



TEACHER RECOMMENDATION

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TO THE PARENT/GUARDIAN:

Please complete the following information before giving it to your child's teacher. You may select any of their teachers to complete this form.

Name of Applicant: _____ Candidate for _____ Grade in September 20 _____

Parent/Guardian Authorization Signature: _____ Date: _____

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

TO THE TEACHER:

The student whose name appears above is applying for admission to Immanuel Christian High School. Your candid observations about his/her academic performance, intellectual promise, and personal qualities will help the Admissions Committee to make its selection of the students entering the school. Your comments will be held in strict confidence. Complete this form after December 1, then scan and email to admissions@icsva.org, FAX to 703-563-3772 or mail to:

Immanuel Christian School, 6915 Braddock Road, Springfield, VA 22151, Attn: Admissions

Questions? You may reach our Enrollment Manager at 703-941-1220 or at admissions@icsva.org. Thank you.

Name of Teacher: _____

Current School: _____

Email: _____ Phone Number: _____

How well do you know the student academically? _____

As a person? _____

In what course(s) and grade level(s) did you teach the student? _____

Using the space below, please comment on the student's level of achievement, habits, classroom behavior, and integrity. We are particularly interested in your evaluation of the student's peer relations, generosity, patience, and respect for others. Feel free to attach a narrative summary to this recommendation form.

I recommend this candidate
for admission:

	not recommended	without enthusiasm	fairly strongly	strongly	enthusiastically
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"/>
for personal promise	<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: _____

1.	Academic achievement	<input type="checkbox"/> considerably below expectations	<input type="checkbox"/> has had some difficulties	<input type="checkbox"/> at grade level	<input type="checkbox"/> above grade level
2.	Effort/determination	<input type="checkbox"/> limited	<input type="checkbox"/> sporadic	<input type="checkbox"/> usually good	<input type="checkbox"/> maximum
3.	Ability to work in a group	<input type="checkbox"/> has great difficulty	<input type="checkbox"/> sometimes has difficulty	<input type="checkbox"/> usually effective	<input type="checkbox"/> always works well
4.	Ability to work independently	<input type="checkbox"/> needs much help	<input type="checkbox"/> needs help frequently	<input type="checkbox"/> needs help occasionally	<input type="checkbox"/> always works well
5.	Participation in discussion	<input type="checkbox"/> rarely contributes	<input type="checkbox"/> wants to dominate	<input type="checkbox"/> contributes occasionally	<input type="checkbox"/> joins in readily
6.	Intellectual curiosity	<input type="checkbox"/> little	<input type="checkbox"/> occasional	<input type="checkbox"/> consistent	<input type="checkbox"/> marked
7.	Command of mathematics	<input type="checkbox"/> poor	<input type="checkbox"/> average	<input type="checkbox"/> good	<input type="checkbox"/> excellent
8.	Ability to express ideas orally	<input type="checkbox"/> limited	<input type="checkbox"/> has some difficulty	<input type="checkbox"/> good	<input type="checkbox"/> exceptional
9.	Imagination	<input type="checkbox"/> little	<input type="checkbox"/> fair	<input type="checkbox"/> active	<input type="checkbox"/> highly developed
10.	Daily preparation	<input type="checkbox"/> poor	<input type="checkbox"/> fair	<input type="checkbox"/> good	<input type="checkbox"/> excellent
11.	Use of time	<input type="checkbox"/> uses poorly	<input type="checkbox"/> occasionally wastes	<input type="checkbox"/> usually uses well	<input type="checkbox"/> always uses effectively
12.	Follows directions	<input type="checkbox"/> rarely	<input type="checkbox"/> needs much explanation	<input type="checkbox"/> occasionally needs help	<input type="checkbox"/> quickly and effectively
13.	Critical thinking	<input type="checkbox"/> limited	<input type="checkbox"/> consistent with age	<input type="checkbox"/> often perceptive	<input type="checkbox"/> exceptionally perceptive
14.	Resilience	<input type="checkbox"/> rarely	<input type="checkbox"/> occasionally	<input type="checkbox"/> usually	<input type="checkbox"/> always
15.	Attention span	<input type="checkbox"/> easily distracted	<input type="checkbox"/> occasionally distracted	<input type="checkbox"/> usually good	<input type="checkbox"/> exceptionally good
16.	Integrity	<input type="checkbox"/> questionable	<input type="checkbox"/> usually trustworthy	<input type="checkbox"/> trustworthy	<input type="checkbox"/> highly developed
17.	Consideration of others	<input type="checkbox"/> rarely considerate	<input type="checkbox"/> usually considerate	<input type="checkbox"/> considerate	<input type="checkbox"/> unusually thoughtful
18.	Social adjustment with peers	<input type="checkbox"/> relates poorly	<input type="checkbox"/> has occasional problems	<input type="checkbox"/> healthy relationships	<input type="checkbox"/> extremely popular
19.	Leadership ability	<input type="checkbox"/> a follower	<input type="checkbox"/> leads when given responsibility	<input type="checkbox"/> seeks opportunities and uses them well	<input type="checkbox"/> a natural leader
20.	Initiative	<input type="checkbox"/> never initiates	<input type="checkbox"/> rarely shows initiative	<input type="checkbox"/> occasionally initiates	<input type="checkbox"/> often initiates
21.	Classroom conduct	<input type="checkbox"/> frequent disruptions	<input type="checkbox"/> occasional misconduct	<input type="checkbox"/> usually good behavior	<input type="checkbox"/> good conduct
22.	Stability	<input type="checkbox"/> easily frustrated	<input type="checkbox"/> seeks much attention	<input type="checkbox"/> handles most situations	<input type="checkbox"/> stable
23.	Sense of humor	<input type="checkbox"/> rarely laughs or smiles	<input type="checkbox"/> fair	<input type="checkbox"/> good	<input type="checkbox"/> delightful
24.	Self-confidence	<input type="checkbox"/> needs much reassurance	<input type="checkbox"/> appears overly confident	<input type="checkbox"/> needs occasional support	<input type="checkbox"/> positive self-image
25.	Parent participation in child's education	<input type="checkbox"/> rarely involved	<input type="checkbox"/> overly involved	<input type="checkbox"/> sometimes involved	<input type="checkbox"/> appropriately involved
26.	Parent cooperation	<input type="checkbox"/> unknown	<input type="checkbox"/> fair	<input type="checkbox"/> good	<input type="checkbox"/> outstanding
27.	Parent expectations	<input type="checkbox"/> unknown	<input type="checkbox"/> unrealistic	<input type="checkbox"/> realistic	<input type="checkbox"/> other _____

Student Name _____