
Academic Recommendation Form

_____ has applied for admission to Valley Christian High School. Your candid estimate of this student's academic performance, intellectual promise, and character will help us in our admissions process. Thank you for your help. Please return this form to our office at your earliest convenience.

Valley Christian Schools is an independent, interdenominational, private Christian school for grades K-12 offering an intellectually challenging curriculum. Valley Christian Schools values academic potential and achievement as well as creativity, strong motivation, and respect for others.

Educator's Name _____

Title _____

School _____

School Phone _____

Type of Recommendation _____ Math _____ English If International, please specify: _____

Please note: Although rarely requested, parents/guardians have the legal right to view their student's file.

Would you like us to phone you for further information regarding this applicant? Yes _____ No _____

Daytime phone number _____

Please return this form directly to:

Admissions Office
Valley Christian High School | 7500 Inspiration Drive, Dublin, CA 94568
FAX: [925] 828-5658

Please write an appraisal of this applicant's personal character, relative maturity, independence, special talents, reliability, and personal interests.

Please explain the applicant's ability to handle successfully a comprehensive course of study.

ACADEMIC AND PERSONAL EVALUATION: Please check the appropriate rating. *If unknown, please leave blank.*

1. Academic potential	<input type="checkbox"/> limited	<input type="checkbox"/> fair	<input type="checkbox"/> good	<input type="checkbox"/> outstanding
2. Academic achievement	<input type="checkbox"/> considerably below expectations	<input type="checkbox"/> as expected	<input type="checkbox"/> better than tests	<input type="checkbox"/> far above expectations
3. Effort/drive	<input type="checkbox"/> limited	<input type="checkbox"/> sporadic	<input type="checkbox"/> usually good	<input type="checkbox"/> maximum
4. Study habits	<input type="checkbox"/> poor	<input type="checkbox"/> fair	<input type="checkbox"/> good	<input type="checkbox"/> excellent
5. 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
6. Ability to work alone	<input type="checkbox"/> needs much help	<input type="checkbox"/> needs help frequently	<input type="checkbox"/> needs help occasionally	<input type="checkbox"/> always works well
7. Participation in a discussion	<input type="checkbox"/> rarely contributes	<input type="checkbox"/> wants to dominate	<input type="checkbox"/> contributes occasionally	<input type="checkbox"/> joins in readily
8. Curiosity	<input type="checkbox"/> little	<input type="checkbox"/> occasional	<input type="checkbox"/> consistent	<input type="checkbox"/> marked
9. Reads for pleasure	<input type="checkbox"/> rarely	<input type="checkbox"/> if prodded	<input type="checkbox"/> occasionally	<input type="checkbox"/> frequently
10. Written expression/content	<input type="checkbox"/> poor	<input type="checkbox"/> limited	<input type="checkbox"/> good	<input type="checkbox"/> excellent
11. Written expression mechanics	<input type="checkbox"/> poor	<input type="checkbox"/> limited	<input type="checkbox"/> good	<input type="checkbox"/> excellent
12. Ability to express ideas orally	<input type="checkbox"/> limited	<input type="checkbox"/> has some difficulty	<input type="checkbox"/> good	<input type="checkbox"/> exceptional
13. Imagination/Creativity	<input type="checkbox"/> little	<input type="checkbox"/> fair	<input type="checkbox"/> active	<input type="checkbox"/> highly developed
14. 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
15. Follows directions	<input type="checkbox"/> rarely	<input type="checkbox"/> needs much explanation	<input type="checkbox"/> occasionally needs help	<input type="checkbox"/> quickly and effectively
16. Critical thinking	<input type="checkbox"/> limited	<input type="checkbox"/> consistent with age	<input type="checkbox"/> often perceptive	<input type="checkbox"/> exceptionally perceptive
17. Seeks help when needed	<input type="checkbox"/> rarely	<input type="checkbox"/> occasionally	<input type="checkbox"/> usually	<input type="checkbox"/> always
18. Attention span	<input type="checkbox"/> easily distracted	<input type="checkbox"/> occasionally distracted	<input type="checkbox"/> usually good	<input type="checkbox"/> exceptionally good
19. Maturity in terms of age/grade	<input type="checkbox"/> very immature	<input type="checkbox"/> somewhat immature	<input type="checkbox"/> mature	<input type="checkbox"/> impressive
20. Personality	<input type="checkbox"/> withdrawn	<input type="checkbox"/> shy	<input type="checkbox"/> reserved	<input type="checkbox"/> warm
21. Integrity	<input type="checkbox"/> questionable	<input type="checkbox"/> usually trustworthy	<input type="checkbox"/> trustworthy	<input type="checkbox"/> highly trustworthy
22. Consideration of others	<input type="checkbox"/> inconsiderate	<input type="checkbox"/> usually considerate	<input type="checkbox"/> considerate	<input type="checkbox"/> unusually considerate
23. Social adjustment	<input type="checkbox"/> relates poorly	<input type="checkbox"/> has occasional problems	<input type="checkbox"/> healthy relationships	<input type="checkbox"/> extremely popular
24. Leadership potential	<input type="checkbox"/> a follower	<input type="checkbox"/> leads when given responsibility	<input type="checkbox"/> seeks opportunities uses them well	<input type="checkbox"/> a natural leader
25. Attendance	<input type="checkbox"/> frequently absent	<input type="checkbox"/> occasionally absent	<input type="checkbox"/> rarely absent	<input type="checkbox"/> never absent
26. Classroom conduct	<input type="checkbox"/> frequent disruptions	<input type="checkbox"/> occasional misconduct	<input type="checkbox"/> usually good behavior	<input type="checkbox"/> good conduct
27. Stability	<input type="checkbox"/> easily frustrated	<input type="checkbox"/> seeks much attention	<input type="checkbox"/> somewhat tense	<input type="checkbox"/> stable
28. Completes/turns in homework	<input type="checkbox"/> rarely or never	<input type="checkbox"/> occasionally	<input type="checkbox"/> consistently	<input type="checkbox"/> always completed
29. Tardies	<input type="checkbox"/> frequently tardy	<input type="checkbox"/> occasionally tardy	<input type="checkbox"/> rarely tardy	<input type="checkbox"/> never tardy
30. 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
31. Fulfills responsibilities	<input type="checkbox"/> rarely	<input type="checkbox"/> sometimes	<input type="checkbox"/> usually	<input type="checkbox"/> always
32. Parent cooperation	<input type="checkbox"/> unknown	<input type="checkbox"/> fair	<input type="checkbox"/> good	<input type="checkbox"/> outstanding

Please feel free to comment on any below average marks:

In comparison to other students the same age, how do you regard the applicant in the following areas:

	Below	Average	Average Good	Excellent
Academics	_____	_____	_____	_____
Character	_____	_____	_____	_____

VCS offers services to students with learning disabilities. Has this student ever received such services?

Yes _____ No _____

Date _____ Student Name _____ Grade Entering _____