**Math Teacher Reference Form for Applicants to Classes IX-X**
(Please give this form to the student’s current teacher.)

Student’s Name ________________________________________________________ Applicant for Class __________

Teacher’s Name ___________________________ Date __________ Telephone __________________

School ___________________________ Address ___________________________

How long have you been teaching math? _______________________________________

How long have you known this student? _______________________________________

What other subjects have you taught the student? _________________________________

In what other ways, if any, have you known the student? _________________________

What are the first words that come to mind to describe this candidate? _______________

For the following items, please check to indicate your evaluation of this student in each category, adjusting the check mark placement to the left or right of a section to indicate gradations in your evaluation.

<table>
<thead>
<tr>
<th>SENSE OF RESPONSIBILITY</th>
<th>is responsible</th>
<th>is usually responsible</th>
<th>is sometimes responsible</th>
<th>is rarely responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONSIDERATION FOR OTHERS</td>
<td>is very considerate</td>
<td>is usually considerate</td>
<td>is inconsiderate</td>
<td>is unkind</td>
</tr>
<tr>
<td>PEER RELATIONSHIPS</td>
<td>enjoys good relationships</td>
<td>has satisfactory relationships</td>
<td>has occasional problems</td>
<td>relates poorly</td>
</tr>
<tr>
<td>LEADERSHIP SKILLS</td>
<td>exhibits excellent skills</td>
<td>exhibits good skills</td>
<td>exhibits average skills</td>
<td>exhibits poor skills</td>
</tr>
<tr>
<td>EMOTIONAL MATURITY</td>
<td>is very mature</td>
<td>is of average maturity</td>
<td>is somewhat immature</td>
<td>is very immature</td>
</tr>
<tr>
<td>SELF-CONFIDENCE</td>
<td>has a healthy self-image</td>
<td>needs some support</td>
<td>seems overly confident</td>
<td>has a poor self-image</td>
</tr>
<tr>
<td>SENSE OF HUMOR</td>
<td>is highly developed</td>
<td>is good</td>
<td>is fair</td>
<td>is poorly developed</td>
</tr>
<tr>
<td>SELF CONTROL</td>
<td>exhibits good control</td>
<td>usually exhibits good control</td>
<td>misbehaves occasionally</td>
<td>is disruptive frequently</td>
</tr>
<tr>
<td>RELATIONSHIP WITH ADULTS</td>
<td>is comfortable</td>
<td>is uneasy</td>
<td>is dependent</td>
<td>is uncomfortable</td>
</tr>
<tr>
<td>EXCELLENT</td>
<td>GOOD</td>
<td>FAIR</td>
<td>POOR</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>-----------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>Study habits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization of time and work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual curiosity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention span</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to express ideas orally</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to follow directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to work in a group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to work independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perseverance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic promise</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reads for pleasure: FREQUENTLY OCCASIONALLY SELDOM

In what, if any, subject areas does the student show particular strength?

__________________________________________________

In what, if any, subject areas has the student needed special support or help?

__________________________________________________

This student’s work level is about the upper / middle / lower third of the class.

Has the student displayed any notable interests or talents?

__________________________________________________

Please comment on the student’s creativity.

__________________________________________________

Are there any concerns about attendance or promptness?

__________________________________________________

Please characterize the family's cooperation and involvement.

__________________________________________________

Is there any other information about this student or family which would be helpful for us to know?

__________________________________________________

These comments will be very helpful to us in deciding if our school program will be able to meet this student's needs; we thank you for taking the time to aid us in understanding the candidate better. All information will be considered confidential. Please email this form to admission@brearley.org. You may also mail the form to:

Office of Admission
The Brearley School
610 East 83rd Street
New York, N.Y. 10028
In addition to the information provided on the teacher reference form, we would appreciate knowing more about the applicant’s current math program. Your help in supplying the information requested on this sheet will help us assess if your program would be a good match for this candidate.

Please mark the topics which are covered in the first semester (by January) with a 1 and those to be covered in the second semester with a 2.

- Properties of exponents
- Solving inequalities
- Absolute value
- Graphs of linear equations
- Parallel and perpendicular lines
- Solving systems of equations in 2 variables
- Solving systems of equations in 3 variables
- Polynomials
- Factoring
- Division of polynomials
- Synthetic division
- Solving rational equations
- Radical expressions
- Rational numbers as exponents
- Solving radical equations
- Imaginary and complex numbers
- Complex numbers and graphing
- Quadratic equations
- Quadratic formula
- Graphs of quadratic functions
- Coordinate geometry (midpoint, distance formula)
- Conic sections (circles, ellipses, hyperbola)
- Remainder and factor theorems
- Inverse relations and functions
- Exponential and logarithmic functions
- Rules of logarithms
- Natural logarithms and $e$
- Sequences and series
- Trigonometric functions in right triangles
- Graphs of trig functions
- Sum and difference trig identities
- Double angle formulas
- Inverse trig functions
- Trig equations
- Law of sines and cosines

What is the title and author of this student’s current mathematics text?

What chapters do you expect this student to complete by the end of this school year? It would be helpful to have the chapters listed by title.

Does this student regularly use a graphing calculator?