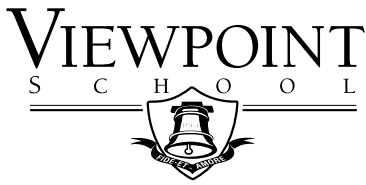




Application Materials

**Grades One
through Twelve**



ADMISSION CHECKLIST

ALL APPLICANTS

Application Deadline: January 10

Application Deadline for siblings of current Viewpoint students: December 1

Please return the *Application for Admission*, the nonrefundable \$125 application fee, and a recent photograph of the applicant to the Admission Coordinator at Viewpoint School. **Applications for all grades to Viewpoint must be postmarked by January 10.** Applications postmarked after the deadline may be considered for the Wait Pool. The application fee covers the processing of one application for one admission cycle only.

Family Meeting:

Once you have submitted the *Application for Admission*, please contact the Admission Office to schedule your Family Meeting with a member of the Admission Committee. Family Meetings must be completed by February 4. Both parents and applicant should attend the Family Meeting. Student applicants to Middle and Upper Schools will also be interviewed at that time.

Tours:

We encourage you to become as familiar with the School as possible before decision letters are mailed in March. We welcome your family to attend the Group Tours and Informational Meetings, to read through the School's literature, and to visit the School's Web site at www.viewpoint.org to become better acquainted with Viewpoint.

File Completion:

All files must be complete by February 4. It is not necessary to call the School to check on the status of your child's file; you will be contacted in February about its status. We will mail decision letters for applicants in March.

APPLICANTS TO GRADES ONE THROUGH FIVE

Evaluations:

Parents of applicants to Grades One through Five should detach and distribute the *Administrator's Evaluation*, the *Teacher's Evaluation*, and the *Consent for Release of Information* form with the parents' portion completed to the child's current school after January 1. The educators completing these forms should return them directly to Viewpoint School no later than February 4.

Testing:

- **Grades One through Four:** Applicants will complete in-house testing for both achievement and aptitude at Viewpoint in late January or early February. You will be notified of your child's appointment for testing upon our receipt of the *Application for Admission*.
- **Grade Five:** Applicants must take the *Independent School Entrance Examination (ISEE)*. You may register for the ISEE online at www.iseetest.org. Viewpoint School's code is 050423.

Please refer to the *Frequently Asked Questions about the Admission Process* for more information about admission testing for Grades One through Five.

APPLICANTS TO GRADES SIX THROUGH TWELVE

Student Application:

Your child must complete the *Student Application for Admission*, so that it can be sent to us along with the parent application.

Evaluations:

Parents of applicants to Grades Six through Twelve should detach and distribute the *Administrator's Evaluation*, the separate *Mathematics and English Teacher Evaluations*, and the *Consent for Release of Information* form with the parents' portion completed to the child's current school after January 1. The educators completing these forms should return them directly to Viewpoint School no later than February 4. **If your child has the same teacher for both mathematics and English, please submit one evaluation from that teacher, and a second evaluation from another academic teacher.**

Student Interview:

Your child will be interviewed by a member of the Admission Committee during the Family Meeting.

Testing:

Applicants to Grades Six through Twelve must take the *Independent School Entrance Examination (ISEE)*. You may register for the ISEE online at www.iseetest.org. Please refer to the *Frequently Asked Questions about the Admission Process* for more information about admission testing for Grades Six through Twelve. Viewpoint School's code is 050423.



STUDENT APPLICATION SUPPLEMENT

(FOR APPLICANTS TO MIDDLE AND UPPER SCHOOLS)

*NOTE: This form is required for applicants to Grades Six through Twelve only.
This form is to be completed by the student applicant and should be handwritten.*

The members of the Admission Committee will use the information you write about yourself on these two pages to become better acquainted with you prior to your interview. Remember, there are no right or wrong answers. You will write your own special story in the years to come and we are eager to hear a little about where you think you are today.

Your name

Name you prefer to be called

Applying for grade

Current school

Please describe yourself using four adjectives:

1. _____

3. _____

2. _____

4. _____

What is your favorite subject in school and why? _____

How much time do you spend each night on homework and studying? _____

Please describe, in order of importance to you, your activities in and out of school (for example, music, art, drama, clubs, sports, community service, student council, etc.). Please indicate how much time you spend on these activities, your level of ability, and any awards or achievements you have received.



CONSENT FOR RELEASE OF STUDENT INFORMATION

(NOTE: This form is required for applicants to Grades One through Twelve.)

Dear Parent:

Please complete the form below and submit it to the registrar or school office personnel at your child's **current school**.

We (I), _____, parent(s) or legal guardian(s) of

(name(s) of parent(s) or legal guardian(s))

_____, hereby grant permission to

(child's name)

_____ to release copies of the cumulative records of the above student.

(child's current school)

We (I) understand and agree that the Administrator's and Teacher's Evaluations are confidential and will not be disclosed to me or become part of my child's permanent file.

Parent's or Legal Guardian's Signature

Date

Parent's or Legal Guardian's Signature

Date

Dear Registrar:

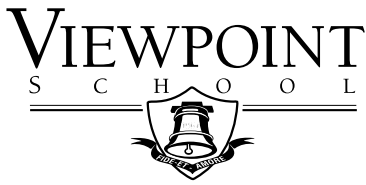
Please send the following items for the student named above to Viewpoint School by **February 4**. Thank you.

- Copies of transcript grades, or copies of report cards from the current and previous school years
- Copies of standardized test results, if applicable

Send to:

Admission Coordinator
Viewpoint School
23620 Mulholland Highway
Calabasas, CA 91302-2097
(Fax 818-591-0834)

(Intentionally Blank)



ADMINISTRATOR'S EVALUATION

(NOTE: This form is required for applicants to Grades One through Twelve.)

INSTRUCTIONS TO PARENTS

Dear Parent: Complete the information requested in the spaces below and give this form with a preaddressed envelope to your child's principal or school counselor *after January 1*. This form is confidential and must be mailed by the administrator to Viewpoint School.

Applicant's Name _____	Applying to Grade _____
Administrator's Name _____	Administrator's Title _____
School Name and Address _____	_____

INSTRUCTIONS TO ADMINISTRATORS

Dear Administrator: Viewpoint School is a coeducational, college preparatory day school for students in Kindergarten through Grade Twelve. The School provides an academically enriched, nurturing environment, and promotes the intellectual, emotional, physical, and social growth of children. The Admission Committee seeks to enroll students who will find success in the academic program, who will participate in the School's community, who possess a high level of motivation, who are of good character, and who demonstrate positive behavior. Your completion of both sides of this evaluation is extremely helpful. It is important to all of us that this child's next school placement be an appropriate one for both the student and the family. Your observations of this child are important to us. Please know that the professional comments you share are held in **STRICTEST CONFIDENCE**, and do not become a part of a student's permanent record. We thank you in advance for the help your comments will provide.

How long have you known this student?

In the space below, please share with us your observations about this student's academic ability, work habits, relationships with peers, classroom behavior, attitude, and emotional maturity. If you need additional space, please attach a separate letter.

Has the applicant received any special tutoring, academic or personal support services through your school or outside of school? No Yes If yes, please describe the type of services, reasons for them, and your perspective on their continuing need. If you need additional space, please attach a separate letter.

Has this student ever been subject to any serious disciplinary action, suspension, or expulsion from school? No Yes
If yes, please explain. _____

RECOMMENDATION

	Not Recommended	Without Enthusiasm	Fairly Strongly	Strongly	Enthusiastically
For Academic Promise:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For Character and Personal Promise:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation for Admission:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPLICANT'S NAME: _____

Thank you for taking the time to complete this checklist. For your convenience, a number of local independent schools are using a common form for the Evaluations. Please feel free to photocopy this completed checklist in the event that this student is applying to more than one school. Though each school may vary in the emphasis it places on the qualities listed below, every school is interested in the descriptive profile of a student which this checklist provides.

This form is accepted by the following secondary schools: A.J. Heschel, Archer, Berkeley Hall, Brentwood, Bridges, Buckley, Calvary Christian, Campbell Hall, Chadwick, Country School, Crossroads, Harvard-Westlake, Marlborough, Marymount, Milken, Mirman, Oakwood, Pacific Hills, Pilgrim, St. Matthew's, Sinai Akiba, TurningPoint, Viewpoint, Wesley, Westside Neighborhood, Wildwood, Willows, and Windward.

AFTER COPYING, please circle the school to which you are sending this form and attach it to that school's evaluation form.

Applicant Information

- | | | | | |
|--------------------------------------------|---------------------------------------------|--------------------------------------------------|------------------------------------------------|-------------------------------------------|
| 1. Academic achievement | <input type="checkbox"/> below expectations | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> outstanding |
| 2. Conduct | <input type="checkbox"/> poor | <input type="checkbox"/> occasional misconduct | <input type="checkbox"/> usually good behavior | <input type="checkbox"/> good conduct |
| 3. Integrity | <input type="checkbox"/> questionable | <input type="checkbox"/> usually trustworthy | <input type="checkbox"/> trustworthy | <input type="checkbox"/> highly developed |
| 4. Consideration of others thoughtful | <input type="checkbox"/> rarely considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> considerate | <input type="checkbox"/> extremely |
| 5. Social adjustment relationships w/peers | <input type="checkbox"/> relates poorly | <input type="checkbox"/> has occasional problems | <input type="checkbox"/> usually relates well | <input type="checkbox"/> healthy |
| 6. Stability | <input type="checkbox"/> easily frustrated | <input type="checkbox"/> seeks much attention | <input type="checkbox"/> somewhat tense | <input type="checkbox"/> stable |
| 7. Attendance | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | |

Family Information

- | | | | | |
|----------------------------------------------|------------------------------------------|------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| 1. Communication with school | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 2. Attendance at school functions | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 3. Cooperation with school rules | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 4. Cooperation with faculty/administration | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 5. Fulfillment of financial responsibilities | <input type="checkbox"/> n/a | <input type="checkbox"/> sometimes | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 6. Participation in school community | <input type="checkbox"/> never | <input type="checkbox"/> seldom | <input type="checkbox"/> when given opportunity | <input type="checkbox"/> very helpful |
| 7. Participation in child's education | <input type="checkbox"/> rarely involved | <input type="checkbox"/> overly involved | <input type="checkbox"/> sometimes involved | <input type="checkbox"/> appropriately involved |
| 8. Parent expectations | <input type="checkbox"/> unknown | <input type="checkbox"/> unrealistic | <input type="checkbox"/> realistic | <input type="checkbox"/> other _____ |

Please provide comments about this applicant's family: _____

Check here if you would like us to call you for further information about this applicant.

Best time to reach you: _____ Phone #: _____

Please Print Your Name and Title

Signature

Date

Your E-mail address: _____

Please return this form no later than February 4 directly to

Viewpoint School Office of Admission
23620 Mulholland Highway • Calabasas, CA 91302-2097
818-591-6560 • Fax 818-591-0834

Grades One through Twelve Administrator's Evaluation



TEACHER'S EVALUATION

(FOR APPLICANTS TO PRIMARY AND LOWER SCHOOLS)

(NOTE: This form is required for applicants to Grades One through Five only.)

INSTRUCTIONS TO PARENTS

Dear Parent: Complete the information requested in the spaces below and give this form with a preaddressed envelope to your child's homeroom teacher *after January 1*. This form is confidential and must be mailed by the teacher to Viewpoint School.

Applicant's Name _____

Teacher's Name _____

School Name and Address _____

Applying to Grade _____

Grade/Subject Taught _____

INSTRUCTIONS TO TEACHERS

Dear Teacher: Viewpoint School is a coeducational, college preparatory day school for students in Kindergarten through Grade Twelve. The School provides an academically enriched, nurturing environment, and promotes the intellectual, emotional, physical, and social growth of children. The Admission Committee seeks to enroll students who will find success in the academic program, who will participate in the School's community, who possess a high level of motivation, who are of good character, and who demonstrate positive behavior. Your completion of both sides of this evaluation is extremely helpful. It is important to all of us that this child's next school placement be an appropriate one for both the student and the family. Your observations of this child are important to us. Please know that the professional comments you share are held in **STRICTEST CONFIDENCE**, and do not become a part of a student's permanent record. We thank you in advance for the help your comments will provide.

For each of the academic subjects that you have taught this child, please rate his/her qualities as a student.

	Weak	Sometimes inadequate	Average but improving	Above average	Outstanding
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English/Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment briefly on this child's particular strengths or weaknesses as a student in your class:

Has the applicant received any special tutoring, academic or personal support services through your school or outside of school? No Yes If yes, please describe the type of services, reasons for them, and your perspective on their continuing need. If you need additional space, please attach a separate letter.

RECOMMENDATION

	Not Recommended	Without Enthusiasm	Fairly Strongly	Strongly	Enthusiastically
For Academic Promise:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For Character and Personal Promise:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation for Admission:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPLICANT'S NAME: _____

- | | | | | |
|-----------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------|
| 1. Academic achievement | <input type="checkbox"/> below expectations | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> outstanding |
| 2. 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 |
| 3. Ability to work alone | <input type="checkbox"/> has great difficulty | <input type="checkbox"/> needs help frequently | <input type="checkbox"/> needs help occasionally | <input type="checkbox"/> always works well |
| 4. 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 |
| 5. Classroom conduct | <input type="checkbox"/> frequent disruptions | <input type="checkbox"/> occasional misconduct | <input type="checkbox"/> usually good behavior | <input type="checkbox"/> good conduct |
| 6. Written expression | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 7. Ability to express ideas orally | <input type="checkbox"/> limited | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> good | <input type="checkbox"/> exceptional |
| 8. Daily preparation | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 9. 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 |
| 10. Follows directions | <input type="checkbox"/> rarely | <input type="checkbox"/> needs much explanation | <input type="checkbox"/> occasionally needs help | <input type="checkbox"/> quickly and effectively |
| 11. Critical thinking | <input type="checkbox"/> limited | <input type="checkbox"/> fair | <input type="checkbox"/> frequently perceptive | <input type="checkbox"/> exceptionally perceptive |
| 12. Seeks help when needed | <input type="checkbox"/> rarely | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 13. Effort/drive | <input type="checkbox"/> limited | <input type="checkbox"/> sporadic | <input type="checkbox"/> usually good | <input type="checkbox"/> maximum |
| 14. Attention span | <input type="checkbox"/> easily distracted | <input type="checkbox"/> occasionally distracted | <input type="checkbox"/> usually good | <input type="checkbox"/> exceptionally good |
| 15. 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 |
| 16. Motivation & initiative | <input type="checkbox"/> never initiates | <input type="checkbox"/> rarely shows initiative | <input type="checkbox"/> occasionally initiates | <input type="checkbox"/> often initiates |
| 17. Stability | <input type="checkbox"/> easily frustrated | <input type="checkbox"/> seeks much attention | <input type="checkbox"/> somewhat tense | <input type="checkbox"/> stable |
| 18. Curiosity | <input type="checkbox"/> limited | <input type="checkbox"/> occasional | <input type="checkbox"/> frequent | <input type="checkbox"/> consistent |
| 19. Imagination & creativity | <input type="checkbox"/> little | <input type="checkbox"/> fair | <input type="checkbox"/> active | <input type="checkbox"/> highly developed |
| 20. Integrity | <input type="checkbox"/> questionable | <input type="checkbox"/> usually trustworthy | <input type="checkbox"/> trustworthy | <input type="checkbox"/> highly developed |
| 21. Consideration of others | <input type="checkbox"/> rarely considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> considerate | <input type="checkbox"/> extremely thoughtful |
| 22. Social adjustment
with peers | <input type="checkbox"/> relates poorly | <input type="checkbox"/> has occasional problems | <input type="checkbox"/> usually relates well | <input type="checkbox"/> healthy relationships |
| 23. Sense of humor | <input type="checkbox"/> rarely laughs or smiles | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> delightful |
| 24. 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 |
| 25. Reaction to criticism
& setbacks | <input type="checkbox"/> poor has some difficulty | <input type="checkbox"/> appropriate | <input type="checkbox"/> extremely | <input type="checkbox"/> good |
| 26. Responsibility for own
behavior & willingness
to take risks | <input type="checkbox"/> rarely | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 27. Parent participation
in child's education | <input type="checkbox"/> rarely involved | <input type="checkbox"/> overly involved | <input type="checkbox"/> sometimes involved | <input type="checkbox"/> appropriately involved |
| 28. Parent cooperation | <input type="checkbox"/> unknown | <input type="checkbox"/> uncooperative | <input type="checkbox"/> fair | <input type="checkbox"/> good |
| 29. Parent expectations | <input type="checkbox"/> unknown | <input type="checkbox"/> unrealistic | <input type="checkbox"/> realistic | <input type="checkbox"/> other _____ |

Check here if you would like us to call you for further information about this applicant.

Best time to reach you: _____ Phone: _____

Please Print Your Name and Title

Signature

Date

Your E-mail address: _____

Please return this form no later than February 4 directly to

Viewpoint School Office of Admission
23620 Mulholland Highway • Calabasas, CA 91302-2097
818-591-6560 • Fax 818-591-0834

Grades One through Five Teacher's Evaluation



ENGLISH TEACHER'S EVALUATION (FOR APPLICANTS TO MIDDLE AND UPPER SCHOOLS)

(NOTE: This form is required for applicants to Grades Six through Twelve only.)

INSTRUCTIONS TO PARENTS

Dear Parent: Complete the information requested in the spaces below and give this form with a preaddressed envelope to your child's current English teacher *after January 1*. This form is confidential and must be mailed by the teacher to Viewpoint School.

Applicant's Name _____

Applying to Grade _____

Teacher's Name _____

Course Name/Textbook(s) Used _____

School Name and Address _____

INSTRUCTIONS TO TEACHERS

Dear Teacher: Viewpoint School is a coeducational, college preparatory day school for students in Kindergarten through Grade Twelve. The School provides an academically enriched, nurturing environment, and promotes the intellectual, emotional, physical, and social growth of children. The Admission Committee seeks to enroll students who will find success in the academic program, who will participate in the School's community, who possess a high level of motivation, who are of good character, and who demonstrate positive behavior. Your completion of both sides of this evaluation is extremely helpful. It is important to all of us that this child's next school placement be an appropriate one for both the student and the family. Your observations of this child are important to us. Please know that the professional comments you share are held in **STRICTEST CONFIDENCE**, and do not become a part of a student's permanent record. We thank you in advance for the help your comments will provide.

Do you teach both English and mathematics to this student? No Yes If yes, please complete only one of the evaluation forms. The second form should be submitted to another academic teacher who has worked with this child within the past two years.

How long have you known this student? _____

In the space below, please share with us your observations about this student's academic ability, work habits, relationships with peers, classroom behavior, attitude, and emotional maturity. If you need additional space, please attach a separate letter.

RECOMMENDATION

	Not Recommended	Without Enthusiasm	Fairly Strongly	Strongly	Enthusiastically
For Academic Promise:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For Character and Personal Promise:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation for Admission:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPLICANT'S NAME: _____

Thank you for taking the time to complete this checklist. **For your convenience, a number of local independent schools are using a common form for the Evaluations.** Please feel free to photocopy this completed checklist in the event that this student is applying to more than one school. Though each school may vary in the emphasis it places on the qualities listed below, every school is interested in the descriptive profile of a student which this checklist provides.

This form is accepted by the following secondary schools: A.J. Heschel, Archer, Berkeley Hall, Brentwood, Bridges, Buckley, Calvary Christian, Campbell Hall, Chadwick, Country School, Crossroads, Harvard-Westlake, Marlborough, Marymount, Milken, Mirman, Oakwood, Pacific Hills, Pilgrim, St. Matthew's, Sinai Akiba, TurningPoint, Viewpoint, Wesley, Westside Neighborhood, Wildwood, Willows, and Windward.

AFTER COPYING, please circle the school to which you are sending this form and attach it to that school's evaluation form.

- | | | | | |
|-----------------------------------------------|--------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------|
| 1. Academic achievement | <input type="checkbox"/> below expectations | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> outstanding |
| 2. 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 |
| 3. Ability to work alone | <input type="checkbox"/> has great difficulty | <input type="checkbox"/> needs help frequently | <input type="checkbox"/> needs help occasionally | <input type="checkbox"/> always works well |
| 4. 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 |
| 5. Classroom conduct | <input type="checkbox"/> frequent disruptions | <input type="checkbox"/> occasional misconduct | <input type="checkbox"/> usually good behavior | <input type="checkbox"/> good conduct |
| 6. Written expression | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 7. Ability to express idea orally | <input type="checkbox"/> limited | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> good | <input type="checkbox"/> exceptional |
| 8. Daily preparation | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 9. 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 |
| 10. Follows directions | <input type="checkbox"/> rarely | <input type="checkbox"/> needs much explanation | <input type="checkbox"/> occasionally needs help | <input type="checkbox"/> quickly and effectively |
| 11. Critical thinking | <input type="checkbox"/> limited | <input type="checkbox"/> fair | <input type="checkbox"/> frequently perceptive | <input type="checkbox"/> exceptionally perceptive |
| 12. Seeks help when needed | <input type="checkbox"/> rarely | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 13. Effort/drive | <input type="checkbox"/> limited | <input type="checkbox"/> sporadic | <input type="checkbox"/> usually good | <input type="checkbox"/> maximum |
| 14. Attention span | <input type="checkbox"/> easily distracted | <input type="checkbox"/> occasionally distracted | <input type="checkbox"/> usually good | <input type="checkbox"/> exceptionally good |
| 15. 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 |
| 16. Initiative | <input type="checkbox"/> never initiates | <input type="checkbox"/> rarely shows initiative | <input type="checkbox"/> occasionally initiates | <input type="checkbox"/> often initiates |
| 17. Stability | <input type="checkbox"/> easily frustrated | <input type="checkbox"/> seeks much attention | <input type="checkbox"/> somewhat tense | <input type="checkbox"/> stable |
| 18. Curiosity | <input type="checkbox"/> limited | <input type="checkbox"/> occasional | <input type="checkbox"/> frequent | <input type="checkbox"/> consistent |
| 19. Imagination & creativity | <input type="checkbox"/> little | <input type="checkbox"/> fair | <input type="checkbox"/> active | <input type="checkbox"/> highly developed |
| 20. Integrity | <input type="checkbox"/> questionable | <input type="checkbox"/> usually trustworthy | <input type="checkbox"/> trustworthy | <input type="checkbox"/> highly developed |
| 21. Consideration of others | <input type="checkbox"/> rarely considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> considerate | <input type="checkbox"/> extremely thoughtful |
| 22. Social adjustment with peers | <input type="checkbox"/> relates poorly | <input type="checkbox"/> has occasional problems | <input type="checkbox"/> usually relates well | <input type="checkbox"/> healthy relationships |
| 23. Sense of humor | <input type="checkbox"/> rarely laughs or smiles | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> delightful |
| 24. 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 |
| 25. Parent participation in child's education | <input type="checkbox"/> rarely involved | <input type="checkbox"/> overly involved | <input type="checkbox"/> sometimes involved | <input type="checkbox"/> appropriately involved |
| 26. Parent cooperation | <input type="checkbox"/> unknown | <input type="checkbox"/> uncooperative | <input type="checkbox"/> fair | <input type="checkbox"/> good |
| 27. Parent expectations | <input type="checkbox"/> unknown | <input type="checkbox"/> unrealistic | <input type="checkbox"/> realistic | <input type="checkbox"/> other _____ |
| 28. Attendance | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | |

Check here if you would like us to call you for further information about this applicant.

Best time to reach you: _____ Phone #: _____

Please Print Your Name and Title

Signature

Date

Your E-mail address: _____

Please return this form no later than February 4 directly to

Viewpoint School Office of Admission
23620 Mulholland Highway • Calabasas, CA 91302-2097
818-591-6560 • Fax 818-591-0834

Grades Six through Twelve English Teacher's Evaluation



MATHEMATICS TEACHER'S EVALUATION

(FOR APPLICANTS TO MIDDLE AND UPPER SCHOOLS)

(NOTE: This form is required for applicants to Grades Six through Twelve only.)

INSTRUCTIONS TO PARENTS

Dear Parent: Complete the information requested in the spaces below and give this form with a preaddressed envelope to your child's current mathematics teacher *after January 1*. This form is confidential and must be mailed by the teacher to Viewpoint School.

Applicant's Name _____

Applying to Grade _____

Teacher's Name _____

Course Name/Textbook(s) Used _____

School Name and Address _____

INSTRUCTIONS TO TEACHERS

Dear Teacher: Viewpoint School is a coeducational, college preparatory day school for students in Kindergarten through Grade Twelve. The School provides an academically enriched, nurturing environment, and promotes the intellectual, emotional, physical, and social growth of children. The Admission Committee seeks to enroll students who will find success in the academic program, who will participate in the School's community, who possess a high level of motivation, who are of good character, and who demonstrate positive behavior. Your completion of both sides of this evaluation is extremely helpful. It is important to all of us that this child's next school placement be an appropriate one for both the student and the family. Your observations of this child are important to us. Please know that the professional comments you share are held in **STRICTEST CONFIDENCE**, and do not become a part of a student's permanent record. We thank you in advance for the help your comments will provide.

Do you teach both mathematics and English to this student? No Yes If yes, please complete only one of the evaluation forms. The second form should be submitted to another academic teacher who has worked with this child within the past two years.

How long have you known this student? _____

In the space below, please share with us your observations about this student's academic ability, work habits, relationships with peers, classroom behavior, attitude, and emotional maturity. If you need additional space, please attach a separate letter.

RECOMMENDATION

	Not Recommended	Without Enthusiasm	Fairly Strongly	Strongly	Enthusiastically
For Academic Promise:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For Character and Personal Promise:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation for Admission:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPLICANT'S NAME: _____

Thank you for taking the time to complete this checklist. For your convenience, a number of local independent schools are using a common form for the Evaluations. Please feel free to photocopy this completed checklist in the event that this student is applying to more than one school. Though each school may vary in the emphasis it places on the qualities listed below, every school is interested in the descriptive profile of a student which this checklist provides.

This form is accepted by the following secondary schools: A.J. Heschel, Archer, Berkeley Hall, Brentwood, Bridges, Buckley, Calvary Christian, Campbell Hall, Chadwick, Country School, Crossroads, Harvard-Westlake, Marlborough, Marymount, Milken, Mirman, Oakwood, Pacific Hills, Pilgrim, St. Matthew's, Sinai Akiba, TurningPoint, Viewpoint, Wesley, Westside Neighborhood, Wildwood, Willows, and Windward.

AFTER COPYING, please circle the school to which you are sending this form and attach it to that school's evaluation form.

- | | | | | |
|-----------------------------------------------|--------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------|
| 1. Academic achievement | <input type="checkbox"/> below expectations | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> outstanding |
| 2. 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 |
| 3. Ability to work alone | <input type="checkbox"/> has great difficulty | <input type="checkbox"/> needs help frequently | <input type="checkbox"/> needs help occasionally | <input type="checkbox"/> always works well |
| 4. 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 |
| 5. Classroom conduct | <input type="checkbox"/> frequent disruptions | <input type="checkbox"/> occasional misconduct | <input type="checkbox"/> usually good behavior | <input type="checkbox"/> good conduct |
| 6. Written expression | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 7. Ability to express idea orally | <input type="checkbox"/> limited | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> good | <input type="checkbox"/> exceptional |
| 8. Daily preparation | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 9. 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 |
| 10. Follows directions | <input type="checkbox"/> rarely | <input type="checkbox"/> needs much explanation | <input type="checkbox"/> occasionally needs help | <input type="checkbox"/> quickly and effectively |
| 11. Critical thinking | <input type="checkbox"/> limited | <input type="checkbox"/> fair | <input type="checkbox"/> frequently perceptive | <input type="checkbox"/> exceptionally perceptive |
| 12. Seeks help when needed | <input type="checkbox"/> rarely | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 13. Effort/drive | <input type="checkbox"/> limited | <input type="checkbox"/> sporadic | <input type="checkbox"/> usually good | <input type="checkbox"/> maximum |
| 14. Attention span | <input type="checkbox"/> easily distracted | <input type="checkbox"/> occasionally distracted | <input type="checkbox"/> usually good | <input type="checkbox"/> exceptionally good |
| 15. 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 |
| 16. Initiative | <input type="checkbox"/> never initiates | <input type="checkbox"/> rarely shows initiative | <input type="checkbox"/> occasionally initiates | <input type="checkbox"/> often initiates |
| 17. Stability | <input type="checkbox"/> easily frustrated | <input type="checkbox"/> seeks much attention | <input type="checkbox"/> somewhat tense | <input type="checkbox"/> stable |
| 18. Curiosity | <input type="checkbox"/> limited | <input type="checkbox"/> occasional | <input type="checkbox"/> frequent | <input type="checkbox"/> consistent |
| 19. Imagination & creativity | <input type="checkbox"/> little | <input type="checkbox"/> fair | <input type="checkbox"/> active | <input type="checkbox"/> highly developed |
| 20. Integrity | <input type="checkbox"/> questionable | <input type="checkbox"/> usually trustworthy | <input type="checkbox"/> trustworthy | <input type="checkbox"/> highly developed |
| 21. Consideration of others | <input type="checkbox"/> rarely considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> considerate | <input type="checkbox"/> extremely thoughtful |
| 22. Social adjustment with peers | <input type="checkbox"/> relates poorly | <input type="checkbox"/> has occasional problems | <input type="checkbox"/> usually relates well | <input type="checkbox"/> healthy relationships |
| 23. Sense of humor | <input type="checkbox"/> rarely laughs or smiles | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> delightful |
| 24. 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 |
| 25. Parent participation in child's education | <input type="checkbox"/> rarely involved | <input type="checkbox"/> overly involved | <input type="checkbox"/> sometimes involved | <input type="checkbox"/> appropriately involved |
| 26. Parent cooperation | <input type="checkbox"/> unknown | <input type="checkbox"/> uncooperative | <input type="checkbox"/> fair | <input type="checkbox"/> good |
| 27. Parent expectations | <input type="checkbox"/> unknown | <input type="checkbox"/> unrealistic | <input type="checkbox"/> realistic | <input type="checkbox"/> other _____ |
| 28. Attendance | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | |

Check here if you would like us to call you for further information about this applicant.

Best time to reach you: _____ Phone: _____

Please Print Your Name and Title

Signature

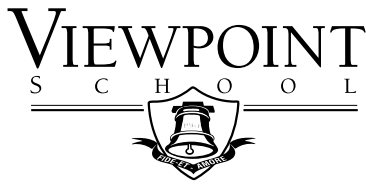
Date

Your E-mail address: _____

Please return this form no later than February 4 directly to

Viewpoint School Office of Admission
23620 Mulholland Highway • Calabasas, CA 91302-2097
818-591-6560 • Fax 818-591-0834

Grades Six through Twelve Mathematics Teacher's Evaluation



MISSION STATEMENT

Viewpoint School, an independent coeducational school with grades from Kindergarten through Twelve, offers its students a rigorous college preparatory education in a nurturing environment. An integral part of the educational process at Viewpoint is the development of a love of learning and of those qualities which provide strength and direction for a lifetime. Viewpoint recognizes the uniqueness of each child and is committed to the identification, preservation, and development of that individuality. Viewpoint School teaches with respect the wisdom and traditions of the world's cultures and faiths. The School's philosophy is based upon the love of God and country, and is inspired by the Judeo-Christian values upon which our nation was founded.

LEARNING EXPECTATIONS

Viewpoint's graduates are literate in the humanities, mathematics, science, technology, the arts, and a second language.

Viewpoint's graduates demonstrate useful physical skills, cooperative teamwork, sportsmanship, and a lifelong interest in fitness and health.

Viewpoint's graduates demonstrate creative and critical thinking.

Viewpoint's graduates embody integrity, compassion, tolerance, responsibility, discernment, and optimism.

Viewpoint's graduates develop excellent intellectual and communication skills.

The achievement of these expectations enables Viewpoint's graduates to be lifelong learners and productive, active citizens who serve their communities.

Viewpoint School is committed to enrolling a diverse student body. The School admits students of any race, color, gender, religion, or national or 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, gender, religion, or national or ethnic origin in the administration of its educational policies, admission policies, scholarships, athletic, and other school-administered programs.

VIEWPOINT

S C H O O L



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