



# The Waverly School

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## Teacher Recommendation Form — 1<sup>st</sup> and 2<sup>nd</sup> 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 1<sup>st</sup> (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 1<sup>st</sup> 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"/> sometimes well              | <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       | ___ rarely                   | ___ occasionally                 | ___ usually                | ___ exceptionally good              |
| 19. Attention span               | ___ easily distracted        | ___ occasionally distracted      | ___ usually good           | ___ exceptionally good              |
| 20. Stability                    | ___ easily frustrated        | ___ seeks much attention         | ___ somewhat tense         | ___ stable                          |
| 21. Consideration of others      | ___ rarely considerate       | ___ usually considerate          | ___ considerate            | ___ unusually thoughtful            |
| 22. Integrity                    | ___ questionable             | ___ usually trustworthy          | ___ trustworthy            | ___ highly developed                |
| 23. Social adjustment with peers | ___ relates poorly           | ___ has occasional problems      | ___ healthy relationships  | ___ extremely healthy relationships |
| 24. Classroom conduct            | ___ frequent disruptions     | ___ occasional misconduct        | ___ usually good behavior  | ___ excellent conduct               |
| 25. Personality                  | ___ withdrawn                | ___ warm                         | ___ shy and reserved       | ___ outgoing and friendly           |
| 26. Imagination & curiosity      | ___ little                   | ___ fair                         | ___ active                 | ___ highly developed                |
| 27. Speech                       | ___ very severe difficulties | ___ somewhat severe difficulties | ___ very mild difficulties | ___ correct pronunciation           |
| 28. Sense of humor               | ___ rarely laughs            | ___ fair                         | ___ good                   | ___ delightful                      |
| 29. Self-confidence              | ___ needs much reassurance   | ___ appears overly confident     | ___ needs some support     | ___ positive self-image             |
| 30. Parent expectations          | ___ completely unrealistic   | ___ somewhat realistic           | ___ mostly realistic       | ___ 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   | ___ poor                   | ___ fair                   | ___ good             | ___ excellent      |
| 2. Punctuality  | ___ never arrives on time  | ___ rarely arrives on time | ___ usually on time  | ___ always on time |
| 3. Financial obligations met in a timely manner   | ___ rarely                 | ___ sometimes              | ___ usually          | ___ always         |
| 4. Support of school policies   | ___ poor                   | ___ fair                   | ___ good             | ___ excellent      |
| 5. Support of teachers/staff  | ___ poor                   | ___ fair                   | ___ good             | ___ excellent      |
| 6. Communicates openly with teachers/staff  | ___ poor                   | ___ fair                   | ___ good             | ___ excellent      |
| 7. Parent expectations  | ___ completely unrealistic | ___ somewhat realistic     | ___ mostly realistic | ___ very realistic |
| 8. Participation in school events   | ___ poor                   | ___ fair                   | ___ good             | ___ excellent      |
| 9. Support of the school  | ___ poor                   | ___ fair                   | ___ good             | ___ 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 \_\_\_\_\_