



Ethical Culture Fieldston School

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Math Recommendation Form 7th Grade through 12th Grade

To parents and guardians: We require applicants to grade 7–12 to submit two academic recommendations, one English and one math. Please complete the information below for the teacher providing the recommendation, then sign. By signing, you acknowledge that the academic recommendation form is a part of the ECFS admissions process and that the information provided is confidential and will only be used for admissions purposes.

Name of applicant	Current school	Grade
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Signature of parent/guardian	Date
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To the teacher: Thank you for taking a few moments to share your thoughts on this applicant's abilities and motivation. As a teacher, you can help us understand if this applicant is a good match for our school. This form will become part of the student's admissions file and will remain confidential.

Please return this form by January 1. You may submit it via email or post to the address below.

- ☐ Fieldston Upper/Middle, Admissions
3901 Fieldston Road
Bronx, NY 10471-3447
documentsfieldstonadmissions@ecfs.org

Ethical Culture Fieldston School is unique in blending a progressive approach to education with an ethical practice. We offer admission to students whom we believe have the skills and potential to be successful in a demanding, collaborative, and progressive curriculum. Each student is expected to be an active contributor to the life of the school.

If you have any questions, please call us at 718-329-7575 or email admissions@ecfs.org.

You can find more information about our school at ecfs.org.

Teacher's name	Subject	Grade
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Email	Phone
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Mathematics Recommendation CONFIDENTIAL

We greatly appreciate your taking the time to complete this form. It provides one way of getting to know the student and is reviewed with the understanding that students are constantly changing and developing. We place particular value on your observations of classroom behavior and your descriptive comments in each area. Preparers and recipients are expected to maintain the information in strict confidence and to refrain from sharing it with students, parents, or guardians.

Student's Name: _____ Applying for Grade: _____

Current School: _____

Teacher's Name, Email, Phone: _____

What is the name of your course? _____

What is the course level? (on-grade, accelerated, honors, etc.) _____

Are you currently teaching this student? _____

Please describe the content of the course (text, topics, etc.) _____

What grade is the student currently earning? _____

Is the student's performance an accurate reflection of his/her ability? Please explain. _____

Next year, what math course would be the most appropriate placement for the student (for example: next step in the progression, repeat the current course, etc.)? _____

How long have you known this student and in what capacity? _____

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

The student's greatest strength in my class is: _____

The student most needs improvement in: _____

Please describe the style of learning environment in which you see this student thriving.

To the best of your ability, please rate the student in each of the following areas:

Academic achievement	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Outstanding
Knowledge of basic skills	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Highly developed
Accuracy in use of basic skills	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Highly developed
Problem-solving ability	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Highly developed
Critical thinking/analytical ability	<input type="checkbox"/> Limited	<input type="checkbox"/> Fair	<input type="checkbox"/> Frequently perceptive	<input type="checkbox"/> Exceptionally perceptive
Ability to express ideas verbally	<input type="checkbox"/> Limited	<input type="checkbox"/> Has some difficulty	<input type="checkbox"/> Good	<input type="checkbox"/> Exceptional
Daily preparation & study habits	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Follows directions	<input type="checkbox"/> Rarely	<input type="checkbox"/> Needs much explanation	<input type="checkbox"/> Occasionally needs help	<input type="checkbox"/> Quickly and effectively
Classroom conduct	<input type="checkbox"/> Frequent disruptions	<input type="checkbox"/> Occasional misconduct	<input type="checkbox"/> Usually good behavior	<input type="checkbox"/> Good conduct
Attention & level of engagement	<input type="checkbox"/> Easily distracted	<input type="checkbox"/> Occasionally distracted	<input type="checkbox"/> Usually good focus	<input type="checkbox"/> Exceptional focus & engagement
Motivation & initiative	<input type="checkbox"/> Low	<input type="checkbox"/> Occasionally evident	<input type="checkbox"/> Evident	<input type="checkbox"/> Exemplary
Seeks help when needed	<input type="checkbox"/> Rarely	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Usually	<input type="checkbox"/> Always
Reaction to criticism/feedback	<input type="checkbox"/> Defensive	<input type="checkbox"/> Ignores criticism	<input type="checkbox"/> Developing	<input type="checkbox"/> Uses criticism to improve
Participation in discussion	<input type="checkbox"/> Wants to dominate	<input type="checkbox"/> Rarely contributes	<input type="checkbox"/> Quiet but actively engaged	<input type="checkbox"/> Joins in readily

Ability to work independently	<input type="checkbox"/> Has great difficulty	<input type="checkbox"/> Needs help frequently	<input type="checkbox"/> Needs help occasionally	<input type="checkbox"/> Always works well
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
Curiosity	<input type="checkbox"/> Limited curiosity	<input type="checkbox"/> Occasionally evident	<input type="checkbox"/> Frequently evident	<input type="checkbox"/> Consistently evident
Creativity	<input type="checkbox"/> Limited creativity	<input type="checkbox"/> Occasionally evident	<input type="checkbox"/> Frequently evident	<input type="checkbox"/> Highly developed
Maturity	<input type="checkbox"/> Immature	<input type="checkbox"/> Occasionally immature	<input type="checkbox"/> Appropriate for age	<input type="checkbox"/> Highly developed
Integrity	<input type="checkbox"/> Questionable	<input type="checkbox"/> Usually trustworthy	<input type="checkbox"/> Trustworthy	<input type="checkbox"/> Highly developed
Self-confidence	<input type="checkbox"/> Appears overly confident	<input type="checkbox"/> Needs much reassurance	<input type="checkbox"/> Needs some support	<input type="checkbox"/> Positive self-image
Social relationships with peers	<input type="checkbox"/> Relates poorly	<input type="checkbox"/> Has occasional problems	<input type="checkbox"/> Usually relates well	<input type="checkbox"/> Healthy relationships
Interactions with adults	<input type="checkbox"/> Interacts poorly	<input type="checkbox"/> Has occasional problems	<input type="checkbox"/> Usually interacts well	<input type="checkbox"/> Healthy interactions

Overall, I recommend this individual:

As a student:	<input type="checkbox"/> With reservation	<input type="checkbox"/> Fairly strongly	<input type="checkbox"/> Strongly	<input type="checkbox"/> With great enthusiasm
As a person:	<input type="checkbox"/> With reservation	<input type="checkbox"/> Fairly strongly	<input type="checkbox"/> Strongly	<input type="checkbox"/> With great enthusiasm

We value your comments and encourage you to share additional information about this student or explain your checklist responses. We are particularly interested in academic ability, intellectual potential, perseverance, leadership, consideration for others, and conflict resolution skills.

Teacher's signature: _____ Date: _____