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Association of Independent Schools in New England

**STUDENT EVALUATION IN MATHEMATICS**

For candidates to grades six through twelve

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To the Mathematics teacher: Most independent schools accept the use of this form. Please fill it out once with care and thoroughness. Then hold the original in the student's file in order to make photocopies for each requesting school. Please consult the candidate's parents if you are in doubt about using this form for a particular independent school.

Name of applicant \_\_\_\_\_ Current grade \_\_\_\_\_

How long have you known this student and in what context? Please list courses you have taught him or her and the level of course difficulty -- accelerated, honors, regular, etc.

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

Please list the topics covered in this year's course, or specify if Algebra 1, Algebra II, or Plane Geometry.

Title(s) and author(s) of text(s) used:

To what degree has the student mastered the material covered in this course so far?

Describe the student's ability in problem solving and in dealing with abstract concepts.

Describe the student's class participation and working relationship with

a. other students:

b. with adults:

For applicants to grades 6, 7, 8, and 9, please indicate the applicant's performance in the following areas:

	Below grade level	Consistent with grade level	Above grade level
Addition			
Subtraction			
Multiplication			
Division			
Decimals			
Integers			
Pos./neg. numbers			
Fractions			

(over please)

**ACADEMIC EVALUATION** Please place a check on each line at the point which most accurately describes the student.

ACADEMIC POTENTIAL	limited	fair	average	good	outstanding
EFFORT AND PERSEVERANCE	does very little	some desire	well motivated	sets high goals	perseveres under pressure
STUDY HABITS	poor	fair	good	excellent	
INTELLECTUAL CURIOSITY	limited	occasional spark	in one area only	strong and varied	intense and varied
ABILITY TO WORK INDEPENDENTLY	needs much supervision	needs help frequently	needs help occasionally	always works well	
USE OF TIME	uses poorly	occasionally wastes	usually uses well	always uses effectively	
FOLLOWS DIRECTIONS	needs much explanation	occasionally needs help	quickly and effectively		
ATTENTION SPAN	easily distracted	occasionally distracted	usually good	exceptional concentration	
CREATIVITY AND ORIGINALITY	tends to follow	occasional spark	generates ideas independently	unusually original	

**PERSONAL EVALUATION**

INTEGRITY AND HONESTY	cannot be trusted	questionable	usually trustworthy	highly developed		
CONSIDERATION OF OTHERS	thoughtless	seldom considerate	usually considerate	unusually supportive		
SOCIAL ADJUSTMENT WITH PEERS	serious problems	loner	scapegoat	friendly	leader	peacemaker
CLASSROOM CONDUCT	troublemaker	occasionally disrupts	dominates	usually good	always good	
INITIATIVE (wholesome)	never initiates	rarely shown	occasionally initiates	frequent display		
EMOTIONAL STABILITY	insecure	overly tense	attention getter	stable		
SELF CONFIDENCE	needs much reassurance	needs some support	appears overly confident	healthy self-image		
FULFILLS RESPONSIBILITIES	rarely	sometimes	usually	always		
COOPERATION OF PARENTS/GUARDIAN	poor	fair	good	outstanding		

Please comment on this student's character and personality (e.g., maturity, peer relationships, sense of humor, enthusiasm, etc.) and any strengths or weaknesses that should be noted.

Teacher's name \_\_\_\_\_ Date \_\_\_\_\_ Phone ( ) \_\_\_\_\_  
 School \_\_\_\_\_ Address \_\_\_\_\_  
 \_\_\_\_\_ Zip \_\_\_\_\_