

Confidential teacher recommendation



Please fill out the information below and give it to an academic teacher. By signing below, I give the person listed herein permission to complete this recommendation form and I consent to contact with same. I also understand and agree that all information contained herein is confidential and will not be disclosed to me.

Parent Authorization Signature

Date

Applicant's name _____ Candidate for grade _____ in September, 20() _____

Name of teacher completing this form _____ Grade level taught _____ Year _____

School name _____ Telephone _____

E-mail _____

Inherent in Turning Point's philosophy is the basic understanding of, and respect for, each child as an individual. The school strives to address the comprehensive educational needs of the whole, multi-faceted child. The academic, emotional, physical, and social unfolding of each child is fostered through a carefully-balanced, developmentally-appropriate curriculum. Rich learning experiences are designed to inspire creative expression and to promote critical thinking. We are looking for students and families who are committed to this program and who have the enthusiasm, drive, and independence to work in it successfully.

To recommending teacher: Please use the space provided below to make a brief statement regarding the above-named applicant and how he or she may be an appropriate student for Turning Point School.

Check here to refer us to an attached letter.

Athletic abilities, special interests, talents, etc. _____

Significant limitations (physical, social) _____

Recommendation for admission to Turning Point School

ACADEMIC POTENTIAL

- Not recommended Without enthusiasm Fairly strongly Strongly Enthusiastically

CHARACTER AND PERSONAL PROMISE

- Not recommended Without enthusiasm Fairly strongly Strongly Enthusiastically

OVERALL RECOMMENDATION

- Not recommended Without enthusiasm Fairly strongly Strongly Enthusiastically

Turning Point School admits students of any race, color, national or ethnic origin to all the rights, privileges, and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, sex, family structure, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and financial aid programs, athletics and other school-administered programs.

Please complete the backside of this reference form.

Common recommendation form for teachers

Applicant's name _____

Thank you for taking time to fill out this checklist. For your convenience, a number of local independent schools are using a common form for the Confidential Administrative Recommendation Form. Please feel free to photocopy this checklist in the event that this student is applying to more than one school. Though each school may vary in the emphasis that it places on the qualities listed below, every school is interested in the descriptive profile of a student that the checklist provides. This form is accepted by the following schools: Adat Ari El, Archer, Berkeley Hall, Beth Hillel, Brawerman, Brentwood, Buckley, Calvary Christian, Campbell Hall, Carlthorp, Center for Early Education, Chadwick, Chatsworth Hills Academy, Children's Community School, Country School, Crossroads, Curtis, Echo Horizon, Harvard-Westlake, Heschel, Hollywood Schoolhouse, John Thomas Dye, Kadima Hebrew Academy, Laurence, Los Encinos, Marlborough, Marymount, Milken, Mirman, New Roads, Oakwood, Pacific Hills, Pegasus, Pilgrim, Pressman Academy, PS #1, Seven Arrows, St. James, St. Matthew's Parish, Sierra Canyon School, Sinai Akiba, Stephen S. Wise, Temple Israel, The Oaks, Turning Point, Valley Beth Shalom, Viewpoint, Village, Vistamar, Wesley, Westerly, Westland, Westmark, Westside Neighborhood, Westside Waldorf, Wildwood, The Willows, and Windward. After copying, please circle the school to which you are sending this form and attach it to that school's recommendation form..

Applicant information

- | | | | | |
|---|---|---|--|--|
| 1. academic achievement | <input type="radio"/> below expectations | <input type="radio"/> fair | <input type="radio"/> good | <input type="radio"/> outstanding |
| 2. ability to work in a group | <input type="radio"/> has great difficulty | <input type="radio"/> has some difficulty | <input type="radio"/> usually effective | <input type="radio"/> always works well |
| 3. ability to work alone | <input type="radio"/> has great difficulty | <input type="radio"/> needs help frequently | <input type="radio"/> needs help occasionally | <input type="radio"/> always works well |
| 4. participation in discussion | <input type="radio"/> rarely contributes | <input type="radio"/> wants to dominate | <input type="radio"/> contributes occasionally | <input type="radio"/> joins in readily |
| 5. classroom conduct | <input type="radio"/> frequent disruptions | <input type="radio"/> occasional misconduct | <input type="radio"/> usually good behavior | <input type="radio"/> good conduct |
| 6. written expression | <input type="radio"/> poor | <input type="radio"/> limited | <input type="radio"/> good | <input type="radio"/> excellent |
| 7. ability to express ideas orally | <input type="radio"/> limited | <input type="radio"/> has some difficulty | <input type="radio"/> good | <input type="radio"/> exceptional |
| 8. daily preparation | <input type="radio"/> poor | <input type="radio"/> fair | <input type="radio"/> good | <input type="radio"/> excellent |
| 9. use of time | <input type="radio"/> uses poorly | <input type="radio"/> occasionally wastes | <input type="radio"/> usually uses well | <input type="radio"/> always uses effectively |
| 10. follows direction | <input type="radio"/> rarely | <input type="radio"/> needs much explanation | <input type="radio"/> needs help occasionally | <input type="radio"/> quickly and efficiently |
| 11. critical thinking | <input type="radio"/> limited | <input type="radio"/> fair | <input type="radio"/> frequently perceptive | <input type="radio"/> exceptionally perceptive |
| 12. seeks help when needed | <input type="radio"/> rarely | <input type="radio"/> occasionally | <input type="radio"/> usually | <input type="radio"/> always |
| 13. effort/drive | <input type="radio"/> limited | <input type="radio"/> sporadic | <input type="radio"/> usually good | <input type="radio"/> maximum |
| 14. attention span | <input type="radio"/> easily distracted | <input type="radio"/> occasionally distracted | <input type="radio"/> usually good | <input type="radio"/> exceptionally good |
| 15. leadership potential | <input type="radio"/> a follower | <input type="radio"/> leads when given responsibility | <input type="radio"/> seeks opportunities (and uses them well) | <input type="radio"/> a natural leader |
| 16. initiative | <input type="radio"/> never initiates | <input type="radio"/> rarely shows initiative | <input type="radio"/> occasionally initiates | <input type="radio"/> often initiates |
| 17. stability | <input type="radio"/> easily frustrated | <input type="radio"/> seeks much attention | <input type="radio"/> somewhat tense | <input type="radio"/> stable |
| 18. curiosity | <input type="radio"/> limited | <input type="radio"/> occasional | <input type="radio"/> frequent | <input type="radio"/> consistent |
| 19. imagination | <input type="radio"/> little | <input type="radio"/> fair | <input type="radio"/> active | <input type="radio"/> highly developed |
| 20. integrity | <input type="radio"/> questionable | <input type="radio"/> usually trustworthy | <input type="radio"/> trustworthy | <input type="radio"/> highly developed |
| 21. consideration of others | <input type="radio"/> rarely considerate | <input type="radio"/> usually considerate | <input type="radio"/> considerate | <input type="radio"/> extremely thoughtful |
| 22. social adjustment with peers | <input type="radio"/> relates poorly | <input type="radio"/> has occasional problems | <input type="radio"/> usually relates well | <input type="radio"/> healthy relationships |
| 23. sense of humor | <input type="radio"/> rarely laughs or smiles | <input type="radio"/> fair | <input type="radio"/> good | <input type="radio"/> delightful |
| 24. self-confidence | <input type="radio"/> needs much reassurance | <input type="radio"/> appears overly confident | <input type="radio"/> needs some support | <input type="radio"/> positive self-image |
| 25. parents' participation in child's education | <input type="radio"/> rarely involved | <input type="radio"/> overly involved | <input type="radio"/> sometimes involved | <input type="radio"/> appropriately involved |
| 26. parent cooperation | <input type="radio"/> unknown | <input type="radio"/> uncooperative | <input type="radio"/> fair | <input type="radio"/> good |
| 27. parent expectations | <input type="radio"/> unknown | <input type="radio"/> unrealistic | <input type="radio"/> realistic | <input type="radio"/> other |

Teacher's signature _____

Date _____

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