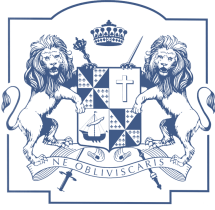


Confidential Teacher of Academic Subject/ Recommendation Form ~ Grades 1-High School

Confidential

Please send directly to Campbell Hall no later than February 3, 2012.



Applicant's Name: _____

Candidate for Grade _____ in September _____

Teacher's Name: Dr./Mrs./Ms./Mr. (circle one)
First/Last (please print)

Title or Position: _____

School: _____

Address: _____

Phone: _____

How long have you known the applicant? _____

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

Campbell Hall is an Episcopal, K-12, coeducational, college preparatory school, seeking students who demonstrate potential for success in a challenging academic program. Other important considerations of the Admissions Committee are the student's eagerness to contribute special talents and to participate in the numerous extracurricular opportunities of the Campbell Hall school community. The school seeks students from a variety of ethnic and religious backgrounds.

For Teacher Use Only

If you think this candidate would be appropriate for our school, please write a few words of recommendation in the space provided below.

I recommend this candidate for admission to Campbell Hall

	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 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"/>

Campbell Hall admits students of any religion, race, sexual orientation, national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of any of the aforementioned facets of diversity or any other legally protected status in administration of its educational policies, admission policies, financial aid and loan programs, and athletic and other school-administered programs.

Campbell Hall

APPLICANT'S NAME _____

Thank you for taking time to fill out this checklist. For your convenience, a number of local independent schools are using a common form for the Teacher Recommendation. Please feel free to photocopy this checklist in the event that this student is applying to more than one school. Though each school may vary in the emphasis it places on the qualities listed below, every school is interested in the descriptive profile of a student which this checklist provides. This form is accepted by the following schools: Berkeley Hall, Brentwood, Buckley, Campbell Hall, Chadwick, Chatsworth Hills Academy, Country School, Crossroads, Curtis, Harvard-Westlake, Heschel, Loyola, Marlborough, Marymount, Mirman, Oakwood, Pacific Hills, Pilgrim, St. Matthew's Parish, Stephen S. Wise, Viewpoint, Wesley, and Windward. **AFTER COPYING, please circle the school to which you are sending this form and attach it to that school's recommendation form.**

- | | | | | |
|---|--|--|---|---|
| 1. Academic achievement | <input type="checkbox"/> below expectations | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> outstanding |
| 2. 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 |
| 3. Ability to work alone | <input type="checkbox"/> has great difficulty | <input type="checkbox"/> needs help frequently | <input type="checkbox"/> needs help occasionally | <input type="checkbox"/> always works well |
| 4. 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 |
| 5. Classroom conduct | <input type="checkbox"/> frequent disruptions | <input type="checkbox"/> occasional misconduct | <input type="checkbox"/> usually good behavior | <input type="checkbox"/> good conduct |
| 6. Written expression | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 7. Ability to express ideas orally | <input type="checkbox"/> limited | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> good | <input type="checkbox"/> exceptional |
| 8. Daily preparation | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 9. 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 |
| 10. Follows directions | <input type="checkbox"/> rarely | <input type="checkbox"/> needs much explanation | <input type="checkbox"/> occasionally needs help | <input type="checkbox"/> quick and effectively |
| 11. Critical thinking | <input type="checkbox"/> limited | <input type="checkbox"/> fair | <input type="checkbox"/> frequently perceptive | <input type="checkbox"/> exceptionally perceptive |
| 12. Seeks help when needed | <input type="checkbox"/> rarely | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 13. Effort/drive | <input type="checkbox"/> limited | <input type="checkbox"/> sporadic | <input type="checkbox"/> usually good | <input type="checkbox"/> maximum |
| 14. Attention span | <input type="checkbox"/> easily distracted | <input type="checkbox"/> occasionally distracted | <input type="checkbox"/> usually good | <input type="checkbox"/> exceptionally good |
| 15. 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 |
| 16. Initiative | <input type="checkbox"/> never initiates | <input type="checkbox"/> rarely shows initiative | <input type="checkbox"/> occasionally initiates | <input type="checkbox"/> often initiates |
| 17. Stability | <input type="checkbox"/> easily frustrated | <input type="checkbox"/> seeks much attention | <input type="checkbox"/> somewhat tense | <input type="checkbox"/> stable |
| 18. Curiosity | <input type="checkbox"/> limited | <input type="checkbox"/> occasional | <input type="checkbox"/> frequent | <input type="checkbox"/> consistent |
| 19. Imagination | <input type="checkbox"/> little | <input type="checkbox"/> fair | <input type="checkbox"/> active | <input type="checkbox"/> highly developed |
| 20. Integrity | <input type="checkbox"/> questionable | <input type="checkbox"/> usually trustworthy | <input type="checkbox"/> trustworthy | <input type="checkbox"/> highly developed |
| 21. Consideration of others | <input type="checkbox"/> rarely considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> considerate | <input type="checkbox"/> extremely thoughtful |
| 22. Social adjustment with peers | <input type="checkbox"/> relates poorly | <input type="checkbox"/> has occasional problems | <input type="checkbox"/> usually relates well | <input type="checkbox"/> healthy relationships |
| 23. Sense of humor | <input type="checkbox"/> rarely laughs or smiles | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> delightful |
| 24. 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 |
| 25. Parent participation in child's education | <input type="checkbox"/> rarely involved | <input type="checkbox"/> overly involved | <input type="checkbox"/> sometimes involved | <input type="checkbox"/> appropriately involved |
| 26. Parent cooperation | <input type="checkbox"/> unknown | <input type="checkbox"/> uncooperative | <input type="checkbox"/> fair | <input type="checkbox"/> good |
| 27. Parent expectations | <input type="checkbox"/> unknown | <input type="checkbox"/> unrealistic | <input type="checkbox"/> realistic | <input type="checkbox"/> other _____ |

Please send directly to Campbell Hall no later than February 3, 2012. Mail to: **Campbell Hall
4533 Laurel Canyon Blvd., North Hollywood, CA 91607
Attn: Admissions Office**

TEACHER'S SIGNATURE _____

DATE _____