



The Waverly School

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(626) 792-5940 • Fax (626) 683-5460 • admissions@thewaverlyschool.org

Teacher Recommendation Form — 1st and 2nd Grade Applicants

To the Applicant's Parent or Legal Guardian:

Please complete the top portion of this form and submit it to your child's teacher. Teacher recommendations must be submitted in sealed letterhead envelopes from the appropriate school.

Applicant's Name _____ Date of Birth _____ Current Age _____ Grade _____
Teacher's Name _____ Grade Teacher Taught Applicant _____
School Name _____ Telephone (_____) _____

I acknowledge that I waive my right to read the confidential administrator and teacher recommendation(s) and the school report(s) for the student listed above.

Name of Parent/Guardian: _____

Signature: _____

Date: _____

Deadline: _____ **February 1st (first round of applications)**
_____ **As soon as possible (first come, first served basis)**

To the Teacher:

Because Waverly does not use formal testing as part of our admissions process, the information you provide about the applicant is necessary in helping us determine if our program is a good fit for the student. Admission is viewed as a "matching process" between the student, his/her parents or guardians, and The Waverly School's goals and philosophy. Please fill out both sides of this form so we can effectively evaluate this student.

Teacher recommendations must be submitted in sealed letterhead envelopes from the appropriate school. Teacher recommendations must be received by February 1st in order for the student to be considered in the first round of applications; all other applications will be considered on a first come, first served basis. (Please see deadline checked above.)

ACADEMIC AND PERSONAL EVALUATION

- | | | | | |
|-------------------------------------|--|--|--|--|
| 1. Academic Potential | <input type="checkbox"/> limited | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> outstanding |
| 2. Academic Achievement | <input type="checkbox"/> considerably below expectations | <input type="checkbox"/> as expected | <input type="checkbox"/> better than tests | <input type="checkbox"/> far above expectations |
| 3. Interest in books | <input type="checkbox"/> minimal | <input type="checkbox"/> if prodded | <input type="checkbox"/> occasional | <input type="checkbox"/> frequent |
| 4. Reads | <input type="checkbox"/> not yet reading | <input type="checkbox"/> with difficulty | <input type="checkbox"/> moderately well | <input type="checkbox"/> fluently |
| 5. Interest in writing | <input type="checkbox"/> minimal | <input type="checkbox"/> if prodded | <input type="checkbox"/> occasional | <input type="checkbox"/> frequent |
| 6. Ability to write | <input type="checkbox"/> not yet writing | <input type="checkbox"/> with difficulty | <input type="checkbox"/> moderately well | <input type="checkbox"/> exceptional |
| 7. Writes | <input type="checkbox"/> own name | <input type="checkbox"/> one-syllable words | <input type="checkbox"/> sentences | <input type="checkbox"/> complete stories |
| 8. Written expression | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 9. Spelling | <input type="checkbox"/> uses phonetic spelling | <input type="checkbox"/> primarily phonetic spelling | <input type="checkbox"/> primarily conventional spelling | <input type="checkbox"/> uses conventional spelling |
| 10. Interest in numbers | <input type="checkbox"/> minimal | <input type="checkbox"/> if prodded | <input type="checkbox"/> occasional | <input type="checkbox"/> frequent |
| 11. Can count | <input type="checkbox"/> by ones | <input type="checkbox"/> by twos | <input type="checkbox"/> by fives and tens | <input type="checkbox"/> solid grasp of basic number facts |
| 12. Adds | <input type="checkbox"/> single digits to ten | <input type="checkbox"/> single digits to twenty | <input type="checkbox"/> double digits to twenty | <input type="checkbox"/> most double digit problems |
| 13. Ability to work alone | <input type="checkbox"/> needs much help | <input type="checkbox"/> needs frequent help | <input type="checkbox"/> needs occasional help | <input type="checkbox"/> always works well |
| 14. Ability to work in a group | <input type="checkbox"/> great difficulty | <input type="checkbox"/> sometimes well | <input type="checkbox"/> usually effective | <input type="checkbox"/> always works well |
| 15. Ability to express ideas orally | <input type="checkbox"/> great difficulty | <input type="checkbox"/> some difficulty | <input type="checkbox"/> good | <input type="checkbox"/> exceptional |
| 16. Discussion participation | <input type="checkbox"/> rarely contributes | <input type="checkbox"/> wants to dominate | <input type="checkbox"/> occasionally contributes | <input type="checkbox"/> readily joins in |
| 17. Follows directions | <input type="checkbox"/> rarely | <input type="checkbox"/> needs much explanation | <input type="checkbox"/> occasionally needs help | <input type="checkbox"/> quickly and effectively |
| 18. Seeks help when needed | <input type="checkbox"/> rarely | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually | <input type="checkbox"/> exceptionally good |
| 19. Attention span | <input type="checkbox"/> easily distracted | <input type="checkbox"/> occasionally distracted | <input type="checkbox"/> usually good | <input type="checkbox"/> exceptionally good |
| 20. Stability | <input type="checkbox"/> easily frustrated | <input type="checkbox"/> seeks much attention | <input type="checkbox"/> somewhat tense | <input type="checkbox"/> stable |
| 21. Consideration of others | <input type="checkbox"/> rarely considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> considerate | <input type="checkbox"/> unusually thoughtful |
| 22. Integrity | <input type="checkbox"/> questionable | <input type="checkbox"/> usually trustworthy | <input type="checkbox"/> trustworthy | <input type="checkbox"/> highly developed |
| 23. Social adjustment with peers | <input type="checkbox"/> relates poorly | <input type="checkbox"/> has occasional problems | <input type="checkbox"/> healthy relationships | <input type="checkbox"/> extremely healthy relationships |
| 24. Classroom conduct | <input type="checkbox"/> frequent disruptions | <input type="checkbox"/> occasional misconduct | <input type="checkbox"/> usually good behavior | <input type="checkbox"/> excellent conduct |

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|-----------------------------|---|---|---|--|
| 25. Personality | <input type="checkbox"/> withdrawn | <input type="checkbox"/> warm | <input type="checkbox"/> shy and reserved | <input type="checkbox"/> outgoing and friendly |
| 26. Imagination & Curiosity | <input type="checkbox"/> little | <input type="checkbox"/> fair | <input type="checkbox"/> active | <input type="checkbox"/> highly developed |
| 27. Speech | <input type="checkbox"/> very severe difficulties | <input type="checkbox"/> somewhat severe difficulties | <input type="checkbox"/> very mild difficulties | <input type="checkbox"/> correct pronunciation |
| 28. Sense of humor | <input type="checkbox"/> rarely laughs | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> delightful |
| 29. Self-confidence | <input type="checkbox"/> needs much reassurance | <input type="checkbox"/> appears overly confident | <input type="checkbox"/> needs some support | <input type="checkbox"/> positive self-image |
| 30. Parent expectations | <input type="checkbox"/> completely unrealistic | <input type="checkbox"/> somewhat realistic | <input type="checkbox"/> mostly realistic | <input type="checkbox"/> very realistic |

Additional comments on the applicant's personal and academic qualities:

Consider the following categories to determine your recommendation for this student.

| | <u>Not At All</u> | <u>With Reservation</u> | <u>Fairly Strongly</u> | <u>Enthusiastically</u> |
|------------------------------|-----------------------|-----------------------------|----------------------------|-------------------------|
| Social & emotional qualities | _____ | _____ | _____ | _____ |
| Academic Potential | _____ | _____ | _____ | _____ |
| Overall Recommendation | _____ | _____ | _____ | _____ |

Teacher's signature _____ Date _____

To be filled out by school administrator:

- | | | | | |
|--|---|---|---|---|
| 1. Attendance | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 2. Punctuality | <input type="checkbox"/> never arrives on time | <input type="checkbox"/> rarely arrives on time | <input type="checkbox"/> usually on time | <input type="checkbox"/> always on time |
| 3. Financial obligations met in a timely manner | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 4. Support of school policies | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 5. Support of teachers/staff | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 6. Communicates openly with teachers/staff | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 7. Parent expectations | <input type="checkbox"/> completely unrealistic | <input type="checkbox"/> somewhat realistic | <input type="checkbox"/> mostly realistic | <input type="checkbox"/> very realistic |
| 8. Participation in school events | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 9. Support of school | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 10. Please indicate if this child has been subject to disciplinary action. If so, indicate the action taken. | _____ no _____ yes | | | |

Please provide any additional comments regarding the information above:

Administrator's Name _____ Title _____

Administrator's Signature _____ Date _____

Applicant's Name _____