



CONFIDENTIAL CURRENT TEACHER'S REPORT GRADES K-5

Due Date: January 18, 2019

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Name of Applicant: _____ Candidate for: _____ Grade in 2019
Name of Teacher: _____ Subject Taught: _____
School Name: _____ School Phone #: _____
School Address: _____
Parent/Guardian Authorization Signature: _____ Date: _____

The student whose name appears above is applying for admission to Brentwood School. We are a K-12 independent day school with 21 students per class. Brentwood School inspires every student to: Think critically and creatively. Act ethically. Shape a future with meaning. We pride ourselves on providing a challenging learning environment with warmth, support, and encouragement. Your candid observations about this student's academic performance, intellectual promise, and qualities as a person will help us to determine if Brentwood is the proper learning environment for this child. Your comments will be held in strict confidence. The parent signature above provides permission for us to receive this report. **Please submit by email to wcadmissions@bwscampus.com.** This report should reach us as soon as you feel that you have had time to observe and evaluate this student, but no later than January 18, 2019. We sincerely appreciate the information that you provide us.

Adrienne Agena, Director of Admissions
aagena@bwscampus.com / (310) 889-2812

Please write a summary appraisal of the candidate, assessing his/her personal and academic qualities. We do find your input invaluable in our evaluations.

How long have you known the student? _____

In what grade(s) and subject(s) have you taught him/her? _____

Has this student ever missed more than ten days of school? Yes No If yes, please explain.

Has this student ever been a disciplinary problem? Yes No If yes, please explain.

Check here if you would like us to call you to discuss this student in greater detail.

I recommend this candidate for admission to Brentwood School:

	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 and 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: _____

Brentwood School admits students of any race, color, national or ethnic origin or ancestry, religion, gender, gender identity or expression, or sexual orientation to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin or ancestry, religion, gender, gender identity or expression, or sexual orientation in the administration of its education or admissions policies or its financial aid, athletics, or other programs.

ACADEMIC AND PERSONAL EVALUATION

Please check the appropriate ratings.

- | | | | | |
|-------------------------------------|--|--|---|---|
| 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 below expectations | <input type="checkbox"/> has had some difficulties | <input type="checkbox"/> at grade level | <input type="checkbox"/> above grade level |
| 3. Effort/drive | <input type="checkbox"/> limited | <input type="checkbox"/> sporadic | <input type="checkbox"/> usually good | <input type="checkbox"/> maximum |
| 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 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 occasionally | <input type="checkbox"/> always works well |
| 7. 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 |
| 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/Content | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 11. Written Expression/Mechanics | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> exceptionally perceptive |
| 12. Ability to express ideas 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"/> always uses effectively |
| 15. Follows directions | <input type="checkbox"/> rarely | <input type="checkbox"/> needs much explanation | <input type="checkbox"/> occasionally needs help | <input type="checkbox"/> quickly and effectively |
| 16. Critical thinking | <input type="checkbox"/> limited | <input type="checkbox"/> consistent with age | <input type="checkbox"/> often perceptive | <input type="checkbox"/> exceptionally perceptive |
| 17. Seeks help when needed | <input type="checkbox"/> rarely | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 18. Attention span | <input type="checkbox"/> easily distracted | <input type="checkbox"/> occasionally distracted | <input type="checkbox"/> usually good | <input type="checkbox"/> exceptionally good |
| 19. Maturity in terms of age/grade | <input type="checkbox"/> very immature | <input type="checkbox"/> somewhat immature | <input type="checkbox"/> mature | <input type="checkbox"/> impressive |
| 20. Personality | <input type="checkbox"/> withdrawn | <input type="checkbox"/> shy | <input type="checkbox"/> reserved | <input type="checkbox"/> warm |
| 21. Integrity | <input type="checkbox"/> questionable | <input type="checkbox"/> usually trustworthy | <input type="checkbox"/> trustworthy | <input type="checkbox"/> highly developed |
| 22. Consideration of others | <input type="checkbox"/> rarely considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> considerate | <input type="checkbox"/> unusually thoughtful |
| 23. 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 |
| 24. Leadership potential | <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 |
| 25. Initiative | <input type="checkbox"/> never initiates | <input type="checkbox"/> rarely shows initiative | <input type="checkbox"/> occasionally initiates | <input type="checkbox"/> often initiates |
| 26. Classroom conduct | <input type="checkbox"/> frequent disruptions | <input type="checkbox"/> occasional misconduct | <input type="checkbox"/> usually good behavior | <input type="checkbox"/> good conduct |
| 27. Stability | <input type="checkbox"/> easily frustrated | <input type="checkbox"/> seeks much attention | <input type="checkbox"/> handles most situations | <input type="checkbox"/> stable |
| 28. Sense of humor | <input type="checkbox"/> rarely laughs or smiles | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> delightful |
| 29. 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 |
| 30. Fulfills responsibilities | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 31. Parent cooperation | <input type="checkbox"/> unknown | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> outstanding |