



Common Recommendation Form

Grades 1–5

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 homeroom 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 _____ City _____ State _____

Job title _____

Email _____ Phone _____

How long have you known the student? _____

In what capacity? _____

Class size _____ Student:Teacher ratio in your classroom _____

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. _____

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

SOCIAL/EMOTIONAL DEVELOPMENT

| | EXCEEDING EXPECTATIONS | MEETING EXPECTATIONS | APPROACHING EXPECTATIONS | BELOW EXPECTATIONS | COMMENTS |
|---|---------------------------|-------------------------|-----------------------------|-----------------------|----------|
| Self-esteem | <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"/> | |
| Observes rules and accepts school procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Sensitivity to others' feelings / respect for individual differences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Respects rights and property of others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Gets along well with peers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Seeks positive relationships with adults | <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"/> | |
| Tries to solve own problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Demonstrates courteous behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Adjusts to daily transitions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Participates in classroom activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Exhibits self-confidence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Maintains self-control | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Accepts responsibility | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Accepts constructive feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Learns from mistakes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Enthusiasm for school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Expresses feelings and needs | <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"/> | |

ACADEMIC DEVELOPMENT

| | EXCEEDING EXPECTATIONS | MEETING EXPECTATIONS | APPROACHING EXPECTATIONS | BELOW EXPECTATIONS | COMMENTS |
|-------------------------------------|---------------------------|-------------------------|-----------------------------|-----------------------|----------|
| Intellectual curiosity | <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"/> | |
| Initiative | <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"/> | |
| Listens attentively | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Follows oral directions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Follows written directions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Stays on task | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Completes assignments promptly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Works independently | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Works collaboratively | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Demonstrates effort | <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"/> | |
| Overall Academic Development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |

Please comment on the student’s effort and achievement in the following areas.

English Language Arts:

Decoding skills _____

Reading comprehension _____

Oral expression _____

Written expression _____

Vocabulary _____

Interest in independent reading _____

Mathematics:

Conceptualization _____

Computation _____

Problem solving _____

What are the student's strengths?

Academically _____

Socially/Emotionally _____

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

Academically _____

Socially/Emotionally _____

What are the student's interests? _____

Is there any additional information that would be helpful to us in evaluating this 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