



# 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 Math 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? \_\_\_\_\_

### 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<br>EXPECTATIONS | MEETING<br>EXPECTATIONS | APPROACHING<br>EXPECTATIONS | BELOW<br>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"/> |          |
| Math competency                         | <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"/> |          |
| Stays on task                           | <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"/> |          |
| <b>Overall Academic<br/>Development</b> | <input type="radio"/>     | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/> |          |

## SOCIAL/EMOTIONAL DEVELOPMENT

|   | EXCEEDING<br>EXPECTATIONS | MEETING<br>EXPECTATIONS | APPROACHING<br>EXPECTATIONS | BELOW<br>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"/> |          |
| <b>Overall Social/Emotional<br/>Development</b> | <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 missed a problem, it would have been caused by:

lack of effort

misreading a question

carelessness

problem too difficult

rarely an issue with this student

other, please explain

How well does the student accept advice or constructive feedback? \_\_\_\_\_

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 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](https://lmais.org)