



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

MATH STUDENT EVALUATION

For students entering grades six through twelve

Email completed form to: admissions@bisboston.org or
Mail to: British International School of Boston, 416 Pond Street, Boston MA 02130

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 mathematics is sectioned in this grade \_\_\_\_\_

Texts used \_\_\_\_\_ Chapters covered thus far \_\_\_\_\_

What additional tools, if any, are used in your program (computers, calculators, manipulatives, etc.) \_\_\_\_\_

How often and for how long does the class meet \_\_\_\_\_

To the best of your knowledge, if the student missed a problem, it would have been caused by:

- [ ] lack of effort [ ] problem too difficult [ ] misreading a question [ ] carelessness [ ] rarely an issue with this student [ ] other, please explain \_\_\_\_\_

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

Table with 6 columns: Trait, consistently, usually, occasionally, seldom, and Comments. Rows include traits like 'Demonstrates sense of integrity and responsibility', 'Respect and concern for others', 'Social relationship with peers', etc.

**Section IV: MATHEMATIC SKILLS** *(Please √ best descriptor)*

|                                | Outstanding | Above average | Average | Below average | No basis for judgment | Comments |
|--------------------------------|-------------|---------------|---------|---------------|-----------------------|----------|
| <b>Facility with:</b>          |             |               |         |               |                       |          |
| addition/subtraction           |             |               |         |               |                       |          |
| multiplication                 |             |               |         |               |                       |          |
| division                       |             |               |         |               |                       |          |
| fractions                      |             |               |         |               |                       |          |
| decimals                       |             |               |         |               |                       |          |
| percents                       |             |               |         |               |                       |          |
| perimeter                      |             |               |         |               |                       |          |
| area                           |             |               |         |               |                       |          |
| place value                    |             |               |         |               |                       |          |
| positive/negative numbers      |             |               |         |               |                       |          |
| Integers                       |             |               |         |               |                       |          |
| <b>Reasoning skills:</b>       |             |               |         |               |                       |          |
| algebraic                      |             |               |         |               |                       |          |
| proportional                   |             |               |         |               |                       |          |
| number sense                   |             |               |         |               |                       |          |
| estimation                     |             |               |         |               |                       |          |
| geometric                      |             |               |         |               |                       |          |
| Accuracy of computation        |             |               |         |               |                       |          |
| Problem solving ability        |             |               |         |               |                       |          |
| Solving non-routine problems   |             |               |         |               |                       |          |
| Facility with tools/technology |             |               |         |               |                       |          |

Additional skills covered that are not listed above:

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**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?

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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 return this form to the school to which the student is applying.**

**Additional Comments**