



# Temima

RICHARD & JEAN KATZ HIGH SCHOOL FOR GIRLS

2020-2021



## Confidential Teacher Evaluation Form Rising 9th through 12th Grades

Please check one:

- English Teacher
- Math Teacher
- Chumash Teacher

Applicant's Name: \_\_\_\_\_ Applying for grade: \_\_\_\_\_

Applicant's Current School: \_\_\_\_\_

Address of Current School: \_\_\_\_\_

School Telephone (\_\_\_\_\_) \_\_\_\_\_

**To Parent/Legal Guardian:** Please print and deliver this form to your child's guidance counselor or principal. The evaluator will mail these forms directly to Temima High School for Girls. *All information provided on the attached evaluation form will be held in strictest confidence and will not be shared with students, parents, or guardians. This evaluation will remain confidential.*

Signature of Parent or Legal Guardian \_\_\_\_\_ Date \_\_\_\_\_

**To Principal/Counselor:** Please print your responses to the questions below. Completed forms can be emailed to [admin@temima.org](mailto:admin@temima.org) or sent to Temima High School, 1839 LaVista Road, Atlanta, GA 30329. *All information provided on the attached evaluation form will be held in strictest confidence and will not be shared with students, parents, or guardians. This evaluation will remain confidential.*

Teacher's Name: \_\_\_\_\_

How long and in what capacity have you known this applicant?

\_\_\_\_\_

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Please give explanations to any of the following categories or questions in the “Comments” section located at the end of this form:

### Academic Characteristics and Qualities

General	Excellent	Good	Fair	Poor/Limited	No Basis For Judgment
Oral Expression					
Critical/Abstract Thinking Skills					
Intellectual Curiosity					
Organizational Skills					
Study Skills					
Motivation					
Determination					
Creativity					
Academic Potential					

Please complete the section below for your subject area.

CATEGORIES	Excellent	Above Average	Average	Below Average	No Basis For Judgment
<b>English/Language Arts</b>					
Reading Comprehension					
<b>Written Expression:</b> Grammar					
Composition					
<b>Mathematics</b>					
Knowledge of basic skills					
Ability to grasp new concepts					
Analytical Ability					
<b>Chumash</b>					
<b>Passukim:</b> Reading					
Translation – Hebrew language					
Translation – proper phrasing					
<b>Rashi:</b> Comprehension					
Fluency					
Translation					



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**Please circle one descriptive response in each row.**

<b>Class Participation</b>	Joins in readily	Contributes occasionally	Wants to dominate	Rarely contributes
<b>Ability to work in a group</b>	Always works well	Sometimes	Has difficulty	Has great difficulty
<b>Ability to work independently</b>	Always works well	Needs help occasionally	Needs help frequently	Needs constant help
<b>Ability to complete assignments on time</b>	Always completes on time	Usually completes on time	Needs additional time	Has difficulty
<b>Follows directions</b>	Easily and accurately	Occasionally needs help	Needs much explanation	Rarely
<b>Takes Initiative</b>	Always	Usually	Sometimes	Rarely

Has the applicant ever been a recipient of a special services program, i.e. gifted, learning disability resource center, etc. in your subject area? If yes, please explain.

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Have you ever made any accommodations to the applicant's coursework as a result of cognitive, social, or emotional needs? If yes, please describe.

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Areas in which the applicant has the greatest strengths:

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Areas in which the applicant has the greatest needs:

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Describe the ways the applicant contributes to your classroom community: (character, citizenship, leadership)

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Please describe parental support/involvement:

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Would this student benefit from a resource-level class in this subject? Please explain your response.

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## Personal Characteristics and Qualities

Please circle one descriptive response in each row.

<b>Peer Relations</b>	role model	healthy relationships	occasional problems	relates poorly
<b>Relationships with adults</b>	courteous	usually positive	occasional problems	shows little respect
<b>Displays appropriate conduct</b>	good conduct	usually good conduct	occasional misconduct	poor conduct
<b>Integrity</b>	highly trustworthy	trustworthy	usually trustworthy	questionable
<b>Concern for others</b>	very considerate	considerate	usually considerate	rarely considerate
<b>Warmth of personality</b>	always friendly	usually friendly	occasionally friendly	rarely friendly
<b>Sense of humor</b>	highly developed	good	fair humor	poorly developed
<b>Spirit of cooperation</b>	always cooperates	cooperates	occasionally cooperates	poor cooperation
<b>Citizenship</b>	excellent	good	fair	poor
<b>Attitude toward school</b>	excellent	good	fair	poor
<b>Leadership</b>	potential leader	can follow or lead	leads on occasion	rarely leads
<b>Self Confidence</b>	healthy self-image	needs some support	seems over confident	poor self-image
<b>Reaction to criticism/setbacks</b>	excellent	good	fair	poor
<b>Responsible</b>	very responsible	usually responsible	sometimes responsible	rarely responsible
<b>Emotional maturity</b>	very mature	age appropriate	sometimes immature	very immature
<b>Attention span</b>	actively engaged	attentive	variable attention	requires frequent redirection

Additional Comments:

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Signature

Title

Date

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