

Confidential
Teacher Recommendation Form
For Applicants for Grades 2nd-5th
Due Jan. 17, 2020

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 or mail to Wildwood School, Elementary School, Admission Office: 12201 Washington Place, Los Angeles, CA 90066 to arrive no later than Jan. 17, 2020.

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>
Academic Ability and Achievement:			
Language Arts	_____	_____	_____
Reading	_____	_____	_____
Math	_____	_____	_____
Science	_____	_____	_____
Social/Emotional:			
Peer Relationships	_____	_____	_____
Emotional Maturity	_____	_____	_____
Study Skills and Habits:			
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.

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.

Applicant's Name _____

Applicant Information:

- | | | | | |
|----------------------------------|--|--|---|---|
| 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 _____