



# English Teacher Recommendation Form

Please complete both sides of this form and return to the Admissions Office by February 1, 2020, or as soon as possible.

## SECTION I

*This section is to be completed by the Parent/Guardian and given to the current English teacher of the applicant.*

Applicant's First Name \_\_\_\_\_ Last Name \_\_\_\_\_ Preferred Name/Nickname \_\_\_\_\_

Applicant's Grade in Fall 2020: \_\_\_\_\_

*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 English Teacher Recommendation.*

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

## SECTION II

*This section is to be completed by the English teacher providing a recommendation for the applicant.*

*Founded in 2006, The Cambridge School is an academically rigorous liberal arts school for students in Junior Kindergarten to 12th 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.*

English Teacher's Name \_\_\_\_\_

Name of School \_\_\_\_\_

School Phone \_\_\_\_\_

Email \_\_\_\_\_

In what grade(s) and subject(s) have you taught the applicant?  
\_\_\_\_\_  
\_\_\_\_\_

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

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

The Cambridge School

THINK WELL • LOVE RIGHTLY • LIVE WISELY

12855 Black Mountain Road, San Diego, CA 92129

## 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"/> Sometimes 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 Occasional Help	<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"/> Has Some Difficulty	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Daily Preparation:	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Use of Time:	<input type="checkbox"/> Poorly	<input type="checkbox"/> Occasionally Wastes	<input type="checkbox"/> Usually Well	<input type="checkbox"/> Always Effectively
Follows Direction:	<input type="checkbox"/> Rarely	<input type="checkbox"/> Needs Much Explanation	<input type="checkbox"/> Needs Occasional Help	<input type="checkbox"/> Quickly & Effectively
Critical Thinking:	<input type="checkbox"/> Limited	<input type="checkbox"/> Sporadic	<input type="checkbox"/> Frequently Perceptive	<input type="checkbox"/> Exceptional
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"/> Exceptional
Leadership Potential:	<input type="checkbox"/> A Follower	<input type="checkbox"/> Leads When Given Responsibility	<input type="checkbox"/> Seeks/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 w/Peers:	<input type="checkbox"/> Related Poorly	<input type="checkbox"/> 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"/> Sometimes 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:

## RECOMMENDATION

	Not Recommended	With Reservations	Fairly Strongly	Highly Recommended
For Academic Potential:	<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"/>
<b>Overall Recommendation:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English Teacher's Signature

Date

*The Cambridge School Admissions Committee thanks 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.*