

This form should be mailed by the completing professional directly to:
Director of Admissions | Six Community Road | Marblehead, MA 01945

English Student Evaluation

FOR STUDENTS ENTERING GRADES SIX THROUGH TWELVE

To the teacher: We appreciate your cooperation and candor in completing this form. It provides one way of getting to know the student and is reviewed with the full awareness that students are constantly changing and developing. Please note that we place particular value on your observations of academic ability, motivation and classroom behavior as well as your descriptive comments in each area. **This evaluation will be kept in strict confidence, will be reviewed only by the admission committee and will not become part of the student's permanent record.** Your insights will be used solely to help inform a thoughtful admission decision that will result in the best placement for each applicant.

SECTION I: Applicant Information

Name of student: _____ Current grade level: _____

I have known this candidate for: _____ years _____ months. Number of children in class: _____ Is student generally on time for class? _____

What are the first three words that come to mind to describe this candidate? _____

SECTION II: Course Description

Course title: _____ Course level: Standard Advanced N/A

If course is leveled, please briefly explain how English is sectioned in this grade: _____

Texts used: _____ Chapters covered: _____

What additional materials, if any, are used in your program? _____

How often and for how long does the class meet? _____

To the best of your knowledge, if the student handed in a paper late, it would probably be because the student:

- Procrastinates Strives for perfection of expression Lost the rough draft Has lots of activities
 Does not apply; student's work is never late Other, please explain: _____

Which words best describe the student's thinking: Independent Creative Imitative Other, please explain: _____

Does this student have any particular interest or affinities you would like to share with us, such as poetry, theater or creative writing?

SECTION III: Character & Personality Traits (please check best descriptor)

Comments

Demonstrates sense of integrity and responsibility	Consistently <input type="checkbox"/>	Usually <input type="checkbox"/>	Occasionally <input type="checkbox"/>	Seldom <input type="checkbox"/>
Demonstrates respect and concern for others	Consistently <input type="checkbox"/>	Usually <input type="checkbox"/>	Occasionally <input type="checkbox"/>	Seldom <input type="checkbox"/>
Social relationship with peers	Very mature <input type="checkbox"/>	Average <input type="checkbox"/>	Somewhat immature <input type="checkbox"/>	Relates poorly <input type="checkbox"/>
Leadership ability	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Average <input type="checkbox"/>	Poor <input type="checkbox"/>
Emotional stability (relative to age)	Very mature <input type="checkbox"/>	Average <input type="checkbox"/>	Somewhat immature <input type="checkbox"/>	Very immature <input type="checkbox"/>
Response to advice or criticism	Appreciative <input type="checkbox"/>	Thoughtful <input type="checkbox"/>	Defensive <input type="checkbox"/>	Non-responsive <input type="checkbox"/>
Self-confidence	Healthy <input type="checkbox"/>	Needs some support <input type="checkbox"/>	Seems overly confident <input type="checkbox"/>	Poor <input type="checkbox"/>
Sense of humor	Highly developed <input type="checkbox"/>	Age-appropriate <input type="checkbox"/>	Developing <input type="checkbox"/>	Poorly developed <input type="checkbox"/>
Self-control	Excellent <input type="checkbox"/>	Usually good <input type="checkbox"/>	Occasionally disruptive <input type="checkbox"/>	Frequently disruptive <input type="checkbox"/>
Interaction with teachers/adults	Healthy/comfortable <input type="checkbox"/>	Is easy <input type="checkbox"/>	Is dependent <input type="checkbox"/>	Avoids contact <input type="checkbox"/>

SECTION IV: English Skills (please check best descriptor)

	Outstanding	Above Average	Average	Below Average	No Basis for Judgment	Comments
Communication skills:						
Working vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Oral expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Written expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Public speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reading:						
Reading aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Capacity for drawing appropriate inferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to move from literal to figurative interpretations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Amount of reading outside classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Depth of thinking about literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to make a supporting argument about what was read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Writing:						
Paragraph development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Clarity and precision of expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to organize ideas in a logical sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Originality of thinking/content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Imaginative expression of thoughts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to find/distill information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Notes: Reading annotation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Quality of class notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Additional skills covered that are not listed above:

SECTION V: Academic Assessment (please check best descriptor)

	Outstanding	Above Average	Average	Below Average	No Basis for Judgment	Comments
Academic potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Intellectual curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Effort/determination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Self-motivation/initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Willingness to take intellectual risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Preparation for class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Commitment to homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Participation in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Quality of class notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to express ideas orally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to express ideas in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to work independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to work in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Respect accorded by faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Respect accorded by peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall evaluation as a student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SECTION VI: Parent & Family Information (please check best descriptor)

Has/have the parent(s) of this child been:	Consistently	Usually	Occasionally	Seldom	Comments
Supportive of the student's experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Supportive of your school's programs/routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Supportive of you as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Responsive to suggestions/guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Realistic in setting educational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
To your knowledge, is the parents' perception of the student compatible with the school's understanding of the student?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SECTION VII: Closing

Please comment on this student's ability to meet the expectations of your school. Have you adjusted your program to accommodate the needs or abilities of this student?

What would be the next course recommended for this student?

In comparison with other students you have taught, how would you recommend this applicant for admission:

	Enthusiastically	Strongly	With Reservation	Not Recommended
Academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personally	<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"/>

Your name (print): _____ Signature: _____ Date: _____

Email: _____ School: _____

Address: _____

Please feel free to include any additional information such as commendations, accomplishments or outside support/enrichment that will offer a more complete picture of this applicant. You may use the space provided on the back of this form or attach additional sheets. If you would prefer to discuss this applicant by phone, please let us know a convenient time to call.

Daytime phone: _____ Evening phone: _____ Best time to call: _____

Thank you for your candor and your thoughtful insights.

Please send this form to the school to which the student is applying.

