

# TEACHER RECOMMENDATION FORM



**TO THE PARENT:** Please complete the following portion of this form and give it to your child's current teacher with a stamped envelope addressed to New Horizon School Pasadena. Please note that the teacher recommendations become part of the confidential admissions file.

APPLICANT'S NAME \_\_\_\_\_ SCHOOL YEAR APPLYING FOR \_\_\_\_\_

NAME OF CURRENT SCHOOL \_\_\_\_\_ PHONE \_\_\_\_\_

SCHOOL ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ ZIP CODE \_\_\_\_\_

NAME OF PARENT/GUARDIAN \_\_\_\_\_ SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

New Horizon School seeks students with the potential to benefit from and to succeed in the school's academic and enrichment programs. New Horizon is interested in students from a variety of backgrounds who demonstrate a desire to participate in the many activities the school offers and a willingness to meet behavioral and academic expectations.

**TO THE TEACHER:** Your completion of this evaluation is an important part of the admissions process, and we value your candid insights and observations. It is important to all of us that the child's next school placement be an appropriate one for both the student and the family. Please know that the professional comments you share will be held in strictest confidence. Please sign and return to New Horizon School Pasadena. Thank you.

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_  
(please print) (Mr./Ms./Mrs./Dr.)

Title or Position: \_\_\_\_\_ How long have you known the applicant? \_\_\_\_\_

When did you teach the applicant? \_\_\_\_\_ Grade/Subject \_\_\_\_\_

In the space provided, or in a separate letter, please write a candid summary evaluating the applicant's academic and personal qualities including the applicant's strengths and areas for growth.

☐ See attached letter

---

---

---

---

---

---

---

---

---

---

Please turn over to complete form 

# TEACHER RECOMMENDATION FORM



## ACADEMIC AND PERSONAL EVALUATION (Please check the appropriate rating):

- |  |   |  |  |  |
|--|---|--|--|--|
| 1. Academic potential                  | <input type="checkbox"/> limited                            | <input type="checkbox"/> fair                        | <input type="checkbox"/> good                        | <input type="checkbox"/> outstanding                 |
| 2. Academic achievement                | <input type="checkbox"/> considerably<br>below expectations | <input type="checkbox"/> as expected                 | <input type="checkbox"/> better than tests           | <input type="checkbox"/> far above<br>expectations   |
| 3. Effort/drive                        | <input type="checkbox"/> limited                            | <input type="checkbox"/> sporadic                    | <input type="checkbox"/> usually good                | <input type="checkbox"/> impressive                  |
| 4. Study habits                        | <input type="checkbox"/> poor                               | <input type="checkbox"/> fair                        | <input type="checkbox"/> good                        | <input type="checkbox"/> excellent                   |
| 5. Ability to work in a group          | <input type="checkbox"/> has great difficulty               | <input type="checkbox"/> sometimes has<br>difficulty | <input type="checkbox"/> usually effective           | <input type="checkbox"/> always works well           |
| 6. Ability to work alone               | <input type="checkbox"/> needs much help                    | <input type="checkbox"/> needs help frequently       | <input type="checkbox"/> needs help<br>occasionally  | <input type="checkbox"/> always works well           |
| 7. Participation in<br>discussion      | <input type="checkbox"/> rarely contributes                 | <input type="checkbox"/> wants to dominate           | <input type="checkbox"/> contributes<br>occasionally | <input type="checkbox"/> joins in readily            |
| 8. Curiosity                           | <input type="checkbox"/> little                             | <input type="checkbox"/> occasional                  | <input type="checkbox"/> consistent                  | <input type="checkbox"/> marked                      |
| 9. Reads for pleasure                  | <input type="checkbox"/> rarely                             | <input type="checkbox"/> if prodded                  | <input type="checkbox"/> occasionally                | <input type="checkbox"/> frequently                  |
| 10. Written expression/<br>content     | <input type="checkbox"/> poor                               | <input type="checkbox"/> limited                     | <input type="checkbox"/> good                        | <input type="checkbox"/> excellent                   |
| 11. Written expression/<br>mechanics   | <input type="checkbox"/> poor                               | <input type="checkbox"/> limited                     | <input type="checkbox"/> good                        | <input type="checkbox"/> excellent                   |
| 12. Ability to express ideas<br>orally | <input type="checkbox"/> limited                            | <input type="checkbox"/> has some difficulty         | <input type="checkbox"/> good                        | <input type="checkbox"/> exceptional                 |
| 13. Imagination                        | <input type="checkbox"/> little                             | <input type="checkbox"/> fair                        | <input type="checkbox"/> active                      | <input type="checkbox"/> highly developed            |
| 14. Use of time                        | <input type="checkbox"/> uses poorly                        | <input type="checkbox"/> occasionally wastes         | <input type="checkbox"/> usually uses well           | <input type="checkbox"/> mostly uses<br>effectively  |
| 15. Follows directions                 | <input type="checkbox"/> rarely                             | <input type="checkbox"/> needs much<br>explanation   | <input type="checkbox"/> occasionally<br>needs help  | <input type="checkbox"/> quickly and<br>effectively  |
| 16. Critical thinking                  | <input type="checkbox"/> limited                            | <input type="checkbox"/> consistent with age         | <input type="checkbox"/> often perceptive            | <input type="checkbox"/> exceptionally<br>perceptive |
| 17. Seeks help when needed             | <input type="checkbox"/> rarely                             | <input type="checkbox"/> occasionally                | <input type="checkbox"/> usually                     | <input type="checkbox"/> always                      |