



MATH TEACHER RECOMMENDATION FORM

Please return to the Admissions Office by February 1, 2017.

SECTION I

This section is to be filled out by the Parent/Guardian and given to the current Math Teacher of the applicant.

Applicant's First Name Last Name Preferred Name/Nickname

Applicant's Grade in Fall, 2017

For the student named above, I authorize the release of school records, including an official transcript of all grades and evaluations for the past two years as well as the results of academic and other educational testing. I acknowledge that I waive my rights to read the confidential Math Teacher Recommendation.

Parent/Guardian Signature Date

SECTION II

This section is to be filled out by the Math Teacher providing a recommendation for the applicant.

Founded in 2006, The Cambridge School is an academically rigorous liberal arts school for students in Kindergarten Prep to 10th grade. The Cambridge School seeks to provide a distinctly Christian education in the classical tradition which equips students to know, love, and practice that which is true, good, and beautiful and thus prepares them to live purposefully and intelligently in service of God and neighbor.

Math Teacher's Name

School

School Phone Email

This student is currently enrolled in: Arithmetic Pre-algebra Algebra Geometry Other

Suggested math placement for next year:

Please comment on this student's academic achievement compared to their ability:

Please comment on this student as a person (consider maturity, integrity, behavior, relationship with peers, self-confidence):



MATH TEACHER RECOMMENDATION FORM (Continued from Front)

APPLICANT INFORMATION

Academic achievement:	<input type="checkbox"/> below expectations	<input type="checkbox"/> better than tests	<input type="checkbox"/> good	<input type="checkbox"/> excellent
Ability to work in a group:	<input type="checkbox"/> has great difficulty	<input type="checkbox"/> sometime has difficulty	<input type="checkbox"/> usually effective	<input type="checkbox"/> always works well
Ability to work alone:	<input type="checkbox"/> has great difficulty	<input type="checkbox"/> needs help frequently	<input type="checkbox"/> needs help occasionally	<input type="checkbox"/> always works well
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
Classroom conduct:	<input type="checkbox"/> frequent disruptions	<input type="checkbox"/> occasional misconduct	<input type="checkbox"/> usually good behavior	<input type="checkbox"/> good conduct
Written expression:	<input type="checkbox"/> poor	<input type="checkbox"/> limited	<input type="checkbox"/> good	<input type="checkbox"/> excellent
Ability to express ideas orally:	<input type="checkbox"/> limited	<input type="checkbox"/> he has some difficulty	<input type="checkbox"/> good	<input type="checkbox"/> exceptional
Daily preparation:	<input type="checkbox"/> poor	<input type="checkbox"/> fair	<input type="checkbox"/> good	<input type="checkbox"/> excellent
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
Follows direction:	<input type="checkbox"/> rarely	<input type="checkbox"/> needs much explanation	<input type="checkbox"/> occasionally needs help	<input type="checkbox"/> quickly and effectively
Critical Thinking:	<input type="checkbox"/> limited	<input type="checkbox"/> sporadic	<input type="checkbox"/> frequently perceptive	<input type="checkbox"/> exceptionally perceptive
Seeks to help when needed:	<input type="checkbox"/> rarely	<input type="checkbox"/> occasionally	<input type="checkbox"/> usually	<input type="checkbox"/> always
Effort/drive:	<input type="checkbox"/> limited	<input type="checkbox"/> sporadic	<input type="checkbox"/> usually good	<input type="checkbox"/> maximum
Attention span:	<input type="checkbox"/> easily distracted	<input type="checkbox"/> occasionally distracted	<input type="checkbox"/> usually good	<input type="checkbox"/> exceptionally good
Leadership potential:	<input type="checkbox"/> a follower	<input type="checkbox"/> leads when given responsibility	<input type="checkbox"/> seeks and uses opportunities	<input type="checkbox"/> a natural leader
Initiative:	<input type="checkbox"/> never initiates	<input type="checkbox"/> rarely shows initiative	<input type="checkbox"/> occasionally initiates	<input type="checkbox"/> often initiates
Stability:	<input type="checkbox"/> easily frustrated	<input type="checkbox"/> seeks much attention	<input type="checkbox"/> somewhat tense	<input type="checkbox"/> stable
Curiosity:	<input type="checkbox"/> limited	<input type="checkbox"/> occasional	<input type="checkbox"/> frequent	<input type="checkbox"/> consistent
Imagination:	<input type="checkbox"/> little	<input type="checkbox"/> fair	<input type="checkbox"/> active	<input type="checkbox"/> highly developed
Integrity:	<input type="checkbox"/> questionable	<input type="checkbox"/> usually trustworthy	<input type="checkbox"/> trustworthy	<input type="checkbox"/> highly developed
Consideration of others:	<input type="checkbox"/> rarely considerate	<input type="checkbox"/> usually considerate	<input type="checkbox"/> considerate	<input type="checkbox"/> extremely thoughtful
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
Sense of humor:	<input type="checkbox"/> rarely laughs or smiles	<input type="checkbox"/> fair	<input type="checkbox"/> good	<input type="checkbox"/> delightful
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
Parent participation in education:	<input type="checkbox"/> rarely involved	<input type="checkbox"/> overly involved	<input type="checkbox"/> sometime involved	<input type="checkbox"/> appropriately involved
Parent cooperation:	<input type="checkbox"/> unknown	<input type="checkbox"/> uncooperative	<input type="checkbox"/> fair	<input type="checkbox"/> good
Parent expectations:	<input type="checkbox"/> unknown	<input type="checkbox"/> unrealistic	<input type="checkbox"/> realistic	<input type="checkbox"/> other:

Teacher's Signature:

Date

Thank you for taking time to complete this recommendation. Your comments are held in the strictest confidence, used solely for admissions purposes, and do not become a part of a student's permanent file. Although we are unable to acknowledge each recommendation personally, please know how much we appreciate the thought you have given to providing us with this information, and, more importantly, the commitment you have made to educating young minds. -The Cambridge School Admissions Committee