



ENGLISH LANGUAGE ARTS TEACHER
Common Recommendation Form
Grades 6–12

The [Lake Michigan Association of Independent Schools](#) (LMAIS) utilizes the following Common Recommendation Form as a part of each school’s application process. This form should be completed by the child’s current English Language Arts teacher and/or academic specialist. This recommendation is one of many pieces of information gathered to learn about the student. Whether completing this form electronically or via paper copy, please save one copy to your files and send a completed copy to the requesting school. All information that you furnish will be kept confidential to the extent the law allows, and will not be retained as a part of the student’s permanent record.

RECOMMENDER INFORMATION

Your Name _____

School _____ Job title _____

Email _____ Phone _____

How long have you known the student? _____

In what capacity? _____

STUDENT INFORMATION

Name of Student _____ Current grade level _____

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

- 1. _____ 2. _____ 3. _____

COURSE INFORMATION

Title of student’s course _____

Class size _____ Student:Teacher ratio in your classroom _____

Is this an honors, accelerated, or tested into course? Yes No

Please briefly explain course levels/groupings and note the placement of the student.

How often and for how long does the class meet? _____

Title of text(s) used? _____

What would be the next course recommended for this student? _____

Please reference the below rating scale and corresponding definitions to evaluate the student in the following section.

- **Exceeding Expectations** - The student is exceeding what is developmentally appropriate for this age group
- **Meeting Expectations** - The student is meeting what is developmentally appropriate for this age group
- **Approaching Expectations** - The student is progressing toward what is developmentally appropriate for this age group
- **Below Expectations** - The student does not exhibit what is developmentally appropriate for this age group

ACADEMIC DEVELOPMENT

	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS	COMMENTS
Attitude towards subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Intellectual curiosity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Ability to reason abstractly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Ability to think logically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Oral expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Written expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Reading comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Creativity and imagination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Organizational ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Willingness to take intellectual risks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Perseverance and thoroughness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Ability to work in a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Ability to work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Seeks help when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Class participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Study habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Overall Academic Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SOCIAL/EMOTIONAL DEVELOPMENT

	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS	COMMENTS
Honesty/integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Self-esteem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Self-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Receptivity to others' ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Peer compatibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relationship with teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Sensitivity to others' feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Respect for individual differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Reaction to setbacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Maturity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Sense of humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Overall Social/Emotional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

What are the student's strengths?

Academically _____

Socially/Emotionally _____

In which area(s) would this student benefit from improvement?

Academically _____

Socially/Emotionally _____

To the best of your knowledge, if the student handed in a paper late it would probably be because the student:

procrastinates

strives for perfection of expression

lost the rough draft

has lots of other activities

does not apply; student's work is never late

other, please explain

How well does the student accept advice or constructive feedback? _____

Which words best describe the student's thinking? Independent Creative Imitative Other _____

What are the student's interests? _____

Does the student attend class regularly? Yes No

If no, please explain _____

Is there a problem with tardiness? Yes No

If yes, please explain _____

Is there any additional information that would be helpful to us in evaluating the student?

FAMILY - SCHOOL PARTNERSHIP

Parents/guardians are an important part of our relationship with the student. Please share any information about the family - school partnership, as well as the involvement of the family.

To your knowledge, is the parent/guardian's perception of their child compatible with the school's understanding of the child? Please comment.

Are you aware of any family circumstances that may affect their child's life at school?

Which word(s) best describe the parents/guardians in regard to their child?

1. _____ 2. _____ 3. _____

Please explain.

I certify that the information provided above is accurate and complete to the best of my knowledge.

Signature _____ Date _____ If we

have additional questions, may we contact you? Yes No

For a full list of LMAIS member schools and contact information, please visit lmais.org