



LOOMIS CHAFFEE

Loomis Chaffee is a four-year college preparatory school located in the Connecticut River Valley, just north of Hartford. The 675 students come from all regions of the United States and from many foreign countries. Nearly 33 percent of the students receive financial assistance. Admission is very selective. The rigorous program of study should be undertaken only by able students with strong academic motivation as the curriculum is intended to prepare students for further study in selective college and university programs.

Website: www.loomischaffee.org

Current Mathematics Teacher

THE COMMON RECOMMENDATION FORM

TO THE SCHOOL OFFICIAL: In an effort to simplify the application process and eliminate unnecessary duplication of effort, many independent schools have collaborated in the development of common recommendation forms. This form may be completed only once; photocopies will be accepted by all schools that accept the common recommendation forms. The student should provide you with a stamped, addressed return envelope for each school requesting a copy of this form. Use of the common recommendation forms will in no way compromise the student's chances for admission. You are welcome to attach a narrative statement, but if you do so, we request that you complete the checkboxes on this form as well. Please detach the top portion of this form prior to duplication. Mail a copy of this form to Loomis Chaffee, postmarked by **January 15, 2011**, or return the sealed envelope to the student to be included with his/her application.

THE COMMON RECOMMENDATION FORM

Current Mathematics Teacher

TO THE STUDENT: Please print your name, address and school below, and give this form and a stamped, addressed envelope for each school to your current mathematics teacher.

Student's name _____

LAST
FIRST
MIDDLE
CURRENT GRADE

Student's address _____

STREET
CITY
STATE
ZIP CODE
COUNTRY

TO THE TEACHER: The student named above is a candidate for admission. The Admission Committee places considerable weight on the academic and personal qualifications of each student. Your recommendation is vital to our process. We would appreciate your most candid and thoughtful responses.

How well do you know the student academically? _____ As a person? _____
 In what years did you teach the student? _____ How large is the class? _____
 What course(s)? _____ Is the student on block schedule? _____

Next year, what math course would be the most appropriate placement for the student? _____

Briefly describe your course. It is especially helpful to know what texts are used and if the students are grouped by ability.

Is this course part of a tracking system or designated as an honors or accelerated course? yes no

Student's mathematical background: The courses listed below suggest a sequence typical of the mathematics curriculum in many American secondary schools.

Please check those courses or list others that the student will have completed by the end of the current school year.

- Basic First Year Algebra (does not include extensive study of rational expressions, irrational numbers and quadratic equations)
- First Year Algebra (a thorough course that includes quadratics)
- Geometry
- Second Year Algebra (not including trigonometry)
- Second Year Algebra (includes numerical trigonometry through the laws of sine and cosine)
- Precalculus (including analytical trigonometry)
- Calculus (an introduction)
- Calculus (Advanced Placement AB) _____
- Calculus (Advanced Placement BC) _____

Please evaluate the candidate in relation to other students of the same age/grade whom you have taught. Please check the appropriate box for each item below.

	ONE OF THE TOP FEW I HAVE EVER ENCOUNTERED	EXCELLENT (TOP 10% THIS YEAR)	GOOD (ABOVE AVERAGE)	AVERAGE	BELOW AVERAGE	NO BASIS FOR JUDGMENT
Knowledge of the basic skills						
Accuracy in the use of basic skills						
Problem solving ability						
Reasoning ability						
Understanding of and appreciation for the underlying ideas and concepts						
Overall performance						
Willingness to accept the challenge of the more difficult problems and exercises						
Command of mathematics when compared to other students whom you have taught						

Please place check marks at the points that represent your evaluation of the student in comparison to other students in his or her age group whom you have taught. If you have no fair basis for judgment, do not hesitate to say so.

	ONE OF THE TOP FEW I HAVE EVER ENCOUNTERED	EXCELLENT (TOP 10% THIS YEAR)	GOOD (ABOVE AVERAGE)	AVERAGE	BELOW AVERAGE	NO BASIS FOR JUDGMENT
Academic potential						
Academic achievement						
Intellectual curiosity						
Effort/Determination						
Ability to work independently						
Organization						
Creativity						
Willingness to take intellectual risks						
Concern for others						
Honesty/Integrity						
Self-esteem						
Maturity (relative to age)						
Responsibility						
Respect accorded by faculty						
Respect accorded by peers						
Emotional stability						
Overall evaluation as a person						
Overall evaluation as a student						

If the student is relatively weak or strong in any areas listed above, please elaborate.

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

Please comment on this student's character, citizenship and contributions to your community.

Please add any additional information that will give us a more complete picture of the student.

Thank you for taking your valuable time to complete this evaluation. Your reflections are an important part of the candidate's application. All information you provide will be held in confidence and disclosed only to the Admission Committee and others deemed necessary by the assistant head for enrollment.

SIGNATURE _____ DATE _____ SCHOOL ADDRESS _____

PRINTED NAME _____ EMAIL ADDRESS _____
() _____

TITLE _____ TELEPHONE _____

