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	Last First		Middle	_Date of Bi	rth	nth/Day/Year	Applying to Grade						
						-							
teacher(s) and request	that the form be sent directly all information provided on the	to the school(s) to which y	our child is	applying by	each schoo	d copy of this form to your child's I's due date. The AISGW schools ectly or indirectly, be shared with						
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)													
Name of parent/guard	ian (please print)												
Signature of parent/gu	uardian												
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 (prin	nt name)			P	osition		Date						
School name		Direc	ctor/Principa	al's name a	nd email								
If so, indicate subject ar	rea(s) taught			What is t	the size of y	our instruction	onal group?						
Length of school day	Number of	f days per wee	k		Date of e	ntry to your p							
							Month/Year						
	e to mind when describing this / ique attributes or circumstance		(e.g. biling	ual, special	talent, uniq	ue family situ	uation)						
For each item in the ta	ables below, please check the	he most appro	priate des	cription of	this child. Not at								
Social and Physic	al Development	Advanced for age	Appropriate for age	Needs Development	Acceptable	Did Not Observe	Comments						
Separation from parents													
Interaction with parents/													
Ability to share and work	k cooperatively												
Ability to wait turn													
Cooperative attitude													
Resolves conflicts appro	opriately												
Engages in appropriate	physical interactions												
Responds positively to r	re-direction												
Respect for own propert	ty												
Respect for others' prop	perty												
Accepts responsibility for	or actions												
Uses language to proble	em solve												
Demonstrates self-contr	rol .												
Interaction with peers													
Interaction with teachers	S												
Participates in physical	group activities												
Gross motor coordination	on												
Body and space awarer	ness												
Balance, gait, fluidity, sn	moothness of movement												

Usually takes role of: ☐ Large group ☐ Small group ☐ Alone

Revised: August 2020 Pre-School-1st G.

	Advanced	Appropriate		Not at Acceptable	Did Not	_	
Personal Characteristics	for age	for age	Development	Level	Observe	Comr	nents
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 ☐ Varie	Advanced	Appropriate		Not at Acceptable	Did Not		
Pre-Academic Characteristics	for age	for age	Development	Level	Observe	Comr	ments
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							
What are this child's challenges? What frustrates this ch	ild?						
Describe this child's approach to learning and indicate what	at kind of cl	assroom er	nvironment	would be a	good match	for this child.	
Family Information	Consist	tently	Usually	S	ometimes	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							1
Cooperates with school administration							
Participates in school activities							
·							<u> </u>
Comments:							
Is there information about this student that would be better Your signature	r discussed			No		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.