

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 Varies

Pre-Academic Characteristics

Advanced for age Appropriate for age Needs Development Not at Acceptable Level Did Not 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.

Family Information

Consistently Usually Sometimes Rarely Did Not Observe

Has realistic expectations for their child					
Communicates openly with the school					
Follows the rules and policies of the school					
Cooperates with classroom teachers					
Follows through with school recommendations					
Cooperates with school administration					
Participates in school activities					

Comments: _____

Is there information about this student that would be better discussed by telephone? Yes _____ No _____

Your signature _____ Email _____ Phone _____

Addendum to AISGW Confidential Student Evaluation: COVID-19 Learning Experience

This addendum was developed to help applicant schools better understand a student's learning experience during COVID-19. The information provided will be considered together with information shared on the standard form about traditional in-person learning.

Have you taught this student in a distance learning or hybrid setting? Yes _____ No _____

If so, please elaborate on the following:

How often did you see this student? _____

Please indicate how much of this student's learning was synchronous versus asynchronous and how the student performed in each of these settings. _____

Please also specify size of instructional group, the format, and time spent for each (e.g., in a synchronous group of 10 students 2 hours/week, in a synchronous group one-on-one 1 hour/week, in an asynchronous format providing weekly packets, etc.). _____

Were you able to reasonably assess this student's personal characteristics and academic performance during this time? Please specify tools used (e.g., work completion, formal assessment tools, etc.). _____

Were there any special circumstances that occurred during this time which may have affected the student's performance? If so, please specify. _____
