



**SAN RAMON VALLEY CHRISTIAN ACADEMY**  
*"A renowned Christian school that transforms lives for God's glory"*  
**Confidential Educator Recommendation**

\_\_\_\_\_ is a candidate for admission to grade \_\_\_\_\_ at SRVCA.  
We would appreciate your completing this form and returning it within one week to: SRVCA, 220 W. El Pintado Road, Danville, CA 94526.

Name of Teacher(s): \_\_\_\_\_ Position: \_\_\_\_\_

Name of School: \_\_\_\_\_ Phone: \_\_\_\_\_

Address of School: \_\_\_\_\_ City/Zip: \_\_\_\_\_

Please check all that apply to this student:

**Work Habits**

- Well organized and efficient
- Usually prepared
- Needs some prodding
- Disorganized—cannot find supplies, etc.
- Has trouble starting or completing tasks
- Completes assignments on time

**Reading Mechanics**

- Has strong phonic analysis skills to decode unknown words
- Has weak phonic analysis skills—can't blend sounds to decode unknown words
- Has speech impairment
- Doesn't know names and sounds of letters
- Knows sight words
- Memorizes well

**Reading Ability**

- Reads material well above grade level
- Reads material above grade level
- Reads material at grade level
- Reads material below grade level
- Reads voraciously
- Is discriminating reader
- Has adequate skills
- But little enthusiasm
- Reads only under pressure

**Reading Comprehension**

- Has no trouble understanding what was read
- Has some difficulty understanding what was read

- Reading is non-fluent and doesn't comprehend what was read
- Uses context clues to understand what was read
- Unable to use context clues to understand what was read

**Writing Ability**

- Can organize and express original ideas well
- Presents adequate and readable prose
- Is perceptive but grammar skills are weak (spelling and punctuation)
- Unimaginative and unskilled
- Can verbalize ideas but seems to lose ideas when required to write them
- Fine motor skills are age appropriate
- Legible handwriting
- Illegible handwriting

**Mathematical Setting**

- Whole class instruction
- Whole class instruction with concept skill groups
- Integrated with whole language
- Homogeneous grouping across grade level

**Math Ability**

- Learns through manipulative and visual reinforcement
- Attempts to understand ideas instead of merely memorizing
- Recognizes relationships in verbal problems
- Applies mathematical skills and strategies to new situations

- Has a positive attitude toward mathematics
- Learns math facts easily
- Struggles/difficulty retaining math facts

**Creativity**

- Highly imaginative and innovative
- Able to understand and appreciate new ideas
- Concrete and very literal

**Industry and Motivation**

- Is purposeful, ambitious, and resolute
- Is conscientious but uninspired
- Is distractible and unable to sustain focus to tasks
- Has fluctuating levels of performance

**Intellectual Curiosity**

- Interested in many areas
- Interested in one or two areas
- Needs to be highly motivated to engage in academic areas

**Modifications Used**

- Extended time for testing
- Scribe for testing
- Tape recorder
- Shorted assignments
- Oral reader for tests
- Organizational/behavioral contracts

**Respect for Authority**

- Is conscientious about rules
- Is courteous but independent
- Resents authority but usually obeys
- Is disrespectful and even hostile

- Is demanding of teacher's time
- Requires constant attention and approval

**Integrity**

- Is always reliable and trustworthy
- Is usually dependable
- Needs occasional watching
- Is unreliable and untrustworthy

**Personality**

- Outgoing and eager
- Friendly but quiet and modest
- Somewhat shy
- Lethargic, sluggish
- Serious minded
- Only child in family
- Shares with others

**Sense of Humor**

- Wholesome and refreshing
- Wry but not infectious
- Laughs but not at appropriate times
- Responsive
- Perverse, cynical and unwholesome

**Sensitivity**

- Goes out of way to help others
- Is respectful of others' rights
- Seems unaware of rights and feelings
- Is boorish and self centered

**Behavioral Tendencies**

- Holds hands over ears
- Is overly bothered by loud noises
- Appears to not hear what you say
- Avoids eye contact
- Notices small changes
- Startles at unexpected movements
- Wants to wipe hands quickly and often
- Is easily upset by minor injuries
- Flinches when someone gets close or touches

**Emotional Stability**

- Stable and well-adjusted
- Well liked by classmates
- Usually stable with good disposition
- Shows marked variations in mood swings

- Withdrawn
- Can be impulsive showing lack of control
- Easily frustrated
- Unstable
- Has difficulty tolerating mistakes

**Classroom Behaviors**

- Has difficulty participating in group activities
- Hums, whistles, sings or makes other noises
- Misses oral directions
- Misses written or demonstrated directions
- Looks away from tasks to notices all other activity
- Adds detail to drawing or coloring
- Touches people and objects to the point of irritation
- Refuses to participate in activities that are messy
- Fiddles with objects

Has this student been referred/tested for any of the following (please check all that apply):

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> Learning Disabilities  | <input type="checkbox"/> Language Processing | <input type="checkbox"/> Neurological Disorder | <input type="checkbox"/> Occupational Therapy |
| <input type="checkbox"/> ADHD/ADD               | <input type="checkbox"/> Speech Therapy      | <input type="checkbox"/> Sensory Disorder      | <input type="checkbox"/> Physical Therapy     |
| <input type="checkbox"/> Emotional Difficulties | <input type="checkbox"/> Dyslexia            | <input type="checkbox"/> Play/Social Therapy   |   |

Areas of Concern: \_\_\_\_\_

Have you considered referring this student for testing in any of the following areas (please check all that apply):

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> Learning Disabilities  | <input type="checkbox"/> Language Processing | <input type="checkbox"/> Neurological Disorder | <input type="checkbox"/> Occupational Therapy |
| <input type="checkbox"/> ADHD/ADD               | <input type="checkbox"/> Speech Therapy      | <input type="checkbox"/> Sensory Disorder      | <input type="checkbox"/> Physical Therapy     |
| <input type="checkbox"/> Emotional Difficulties | <input type="checkbox"/> Dyslexia            | <input type="checkbox"/> Play/Social Therapy   |   |

Areas of Concern: \_\_\_\_\_

Has the curriculum been adjusted or modified to suit the needs of the student? Yes \_\_\_\_\_ No \_\_\_\_\_

Has the applicant been suspended or dismissed from your school? Yes \_\_\_\_\_ No \_\_\_\_\_

What do you feel is the greatest strength of the applicant? \_\_\_\_\_

What do you feel is the greatest weakness of this applicant? \_\_\_\_\_

Would you recommend this applicant for admission to SRVCA?

Strongly Recommend \_\_\_\_\_ Recommend \_\_\_\_\_

Recommend (with Reservations) \_\_\_\_\_ Do not Recommend \_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_

Parent Consent: I/We hereby authorize release of requested information to complete the admission process at SRVCA. I/We understand this becomes a part of my student's application file.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date