



# Common Recommendation Form

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 teacher or program director. 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 within two weeks of receipt. 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/age level \_\_\_\_\_

Title of program that student attends \_\_\_\_\_ Days per week \_\_\_\_\_ Hours per day \_\_\_\_\_

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

## EXPRESSIVE DEVELOPMENT

	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS	COMMENTS
Expresses ideas in four- to six-word sentences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Communicates using appropriate verbal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Articulates clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Exhibits a growing vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Organizes thoughts before speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Verbally follows a conversation and is able to respond appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

## RECEPTIVE DEVELOPMENT

	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS	COMMENTS
Listens attentively and follows directions/requests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Understands classroom routines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Follows multi-step directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**SOCIAL/EMOTIONAL DEVELOPMENT**

	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS	COMMENTS
Separates from parents/caregivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Communicates and expresses needs and feelings appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Shows empathy and caring for others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Demonstrates the capacity to form friendships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Respects and cooperates with adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Resolves conflicts verbally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Seeks help when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Shows an ability to cope with frustration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Demonstrates self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Demonstrates cooperative attitude and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Demonstrates the ability to share	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Demonstrates ability to delay gratification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Shows leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Accepts responsibility for actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Understands/follows social cues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Shows an ability to work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Participates in group activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Accepts limits and redirection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Demonstrates flexibility with routine changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Transitions appropriately between activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

### INTELLECTUAL DEVELOPMENT

	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS	COMMENTS
Shows eagerness and curiosity as a learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Exhibits problem solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Uses classroom materials purposefully and respectfully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Completes one task before starting another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Demonstrates an appropriate attention span (self-chosen activity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Demonstrates an appropriate attention span (assigned activity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Initiates pretend play on own or with peers when appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

### PERSONAL DEVELOPMENT

	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS	COMMENTS
Dresses self (puts on/takes off coat, shoes, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Demonstrates independence and self-reliance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Toilet training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

### PHYSICAL DEVELOPMENT

	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS	COMMENTS
Sense of body in space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Impulse control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Ability to self-regulate during highly stimulating activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Small motor coordination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Gross motor coordination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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)**