



MATH TEACHER EVALUATION

MATH TEACHER EVALUATION FORM

To meet the priority deadline, all application materials are due by **February 1st**. *Please complete this form, scan it, and e-mail as an attachment to maycock@sasaustin.org. All remarks will be kept CONFIDENTIAL.*

Name of applicant _____ Current grade in school _____

1. HOW LONG HAVE YOU KNOWN THIS STUDENT, AND IN WHAT CONTEXT? (Please list courses you have taught him or her and the level of course difficulty—accelerated, honors, regular, etc.)

2. WHAT ARE THE FIRST THREE WORDS/PHRASES THAT COME TO MIND TO DESCRIBE THIS STUDENT?

1. _____ 2. _____ 3. _____

3. MATH HISTORY. Please check those courses or list others which the student will have completed by the end of the current school year, if applicable.

- Basic First Year Algebra (does not include extensive study of rational expressions, irrational numbers, and quadratic equations)
- First Year Algebra (thorough course which includes 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)
- _____
- _____

4. TEXT USED THIS YEAR: _____

5. 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.

	One of the top few I have ever encountered	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 you have taught						

6. TO WHAT DEGREE HAS THE STUDENT MASTERED THE MATERIAL COVERED IN THE COURSE SO FAR?

7. DESCRIBE THE STUDENT'S ABILITY IN PROBLEM SOLVING AND IN DEALING WITH ABSTRACT CONCEPTS.

8. DESCRIBE THE STUDENT'S CLASS PARTICIPATION AND WORKING RELATIONSHIP:

a. with other students

b. with adults

9. PLEASE ADD ANY ADDITIONAL INFORMATION THAT WILL GIVE US A MORE COMPLETE PICTURE OF THE STUDENT.

10. 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.

	One of the top few I have ever encountered	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						

11. IF THE STUDENT IS RELATIVELY WEAK OR STRONG IN ANY AREA(S) LISTED ABOVE, PLEASE ELABORATE.

12. PLEASE COMMENT ON THIS STUDENT'S CHARACTER AND PERSONALITY (e.g., maturity, peer relationships, sense of humor, etc.), and any strengths or weaknesses that should be noted.

13. SPECIFIC RECOMMENDATION

- _____ HIGHLY RECOMMENDED
- _____ RECOMMENDED
- _____ RECOMMENDED WITH RESERVATIONS (Please explain.)

Form completed by: _____ Date: _____

School: _____ School telephone: _____

St. Andrew's Episcopal School
Attention: Director of Admissions
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Austin, TX 78735
Phone: (512) 299.9720
maycock@sasaustin.org



St. Andrew's Episcopal School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs.