always effectively | <input type="radio"/> usually uses well | <input type="radio"/> occasionally wastes | <input type="radio"/> uses poorly |
| 8. Follows directions | <input type="radio"/> quickly/effectively | <input type="radio"/> occasionally needs help | <input type="radio"/> requires explanations | <input type="radio"/> rarely |
| 9. Critical thinking | <input type="radio"/> exceptional | <input type="radio"/> frequently perceptive | <input type="radio"/> fair | <input type="radio"/> limited |
| 10. Effort/drive | <input type="radio"/> maximum | <input type="radio"/> usually good | <input type="radio"/> sporadic | <input type="radio"/> limited |
| 11. Attention span | <input type="radio"/> exceptionally good | <input type="radio"/> usually good | <input type="radio"/> occasionally distracted | <input type="radio"/> easily distracted |
| 12. Stability | <input type="radio"/> stable | <input type="radio"/> somewhat tense | <input type="radio"/> seeks much attention | <input type="radio"/> easily frustrated |
| 13. Curiosity | <input type="radio"/> consistent | <input type="radio"/> frequent | <input type="radio"/> occasional | <input type="radio"/> limited |
| 14. Imagination | <input type="radio"/> highly developed | <input type="radio"/> active | <input type="radio"/> fair | <input type="radio"/> little |
| 15. Consideration of others | <input type="radio"/> extremely thoughtful | <input type="radio"/> considerate | <input type="radio"/> usually considerate | <input type="radio"/> rarely considerate |
| 16. Social interaction | <input type="radio"/> healthy relationships | <input type="radio"/> usually relates well | <input type="radio"/> has occasional problems | <input type="radio"/> relates poorly |
| 17. Self-confidence | <input type="radio"/> positive self-image | <input type="radio"/> needs some support | <input type="radio"/> needs much reassurance | <input type="radio"/> overly confident |
| 18. Sense of humor | <input type="radio"/> exceptional | <input type="radio"/> good | <input type="radio"/> limited | <input type="radio"/> disruptive |
| 19. Leadership potential | <input type="radio"/> exceptional | <input type="radio"/> good | <input type="radio"/> fair | <input type="radio"/> weak |
| 20. Growth potential | <input type="radio"/> exceptional | <input type="radio"/> good | <input type="radio"/> fair | <input type="radio"/> weak |
| 21. Family contributes to community | <input type="radio"/> often | <input type="radio"/> sometimes | <input type="radio"/> rarely | <input type="radio"/> never |
| 22. Family cooperation | <input type="radio"/> good | <input type="radio"/> fair | <input type="radio"/> uncooperative | <input type="radio"/> unknown |
| 23. Family expectations | <input type="radio"/> balanced | <input type="radio"/> too high | <input type="radio"/> too low | <input type="radio"/> unknown |

OVERALL RECOMMENDATION

- | | | | | | |
|---------------------------|--|--------------------------------|---------------------------------------|--|---------------------------------------|
| 1. For academic promise | <input type="radio"/> enthusiastically | <input type="radio"/> strongly | <input type="radio"/> fairly strongly | <input type="radio"/> without enthusiasm | <input type="radio"/> not recommended |
| 2. For personal promise | <input type="radio"/> enthusiastically | <input type="radio"/> strongly | <input type="radio"/> fairly strongly | <input type="radio"/> without enthusiasm | <input type="radio"/> not recommended |
| 3. Overall recommendation | <input type="radio"/> enthusiastically | <input type="radio"/> strongly | <input type="radio"/> fairly strongly | <input type="radio"/> without enthusiasm | <input type="radio"/> not recommended |

ADDITIONAL COMMENTS:

Signature: _____ Date: _____