



**STUDENT** Please type or print your name in the space below and then give this form to your current English teacher with a stamped envelope.

**TEACHER** Please return by January 15 to: 537 HIGHLAND STREET, SOUTH HAMILTON, MASSACHUSETTS 01982-1399 or scan and email to [applicationmaterials@pingree.org](mailto:applicationmaterials@pingree.org). This recommendation will remain confidential and will not become part of the student's permanent record. When you have completed it, please photocopy it and send it to Pingree School in the stamped envelope provided by the student. Thank you for your cooperation and candor.

NAME OF STUDENT

NAME OF TEACHER

SCHOOL

SCHOOL ADDRESS

HOW LONG HAVE YOU KNOWN THE STUDENT?

WHAT WORDS WOULD YOU USE TO DESCRIBE THIS STUDENT?

Please list the courses you have taught this student and the level of course difficulty (accelerated, honors, regular, etc.), beginning with the most recent.

WHAT TEXT(S) IS (ARE) USED?

Please estimate the percentage of time spent in the following areas:

Reading/literature \_\_\_\_\_ %      Grammar \_\_\_\_\_ %      Vocabulary development/spelling \_\_\_\_\_ %      Writing skills \_\_\_\_\_ %

Discuss this student's performance in relation to his or her ability.

Evaluate the applicant in the following areas:

|                   |  | BELOW GRADE LEVEL     | GRADE LEVEL           | ABOVE GRADE LEVEL     |
|-------------------|--|-----------------------|-----------------------|-----------------------|
| <b>VOCABULARY</b> | Oral   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                   | Written  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>READING</b>    | Speed  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                   | Capability for drawing appropriate inferences              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                   | Ability to move from literal to figurative interpretations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>WRITING</b>    | Sentence structure   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                   | Clarity of style   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                   | Organization of ideas                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                   | Spelling   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                   | Punctuation  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Describe this student's class participation and working relationship with other students and with adults.

What are the student's strengths, both as a student and a person?

In what areas does this student need improvement, both as a student and a person?

Is there a problem with conduct, tardiness or absence? If so, please explain.

Please place check marks at the points that represent your evaluation of the student in comparison to other students in his or her age group whom you have taught or advised. If you have no fair basis for judgement, do not hesitate to say so.

|  | ONE OF THE<br>TOP FEW I<br>HAVE EVER<br>ENCOUNTERED | EXCELLENT<br>(TOP 10%<br>THIS YEAR) | GOOD<br>(ABOVE<br>AVERAGE) | AVERAGE | BELOW<br>AVERAGE | NO BASIS<br>FOR<br>JUDGEMENT |
|--|---|-------------------------------------|----------------------------|---------|------------------|------------------------------|
| Academic Potential                     |   |                                     |                            |         |                  |                              |
| Academic Achievement                   |   |                                     |                            |         |                  |                              |
| Intellectual Curiosity                 |   |                                     |                            |         |                  |                              |
| Effort/Determination                   |   |                                     |                            |         |                  |                              |
| Ability to Work Independently          |   |                                     |                            |         |                  |                              |
| Organization                           |   |                                     |                            |         |                  |                              |
| Creativity                             |   |                                     |                            |         |                  |                              |
| Willingness to Take Intellectual Risks |   |                                     |                            |         |                  |                              |
| Concern for Others                     |   |                                     |                            |         |                  |                              |
| Honesty/Integrity                      |   |                                     |                            |         |                  |                              |
| Self-esteem                            |   |                                     |                            |         |                  |                              |
| Maturity (relative to age)             |   |                                     |                            |         |                  |                              |
| Responsibility                         |   |                                     |                            |         |                  |                              |
| Respect Accorded by Faculty            |   |                                     |                            |         |                  |                              |
| Respect Accorded by Peers              |   |                                     |                            |         |                  |                              |
| Emotional Stability                    |   |                                     |                            |         |                  |                              |
| Overall Evaluation as a Person         |   |                                     |                            |         |                  |                              |
| Overall Evaluation as a Student        |   |                                     |                            |         |                  |                              |

Please comment on this student's character and personality.

Is there any indication that this student may have special or unusual learning needs?

To your knowledge, is the parents' perception of their child compatible with the school's understanding of the child?

Is there any other information that would be helpful to us in evaluating the ability of this student to perform at Pingree School?

TEACHER SIGNATURE

DAYTIME PHONE

EMAIL

Thank you for taking the time to complete this evaluation.