



ADMINISTRATIVE RECOMMENDATION

TO THE PARENT/GUARDIAN:

Please complete the following information before giving it to your child's school administrator.

Name of Applicant: _____ Applicant for: _____ Grade in September 2019

Parent/Guardian Authorization Signature: _____ Date: _____

For the student named above, I waive my rights to read the Administrative Recommendation.

TO THE HEAD OF SCHOOL OR PRINCIPAL:

The Consortium of Secondary School Admission Directors (CSSAD) share a common mission, assisting families in their exploration of independent school education. They do so by following the best practices of the National Association of Independent Schools (NAIS); by establishing and adhering to ethical, consistent policies and procedures, and most notably, their common decision notification and response dates. These organizations are also committed to sharing resources and expertise in a collegial manner to support the recruitment and enrollment of students.

For your convenience, a number of Los Angeles area Independent schools are using a common form for the Administrative Recommendation Form. This form is accepted by the following Los Angeles area schools:

Archer, Berkeley Hall, Brentwood, Bridges Academy, Buckley, Calvary Christian, Campbell Hall, Chadwick, Chatsworth Hills, The Country School, Crossroads, de Toledo, Episcopal School of Los Angeles, Harvard-Westlake, Heschel, Lainer School, Marlborough, Marymount, Milken, Mirman, New Roads, Oakwood, Pilgrim, Pressman Academy, Rolling Hills Prep, Sierra Canyon, St. Matthew's, Turning Point, Viewpoint, Vistamar, Wesley, Westmark, Westside Neighborhood, Wildwood, Willows, and Windward.

Please complete this form after December 1, 2018 but no later than January 18, 2019. Please note that a transcript is also required.

Name of person completing this form: _____

Title: _____ Current School: _____

Email: _____ Phone Number: _____

How long have you known the applicant and in what capacity?

Has this student ever been subject to any serious disciplinary action, suspension, or expulsion from school? No Yes

If yes, please explain.

SUMMARY APPRAISAL OF STUDENT

In an attached letter, please write a summary appraisal of the candidate, assessing his/her personal and academic qualities and potential. We are interested in evidence about the strengths and weaknesses, values, relative maturity of the candidate, the things s/he is enthusiastic about, and any talent or special quality s/he possesses. We would also like to know about any circumstances that interfered with his/her achievement and growth, any disciplinary action that may have been taken, or any explanation of absences greater than 10 days in an academic year. Please explain the ways in which the family supports their child and the policies of your school. Be assured that we do read every word you write and find your input invaluable in our evaluations.

STUDENT'S ACADEMIC AND SOCIAL-EMOTIONAL ATTRIBUTES/Please check the appropriate rating:

- | | | | | | | | | | |
|---|------------------------------|--------------------------|--------------------|--------------------------|-------------------------|--------------------------|-------------------------|--------------------------|----------------------------------|
| 1 | Academic achievement | <input type="checkbox"/> | below expectations | <input type="checkbox"/> | average | <input type="checkbox"/> | good | <input type="checkbox"/> | outstanding |
| 2 | Conduct | <input type="checkbox"/> | poor | <input type="checkbox"/> | occasional misconduct | <input type="checkbox"/> | usually good behavior | <input type="checkbox"/> | good conduct |
| 3 | Integrity | <input type="checkbox"/> | questionable | <input type="checkbox"/> | usually trustworthy | <input type="checkbox"/> | trustworthy | <input type="checkbox"/> | highly developed |
| 4 | Consideration of others | <input type="checkbox"/> | rarely considerate | <input type="checkbox"/> | usually considerate | <input type="checkbox"/> | considerate | <input type="checkbox"/> | extremely thoughtful |
| 5 | 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 with peers |
| 6 | Stability | <input type="checkbox"/> | easily frustrated | <input type="checkbox"/> | seeks much attention | <input type="checkbox"/> | handles most situations | <input type="checkbox"/> | stable |

FAMILY INFORMATION/Please check the appropriate ratings:

- | | | | | | | | | | |
|---|---|--------------------------|------------------------|--------------------------|------------------------|--------------------------|-----------------|--------------------------|-----------------|
| 1 | Appropriate communication with school | <input type="checkbox"/> | always | <input type="checkbox"/> | usually | <input type="checkbox"/> | sometimes | <input type="checkbox"/> | rarely |
| 2 | Attendance at school functions | <input type="checkbox"/> | always | <input type="checkbox"/> | usually | <input type="checkbox"/> | sometimes | <input type="checkbox"/> | rarely |
| 3 | Cooperation with school rules | <input type="checkbox"/> | always | <input type="checkbox"/> | usually | <input type="checkbox"/> | sometimes | <input type="checkbox"/> | rarely |
| 4 | Cooperation with faculty/administration | <input type="checkbox"/> | always | <input type="checkbox"/> | usually | <input type="checkbox"/> | sometimes | <input type="checkbox"/> | rarely |
| 5 | Fulfillment of financial responsibilities in a timely fashion | <input type="checkbox"/> | always | <input type="checkbox"/> | usually | <input type="checkbox"/> | sometimes | <input type="checkbox"/> | n/a |
| 6 | Participation in school community | <input type="checkbox"/> | very helpful | <input type="checkbox"/> | when given opportunity | <input type="checkbox"/> | on occasion | <input type="checkbox"/> | seldom |
| 7 | Participation in child's education | <input type="checkbox"/> | appropriately involved | <input type="checkbox"/> | occasionally involved | <input type="checkbox"/> | overly involved | <input type="checkbox"/> | rarely involved |
| 8 | Parent expectations for student | <input type="checkbox"/> | realistic | <input type="checkbox"/> | unrealistic | <input type="checkbox"/> | unknown | <input type="checkbox"/> | other |

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I recommend this applicant for admission: | Enthusiastically | Strongly | Fairly Strongly | Without Enthusiasm | Not Recommended |
| For academic promise | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| For character | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall recommendation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Signature: _____ Date: _____