



Common Recommendation Form

Grades 6–12

The [Lake Michigan Association of Independent Schools](#) (LMAIS) utilizes the following Common Recommendation Form as a part of each school’s application process. This form should be completed by the Principal, Assistant Principal, Head of School, Division Head, Guidance Counselor, or other appropriate administrator. This recommendation is one of many pieces of information gathered to learn about the student. Whether completing this form electronically or via paper copy, please save one copy to your files and send a completed copy to the requesting school. All information that you furnish will be kept confidential to the extent the law allows, and will not be retained as a part of the student’s permanent record.

RECOMMENDER INFORMATION

Your Name _____

School _____ City _____ State _____

Job title _____

Email _____ Phone _____

How well do you know the student?

Extremely Moderately Somewhat Slightly Not at all

How long have you known the student? _____

In what capacity? _____

STUDENT INFORMATION

Name of student _____ Current grade level _____

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

1. _____ 2. _____ 3. _____

Please reference the below rating scale and corresponding definitions to evaluate the student in the following section.

- **Exceeding Expectations** - The student is exceeding what is developmentally appropriate for this age group
- **Meeting Expectations** - The student is meeting what is developmentally appropriate for this age group
- **Approaching Expectations** - The student is progressing toward what is developmentally appropriate for this age group
- **Below Expectations** - The student does not exhibit what is developmentally appropriate for this age group

SOCIAL/EMOTIONAL DEVELOPMENT

	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS	COMMENTS
Dependability and honesty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Self-esteem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Self-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Sensitivity to others' feelings / respect for individual differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Reactions to setbacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Maturity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Sense of humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
School conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Overall Social/Emotional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

ACADEMIC DEVELOPMENT

	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS	COMMENTS
Intellectual curiosity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Academic progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Creativity and imagination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Ability to work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Overall Academic Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

What are the student’s strengths?

Academically _____
Socially/Emotionally _____

In which area(s) would this student benefit from improvement?

Academically _____
Socially/Emotionally _____

Number of students in applicant’s entire grade: _____

If your school computes class rank, please note student’s placement in class or estimated rank (by decile) if exact rank not available. _____

Does the student attend school regularly? Yes No

If no, please explain _____

Is there a problem with tardiness? Yes No

If yes, please explain _____

Has the student had any recurrent and/or serious disciplinary problems? Yes No

If yes, briefly explain and note any disciplinary action taken.

Has the student been promoted regularly during their school career? Yes No
If no, please explain.

Is there any additional information that would be helpful to us in evaluating this student?

FAMILY - SCHOOL PARTNERSHIP

Parents/guardians are an important part of our relationship with the student. Please share any information about the family - school partnership, as well as the involvement of the family.

To your knowledge, is the parent/guardian's perception of their child compatible with the school's understanding of the child? Please comment.

Are you aware of any family circumstances that may affect their child's life at school?

Which word(s) best describe the parents/guardians in regard to their child?

1. _____ 2. _____ 3. _____

Please explain.

I certify that the information provided above is accurate and complete to the best of my knowledge.

Signature _____ Date _____

If we have additional questions, may we contact you? Yes No

For a full list of LMAIS member schools and contact information, please visit lmais.org