

COMMON RECOMMENDATION FORM >> CURRENT MATHEMATICS TEACHER**Student Information:**

Student's Name: (first / middle / last) Yangchicheng

Shen

Current Grade:

Student's Address: (city / town) No.1 High School, Xiame Xiamen

(state)

(zip / postal code) 361003

(country) China

Current School: No.1 High School, Xiamen, Fujian

Previous School Attended:

To the Teacher: The student named above is an applicant 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?

Very well. I am his math teacher since 7th grade.

As a person?

Very well. He is one of my best students

In what years did you teach the student?

7th, 8th and 9th grade

How large is the class? 56

What course(s)? Math (Math Olympic prep, Class A)

Is the student on a block schedule? no

Next year, what math course would be the most appropriate placement for the student? Precalculus ro calculus

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

People's Education Press text book (standard text book)

Geometry, algebra (polynomial, linear equation, binary equation, quadratic equation, etc), trig (next semester).

Self-developed Math Olympic prep material. Class A is the most advanced class.

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 which the student will have completed by the end of the current school year.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Basic First Year Algebra (does not include extensive study of rational expressions, irrational numbers, and quadratic equations) | <input checked="" type="checkbox"/> Pre-Calculus (including analytical trigonometry) |
| <input checked="" type="checkbox"/> First Year Algebra (a thorough course which included quadratics) | <input type="checkbox"/> Calculus (an introduction) |
| <input checked="" type="checkbox"/> Geometry | <input type="checkbox"/> Calculus (Advanced Placement AB) |
| <input checked="" type="checkbox"/> Second Year Algebra (not including trigonometry) | <input type="checkbox"/> Calculus (Advanced Placement BC) |
| <input checked="" type="checkbox"/> Second Year Algebra (includes numerical trigonometry through the laws of sine and cosine) | |

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

	ONE OF THE TOP FEW I HAVE EVER WORKED WITH	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	✓					
EFFORT	✓					
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 or advised. If you have no fair basis for judgment, do not hesitate to say so.

	ONE OF THE TOP FEW I HAVE EVER WORKED WITH	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.

When it comes to math, you either get it or don't get it. The ones who get it don't need much teaching at all. He is one of those who get it. Kids like

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

(1) Intelligent (2) proactive (3) inquisitive

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

Opposed to his incredibly sharp problem solving skills, he is soft spoken and very courteous in person. He is eager to tutor his classmates. He takes great pride in it.

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

He is one of few students who study ahead. He usually come to the class already well prepared. There is a fair amount of competition among the top students. They are incredibly motivated. They effectively teach themselves. He is also well organized.

Thank you for taking your valuable time to complete this evaluation. Your reflections are an important part of the applicant's application.

Letters of recommendation, including comments and information provided by the applicant's teachers, principal, and acquaintances, are held in confidence by Choate Rosemary Hall and will not be disclosed to any third parties, including the applicant and/or the applicant's family.

Signature/Date: Yuerong Zhuang

01/10/2016

Title: Head of Math Department

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