



STUDENT EVALUATION REQUEST

Dear Parents,

Please complete the following section and give this form to your child's current **English** and **Math** teachers with an envelope addressed to Brookwood School, Admissions Office, One Brookwood Road, Manchester, MA 01944. It can also be emailed to admissions@brookwood.edu. Please ask your child's teachers to return this to Brookwood **no later than February 1**.

Student's Name: _____

Current Teacher's Name(s): _____

By signing this form, you are giving permission for Brookwood's Admissions Office to keep a digital copy of these forms on GSuite as well as allow for follow-up conversations or classroom observations that may be necessary for the completion of your child's application. Should you have any questions or concerns, please contact the Admissions Office directly.

Parent Signature: _____

Dear Teacher,

Thank you for completing the attached confidential Student Evaluation form(s) for the applicant named above and returning it to Brookwood School in the envelope provided or emailing it to admissions@brookwood.edu **by February 1**. We recommend keeping a copy of it in case for some reason it doesn't get to us.

Teacher input is a valuable part of the admissions process at Brookwood School and we very much appreciate your confidential input on behalf of this candidate. All materials submitted to Brookwood are considered confidential communications and are only reviewed by the Admissions Committee. If you have any questions or concerns, please feel free to call me at 978-526-4500. Thank you for your time and candor.

Sincerely,

Lindsay C. Murphy
Director of Admissions



BROOKWOOD
SCHOOL

REMOTE LEARNING EVALUATION

NAME OF STUDENT _____ GRADE APPLYING TO _____

Brookwood School realizes that the remote-learning experience can vary widely. If this student is engaged in remote learning, please provide the following information:

1. How long have you known this student and how long has this student been engaged in an online format?
2. What online platform(s) is/are being used for remote learning?
3. How has the student responded to online learning?
4. What strengths has the student exhibited in the online learning environment?
5. What have been some challenges for the student in this environment?

Remote Learning Instructor name _____

Instructor Signature _____ Date: _____

Remote Learning Instructor Email _____



Please send this form to the school to which the student is applying.

ENGLISH STUDENT EVALUATION

For students entering grades six through twelve

TO THE TEACHER: We appreciate your cooperation and candor in completing this form. It provides one way of getting to know the student and is reviewed with the full awareness that students are constantly changing and developing. Please note that we place particular value on your observations of academic ability, motivation, classroom behavior, and your descriptive comments in each area. **This evaluation will be kept in strict confidence, will be reviewed only by the admission committee and will not become part of the student's permanent record.** Your insights will be used solely to help inform a thoughtful admission decision which will result in the best placement for each applicant.

Section I: APPLICANT INFORMATION

Name of student _____ Current grade level _____

I have known this candidate for __ years __ months. Number of students in class __ Is student generally on time for class _____

What are the first three words that come to mind to describe this candidate _____

Section II: COURSE DESCRIPTION

Course title _____ Course level: Standard Advanced N/A

If course is leveled, please briefly explain how English is sectioned in this grade _____

Texts used _____ Chapters covered _____

What additional materials, if any, are used in your program _____

How often and for how long does the class meet _____ What would be the next course recommended for this student _____

To the best of your knowledge, if the student handed in a paper late, it would probably be because the student:

procrastinates strives for perfection of expression lost the rough draft has lots of activities

does not apply; student's work is never late other, please explain _____

Which words best describe the student's thinking independent creative imitative other, please explain _____

Does this student have any particular interest or affinities you would like to share with us such as poetry, theater, creative writing _____

Section III: CHARACTER AND PERSONALITY TRAITS (Please circle best descriptor)

| | | | | | Comments |
|--|---------------------|--------------------|-------------------------|-----------------------|----------|
| Demonstrates sense of integrity and responsibility | consistently | usually | occasionally | seldom | |
| Respect and concern for others | consistently | usually | occasionally | seldom | |
| Social relationship with peers | highly developed | age appropriate | developing | relates poorly | |
| Leadership ability | excellent | good | average | poor | |
| Emotional stability | very mature | average | somewhat immature | very immature | |
| Response to advice or criticism | appreciative | thoughtful | defensive | non-responsive | |
| Self-confidence | healthy | needs some support | seems overly confident | poor | |
| Sense of humor | highly developed | age appropriate | developing | poorly developed | |
| Self-control | excellent | usually good | occasionally disruptive | frequently disruptive | |
| Interaction with teacher/adults | healthy/comfortable | is uneasy | is dependent | avoids contact | |

Section IV: ENGLISH SKILLS (Please ✓ best descriptor)

| | Outstanding | Above average | Average | Below average | No basis for judgment | Comments |
|--|-------------|---------------|---------|---------------|-----------------------|----------|
| Communication Skills: | | | | | | |
| Working vocabulary | | | | | | |
| Oral expression | | | | | | |
| Written expression | | | | | | |
| Public speaking | | | | | | |
| Reading: | | | | | | |
| Reading aloud | | | | | | |
| Speed | | | | | | |
| Accuracy | | | | | | |
| Capacity for drawing appropriate inferences | | | | | | |
| Ability to move from literal to figurative interpretations | | | | | | |
| Reads extensively outside classroom | | | | | | |
| Depth of thinking about literature | | | | | | |
| Ability to make a supporting argument about what was read | | | | | | |
| Writing: | | | | | | |
| Paragraph development | | | | | | |
| Clarity and precision of expression | | | | | | |
| Ability to organize ideas in a logical sequence | | | | | | |
| Spelling | | | | | | |
| Punctuation | | | | | | |
| Grammar | | | | | | |
| Originality of thinking/content | | | | | | |
| Expresses thoughts imaginatively | | | | | | |
| Ability to find/distill information | | | | | | |
| Notes: | | | | | | |
| Reading annotation | | | | | | |
| Quality of class notes | | | | | | |

Additional skills covered that are not listed above:

Section V: ACADEMIC ASSESSMENT (Please ✓ best descriptor)

| | Outstanding | Above average | Average | Below average | No basis for judgment | Comments |
|--|-------------|---------------|---------|---------------|-----------------------|----------|
| Academic Potential | | | | | | |
| Academic Achievement | | | | | | |
| Intellectual Curiosity | | | | | | |
| Effort/Determination | | | | | | |
| Self-motivation/initiative | | | | | | |
| Creativity | | | | | | |
| Willingness to take intellectual risks | | | | | | |
| Prepared for class | | | | | | |
| Commitment to homework | | | | | | |
| Participation in class | | | | | | |
| Quality of class notes | | | | | | |
| Ability to express ideas orally | | | | | | |
| Ability to express ideas in writing | | | | | | |
| Ability to work independently | | | | | | |
| Ability to work in small groups | | | | | | |
| Respect accorded by faculty | | | | | | |
| Respect accorded by peers | | | | | | |
| Overall evaluation as a student | | | | | | |

Section VI: PARENT AND FAMILY INFORMATION

| Has/have the parent/s of this student been: | Consistently | Usually | Occasionally | Seldom | Comments |
|--|--------------|---------|--------------|--------|----------|
| Supportive of the student's experience | | | | | |
| Supportive of your school's programs/routines | | | | | |
| Supportive of you as a teacher | | | | | |
| Responsive to suggestions/guidance | | | | | |
| Realistic in setting educational goals | | | | | |
| To your knowledge, is the parent's perception of the student compatible with the school's understanding of the student | | | | | |

Section VII: Closing

Please comment on this student's ability to meet the expectations of your school. Have you adjusted your program to accommodate the needs or abilities of this student?

What would be the next course recommended for this student _____

In comparison with other students you have taught, how would you recommend this applicant for admission:

| | Enthusiastically | Strongly | With reservation | Not recommended |
|------------------------|------------------|----------|------------------|-----------------|
| Academically | | | | |
| Personally | | | | |
| Overall recommendation | | | | |

Your name (print) _____ Signature _____ Date _____

School _____ Address _____

School Telephone _____ E-mail _____

Please feel free to include any additional information such as commendations, accomplishments, or outside support/enrichment that will offer a more complete picture of this applicant. You may use the space provided on the back of this form or attach additional sheets. If you would prefer to discuss this applicant by phone, please let us know a convenient time to call.

Daytime _____ Evening _____ Best time to call _____

Thank you for your candor and your thoughtful insights

Please send this form to the school to which the student is applying.

Additional Comments