



## TEACHER RECOMMENDATION FORM

**TO THE PARENT:** Please complete the following portion of this form and give it to your child's current teacher with a stamped envelope addressed to Universal Academy of Pittsburgh. Please note that the teacher recommendations become part of the confidential admissions file.

APPLICANT'S NAME \_\_\_\_\_ SCHOOL YEAR APPLYING FOR \_\_\_\_\_

NAME OF CURRENT SCHOOL \_\_\_\_\_ PHONE \_\_\_\_\_

SCHOOL ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ ZIP CODE \_\_\_\_\_

NAME OF PARENT/GUARDIAN \_\_\_\_\_ SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

universal Academy of Pittsburgh seeks students with the potential to benefit from and to succeed in the school's academic and enrichment programs. UAP is interested in students from a variety of backgrounds who demonstrate a desire to participate in the many activities the school offers and a willingness to meet behavioral and academic expectations.

**TO THE TEACHER:** Your completion of this evaluation is an important part of the admissions process and we value your candid insights and observations. It is important to all of us that the child's next school placement be an appropriate one for both the student and the family. Please know that the professional comments you share will be held in strictest confidence. Please sign and return to Universal Academy of Pittsburgh. Thank you.

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_  
(please print) (Mr./Ms./Mrs./Dr.)

Title or Position: \_\_\_\_\_ How long have you known the applicant? \_\_\_\_\_

When did you teach the applicant? \_\_\_\_\_ Grade/Subject \_\_\_\_\_

In the space provided, or in a separate letter, please write a candid summary evaluating the applicant's academic and personal qualities including the applicant's strengths and areas for growth.

☐ See attached letter

Please turn over to complete form 

## ACADEMIC AND PERSONAL EVALUATION (Please check the appropriate rating):

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 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	<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 developed
22. Consideration of others	<input type="checkbox"/> rarely considerate	<input type="checkbox"/> usually considerate	<input type="checkbox"/> considerate	<input type="checkbox"/> unusually thoughtful
23. Social adjustment with peers	<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 and uses them well	<input type="checkbox"/> a natural leader
25. Initiative	<input type="checkbox"/> never initiates	<input type="checkbox"/> rarely shows initiative	<input type="checkbox"/> occasionally initiates	<input type="checkbox"/> often initiates
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. Sense of humor	<input type="checkbox"/> rarely laughs or smiles	<input type="checkbox"/> fair	<input type="checkbox"/> good	<input type="checkbox"/> delightful
29. 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
30. Fulfills responsibilities	<input type="checkbox"/> rarely	<input type="checkbox"/> sometimes	<input type="checkbox"/> usually	<input type="checkbox"/> always
31. Family cooperation	<input type="checkbox"/> unknown	<input type="checkbox"/> fair	<input type="checkbox"/> good	<input type="checkbox"/> outstanding