Mathematics Recommendation Form

For whom this form is completed

Student Name	yangchicheng shen
Application ID	150183877

Who completed this form

Your Name*	Yuerong Zhuang
Your Title*	Math Teacher, Head of Math Department
Your School Name*	No.1 High School, Xiamen, Fujian
Your Phone*	+86-189-0602-0816
Your Email*	zhuangyuerong88@sina.com

How well do you know the student academically?	Very well. I am his math teacher since 7th grade.
How well do you know the student as a person?	Very well. He is one of my best students
In what years do you teach the student?	7th, 8th and 9th grade
How large is the class?	56. (There are 14 classes for the 9th grade)
What course(s)?	Math (Olympic A)
Is the student on a block schedule?	No.

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

text book. It covers geometry, algebra (polynomial, linear equation, binary equation, quadratic equation, etc), trig (next semester).
In addition to the regular math. The Olympic class students also use our self-developed course material for Math Olympic prep. A class is for the most advanced students.

Next year what math course would be the most appropriate placement for the student?

Precalculus ro calculus

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 U.S. secondary schools. Please check those courses or list others which the student will have completed by the end of the current year.

Basic First Year Algebra (does not include extensive study of rational expressions, irrational numbers, and quadratic equations ☑

First Year Algebra (a thorough course which included quadratics) ☑

Geometry ☑

Second Year Algebra (not including trigonometry) ☑

Second Year Algebra (includes numerical trigonometry through the laws of sine and cosine) ☑

Pre-Calculus (including analytical trigonometry) ☑

Calculus (an introduction) ☐

Calculus (Advanced Placement AB) ☐

Calculus (Advanced Placement BC) ☐

Other Course 1 [   ]

Other Course 2 [   ]

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. If you have no fair basis for judgment, do not hesitate to say so.

	Select the best descriptor					
	One of the top	Excellent	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 the More Difficult Problems and Exercises	◉	○	○	○	○	○
Command of Mathematics Compared to Other Students Whom You Have Taught	◉	○	○	○	○	○

Three words that come to my mind to describe the student * [Intelligent] [proactive] [inquisitive]

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. If you have no fair basis for judgment, do not hesitate to say so.

	Select the best descriptor					
	One of the top	Excellent	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 him race each other to be the one to show the class how to solve a problem. He is one of the fastest. I actually prefer him to slow down a little bit for perfect score.

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

Opposed to his fast problem solving, he is soft spoken and very courteous. He is eager to help his classmates. He takes great pride in it.

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

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 very well organized. It is a very good habit.

Cancel   Submit

Please access this portal using a Mac or PC. Information may not display correctly on a tablet or other portable device.

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 him race each other to be the one to show the class how to solve a problem. He is one of the fastest. I actually prefer him to slow down a little bit for perfect score.