



The Waverly School

67 West Bellevue Drive • Pasadena, California 91105
(626) 792-5940 • Fax (626) 683-5460 • admissions@thewaverlyschool.org

Teacher Recommendation Form — Preschool and Kindergarten

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) OR _____ 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. Effort/drive | <input type="checkbox"/> limited | <input type="checkbox"/> sporadic | <input type="checkbox"/> usually good | <input type="checkbox"/> maximum |
| 3. Ability with scissors | <input type="checkbox"/> great difficulty | <input type="checkbox"/> sometimes handles well | <input type="checkbox"/> usually effective | <input type="checkbox"/> highly developed |
| 4. Ability with pencils | <input type="checkbox"/> great difficulty | <input type="checkbox"/> sometimes handles well | <input type="checkbox"/> usually effective | <input type="checkbox"/> highly developed |
| 5. Coloring | <input type="checkbox"/> shows no interest | <input type="checkbox"/> scribbles | <input type="checkbox"/> usually colors well | <input type="checkbox"/> highly developed |
| 6. Grasps small items | <input type="checkbox"/> great difficulty | <input type="checkbox"/> struggles a little | <input type="checkbox"/> usually effective | <input type="checkbox"/> highly developed |
| 7. Interested in books | <input type="checkbox"/> rarely | <input type="checkbox"/> if prodded | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently |
| 8. Ability with puzzles | <input type="checkbox"/> great difficulty | <input type="checkbox"/> some difficulty | <input type="checkbox"/> usually effective | <input type="checkbox"/> exceptionally good |
| 9. Bounces balls | <input type="checkbox"/> with great difficulty | <input type="checkbox"/> with both hands | <input type="checkbox"/> with one hand | <input type="checkbox"/> easily and well-developed |
| 10. Swings | <input type="checkbox"/> rarely | <input type="checkbox"/> with great difficulty | <input type="checkbox"/> occasionally swings by self | <input type="checkbox"/> regularly swings by self |
| 11. Crosses bars | <input type="checkbox"/> shows no interest | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually crosses by self | <input type="checkbox"/> regularly crosses by self |
| 12. Crosses balance beams | <input type="checkbox"/> shows no interest | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually crosses by self | <input type="checkbox"/> regularly crosses by self |
| 13. Ability to separate from parents | <input type="checkbox"/> great difficulty | <input type="checkbox"/> somewhat weepy | <input type="checkbox"/> usually okay | <input type="checkbox"/> no difficulty separating |
| 14. Ability to work alone | <input type="checkbox"/> needs much help | <input type="checkbox"/> frequently needs help | <input type="checkbox"/> occasionally needs help | <input type="checkbox"/> always works well |
| 15. 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 |
| 16. Ability to express ideas orally | <input type="checkbox"/> great difficulty | <input type="checkbox"/> some difficulty | <input type="checkbox"/> good | <input type="checkbox"/> exceptional |

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|----------------------------------|---|---|---|--|
| 17. Discussion participation | <input type="checkbox"/> rarely contributes | <input type="checkbox"/> wants to dominate | <input type="checkbox"/> occasionally contributes | <input type="checkbox"/> readily joins in |
| 18. Follows directions | <input type="checkbox"/> rarely | <input type="checkbox"/> needs much explanation | <input type="checkbox"/> occasionally needs help | <input type="checkbox"/> quickly and effectively |
| 19. Seeks help when needed | <input type="checkbox"/> rarely | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually | <input type="checkbox"/> exceptionally good |
| 20. Attention span | <input type="checkbox"/> easily distracted | <input type="checkbox"/> occasionally distracted | <input type="checkbox"/> usually good | <input type="checkbox"/> exceptionally good |
| 21. Stability | <input type="checkbox"/> easily frustrated | <input type="checkbox"/> seeks much attention | <input type="checkbox"/> somewhat tense | <input type="checkbox"/> stable |
| 22. Consideration of others | <input type="checkbox"/> rarely considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> considerate | <input type="checkbox"/> unusually thoughtful |
| 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. Initiative | <input type="checkbox"/> never initiates | <input type="checkbox"/> rarely shows initiative | <input type="checkbox"/> occasionally initiates | <input type="checkbox"/> often initiates |
| 25. Classroom conduct | <input type="checkbox"/> frequent disruptions | <input type="checkbox"/> occasional misconduct | <input type="checkbox"/> usually good behavior | <input type="checkbox"/> excellent conduct |
| 26. Personality | <input type="checkbox"/> withdrawn | <input type="checkbox"/> warm | <input type="checkbox"/> shy and reserved | <input type="checkbox"/> outgoing and friendly |
| 27. Imagination | <input type="checkbox"/> little | <input type="checkbox"/> fair | <input type="checkbox"/> active | <input type="checkbox"/> highly developed |
| 28. Curiosity | <input type="checkbox"/> little | <input type="checkbox"/> occasional | <input type="checkbox"/> consistent and appropriate | <input type="checkbox"/> highly developed |
| 29. Speech | <input type="checkbox"/> very severe difficulties | <input type="checkbox"/> somewhat severe difficulties | <input type="checkbox"/> very mild difficulties | <input type="checkbox"/> correct pronunciation |
| 30. Sense of humor | <input type="checkbox"/> rarely laughs | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> delightful |
| 31. 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 |
| 32. Parent cooperation | <input type="checkbox"/> unknown | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> outstanding |
| 33. 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 | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> usually | <input type="checkbox"/> always on time |
| 4. Support of school policies | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> always |
| 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 |

Please provide any additional comments regarding the information above: _____

Administrator's Name _____ Title _____

Signature _____ Date _____

Applicant's Name _____