Association of Independent Schools of Greater Washington (AISGW) Common Confidential Student Evaluation Form (Pre-School-1st Grade Applicants)

Please submit the completed form to the school to which the child is applying.

| Child's Name | | | | Date of Birth | Applying to Grade |
|--------------|------|-------|--------|---------------|-------------------|
| | Last | First | Middle | | Month/Day/Year |

To the parent/guardian: Please complete the above information and read/sign the statement below. Give a signed copy of this form to your child's teacher(s) and request that the form be sent directly to the school(s) to which your child is applying by each school's due date. The AISGW schools abide by the policy that all information provided on this form will be held in the strictest confidence and will not, directly or indirectly, be shared with students, parents, or guardians.

For the child named above, I hereby waive my right to access this recommendation and authorize the person completing this form to provide an evaluation and all relevant information to the designated school(s) for purposes of my child's application for admission. I also grant permission to the Admission Office to contact the recommender for clarification or questions about the information provided.

Name of parent/guardian (please print) _

Signature of parent/guardian

To the person completing this form: The school(s) to which the child named above is applying would appreciate your candid assessment of the applicant's abilities. The questions below ask for your sense of this child's social, physical and pre-academic skill development. This form provides one way of getting to know the child and is reviewed with the full awareness that young children are constantly changing and developing. It is used in our assessment process and will not become part of the student's permanent record. *If the applicant's parent/guardian has signed the waiver above, your recommendation will be kept confidential to the extent permitted by law.*

| Form completed by (print name) | | Position | Date |
|----------------------------------------|-------------------------|--------------------------------------|----------------------------------------------------------------------------------------------|
| School name | Director/P | rincipal's name and email | |
| How long have you known this child? | | Do you currently teach this child? | |
| If so, indicate subject area(s) taught | | What is the size of your instruction | al group? |
| Length of school day | Number of days per week | Date of entry to your pr | ogram |
| | | | ch this child? e of your instructional group? e of entry to your program Month/Year |
| What three words come to mind when d | escribing this child? | | |
| | | | |

Please describe any unique attributes or circumstances of this child (e.g. bilingual, special talent, unique family situation)

For each item in the tables below, please check the most appropriate description of this child and include a brief comment or example, if applicable.

| Social and Physical Development | Advanced for age | Appropriate for age | Needs Development | Not at Acceptable Level | Did Not Observe | Comments |
|-------------------------------------------------|------------------|------------------------|----------------------|-------------------------------|--------------------|----------|
| Separation from parents/guardians/caregivers | | | | | | |
| Interaction with parents/guardians | | | | | | |
| Ability to share and work cooperatively | | | | | | |
| Ability to wait turn | | | | | | |
| Cooperative attitude | | | | | | |
| Resolves conflicts appropriately | | | | | | |
| Engages in appropriate physical interactions | | | | | | |
| Responds positively to re-direction | | | | | | |
| Respect for own property | | | | | | |
| Respect for others' property | | | | | | |
| Accepts responsibility for actions | | | | | | |
| Uses language to problem solve | | | | | | |
| Demonstrates self-control | | | | | | |
| Interaction with peers | | | | | | |
| Interaction with teachers | | | | | | |
| Participates in physical group activities | | | | | | |
| Gross motor coordination | | | | | | |
| Body and space awareness | | | | | | |
| Balance, gait, fluidity, smoothness of movement | | | | | | |

Usually takes role of: \Box Large group $\ \Box$ Small group $\ \Box$ Alone

Revised: July 2022

| Personal Characteristics | Advanced for age | Appropriate for age | Needs Development | Not at Acceptable Level | Did Not Observe | Comments |
|---------------------------------------------------------------------------|---------------------------|------------------------|----------------------|-------------------------------|--------------------|----------|
| Self-help skills (clothes, bathroom, lunch, etc.) | | | | | | |
| Self-motivation | | | | | | |
| Self-confidence in approaching tasks | | | | | | |
| Acceptance of limits | | | | | | |
| Sense of humor | | | | | | |
| Curiosity | | | | | | |
| Attention span for self-chosen activity | | | | | | |
| Usually takes role of: Leader Follower Vari | es Advanced Appropriat | | Needs | Not at Acceptable | Did Not | |
| Pre-Academic Characteristics | for age | Appropriate for age | Development | Level | Observe | Comments |
| Fine motor coordination (lacing, puzzles, etc.) | | | | | | |
| Uses appropriate pencil grip | | | | | | |
| Draws with details | | | | | | |
| Works with manipulatives | | | | | | |
| Speech is clear and understandable | | | | | | |
| Vocabulary | | | | | | |
| Ability to stay on discussion topic | | | | | | |
| Tells story events in sequence (memory) | | | | | | |
| Asks questions to extend understanding | | | | | | |
| Sound-symbol correspondence | | | | | | |
| Recognizes upper case letters | | | | | | |
| Recognizes lower case letters | | | | | | |
| Recognizes numerals | | | | | | |
| Recognizes shapes | | | | | | |
| Transitions easily | | | | | | |
| Listens to directions | | | | | | |
| Follows directions and completes tasks | | | | | | |
| Attention span for teacher-led activity | | | | | | |
| Ability to work independently | | | | | | |
| Ability to focus and contribute in large group | | | | | | |
| Ability to focus and contribute in small group | | | | | | |
| For First Grade Applicants: Please describe the child's development of | | | | | | |

(1) beginning reading skills _____

(2) beginning math skills _____

What are this child's strengths/gifts?_____

What are this child's challenges? What frustrates this child?_____

Describe this child's approach to learning and indicate what kind of classroom environment would be a good match for this child.

| Consistently | Usually | Sometimes | Rarely | Did Not Observe |
|--------------|--------------|-----------------------|----------------------------------|------------------------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | Consistently | Consistently Usually | Consistently Usually Sometimes | Consistently Usually Sometimes Rarely |

Is there information about this student that would be better discussed by telephone? Yes _____No_____

Email _____

Phone ____

Your signature _____ Revised: July 2022