

**Confidential**  
**Teacher Recommendation Form**  
**For Applicants for Grades 2nd-5th**  
**Due Jan. 20, 2017**

Teachers: Please do not fill out before Dec. 1, as we would like to have the most current information possible. Once complete, email this form directly to [wwadmission@wildwood.org](mailto:wwadmission@wildwood.org) or mail to Wildwood School, Elementary School, Admission Office: 12201 Washington Place, Los Angeles, CA 90066 to arrive no later than Jan. 20, 2017.

Applicant's Full Name \_\_\_\_\_ Applying for Grade \_\_\_\_\_

Current School \_\_\_\_\_ Phone ( ) \_\_\_\_\_

Teacher's Name \_\_\_\_\_

I have known this applicant \_\_\_\_\_ year(s). I taught this applicant in \_\_\_\_\_ grade.

Please complete the following and elaborate as necessary. Feel free to continue on additional pages.

	Above Grade Level	At Grade Level	Below Grade Level <small>*Provide details below.</small>
<b>Academic Ability and Achievement:</b>			
Language Arts	_____	_____	_____
Reading	_____	_____	_____
Math	_____	_____	_____
Science	_____	_____	_____
<b>Social/Emotional:</b>			
Peer Relationships	_____	_____	_____
Emotional Maturity	_____	_____	_____
<b>Study Skills and Habits:</b>			
Ability to write independently	_____	_____	_____
Sense of responsibility for his or her own work	_____	_____	_____

\*Provide details: \_\_\_\_\_

Are you aware of any physical or emotional difference which affects the applicant's performance? If so, please explain.

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Please make additional comments concerning the applicant's academic and personal qualities. We would like to know about strengths and challenge points. Add an additional page, if needed.

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Applicant's Name \_\_\_\_\_

**Applicant Information:**

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|----------------------------------|--|--|---|---|
| 1. Academic achievement          | <input type="checkbox"/> below expectations      | <input type="checkbox"/> better than tests               | <input type="checkbox"/> good                                     | <input type="checkbox"/> outstanding              |
| 2. Ability to work in a group    | <input type="checkbox"/> has great difficulty    | <input type="checkbox"/> sometimes has difficulty        | <input type="checkbox"/> usually effective                        | <input type="checkbox"/> always works well        |
| 3. Ability to work alone         | <input type="checkbox"/> has great difficulty    | <input type="checkbox"/> frequently needs help           | <input type="checkbox"/> occasionally needs help                  | <input type="checkbox"/> always works well        |
| 4. Participation in discussion   | <input type="checkbox"/> rarely contributes      | <input type="checkbox"/> wants to dominate               | <input type="checkbox"/> contributes occasionally                 | <input type="checkbox"/> joins in readily         |
| 5. Classroom conduct             | <input type="checkbox"/> frequent disruptions    | <input type="checkbox"/> occasional misconduct           | <input type="checkbox"/> usually good behavior                    | <input type="checkbox"/> good conduct             |
| 6. Written expression            | <input type="checkbox"/> poor                    | <input type="checkbox"/> limited                         | <input type="checkbox"/> good                                     | <input type="checkbox"/> excellent                |
| 7. Able to express ideas orally  | <input type="checkbox"/> limited                 | <input type="checkbox"/> has some difficulty             | <input type="checkbox"/> good                                     | <input type="checkbox"/> exceptional              |
| 8. Daily preparation             | <input type="checkbox"/> poor                    | <input type="checkbox"/> fair                            | <input type="checkbox"/> good                                     | <input type="checkbox"/> excellent                |
| 9. Use of time                   | <input type="checkbox"/> poor                    | <input type="checkbox"/> occasionally wastes             | <input type="checkbox"/> usually uses well                        | <input type="checkbox"/> always uses effectively  |
| 10. Follows directions           | <input type="checkbox"/> rarely                  | <input type="checkbox"/> needs much explanation          | <input type="checkbox"/> occasionally needs help                  | <input type="checkbox"/> quickly & effectively    |
| 11. Critical thinking            | <input type="checkbox"/> limited                 | <input type="checkbox"/> fair                            | <input type="checkbox"/> frequently perceptive                    | <input type="checkbox"/> exceptionally perceptive |
| 12. Seeks help when needed       | <input type="checkbox"/> rarely                  | <input type="checkbox"/> occasionally                    | <input type="checkbox"/> usually                                  | <input type="checkbox"/> always                   |
| 13. Effort/drive                 | <input type="checkbox"/> poor                    | <input type="checkbox"/> sporadic                        | <input type="checkbox"/> usually good                             | <input type="checkbox"/> maximum                  |
| 14. Attention span               | <input type="checkbox"/> easily distracted       | <input type="checkbox"/> occasionally distracted         | <input type="checkbox"/> usually good                             | <input type="checkbox"/> exceptionally good       |
| 15. Leadership potential         | <input type="checkbox"/> a follower              | <input type="checkbox"/> leads when given responsibility | <input type="checkbox"/> seeks opportunities (and uses them well) | <input type="checkbox"/> a natural leader         |
| 16. Initiative                   | <input type="checkbox"/> never initiates         | <input type="checkbox"/> rarely shows initiative         | <input type="checkbox"/> occasionally initiates                   | <input type="checkbox"/> often initiates          |
| 17. Stability                    | <input type="checkbox"/> poor                    | <input type="checkbox"/> seeks much attention            | <input type="checkbox"/> somewhat tense                           | <input type="checkbox"/> stable                   |
| 18. Curiosity                    | <input type="checkbox"/> limited                 | <input type="checkbox"/> occasional                      | <input type="checkbox"/> frequent                                 | <input type="checkbox"/> consistent               |
| 19. Imagination                  | <input type="checkbox"/> little                  | <input type="checkbox"/> fair                            | <input type="checkbox"/> active                                   | <input type="checkbox"/> highly developed         |
| 20. Integrity                    | <input type="checkbox"/> questionable            | <input type="checkbox"/> usually trustworthy             | <input type="checkbox"/> trustworthy                              | <input type="checkbox"/> highly developed         |
| 21. Consideration of others      | <input type="checkbox"/> rarely considerate      | <input type="checkbox"/> sometimes considerate           | <input type="checkbox"/> usually considerate                      | <input type="checkbox"/> always thoughtful        |
| 22. Social adjustment with peers | <input type="checkbox"/> relates poorly          | <input type="checkbox"/> has occasional problems         | <input type="checkbox"/> usually relates well                     | <input type="checkbox"/> healthy relationships    |
| 23. Sense of humor               | <input type="checkbox"/> rarely laughs or smiles | <input type="checkbox"/> fair                            | <input type="checkbox"/> good                                     | <input type="checkbox"/> delightful               |
| 24. Self-confidence              | <input type="checkbox"/> needs much assurance    | <input type="checkbox"/> appears overly confident        | <input type="checkbox"/> needs some support                       | <input type="checkbox"/> positive self image      |
| 25. Parent participation         | <input type="checkbox"/> rarely involved         | <input type="checkbox"/> overly involved                 | <input type="checkbox"/> sometimes involved                       | <input type="checkbox"/> appropriately involved   |
| 26. Parent cooperation           | <input type="checkbox"/> unknown                 | <input type="checkbox"/> fair                            | <input type="checkbox"/> good                                     | <input type="checkbox"/> outstanding              |
| 27. Parent expectations          | <input type="checkbox"/> unknown                 | <input type="checkbox"/> unrealistic                     | <input type="checkbox"/> realistic                                | <input type="checkbox"/> other                    |

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

Print or Type Name \_\_\_\_\_