



## CONFIDENTIAL Mathematics Evaluation

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. Our intention is to establish a dynamic understanding of the student, and your observations and descriptions are essential in this process. 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: \_\_\_\_\_

What is the name of your course? \_\_\_\_\_

What is the course level? (on-grade, accelerated, honors, etc.) \_\_\_\_\_

Are you currently teaching this student? \_\_\_\_\_

How long have you known this student? \_\_\_\_\_

In what other ways, if any, do you know this student? \_\_\_\_\_

Please describe the content of the course (text, topics, etc.) \_\_\_\_\_

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

Does the student's performance accurately reflect 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.)? \_\_\_\_\_

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: \_\_\_\_\_

An area of growth for this student is: \_\_\_\_\_

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

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

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"/> Highly developed      |
| <b>Integrity with peers/teachers</b>   | <input type="checkbox"/> Rarely                   | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Usually                | <input type="checkbox"/> Always                |
| <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 |

Please share anything else about the student you feel would be important for us to know. You may also describe extenuating circumstances related to any of the aforementioned areas above. We appreciate your thoughtful responses and will be sure to take all aspects of the student's profile into consideration.

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